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ABE-BE EGYPT TECHNOLOGY FOR IMPROVED LEARNING OUTCOMES (TILO)

ANNUAL REPORT 3
OCTOBER 2009 - SEPTEMBER 2010
FY10

Contract Number EDH-I-00-05-00029-00
Task Order No. 06

This report was produced for review by the United States Agency for International Development.
It was prepared by Creative Associates International, Inc.

Technology for Improved Learning Outcomes (TILO)
Creative Associates International, Inc./ Egypt
Annual Report 3: October 1, 2009 to September 30, 2010

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I. Background

The Technology for Improved Learning Outcomes (TILO) is a part of the USAID education strategic objective Sustained Improvements in Learning Outcomes and focuses upon two goals:

- To improve student learning outcomes by upgrading the quality of teaching and learning as well as school management through the use of technology; and
- To introduce a holistic, integrated model for introducing technology into school-based reform activities.

The TILO project was designed to reach about 200 primary and preparatory schools undergoing school-based reform and 85 public experimental Smart Schools at the preparatory level. To date, TILO is training and equipping 192 School Based Reform (SBR) primary and preparatory schools and 85 TILO Smart School schools at the preparatory level and providing technical and material support and training and coaching for an additional 45 SBR expansion schools, for a total of 318 TILO schools. This number will grow over the next two years. As TILO enters into its third year of operation, it is increasing working to build capacity at all levels of the Ministry of Education to introduce a model that can be implemented through the reform and sustained.

TILO activities take place in eleven governorates: Alexandria, Cairo, Giza, Fayoum, Beni-Suef, Minya, Assiut, Qena, Aswan, 6th of October, and Helwan. This TILO third Annual Report (AR3) documents activity based on TILO's FY10 work plan and reflects the four components of the TILO project.

TILO's **four components** are:

1. Improve the Quality of Teaching, Learning, and IT Management in Targeted Schools.
2. Public-Private Partnerships established for supporting TILO objectives and other innovative educational technology interventions.
3. Build Capacity for Effective Management of Technology for Education at all levels of Public Education Administration.
4. A Monitoring and Evaluation system that determines the extent to which TILO activities are impacting improvements in teaching, learning, and management in targeted schools.

TILO is implemented by Creative Associates International, Inc. and its partners: Pal-Tech, Keys to Effective Learning ("Keys"), and Seward, Inc. Creative is based in Washington, DC, and provides technical assistance to education. Pal-Tech, also in the Washington, DC, area, provides assistance in technology use for training. Keys is a teacher, school administrator, and MOE supervisor training organization in Cairo; Seward is an instructional software firm in Minneapolis, Minnesota.

This Annual Report provides an overview of progress achieved during the third year (September 30, 2009 – September 30, 2010). It summarizes accomplishments represented in previous quarterly reports, and details activities achieved in Quarter 12 (June 30 – September 30, 2010). Each task mentioned in the Year 3 Work Plan is listed, followed by a description of the key actions taken towards completion.

II. Year Three Activities: Summary, Highlights and Challenges

This section of the annual report is organized into two main categories: highlights and challenges. The Highlights section reviews all the tasks planned in the Year 3 Work Plan, including the corresponding subtasks listed in the left hand column, and provides an update on the progress to date in the column on the right. Unlike quarterly reports, this Annual Report includes a summary of all tasks completed during the third year. The Challenges section summarizes obstacles that have influenced implementation and may have had an impact on the Year 3 Work Plan.

SUMMARY

I. Overall Update

The TILO project is completing the third year out of four – a transition which marks an increasing emphasis on finalizing commitments and concentrating on institutionalization and capacity building. To date, 218 out of 277 schools have completed training and 270 schools have received their technology and digital resources. These schools and their principals and teachers have become leaders in their districts and the TILO team and Ministry of Education have begun to plan for Ministry led expansion efforts in all governorates which will greatly increase the breadth and impact of the project, the institutionalization of the TILO system within the local Ministry, and the sustainability of these efforts in schools and districts. Through this effort, TILO and the Ministry will easily double the number of schools and work together on permanent systems. In addition to planning at the governorate level, this year TILO also began working with the Ministry on innovative platforms to make teacher professional development more efficient, such as the open source Moodle learning management and course development system. These efforts will support a weak teacher professional development system and decentralization. TILO continued to implement 19 negotiated public private partnerships in Egypt totaling more than USD\$8.5 million and providing technology, training, content and valuable products to schools. International partners include Discovery Channel, Intel, IBM, Microsoft (among many) and local partners include companies such as Panorama Drama TV Station, Winning Egypt Training Group, and many others. Monitoring and evaluation data from the Standard-based Observation Protocol in Egypt (SCOPE), an external tool to measure teacher quality and student interaction, demonstrated gains of 20-30% and indicated that in many cases five months of the TILO intervention was equivalent to five years with other interventions to improve educational quality.

II. Summary of Highlights during the Quarter

This quarter TILO completed installation of technology in all but three schools in the original 273 schools targeted to receive full technology packages and installed internet connectivity in 120 schools in Cairo, Alex and Beni Suef. Four additional primary schools were added in Helwan to receive full technology packages through TILO due to the RWE Dea public private partnership, with the Intel Classmates packages being introduced as the lab component. When these seven schools receive their technology, a total of 277 schools will be fully equipped by the TILO project.

In addition to the schools receiving full technology packages, TILO has been able to work with the Ministry of Education and private sector partners to introduce technology into several other schools in TILO-supported idaras through direct technology donations or Ministry procured technology in schools. These schools are considered to be TILO expansion schools and the team is working with the Ministry to help them implement the full TILO model with the district (idara) and governorate (muderiya) offices taking the lead in organizing the delivery of training and management support. As part of TILO's capacity building

process, TILO will provide ongoing support and coaching during the coming year for these expansion schools, and work with the Ministry to develop permanent institutional systems to deliver the full model to other schools in the future. The premise is that several different departments within the Ministry need to coordinate and work together to ensure that the technology is accompanied by the full set of training, school based as well as idara and muderiya management support, and longer term planning for professional teacher development, maintenance, and community use of the computer lab.

The following chart presents the latest data on the locations of schools fully supported by TILO and schools that will be supported through the TILO expansion effort.

TILO Schools and Expansion Update September 2010

Governorate	TILO school based reform schools (prep and primary)	TILO Smart schools (prep)	TILO Expansion prep and primary schools (confirmed)	Additional expansion schools (proposed by muderiya)	TOTAL
Cairo, Giza, Helwan, 6th of October (27 Idaras)	4	63	0	30	97
Alexandria (Montaza Idara)	30	6	45	0	81
Beni Suef (Wasta and Nasr Idaras)	54	8	6	36	104
Fayoum (Tamay Idara)	14	4	7	0	25
Minya (Matay and Beni Mazar Idaras)	44	0	8	29	81
Assiut (4 idaras)	0	4	0	0	4
Qena (Nag Hamedy Idara)	18	0	3	17	38
Aswan (Nasr Idara)	28	0	5	5	38
TOTAL	192	85	74	117	468

Training

TILO was able to continue its rigorous school-based training program with teachers, supervisors, and administrators throughout the quarter, even though much of the quarter fell within summer break and Ramadan. Over 5000 teachers were trained this quarter and more than 150,000 primary school students and almost 25,000 secondary school students were enrolled in schools receiving direct TILO support. This training prepares the teachers, supervisors and principals to support various elements of a system in their schools where technology is positioned to improve teaching and learning.

There was significant emphasis this quarter on training school leaders on how to prepare School-based Technology Management Plans (STAMPs). The STAMPs are meant to complement school improvement plans and concentrate on the key systemic areas that are important for the successful long term use of educational technology in school.

Public Private Partnerships.

Just as the planning got underway for the recently negotiated TILO partnership with Intel Corporation where Intel agreed to contribute Intel Classmates towards 20 schools (25 computers per schools), the Ministry of

Education invited TILO to include an additional donation of 500 Classmate laptops in the agreement. This newly expanded plan will allow TILO to work with the idaras and muderiya to use new technology in 23 of the TILO expansion schools listed above and to add technology to 17 already existing TILO-supported schools with high numbers of students per schools and demonstrating excellent performance and commitment to the TILO model.

Schools Receiving Intel Classmates

Governorate	TILO primary schools	TILO Expansion prep schools	Total schools per governorate	TOTAL CLASSMATES (25 /school)
Alexandria (Montaza Idara)	2	0	2	50
Aswan (Nasr Idara)	2	5	5	125
Fayoum (Tamay Idara)	2	7	11	275
Minya (Matay and Beni Mazar Idaras)	6	8	14	350
Qena (Nag Hamedy Idara)	5	3	8	200
TOTAL	17	23	40 schools	1000 laptops

TILO also signed the agreement with Panorama Drama Productions and the Ministry of Education in Beni Suf to expand into six new primary schools. Panorama Drama Productions will equip the schools and TILO will work with the Ministry as they organize the provision of training and management support. As part of the expansion program, TILO will provide training and support and coaching to the Ministry throughout the process.

Discussions are underway with HSBC Bank and ExxonMobil for further partnerships. In both these cases, the discussions are around providing technology and support to schools.

Details of all of these activities are represented below, according to the items that were originally included in the annual work plan.

HIGHLIGHTS

Start-Up

1.1 - Office and operations

TILO Offices:

Summary of first three quarters of FY10:

The primary strategy that TILO has taken to acquire office space in the governorates has been to ask the Undersecretary and Muderiya to provide space inside their facilities. This strategy enables the project to work alongside the MOE and to build as much capacity as possible. This strategy has worked in many of the governorates that we are working in, with the prevailing determining factors being space, distance to the idaras we are working in, hours that the building is open (a surprising constraint), and the ability to maintain consistent internet connectivity. However, in most governorates we have been forced to have an additional small office in the idara or muderiya location because of the great distances to the TILO idaras. The following summarizes the TILO

offices.

- **Alexandria:** Due to the constraints faced by TILO staff in Alexandria last year while using the room that was offered by the Alexandria MOE Muderia inside Mogamaa Sidi Bishr Primary School such as limited school hours and security problems after hours, TILO rented an inexpensive additional private two-room flat in San Stephano to be used along with the space offered by the MOE.
- **Minya:** Effective November 1, 2009, TILO rented a private two-room flat to be used as the TILO field office in Minya. The office was furnished with furniture we received from the old ERP project, equipped and is fully functional. A ground telephone line is installed (086-2319516) along with ADSL internet connectivity.
- **Qena:** Effective January 1, 2010, TILO rented a private two-room flat in Nagaa Hammady to be used as the TILO field office in Qena in addition to the space within the muderiya in Qena city. The office was furnished with furniture we received from the old ERP project, equipped and is fully functional. A ground telephone line is installed (096 - 6570575) along with ADSL internet connectivity.
- **Aswan:** Effective April 1, 2010, TILO rented a private three-room flat in Aswan to be used as the project office in Aswan Governorate. The office was furnished, equipped and is now fully functional. A ground telephone line is installed (097) -2333377 along with ADSL internet connectivity.
- **Fayoum:** TILO maintains an office inside the muderiya office in Fayoum.
- **Greater Cairo:** For all activity around Cairo, TILO works out of the main Cairo office.

Quarter 12 Activities:

- **Assuit:** Effective September 4, 2010, TILO was offered a room by Assuit MOE beside one of the school to be used as TILO office in Assuit. The office was furnished and equipped by TILO and is now fully functioning. TILO is still checking the possibility of installing a ground telephone line inside the room for the telephone and fax communications and for internet connection.

The following table outlines all TILO office locations across Governorates:

	TILO Gov. Office	Address	Tel/Fax Number	Comments
1	Alex1	Mogama3 Sedi Bishr School, Sedi Bishr Quibly, in front of Mohamed Farid Police Station	(03) -525 4191	TILO Field Office in Alex Governorate that is provided by MOE for TILO use during the project (one room in a school)
2	Alex2	Flat# 7, 2nd floor of Al Madina Al Monwara	(03)-583 8046	TILO Private Field Office in Alex Governorate

		Building, Mohamed Basha Said St., San Stefano, Alexandria, Egypt		
3	Beni Suef	El Mahdi Tower at Wageed St. Next to Awad Erian Masjed, from 23 July St., 6 Floor, Beni Suef, Egypt	(082)-236 3032	TILO Field Office in Beni Suef Governorate
4	Fayoum	Ministry of Education in Fayoum Governorate in front of Mogamaa El Mahakem - 3rd floor	(084) - 6301374	TILO Field Office in Fayoum Governorate that is provided by MOE for TILO use during the project (one room at the Muderiya)
5	Minya	El-Damarany St., El-Awqaf Tower behind Alexandria Bank, Minya, Egypt	(086) - 2319516	TILO Field Office in Minya Governorate
6	Qena	Tawfeek El Hakeem St. Above Reylanes Super Market ,beside Cairo Bank – Nag3 Hamady	(096) - 6570575	TILO Field Office in Qena Governorate
7	Aswan	57 Kaser El Hagar St. above El Harafeesh coffee, Fourth floor	(097) - 2333377	TILO Field Office in Aswan Governorate
8	Assuit	Al Makzoub Square beside The Islamic Al Gamgia El Khairia School in front of West District Central Unit	TBD	TILO Field Office in Assiut Governorate

TILO Vehicles:

Summary of first three quarters of FY10:

- Creative Associates International received USAID approval to pay ERP's pending social insurance balance to resolve the licensing issues regarding the four vehicles received from ERP2. EGP 17,818.22 was paid and refunded to TILO by USAID Cairo out of the FT-800 fund.

TILO has successfully licensed the four vehicles received from ERP after the social insurance balance was paid.

Quarter 12 Activities:

- Three of the four vehicles received full maintenance after being parked for more than a year,

	<p>however the fourth vehicle requires spare parts that are not available in the local market and are being ordered.</p> <ul style="list-style-type: none"> • Two of the three vehicles are used in Cairo and the third will either be kept in Cairo to meet the high travel/transportation needs of Cairo staff or will be sent to one of the TILO governorates.
<p>1.2 - Staff</p>	<p>Summary of first three quarters of FY10:</p> <ul style="list-style-type: none"> • Virginia Woolley, TILO Director of Digital Resources Development completed her contract with Creative as of September 30, 2009. • Amira Shoukry, Effective October 24, 2009 Amira ended her employment with Pal-Tech as the TILO Education Manager and joined Creative as the Program Manager for the Discovery Channel Global Education Partnership (DCGEP), a PPP agreement with the Discovery Channel. Her salary is paid through the DCGEP funds. • Tamer Moustafa, Effective November 1, 2009 Tamer, who previously worked with TILO on a temporary basis, was hired on a permanent basis as the Governorate IT Coordinator for Minya. Effective June 20, 2010 he was transferred to take on the same position in Fayoum. • Saber Abdel Hamid, Effective November 1, 2009 Saber was hired as the TILO Governorate Project Coordinator for Qena. • Mohamed Khalifa, Effective December 15, 2009 Mohamed was hired as the TILO Technology Coordinator in Qena. • Rania Rabei, Effective January 1, 2010 Rania's consultancy agreement under DCGEP was extended through the end of March 2010 then effective April, 2010 she was hired on a permanent full time basis as the DCGEP Coordinator, with funds from DCGEP. • Wagdi Mohamed, Effective January 10, 2010 Wagdi was hired as the Technology Coordinator for Aswan Governorate. • Madiha Mowafy, Effective March 1, 2010 Madiha was hired on permanent basis as TILO Event Organizer/Admin Assistant effective. She works under the supervision of TILO Office Manager/Executive Project Assistant, Rasha Wagdi. • Rasha Wagdi, Effective March 1, 2010 Rasha Wagdi, TILO Office Manager, was promoted to Executive Project Assistant. • Mahmoud Mamdouh, Effective March 23, 2010 Mahmoud was hired as the TILO M&E Coordinator under the supervision of Nashwa Fayek, TILO M&E and TSS Manager. • Ahmed Galal, Effective May 1, 2010, Ahmed Galal, TILO Database Application Manager, was promoted to TILO Database Application & E-Learning Manager to take over all responsibilities related to digital resources and the Moodle pilot. • Ahmed Anwar, Effective May 1, 2010, Ahmed Anwar, joined TILO as the Database Applications Specialist under the supervision of Ahmed Galal. • Ahmed Kotb, Effective June 20, 2010 was hired as TILO Technology Coordinator in Minya after Tamer Moustafa moved to Fayoum. • Ahmed El Sayed, Effective June 23, 2010 TILO TSS Technology Coordinator, has taken on the responsibility of TILO IT Specialist. • Ahmed El Gabalawy, Effective June 23, 2010 joined TILO as TSS Technology Coordinator.

	<ul style="list-style-type: none"> • Lamiaa Ahmed, officially resigned Effective June 30, 2010 TILO Gov. Project Coordinator in Fayoum. She resigned for personal reasons then rejoined the project in the same position effective August 15, 2010. <p>Keys to Effective Learning Staff Summary:</p> <ul style="list-style-type: none"> • Ayman Awes was hired as a Master Trainer for Minya, effective December 06, 2009. • Adel Hamouda was hired as a Master Trainer for greater Cairo TSS schools, effective April 01, 2010. • Ahmed Ismail was hired as a Senior Trainer, Follow Up and Support in Beni Suef, effective April 01, 2010. • Mona Mahmoud Eesa was hired as a Master Trainer in Beni Suef, effective April 06, 2010. • Enas Hamdy was hired as the Training Administrative Assistant, effective April 07, 2010. • Rania Farid was hired as an Accountant, effective April 15, 2010. • Manal Selim was hired as the Training Data Base Coordinator, effective April 15, 2010. • Saber Hassan Hussein was hired as a Master Trainer, Follow Up and Support in Aswan, effective April 22, 2010. • Ashraf Abdel Bary was hired as a Master Trainer for greater Cairo TSS schools, effective May 01, 2010. • Iman Youssef was hired as a Master Trainer for greater Cairo TSS schools, effective May 11, 2010. • Emad Moriss Abdo was hired as a Master Trainer for Minya, effective May 11, 2010. • Ezzat Abdella Mohamed Hassan was hired as a Master Trainer for Cairo (Phase 4 SBR/RWE schools), effective May 16, 2010. • Mona Samwel Botros, was hired as a Master Trainer for Minya, effective May 16, 2010. • Mahmoud Hafez, was hired as a Master Trainer, Follow Up and Support in Aswan, effective May 16, 2010. <p><u>Quarter 12 Activities:</u></p> <ul style="list-style-type: none"> • Doaa Abdel Aziz, Effective September 23, 2010 resigned from her position as TILO Procurement & Finance Assistant to move outside Egypt. • Mohamed Fares, Effective August 1, 2010 joined TILO as The Procurement/Inventory Assistant and replaced Doaa. • Maged Taha, Effective October 1, 2010 Maged, an ex-GILO employee, joined TILO as the Finance & Admin Specialist. • Yehia Hassan, Effective September 19, 2010 joined TILO as a driver for one of the additional vehicles acquired from ERP.
<p>1.3 – Annexes/ deliverables</p>	<p>Annex A. List of Schools & Installation Status Annex B. Indicators for FY10 Annex C. Targets for FY11 Annex D. Private Partnership Leverage Summary Annex E. Financial Information</p>

Component I: Improve the Quality of Teaching, Learning, and IT Management in Targeted Schools

1.A – Improve the quality of teaching, learning and IT management

1.A.1- Finalize selection and announce TILO selected schools in the 5 final TILO governorates: Aswan, Qena, Fayoum, Minya and Assuit

This Task was completed.

- Fayoum 12 SBR primary schools + 4 TSS prep schools + 2 SBR prep schools= 18
- Qena 18 SBR schools
- Aswan 28 SBR schools
- Minya 44 SBR schools
- Assiut 4 TSS schools

1.A.2- Visits to new undersecretaries in Minya, Beni Suef, Qena and Alexandria to introduce the project

TILO made several official visits to new undersecretaries of education that were recently assigned to their posts to update them on TILO activities in their governorates and plan for the future. In all of these meetings, TILO Stage 2 was introduced as part of the TILO model. Official school visits were held in conjunction with meetings. All meetings were attended by Dr. Andrea Bosch, TILO COP; Eng. Soheir Ghali, TILO DCOP; and USAID representatives Mrs. Croshelle Harris, Education Team Leader, and Mrs. Mary Kidwani, COTR.

The following is a list of meeting dates per governorate:

Beni Suef:

- November 18, 2009 meeting with Beni Suef undersecretary, Mr. Mohamed Serag El-Din
- May 26, 2010 meeting with Beni Suef’s newly appointed Undersecretary, Mrs. Nihad Abed El Fateh

Minya:

- November 19, 2009 meeting with Minya Undersecretary, Mr. Mahmoud Mohamed Wahdan.
- May 26, 2010 meeting with Minya Governor, Dr. Ahmed Daa El Din Mohamed. The TILO senior management team and USAID representatives had encouraging meetings in Minya. During the visit the Governor expressed his interest and priority in expanding the TILO model in schools throughout the Governorate. An official letter was sent to USAID requesting several types of expansion.

Fayoum:

- December 15, 2009 meeting with Fayoum Undersecretary, Mrs. Salwa Amin and Dr. Amal Ibrahim, Director for Accreditation and Follow-up Department.

Alexandria:

- December 20, 2009, the TILO Senior Management team and USAID counterparts met with Alexandria Governor, General Adel Labib, and MOE Undersecretary, Mr. Atef Abou Basha. During the meeting, USAID representatives Croshelle Harris and Mary Kidwani provided an overview of the mission's contribution to different sectors in Alexandria and their appreciation of the continued cooperation of Alexandria's official staff.

In addition to the official Mudereya visits noted above, regular follow up visits have been conducted throughout the year at the Mudereya and idara level by Soheir Ghali, TILO DCOP and Wafaa Kader, TILO Training Director to update them on TILO progress and next steps.

1.A.3- Graduation groups of schools to TILO Stage 2

The purpose of the graduation events is to celebrate the graduation of TILO schools from Stage 1 to Stage 2 and to articulate the changes in roles for TILO and the Ministry during the Stage II expansion phase. During these graduation events the TILO team introduced the Stage II planning tool known as the "School Technology Advanced Management Plan" or (STAMP).

Feb 23, 2010 Alexandria Graduation event for phase I and II schools:***Event was attended by:***

General Adel Labib, Alexandria Governor
Mr. Tom Delaney, USAID Deputy Mission Director
Mr. Samir El Kheshen, MOE Undersecretary of Education (has moved post since this visit)
Mrs. Mahassen, Montaza Idara Director

In addition to the above attendees, the event also included Idara and MOE leaders as well as approximately 300 school principals and teachers representing 24 schools in Montaza idara, and local and national press.

April 20, 2010 Beni Suef Graduation event for Phase I and II schools:

Event was attended by: Mary Kidwani, USAID COTR, the MOE Acting Undersecretary, Idara Heads, MOE representatives, and school principals and teachers. The total number of attendees was 223 representing 62 schools that have completed the TILO technology and training plan.

April 26, 2010 Cairo Governorate Graduation event for TSS schools:***Event was attended by:***

Mr. Tom Delaney – Deputy Mission Director – USAID
Ms. Evelyn Perez -- Head of USAID Education Sector
Ms. Mary Kidwani -- USAID TILO COTR
Dr. Reda Abou Serie –Deputy to the Minister of Education and TILO Steering Committee Chair.
Dr. Hoda Baraka –First Deputy to the Minister of Communication & Information Technology
Dr. Ahmed Tobal - Advisor to the Minister of Education on IT
Mr. Medhat Mossad - MOE First Undersecretary For Cairo Governorate
Heads of 18 Idaras and Muderiya representatives, Schools principals and Teachers (representing

	<p>37 schools).</p> <p>The Cairo graduation event celebrated 37 schools that have successfully completed the TILO training and technology model, introduced the STAMP and the concept of TILO expansion</p>
<p>1.B Educational Technology Resource Package</p>	<p>1.B - Educational Technology Resource Package</p> <p>1.B.1-Complete Installation of equipment in additional 40 schools in Cairo, Alex and Beni Suef (phase III schools)</p> <p>During this year, TILO completed the installation for all schools in phase 3 as follows:</p> <ul style="list-style-type: none"> • Cairo: 16 schools • Alexandria: 12 schools • Beni Suef: 6 schools • Fayoum: 6 schools <p>Total 40 schools</p> <p>1.B.2- Re-ghosting Phase I and II</p> <p>This year TILO completed the re-ghosting (re-imaging) and re-installation of the Digital Resource package that includes the Houghton Mifflin Harcourt (HMH) donated software Kids Smart Young Explorer.</p> <p>Phase I: 59 schools in Alexandria, Beni Suef and Cairo Phase II: 68 schools in Alexandria, Beni Suef and Cairo</p> <p>1.B.3-1.B.7 - IT Maintenance Training</p> <p>During this year TILO provided IT Maintenance training, conducted by ICS (TILO equipment vendor) under their ICT and Services contract with Creative Associates International.</p> <p>Two representatives from each of the TILO schools attended the IT maintenance training along with TDC Idara representatives. The objective was for those trained to be responsible for simple troubleshooting in TILO schools and to understand the help desk, warranty processes, and protocols to use when a problem requires greater attention.</p> <p>During the first three quarters of the year, TILO completed the IT maintenance and troubleshooting training in the following Governorates:</p> <p><u>Alexandria</u></p> <p>Phase I - 12 schools - 37 participants Phase II - 12 schools - 39 participants Phase III - 12 schools - 27 participants</p>

Beni Suef

Phase I - 24 schools - 51 participants
Phase II - 32 schools - 69 participants
Phase III - 6 schools - 15 participants

Cairo TSS

Phase I - 23 schools - 84 participants
Phase II - 24 schools - 77 participants
Phase III - 16 schools - 53 participants

During Q12, TILO completed IT maintenance training as follows:

Qena

Phase IV& V - 18 schools - 80 participants

Fayoum

Phase IV - 6 schools - 25 participants

1.B.8- Install equipment in 28 schools in Aswan, Qena, Minya and Fayoum to be used as IT Labs for the IT basic skills training (phase IV schools)

In preparation for the Basic IT skills training that is facilitated by the TILO project prior to the start of each phase of training for teachers and administrators, the project team worked hard to complete the installation of 28 Labs in different Governorates as noted below, to be used as the training locations.

Aswan 6 schools
Qena 6 schools
Minya 12 schools
Fayoum 4 schools

1.B.9-Install equipment for 23 schools in Aswan, Fayoum, Qena and Minya (completing Phase IV schools).

Throughout this year, TILO completed the installation of 273 schools across 11 Governorates (2 schools are remaining in Assiut as well as the 4 RWE-funded schools in Helwan). Installations include networks, furniture, air conditioners, and the entire TILO technology model.

Final acceptance of deliveries was received from all schools under TILO contract 1, and all vendor invoices were paid.

During Q12, installation was completed in the following schools in each governorate.

Fayoum: 1 school
Minya: 2 schools
Qena: 3 schools

Aswan: 8 schools

1.B-13-1.B.19 - Finalize and award the Internet Connectivity contract

During this year TILO released and awarded the RFP for school internet connectivity. The resulting contract aims to provide the required surveys, equipment, and internet services in TILO schools for a paid period of one year.

The service contracts are signed between the schools and the internet provider, with the intention that schools can continue to receive internet service on their own at their own expense after the paid 1 year period.

The RFP was posted on November 6, 2009 on the USAID website through the Procurement Information Bulletin (PIB) process. Creative Associates also advertised the RFP in the Egyptian *Al-Ahram* Newspaper, and distributed the RFP to 33 vendors/representatives.

Questions and requests for clarification were submitted by November 15, 2009 and responses to questions and requests for clarification were issued on November 23, 2009 to all vendors/representatives.

Vendors who requested the RFP after November 23, 2009 were provided the RFP and the Q&A document at the same time. Proposals were due in the TILO Office by 4:00PM (local time) on December 8, 2009. TILO received a total of six (6) proposals.

On December 8, 2009, Creative Associates held a meeting with the technical evaluation team for the purpose of distributing the technical proposals, reviewing confidentiality rules, signing confidentiality forms, and providing guidance on the evaluation process and forms. Technical and cost proposals were evaluated separately with technical evaluations occurring in absence of any financial data.

Creative submitted the negotiation memo to USAID requesting consent to subcontract to Nile Integration on January 26, 2010 and concurrence was received on January 28, 2010.

1.B.20-1.B.23- Pilot installation for Cairo governorate connectivity

Nile Integration (TILO Internet Service Provider) conducted a pilot test in one Cairo TSS school during which the vendor tested the entire installation process. The pilot allowed the TILO team to identify the final process for completing the installation of the remaining schools in Cairo governorate.

In Q11, Nile Integration performed a survey of all Cairo TSS schools to determine the status of phone lines and to identify the available internet provider.

In Q12, Nile Integration surveyed all TILO schools located in Alexandria, Fayoum and Beni Suef.

	<p>1.B.24 Status of internet connectivity in schools</p> <p>Below is a summary of Q11 internet connectivity status in schools:</p> <p>Cairo (63 schools)</p> <ul style="list-style-type: none"> • Total number of schools activated 47 • In progress 3 • Schools with issues hindering connectivity 13 <p>Below is a summary of Q12 internet connectivity status in schools:</p> <p>Alexandria (36 schools)</p> <ul style="list-style-type: none"> • Total number of schools activated 19 • In progress 2 • Schools with issues hindering connectivity 15 <p>Beni Suef (59 schools)</p> <ul style="list-style-type: none"> • Total number of schools activated 38 • In progress 2 • Schools with issues hindering connectivity 19
<p>1.C - Learning Objectives and E-Content (Digital Resources)</p>	<p>Summary of first three quarters of FY10:</p> <p>Throughout year 3, the TILO team continued to experiment with the digital resources that they had collected and were introducing to teachers and administrators. The PPP digital resources – HMH KidSmart, the Reading Companion and all the Crocodile software (physics, chemistry and math) were piloted and assessed. These activities will continue into Year 4 of the project.</p> <p>In addition, the TILO team worked with the MOE/Technology Development Center (TDC), the subject matter experts at the MOE, the TDC and Seward International in the US to develop a plan to provide two weeks (10 days) of instructional design training on the Moodle courseware and 3 days of Moodle Management systems training. Moodle is an online open source course development and management system. Approximately 20 participants attended, from the Professional Academy of Teachers, the Multi-media Unit of the TDC, the Subject Matter Experts within the Basic Education Unit, and the TILO staff.</p> <p>The first workshop lasted one week and engaged five groups of experts (20 people) from the MOE and TILO in developing courses for teacher professional development. The second workshop conducted by Seward lasted for three days and covered how to use the Moodle system to manage virtual courses and track participation and performance. This workshop was also exploratory and helped the TILO team determine where Moodle might be useful and the types of recommendations to make to the MOE.</p> <p>By Q11, efforts were underway in designing courseware for a Moodle pilot in three governorates: Helwan, Minya and Alexandria. The Ministry requested a pilot that would inform them of the utility of a Moodle course. Two topics were chosen: Effective Teaching Practice and Filling out Your School STAMP. To develop these courses, a TILO team, including two instructional designer/programmers from Seward, set up a timeline and set of activities including capturing good school footage that would illustrate different practices, designing a streamlined and user friendly template to use, working with the Ministry on preparing their server for Moodle use,</p>

finalizing content, etc. The pilot is set to occur in Q13.

This activity is also considered a Component 3/Capacity Building activity as it builds capacity within the Ministry to understand how to create and manage online courses for professional teacher development using this open source software.

Also in year 3, The TILO team worked with master trainers and master teachers on developing the School- based Peer Teacher Networks. The intention of the Peer Networks are for teachers within a school or between schools that are close in proximity to meet on a regular basis (bi-weekly and then monthly) to take turns exploring and testing out new digital resources and new applications of digital resources to lesson plans. The idea emerged as one that could help teachers sustain their learning process with new and online software by taking the lead and having internal ongoing support teams at the level of the school on how to use existing TILO digital resources and how to find and explore new ones on their own.

Additional Quarter 12 Inputs:

1.C.1.2 Develop training products to be tested and to demonstrate use of Moodle

Two courses were created by the Seward and TILO teams with Moodle –Effective Teaching Practice (Student Centered Learning) and The School-based Technology Management Plan Course. Effective Teaching Practice incorporated best practice videos from an SBR school in Beni Suef and a prep school in Fayoum. These will demonstrate what these teaching practices look like to teachers and are a core part of the teacher assessment activities.

The Moodle pilot is scheduled for Nov 1-December 1, 2010 and these courses will be piloted with teachers and managers in Fayoum, Alex, and Minya.

1.C.2- Plan for Sustainability of Digital Resources

There are a few different ways that TILO is planning for sustainability. First, TILO has put all links to open source software on the TILO websites. This means that schools can download updates whenever needed. Second, TILO has been reinforcing the pedagogical use of the digital resources in schools as part of the follow up plan. This helps to ensure teachers understand how to use them and how they might support their teaching and learning activities. Finally, TILO has begun planning for how the TDC and schools would be able to maintain administrator rights over computers and update/reimage them, as needed. These plans will further evolve in the coming year.

1.C.2.1 Conduct regular meetings with appropriate MOE staff on issues related to digital content

This is ongoing.

1.C.3- Customize and expand high quality digital resources in schools

1.C.3.1 Work with MOE to customize Discovery Channel DVDs and scripts (PPP)

TILO continues to work successfully with the MoE on the DCGEP partnership and has received feedback on all of the Discovery videos to date. This is a particularly important achievement since the turnover and vulnerability of Ministry staff is so high right now under the new Minister.

TILO invited a group of MOE subject matter experts to our Best Practices event in Beni Suef in November.

1.C.3.2 Train Master Trainers on HMH KidSmart use in schools

Ahmed Galal, the TILO Applications Manager and E-Learning Manager, trained all TILO master trainers on the use of the HMH Young Explorer software in during the DR refresher training cycles in Alexandria (June 2010) and Beni Suef. Training of the master trainers in all remaining governorates was implemented during the TOT sessions held by the Keys staff at different intervals throughout the training cycle.

1.C.3.3 Master Trainers train teachers on use of HMH KidSmart

Training on the use of the HMH Kidsmart Young Explorer software was integrated into the TILO Digital Resources training module in Year 2 of the TILO project. This software includes extensive activities across different subject matter that focus on problem solving and critical thinking in early primary. As a result, all TILO teachers receive training on HMH Young Explorer software as part of the TILO training plan and integrate its use into their lesson plans.

1.C.3.4 Master Trainers train TSS teachers on use of Reading Companion

The IBM Reading Companion program is web based and requires stable ADSL internet connectivity to function properly in schools. For this reason, training on Reading Companion was delayed until internet connectivity became available in TILO TSS schools. A short term consultant was hired on a temporary basis to conduct training in TILO TSS schools on the Reading Companion program. The TILO short term consultant will conduct a 2 day training workshop at each school for English teachers on the use and benefits of the Reading Companion as both an in-class and after-school activity for students and adults.

Training will begin with the 37 TSS schools in Cairo governorate in October 2010.

<p>1.D-Develop Training Strategy Plan</p>	<p>Summary of Q9, 10, 11 Activities:</p> <p>Training Materials, Exemplary Activities, Training Resources and H1N1 Survey were developed in English and Arabic for the following;</p> <ul style="list-style-type: none"> • Reinforcing Digital Resource Workshop • Building School-Based Teacher Educational Technology Peer Training Network Workshop • Exemplary activity packages that demonstrate how to use the KidSmart Young Explorer software to support the development of critical thinking and problem solving for different grades and subjects. • Exemplary activity packages that demonstrate how to use the Interactive White Board to support the use of technology for different grades and subjects. • Ninety One (91) complete sets of Training Resources and Materials (3 Boxes each) were produced and handed out to: (26) TSS Schools and (65) SBR Schools to support Master Teachers training of teachers at their schools. • We produced a complete set of critical thinking charts laminated in color (Venn diagram, series of event chain, KWL, problem solution outline, cycle, and Spider Map) to motivate teachers to use and promote critical thinking in their classroom. • Conducted a survey to identify the challenges in schools due to the H1N1 crisis and how they could potentially affect TILO activities. <p>Summary of Q12 Activities:</p> <p>1.D.4 –Design and develop TILO Training Follow Up and Support Plan</p> <p>The TILO training team continued the design and implementation of the TILO Training Follow Up and Support Plan, the goal of which is to move:</p> <ul style="list-style-type: none"> • TILO schools along the training development spectrum to sustainability. • TILO Idaras to institutionalizing the TILO model in their schools and, where there is sufficient interest, to additional expansion schools. <p>During Q12 the TILO Follow Up and Support Team started to use Follow Up and Support Tools to identify gaps in schools, different feedback on the analysis, tools and implementation was received from all governorates. The changes were made to the Follow Up and Support Plan to incorporate and reflect the feedback, and the plan was finalized and produced in both English and Arabic. The purpose of the plan is to address gaps at the schools and to reinforce the application of the training content.</p> <p>1.D.5 –Communicate TILO Training Follow Up and Support Plan to the MOE</p> <p>In Q12, TILO began to communicate the Training Follow Up and Support Plan to the First Undersecretaries, Muderiya/Idara/TDC teams, MOE Supervisors and School Principals in Giza, 6th of October, Cairo, and Alex governorates. The strategy is to address the core issues occurring throughout the Ministry so follow up continues after TILO.</p> <p>1.D.6 –Analyze, develop and Implement Idara/ Muderiya Follow Up and Support Plan</p> <p>The TILO Governorate teams developed special Follow Up and Support Plans for all idaras and schools. Schools were categorized into three categories depending on the nature of the gaps or needs existing at the schools. Solutions were developed based on these categories that will allow</p>
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	<p>us to cluster schools and provide follow up training support or work with the Ministry. The governorate team is currently working with the Idara teams to create their plan to follow up on TILO schools to help them achieve sustainability and look for opportunities to expand the TILO model in additional schools.</p> <p>1.D.7 –Analyze, Develop and Implement School Intervention Plans</p> <p>The TILO Follow Up and Support Teams continued to use the Follow Up and Support Tools to create product inventory lists for a total of 218 TILO schools (Phase 1, 2, and 3) in different governorates. The lists represent the baseline for the status in all TILO schools. Through these lists, TILO was able to identify different levels of priorities for school intervention and define how many follow up and support visits are needed each month. The Follow Up and Support Team developed a School Intervention Plan for every TILO school identifying a list of items that need to be addressed, by who and when.</p> <p>The TILO team developed 218 School Intervention Plans, including Thirty seven (37) TSS schools in Cairo, nine (9) TSS schools in Giza, Fourteen (14) TSS schools in Helwan, Three (3) TSS schools in 6th October, Thirty (30) SBR schools and Six (6) TSS schools in Alex, Fifty Four (54) SBR and Eight (8) TSS schools in Beni Suef, Eight (8) SBR and Four (4) TSS schools in Fayoum, Nineteen (19) SBR schools in Minya, Twelve (12) SBR schools in Qena, and Fourteen (14) SBR schools in Aswan.</p>
<p>1.E - Training Idara MOE Supervisors, School Supervisors and School Administrators</p>	<p>Summary of Q9, 10, 11 Activities:</p> <p>During the first three quarters of year 3, TILO delivered the following leadership and supervisory training for MOE Supervisors, School Administrators and School Supervisors:</p> <ul style="list-style-type: none"> • Introduction/ Overview Workshop. • Leading Change and Building Strong School Team Workshop. • Roles and Responsibilities, Conducting Classroom Observation and Providing Constructive Feedback and Practice on SCOPE Workshop. • Sustainability Planning, Motivating and Rewarding Change Workshop. • IT Skills for Administrators Workshop. • School Advance Technology Management Plan Workshop <p>The training was delivered to Ninety one (91) Schools in Total: Six (6) SBR and Six (6) TSS schools from Alex, Six (6) SBR schools from Beni Suef, Nineteen (19) SBR schools from Minya, Six (8) SBR & Four (4) TSS schools from Fayoum, Fourteen (14) SBR schools from Aswan, Twelve (12) SBR schools from Qena, Twelve (12) TSS schools from Giza and 6th of October, Four (4) TSS schools from Helwan with a total of 818 participants.</p> <p>In Q10, TILO Master Trainers, TILO Coordinators, Idara/TDC Team and MOE Follow Up and Support Team began providing comprehensive Follow up and Support to School Administrators to support them while they complete and implement their Sustainability Plan.</p>

1. E.16 - Introduction/ Overview Workshop for 51 SBR Schools. 4 SMART Schools, and 4 RWE PPP Schools (MOE Supervisors, School Supervisors and School Administrators)

TILO delivered a one day Introduction/Overview Workshop for MOE Supervisors, School Supervisors, School Administrators, Follow Up and Support Team. Twenty Five (25) SBR schools from Minya, Six (6) SBR schools from Fayoum, Six (6) SBR schools from Qena, Fourteen (14) SBR schools from Aswan, Four (4) RWE PPP schools from Helwan and Four (4) TSS schools from Assiut participated in the workshop with a total of 698 participants.

This task was completed in Q12.

1. E.17 - Leading Change and Building Strong School Team Workshop and In School Support for 51 SBR Schools. 4 SMART Schools, and 4 RWE Schools (MOE Supervisors, School Supervisors and School Administrators)

TILO delivered a two day Leading Change and Building Strong School Team Seminar for MOE Supervisors, School Supervisors, School Administrators, Follow Up and Support Team, followed by In School Support to enable them to:

- Understand the Change Process
- Build a Collective Vision
- Build a Committed Team
- Create High-Achieving Learning Environments
- Sustain Professional Development to improve learning
- Establish Collaborative and Partnerships
- Systematic planning and implementation process
- Dynamics of the Change Process
- Work as a Team

Twenty Five (25) SBR schools from Minya, Six (6) SBR schools from Fayoum, Six (6) SBR schools from Qena, Fourteen (14) SBR schools from Aswan, Four (4) RWE schools from Helwan, and Four (4) TSS schools from Assiut participated in the workshop with a total of 698 participants.

This task was completed in Q12.

1. F.18 -Follow Up and Support provided to Master Teachers while they train other teachers at their schools for 65 SBR Schools in Alex, Beni Suef, Minya, Fayoum, Aswan and Qena

TILO Master Trainers provided follow up and support to the Master Teachers in their schools while they design and develop their:

- School Training Plan.
- Session Plans
- Training Schedule and Time line to train other teachers at the school

The Follow Up and Support covered Six (6) SBR schools from Alex, Six (6) SBR schools from Beni Suef, Nineteen (19) SBR schools from Minya, Eight (8) SBR schools from Fayoum,

Fourteen (14) SBR schools from Aswan, and Twelve (12) SBR schools from Qena.

1. F.19 -Follow Up and Support provided to Master Teachers while they train other teachers at their schools for 26 SMART Schools in Giza , Helwan, 6 October, Alex and Fayoum

TILO Master Trainers provided follow up and support to the Master Teachers in their schools on the above list;

The Follow Up and Support covered Six (6) TSS schools from Alex, Four (4) TSS schools from Fayoum, Twelve (12) TSS schools from Giza, Four (4) TSS schools from Helwan.

1. F.20 - Follow Up and Support provided to teachers at the beginning of the Academic year for 54 SBR Schools in Alex, Beni Suef, Minya, Fayoum, Aswan and Qena

Using Follow Up and Support Tools, the TILO team was able to identify the first priority schools that have not shown enough progress towards sustainability. Working as a team at the governorate level, TILO Master Trainers, TILO Coordinators, Idara/TDC Team, MOE Supervisors and MOE Follow Up and Support Team continue to provide comprehensive follow up and support to schools to support them before the start of the new academic year to:

- Communicate school Vision and Mission to school faculties, students, parents and community.
- Prepare to hold the first Board of Trustees meeting.
- Create and support positive Learning Environment at the school.
- Insure that the classes work in groups with classroom rules.
- Conduct an orientation meeting for Senior Teachers to identify their roles and responsibilities supporting and mentoring other teachers at the school.
- Conduct a refresher meeting for the School Technology Committee to emphasize the use of technology.
- Help the School Leadership Team in analyzing the students' results of the previous year using chart and graphics to see student performance improvement after the implementation of TILO.
- Create lists of the teachers' e-mail addressed and use it to communicate with them electronically
- Follow up on the teachers' performance while designing and delivering student classroom activities
- Prepare the schedule and log book for the usage of TILO IT Activity Room and Laptops.
- Support teachers' preparation of enough lessons plans including IT Integration and higher levels of critical thinking before the start of the school year.
- Support teachers and senior teachers developing their portfolios.
- Encourage teachers to exchange and share lessons plans and activities.
- Revise School Training plan and merge it with the School Training Unit plan.
- Encourage School Administrators to use technology to complete administrative tasks, communicate with parents, plan, and share resources.

Follow up and Support covered Seventeen (17) SBR schools from Beni Suef, Eight (8) SBR schools from Alex, Five (5) SBR schools from Fayoum, Fourteen (14) SBR schools from Aswan, Twelve (12) SBR schools from Qena, and Five (5) SBR schools from Minya.

	<p>This task was completed in Q12.</p> <p>1. F.21 - Follow Up and Support and Support teachers at the beginning of the Academic year for 30 SMART Schools Cairo, Giza , Helwan, 6 October, Alex, Beni Suef and Fayoum.</p> <p>Working as a team at the governorate level, TILO Master Trainers, TILO Coordinators, Idara/TDC Team, MOE Supervisors and MOE Follow Up and Support Team continue to provide comprehensive follow up and support to lagging schools on the above list to support them before the start of the new academic year.</p> <p>Follow up and Support targeted Eleven (11) TSS schools from Cairo, Three (3) TSS schools, Two (2) TSS schools from Giza, and Seven (7) TSS schools from Helwan, Four (4) TSS schools from 6th October.</p> <p>This task was completed in Q12.</p>
<p>1.F – Training and supporting Master teachers and School Supervisors</p>	<p>Summary of first three quarters of FY10:</p> <p>During first three quarters of year 3, TILO delivered the following workshops for Master Teachers and School Supervisors to improve their teaching practice and IT Integration:</p> <ul style="list-style-type: none"> • Introduction/ Overview Workshop • Basic IT Skills Workshop • Effective Teaching Methods Workshop (Student Centered Learning, Classroom Management, Critical Thinking) • IT Integration for Teachers Workshop • Advanced Effective Teaching Methods Workshop (Critical Thinking-II, Problem Solving and Authentic Assessment) • Training of Trainers Workshop • Reinforcing Digital Resources, and Building School-Based Teacher Educational Technology Peer Training Network Workshop <p>The training covered Ninety one (91) Schools in Total: Six (6) SBR and Six (6) TSS schools from Alex, Six (6) SBR schools from Beni Suef, Nineteen (19) SBR schools from Minya, Six (8) SBR & Four (4) TSS schools from Fayoum, Fourteen (14) SBR schools from Aswan, Twelve (12) SBR schools from Qena, Twelve (12) TSS schools from Giza and 6th of October, and Four (4) TSS schools from Helwan with a total of 455 participants.</p> <p>TILO Master Trainers, TILO Coordinators, MOE Supervisors, Idara/TDC Team, MOE Follow Up and Support Team continued to provide comprehensive Follow up and Support to enable teachers to complete and implement their activities including: elements of Student Centered Learning, Classroom Management, and higher levels of Critical Thinking, use of IT Activity Room and laptops, and using SCOPE during classroom observation.</p> <p>1.F.15- Basic IT Skills Workshop and Classroom Support for 51 SBR schools, 4 RWE PPP Schools in Minya, Fayoum, Aswan Qena and Helwan (MOE Supervisors, School Supervisors and Master Teachers)</p> <p>In cooperation with the TDC at the governorate level, TILO provided 5 days of Basic IT Skills to 5 School Administrators, 8 Teachers and a number of MOE Supervisors in TILO labs. Twenty</p>

Five (25) SBR schools from Minya, Six (6) SBR schools from Fayoum, Fourteen (14) SBR schools from Aswan, Six (6) SBR schools from Qena, and Four (4) RWE PPP schools from Helwan participated in the workshop with a total of 953 participants.

1.F.17- Training of Trainers Workshop and School Support for 65 SBR schools in Alex, Beni Suef, Minya, Fayoum, Aswan and Qena (MOE Supervisors, School Supervisors and Master Teachers)

At the end of the Training Cycle for Phase 3 Schools, TILO Master Trainers identified the best teachers in each school who are successfully implementing Effective Teaching Methods and IT Integration in their classrooms and have shown a strong willingness to train other teachers at their school. TILO provided them with a three day workshop on Training of Trainers to prepare them to be trainers and enable them to:

- Describe their role and responsibilities as trainers
- Understand the Principles of Adult Learning
- Develop Training Plan for their School
- Develop Session Plans
- Present Effective Training
- Develop and conduct training evaluations
- Provide coaching and mentoring in their schools

Six (6) SBR schools from Alex, Six (6) SBR schools from Beni Suef, Nineteen (19) SBR schools from Minya, Six (6) SBR schools from Fayoum, Fourteen (14) SBR schools from Aswan, and Twelve (12) SBR schools from Qena participated in the workshop with a total of 325 participants.

After the workshop, TILO Master Trainers provided followed up and support to Master Teachers while they develop School Training Plan to training other teachers at the school.

This task was completed in Q12.

1.F.18 – Training of Trainers Workshop and School Support for 26 TSS Schools (MOE Supervisors, School Supervisors and Master Teachers)

At the end of the Training Cycle for Phase 3 Schools, TILO Master Trainers provided the best performing teachers with a three-day workshop on Training of Trainers. The workshop benefited Six (6) TSS schools from Alex, Six (4) TSS schools from Fayoum, Twelve (12) TSS schools from Giza and 6th of October, Four (4) TSS schools from Helwan participated in the workshop with a total of 237 participants.

After the workshop, TILO Master Trainers provided followed up and support to Master Teachers while they developed the School Training Plan to train other teachers at their school.

This task was completed in Q12.

Component 2: Public-Private Partnerships

2.A - Build Partnerships according to PPP strategy

Summary of first three quarters of FY10:

2.A.1- Continue to build partnerships with organizations that provide core technologies to schools

Throughout year 3, TILO continued to assist the Ministry in identifying and creating partnerships and fostering our own partnership so that schools would have needed technology. The following is a summary of the developments in TILO partnerships throughout year 3 and an update on where things stand as of Q12.

Panorama Drama: As a result of the efforts of TILO's proactive field staff, an opportunity was identified in Beni Suef and as a result, TILO finalized an agreement with Panorama Drama to fully equip six new schools. The Ministry agreed to provide training, with TILO coaching and mentoring. The MOU was signed in Q12 and the schools have been identified. Procurement of the Technology model is set to begin in Q13, and Panorama Drama will equip the schools to TILO specifications. This partnership is worth approximately \$100,000.

Intel: In Q11 and 12, TILO updated its partnership with Intel Corporation to equip 25 schools with a package of 25 Intel Classmates per school (a total of 725 Classmate Laptops, which is 100 more than previously planned), training on its operation in each school, one teacher laptop, a school network, access points and one charging rack per school. Intel will donate 500 Classmates, installation and training in each school. TILO will contribute 232 Classmate laptops, the teacher laptop and network access points, and a charging rack for each school. The full package and training is set to begin in Q13. The partnership is roughly 1.6:1 (Intel to USAID), with Intel contributing 61% of the resources in the partnership.

**Under this initial agreement, 29 TILO SBR and expansion schools will receive the Intel Classmate model.*

In Q12, the TILO team was contacted by Dr. Ahmed Tobal, Chief Information Officer at the Ministry of Education and Head of the MOE Technology Development Center to request that TILO implement an additional 500 Classmate PCs in TILO SBR and expansion schools, resulting in an additional 20 schools. This request highlights the MOE's confidence in the TILO project to implement technology in schools, and is also recognition on the part of Intel as they strongly supported the MOE's recommendation that TILO implement the additional 500 classmates. The team met with Dr. Ahmed Tobal and Dr. Reda Abou Serie to finalize the partnership and confirm that TILO will be implementing the Intel Classmate PC model in a total of 49 schools across 6 governorates.

RWE Rea: In Year 3, TILO finalized a partnership with RWE Dea, a German Oil & Gas company operating in Egypt. Under this partnership, TILO and RWE will equip four primary schools in Helwan governorate with furniture, as well as the TILO technology package that includes the Intel Classmates, and a full training cycle. RWE Dea has contributed approximately \$42,000 USD towards this effort. The partnership is roughly 2:3 (RWE to USAID), with RWE contributing 40% of the resources. In Q12, TILO completed the wiring, painting and furniture installation in all 4 schools. Training of teachers, administrators and supervisors also began in Q12, with the technology installations scheduled for Q13.

	<p>Arab Academy: Discussions continued with the Arab Academy in Alexandria on donating used technology that meets our specifications. Schools in Alexandria have been identified and technology has begun to be transferred in Q12. This partnership is between the Ministry and the Arab Academy to expand the TILO model.</p> <p>Exxon Mobile: Discussions are underway for Exxon Mobile to donate high quality computer equipment that is good condition to schools. Creative has positioned TILO to broker the partnership and outline the activities that need to take place to check the equipment, transfer it to schools that are implementing the full TILO model and help the MoE implement the TILO model. There are roughly 700 computers available this year.</p> <p>2.A.2- Continue to build partnerships with organizations that foster innovation and share TILO goals</p> <p>Ongoing.</p> <p>IBM Reading Companion (RC) Partnership: TILO originally signed an MOU with IBM to roll out the RC program in all 85 TILO TSS schools in Year 2. However implementation of the program began in Q12 due to the delay in internet connectivity in TILO schools. In Q12, TILO hired a short-term consultant, Ms. Reham El Gebely, a master trainer who will deliver 2-day workshops in each of the 85 TILO TSS schools on the use of the RC. Reham will train all English teachers in each TSS school on how to integrate the RC in their lesson plans, as well as encourage its use as an after school activity, that can be made available to the community. Training will begin in Q13 with the first phase of 37 TSS schools in Cairo. Reham will also be collecting teacher and student evaluation feedback during follow up visits to schools, through the use of the RC questionnaires developed by the TILO project M&E Consultant.</p> <p>Winning Egypt partnership: In Minya, an innovative partnership was developed to reward school excellence with professional development and an MOU was signed in Q12 to foster excellence in teacher practice. Winning Egypt is offering training in English and computers to teachers who demonstrate that they are doing innovative and excellent work with technology in their schools. This partnership was fostered by our local Governorate Project Coordinator and is valued at about \$12,000. It is an example of an innovative local partnership.</p> <p>2.A.2- Monitor innovative pilots and plan workshops, case studies, etc, to share ideas</p> <p>In Q11, Jorge Verlenden, Education Specialist, began to organize a case study on the changes due to certain partnerships in schools. The first case study is almost complete and addresses the use of the HMH KidSmart Young Explorer software in primary schools. Ms. Verlenden traveled to schools in Alexandria and Fayoum to interview teachers and students and to observe the use of the software. She also traveled to Beni Suef to investigate the local partnerships taking place due to the DCGEP partnership and its community outreach component. Upon completing her school visits and collecting data, Ms. Verlenden submitted a draft of the HMH KidSmart case study to the TILO team for review. The Case study will be finalized and submitted to HMH in the beginning of Q13.</p> <p>These investigations and other pilots and ideas will continue during the coming year.</p>
<p>2.B - Develop new PPPs with cost sharing, as</p>	<p>2.B.1- Implement the Discovery Channel Global Education Partnership (DCGEP)-TILO partnership</p>

<p>appropriate</p>	<p>Summary of first three quarters of FY10:</p> <p>Throughout year 3, TILO continued to implement the TILO / DCGEP partnership in 60 schools: 40 schools in Beni Suef and 20 schools in Alexandria. The DCGEP training program started in Feb 2010 and is scheduled to run through April 2011, with training of schools divided in three phases. In Phase one, 18 schools completed DCGEP training in Alex and Beni Suef. Phase one schools then created their training plans to train the remaining school teachers on how to use Discovery videos. The training program covered two modules “Integrating videos into learning” and “Community Outreach.”</p> <p>The DCGEP contribution includes 150 video segments built into 46 programs. The Ministry of Education collaborated closely with the DCGEP/ TILO team in Cairo. The Ministry Subject Matter Consultants (SMCs) and Experts reviewed the videos presented in English language along with Arabic scripts to ensure the content was both relevant and appropriate to the Egyptian national curriculum and that the Arabic translation of the videos was accurate and understandable. The SMCs reviewed 51 programs in total; fifteen programs were approved, produced and sent to schools during the first phase of production.</p> <p>The DCGEP follow-up and support system is based on regular visits to schools. In each school there are two volunteer coordinators who regularly send a copy of the school videos usage log on a weekly basis for review. Monthly visits are conducted on a regular basis also to provide support and assist schools to develop their own methodology for using the videos after the end of the project.</p> <p>From various visits to schools, the TILO / DCGEP team found students and teachers are enjoying the videos and the methodologies teachers are using to integrate the video clips into their lesson plans for different subjects.</p> <p>The following are some teacher and student quotes after participating in the DCGEP partnership:</p> <p>Ms. Entessar Fathey Said, teacher trainer – Math – Saad Othman school:</p> <p><i>"Discovery DVDs link the rough information with real life pictures; also it helps to retain information above all it can be used in different subjects at the same time creatively"</i></p> <p>Ali Hassan Ali, student, Grade 2 - Saad Othman School:</p> <p><i>“Discovery movies are wonderful and useful to learn many things, I am so happy to watch these films ”</i></p> <p>In Q12, phase 2 training covers 25 schools: 9 schools in Alexandria and 16 schools in Beni Suef. 26 programs were revised and are still in last stages of the production process and the TILO team is awaiting MOE approval to proceed with the production of the final batch of videos.</p> <p>While this is not a new partnership, Discovery Communications Inc (DCI) provided Creative with the cost contribution of the 150 original DCGEP video segments, the footage, and the staff/production expenses. The cost contribution of the video segments was calculated at a market value of \$5 million, with an additional \$1.5 million for the footage. This is based on the cost that DCI spent to create the original videos. They also provided the figures for the cost of staff and production across the DCGEP countries. While significant, since this second amount is shared</p>
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across nine countries, we will not include it in our PPP calculations since we will not have an actual amount for Egypt alone.

Based on this new information, \$6.5 million has been included in the PPP leverage chart as the Discovery Communication Inc contribution.

The following activities were completed during the year under the DCGEP partnership:

Adaptation and Design of Training Modules

- 3.A-DCGEP Master Trainer builds capacity for local TILO-DCGEP training staff.
- 3.A.1-Mapped 150 video segments to Egypt's national curriculum
- 3.A.2-Began adaption, design of training modules; Adapted, designed training modules submitted to DCGEP for approval
- 3.A.3-Began design and development of lesson plan for integrating DCGEP Videos; Designed and developed sample lesson plans which incorporate DCGEP videos
- 3.A.4-Began Developing and translating participant materials and trainer manuals. Developed and translated participant materials and trainer manuals for DCGEP module One
- 3.A.5-Developed a Community Outreach Plan –Community Outreach Two

Training in Schools

Training began February 2010 – ending April 2011 for 60 TILO schools.

- Phase 1 – Started February 2010 for 18 schools
 - 12 Schools in Beni Suef (6 Schools in Naser Idara & 6 in Wasta Idara)
 - 6 Schools in Alexandria (Montaza Idara)
- Phase 2- Started June 2010 for 25 schools
 - 16 Schools in Beni Suef (10 Schools in Wasta Idara & 6 in Naser Idara)
 - 9 Schools in Alexandria (9 schools in Montaza Idara)
- Phase 3 started September 2010 for 17 schools
 - 12 Schools in Beni Suef (6 schools in Nasser Idara & 6 schools in Wasta Idara)
 - 5 schools in Alexandria (5 schools in Montaza Idara)

Best Practices Events:

Five Best Practices Events were organized for phase 1 (18 schools in Alexandria) for 6 schools & 4 events for in Beni Suef for all first batch 12 schools to support teachers)

- Share their Best Practices created from the lesson planning and Community Projects

Module I- Integrating Video into Learning:

Workshop Topics:

- Introduction & Video Viewing Session Workshop
- Video Techniques and Strategies & Adapting Video by Subject/Grade

	<ul style="list-style-type: none"> • Lesson Planning - instructional & examples <p>Module II- Community Outreach Workshops:</p> <p>Community Outreach 1- Introduction & Creating a Community Action Plan DCGEP training was delivered & in school follow-up and support visit to each of 25 TILO Schools (16 in Beni Suef and 9 in Alexandria) which enabled participants to:</p> <ul style="list-style-type: none"> ○ Identify the significance of the Community Project ○ Explore the importance of forming a committee that will oversee the school’s community project. ○ Identify the steps to develop their Action Plan. ○ Analyze the specific situation of their communities. ○ Find realistic solutions that solve their problem and are addressed by the DCGEP resources. ○ Identify the actions that will be taken after developing their Action Plan. <p>The DCGEP activity is on target and DCGEP has asked Creative to expand the partnership with TILO and introduce the program into 40 more TILO schools with approximately an additional \$211K. This DCGEP expansion will begin in the new year.</p> <p>2.B.2- Develop new PPPs which contribute to TILO goals (ongoing)</p> <p><i>New possibilities:</i> In Q12, discussions continued with two new organizations – HSBC Bank and Exxon Mobil – on new partnerships that would equip schools. Exxon Mobil will meet with members of the TILO technical team in the beginning of Q13 to survey used equipment for donation to schools. Discussions with both organizations will continue next quarter.</p> <p>2.B.3- Deliver 725 (1000) Intel classmate laptops and training to schools in groups of 5</p> <p>**Please see Intel summary under 2.1.1 for details. This activity will begin effective Q13.</p>
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Component 3: Capacity for Management of Technology

<p>3. Capacity for Management of Technology</p>	<p>Summary of first three quarters of FY10:</p> <p>In year 3, the TILO team worked to extend the project’s expansion efforts beyond the Alexandria governorate 45-expansion school initiative. Beni Suef, Fayoum, Minya, Qena and Aswan began to plan out their expansion efforts and to look for the first round of schools that would receive training. All five TILO teams in these governorates were asked to work with their idara and muderiya counterparts to recommend schools in their governorates which would be ready for expansion when the first cycle of TILO training was complete and TILO-trained teachers become available to train teachers in other schools (September 2010). Expansion required that the idara implemented the full TILO model of training, digital resource, and long term support, as per the STAMP.</p>
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The strategy that TILO is taking to expansion is based on the approach of hands-on learning. For the first round of TILO supported schools, we worked in teams with the MoE staff to make decisions and implement the full TILO model. We trained Master Teachers and administrators, who trained regular teachers and other administrators. For the expansion effort, TILO will provide coaching, brokering and follow up, but the MoE will be expected to design and implement all the training internally. The process of going through expansion will help crystallize how the muderiyas and idaras do it over the long run.

This strategy has been highly successful so far and we have been surprised at the detailed plans that we have received. Undersecretaries in almost all our SBR muderiyas are enthusiastic and have asked us to help expand in further idaras or in prep schools (where we are not working currently, except in the Smart Schools where the language of instruction is English and in a few prep schools in Fayoum).

Also in year 3, the STAMP tool (School Technology Advanced Management Plan) was completed and introduced. This tool supports the school and idara to plan for how to sustain all the activities related to the TILO model in their schools and is meant to complement the school improvement plan efforts (SIPs). It is consistent with decentralization (but is not meant to suggest that all activities can be fully decentralized, particularly teacher training). Preparations began in Q11 for a Moodle Course on how to use STAMP at the school level. The course was finished in Q12.

Also in year 3, the Keys training group began a lengthy process of developing a follow up training system to assess where schools are and the tools to be used for school management and sustainability around the training theme. The TILO / Keys team worked on this extensively in Q11 and 12.

Quarter 12 Activities:

3.1 - Plan TILO expansion in 45 Alexandria SBR schools

Expansion into these 45 SBR schools in Alexandria has not been fully implemented. The Alex MoE is still waiting to hear about technology donations. This target will be extended into Year 4.

3.4- Develop expansion plans at muderiyya and idara level (Beni Suef, Fayoum, Minya, Qena, Aswan)

This task was finished and we are moving into a phase where we help the MoE direct technology and other assets to expansion schools.

The following chart presents the expansion plans that the muderiyas and idaras presented to the TILO teams, as per our request:

TILO Schools and Expansion Update September 2010

Governorate	TILO school based reform schools (prep and	TILO Smart schools (prep)	TILO Expansion prep and primary schools (confirmed)	Additional expansion schools (proposed by muderiya)	TOTAL

		primary)				
Cairo, Giza, Helwan, 6 th of October (27 Idaras)	4	63	0	30	97	
Alexandria (Montaza Idara)	30	6	45	0	81	
Beni Suef (Wasta and Nasr Idaras)	54	8	6	36	104	
Fayoum (Tamay Idara)	14	4	7	0	25	
Minya (Matay and Beni Mazar Idaras)	44	0	8	29	81	
Assiut (4 idaras)	0	4	0	0	4	
Qena (Nag Hamedy Idara)	18	0	3	17	38	
Aswan (Nasr Idara)	28	0	5	5	38	
TOTAL	192	85	74	117	468	

3.5-Develop expansion/management plan for muderiyya and central levels

The above plan is a combined effort between the idaras and muderiya. We are still working with the central MOE to develop a long-term plan.

3.9 - Conduct formative evaluation on Moodle products

Formative evaluation on the Moodle products will occur from November 1 – December 1 (next year).

Component 4: Monitoring and Evaluation

M&E

Summary of first three quarters of FY10:

Q9 activities: Completed data collection for Baseline2 (BL2) in four governorates: Fayoum, Minya, Qena and Aswan. The activities included training data collectors for 5 TILO tools and SCOPE, administering the 5 tools and SCOPE in 23 TILO schools in the four governorates and administering interviews with Mudireya Undersecretaries and Idara Directors for TILO instrument T7.

Q10 activities: Concluded BL2 work in terms of data entry for 6 TILO tools and SCOPE, analysis of the data collected and producing BL2 report. In addition, DCGEP M&E plan was produced in collaboration with DCGEP M&E team, local data collectors were trained by DCGEP and TILO M&E teams, three data collection tools were adopted and translated to be used in TILO schools, and partial data collection for DCGEP baseline measurement in two governorates (Alex and Beni-Suef) was conducted.

Q11 activities: Began the Mid Project Measurement (M2) activities for 7 governorates: Greater

Cairo (including Cairo, Giza & 6 October), Alex, Beni-Suef, Fayoum, Minya, Qena, and Aswan. The activities included Data Collection for six TILO tools, SCOPE, in addition to CAPS' preparation and coordination of efforts for administering in 66 TILO schools in three subjects (Arabic, Math & Science) for grades 4 and 8 students. Moreover, DCGEP data collection for SCOPE+3 tool was completed in two governorates and all DCGEP data (3 tools) was digitized for analysis.

Quarter 12 Activities:

4.B.1 Mid-Project Measurement (M2) Analysis & Reporting for 7 governorates, (Greater) Cairo, Alex, Beni-Suef, Fayoum, Minya, Qena, and Aswan

Q12 activities concluded mid-project measurement (M2) in terms of data analysis and producing reports. They also included coordination work for CAPS data analysis and reporting, planning for Student Learning Outcomes Measurement Study and completing DCGEP and IBM monitoring work.

4.B.1.a Analysis of data

Mid-project data gathered through 6 TILO tools and SCOPE were analyzed for the assessment of the project performance along 40 performance indicators at the impact, outcomes and outputs levels as per the TILO M&E's project monitoring plan.

4.B.1.b Produce and present M2 Reports

Five reports out of seven were produced and submitted while two are in process and will be submitted in Q13. The submitted reports are: T1, TILO Teachers' Portfolio Evaluation; T3, TILO Students' Focus Group Protocol; T4, TILO Teachers' Questionnaire; T7, Modireya and Idara Management Interview Protocol; and SCOPE, the Standard-based Classroom Observation Protocol for Egypt. The two reports in process are: T2, TILO Teachers' Focus Group Protocol and T6, TILO School Management Interview Protocol.

4.B.1.c CAPS data analysis and reporting (TBD)

This activity is still pending as TILO has not received CAPS data from ERP/NCEEE. Monika Schaffner also organized a valuable study triangulating the CAPS data over two years with SCOPE and midterm exam scores. This study will allow us to see if our cohort are still making learning outcome gains after one year of the intervention. This study is also on hold until the CAPS data and NCEEE issues are fully organized.

4.B.1.d Plan student learning outcomes study

TILO began planning to conduct a study for assessment of student learning outcomes through examining mid-year exam results over three school years. This study is planned to triangulate data of CAPS, SCOPE, and student grades with the aim of assessing the student learning outcomes as per the impact level performance indicator of the project, "Improved Student Learning". The detailed plan for the study activities is to be produced before the end of Q13.

4.B.2 DCGEP Baseline Data Analysis & Reporting for Two Governorates, Alex, and Beni-Suef

	DCGEP data collected for baseline was tabulated for analysis and sent for analysis and reporting as per the M&E plan for DCGEP. A TILO analysis report will be produced upon completion of the TILO M&E reporting process.
<i>CHALLENGES & UPDATES</i>	
	<p>The major challenges this year came from the incoming Minister of Education appointed in February 2010 with the goal of ‘cleaning up’ the ministry. Many people were relieved of their positions and not replaced and others were too afraid to do anything. Dr Reda Abou Serie, our official contact at the MoE remained in place and effective, however it was clear that his ability to function was hampered. TILO established an excellent relationship with the incoming advisor to the new minister, Dr. Tobal, and maintains highly functional relationships with the undersecretaries and governorate staff. However, we still struggle with how to institutionalize an overall system in a non-functional central ministry. This year we concentrated on developing good local decentralized elements of the general program and will work on the central supportive system in the coming months.</p> <p>On a related topic, one ongoing concern is the poor quality of the overall teacher training system. With the non-existence of the Professional Academy of Teachers and the dismembered previous CDIST training system, there is little money, staff or functioning training taking place in the Ministry beyond what is supported by projects. We are working in each of our idaras to change that, but the overall gaps are of great concern and represent a long term challenge to Egypt. This challenge and concern goes beyond TILO, but also impacts TILO since we depend on focusing on teacher quality and institutionalizing teacher training.</p>