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# EGYPT TECHNOLOGY FOR IMPROVED LEARNING OUTCOMES (TILO)

ANNUAL REPORT 5  
October 1, 2011 – September 30, 2012  
FY'12

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Technology for Improved Learning Outcomes (TILO)  
Creative Associates International, Inc./ Egypt  
Annual Report 5: October 1, 2011 – September 30, 2012

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

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## I. Background

The Technology for Improved Learning Outcomes (TILO) Project 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 began in 2007 with the intention of reaching approximately 200 primary and preparatory schools undergoing school-based reform and 85 public experimental Smart Schools at the preparatory level. Since that time many changes have taken place in Egypt, including the H1N1 crisis of 2009-2010, pockets of religious unrest in 2010, and eventually the Egyptian uprising of 2011, which has led to continued unrest and political change. During this time the TILO project has also undergone changes, some of which were designed to respond to these changes and some that capitalized on opportunities, progress, and demand and support from members of the Ministry of Education at all levels (central, muderiya, Idara and school). For example, TILO was originally designed to work in seven governorates to support institutionalization of a technology model in 200 school-based primary and preparatory schools and work at a national level to support 85 experimental schools that would adapt the “smart school” model. Through two modifications, TILO was expanded to include a new school-based reform preparatory model with piloting in 128 schools and to adjust the type of capacity building to include support to the Professional Academy of Teachers and strong support for local management and decentralized methods so the TILO model could grow and expand at the primary and preparatory levels and become institutionalized. These modifications also allowed TILO to strengthen the people-to-people relationships it had so broadly developed.

TILO activities take place in nine governorates: Alexandria, Cairo, Giza, Fayoum, Beni-Suef, Minya, Assiut, Qena, and Aswan (6<sup>th</sup> of October and Helwan governorates were absorbed into Giza and Cairo governorates respectively). This TILO fifth Annual Report (AR5) documents activity based on TILO’s FY12 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. Establish Public-Private Partnerships 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 fourth year (October 1, 2011 – September 30, 2012). It summarizes accomplishments represented in previous quarterly reports, and details activities achieved in Q4 of FY’12 (July 1 – September 30, 2012). Each task mentioned in the approved Work Plan is listed, followed by a description of the key actions taken towards completion.

## II. Year Five Activities: Summary, Highlights and Challenges

### ***SUMMARY***

#### ***Overall Update***

TILO continued to move forward with the work plan this past year despite the events in Egypt and within the MOE specifically, with the resignation of several high levels MOE advisors. The TILO management team realized early on in the year that moving forward would rely heavily on working at the school team level and focusing more at the governorate level with the support of Muderiya leaders and Idara Directors.

Although it has been a tense year for all Egyptians, the TILO team focused on motivating teachers and MOE leaders while continuing to build the capacity of MOE staff to sustain and expand the TILO model across TILO governorates.

Through the COP, TILO continuously updated USAID with the status of project progress and challenges faced by the TILO team across TILO governorates.

In Q3 of this year, TILO received approval from USAID for a budget realignment and modification to the scope of work, in light of the political and social transition in Egypt and to reflect the changes in the management team.

TILO completed all hardware installations related to the 127 preparatory model schools in addition to making excellent progress working with the Professional Academy for Teachers (PAT) in accrediting five TILO training modules to be used by PAT nationwide.

Early preliminary analysis of our M&E study of the Standards Based Classroom Observation Protocol for Egypt (SCOPE) performance graphs revealed some variations in progress between the pre and post measurements for the TILO prep model schools and showed consistent improvement and progress in most governorates related to sustainability.

### ***HIGHLIGHTS***

TILO activities continued to move forward despite ongoing political changes. Based on unexpected delays and other changes in the implementation of TILO due to the political and social transition and local unrest in Egypt, Creative Associates requested during the second quarter of this FY, a modification to the TILO contract to make the following adjustments:

- Revisions to the Statement of Work (SOW) to adjust the timeline of activities and prioritize the most crucial activities in the TILO SOW, maximize local capacity, and increase chances of sustainability during the last year of the project (until March 31, 2013);
- Realign the budget to reflect updated expenditures and activities.

The request was submitted to USAID and Creative received approval in the 3<sup>rd</sup> quarter for a budget realignment and modification to the scope of work. The purpose of the modification was to realign TILO activities and budget in light of the political and social transition and unrest in Egypt. TILO delivered a workshop on IT skills for Administrators to 320 school administrators working at 64 SBR preparatory schools. TILO also coached and mentored MOE IT trainers to deliver this workshop to another set of 63 SBR preparatory schools.

In December 2011 the Minister of Education was replaced with an interim Minister until a new government and cabinet were elected. In a surprising move, which left the MOE with a significant gap in leadership for approximately five months, ten high levels MOE officials resigned effective April 1, 2012. Egypt’s current Minister of Education is Dr. Ibrahim Ghoneim, appointed by President Morsi and the new Prime Minister Mr. Hisham Kandil.

As per the realignment scope of work, TILO worked closely with the MOE at the Muderiya and Idara levels to build a core Preparatory school model in 64 SBR Preparatory level schools in addition to coaching and guiding MOE trainers to deliver training. These schools will help to train 64 additional SBR Preparatory schools to reach the 127 goal for the extension.

TILO delivered a workshop on IT skills for Administrators to 320 school administrators working at 64 SBR preparatory schools. TILO also coached and mentored MOE IT trainers to deliver this workshop to another set of 63 SBR preparatory schools.

During last FY, the Discovery Channel Global Education Partnership (DCGEP) activities also expanded into 26 new schools in Aswan and Qena, increasing the total number of schools to 126.

Due to activities related to the electoral process, the final exam schedules for primary and Preparatory schools were shifted slightly. The TILO training schedule was adjusted to begin after the completion of exams in July.

Also this year, the Professional Academy for Teachers (PAT) accredited TILO’s training modules “**Critical Thinking – Level One, Student Centered Learning “face to face “ and “Moodle”**”, which represents a significant accolade to the institutionalization process (Component 3).

## ***WORKPLAN PROGRESS BY TASK***

### ***General Operations***

<b>A. Administer TILO policies and maintain offices and inventory</b>	<p><b>Summary of Q1 to Q3 FY 12</b></p> <p>Over the first three quarters of the year, the TILO office hours were confined to the hours between 7:30 am and 6:30 pm for security reasons. The TILO management monitored the security situation on a daily basis and based on the status the COP approved any exceptions. and issued management decisions that addressed the circumstances. TILO offices in Cairo and the governorates remained in good condition throughout the year and security remained a priority item.</p> <p><b>TILO Staff:</b></p>
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- **Mohamed Kamal:** joined TILO in October 2011 as an “Office Clerk.”
- **Amira Shoukry and Rania Rabie:** Amira Shoukry, “Discovery Channel Global Education Partnership (DCGEP) Program Director “ and Rania Rabie, “DCGEP Program Coordinator,” were employed by Creative and compensated with funds from Creative’s DCGEP contract agreement from October 2009 until November 2011. Effective November 1<sup>st</sup>, 2011 their positions were funded by TILO according to the modified no cost extension. They continued to implement the work plan agreed upon by DCGEP and TILO as a public private partnership.
- **Reham El Gebaly:** TILO extended the consultancy agreement for Reham El Gebaly, “TILO PPP Coordinator”, for the period of October 1, 2011 to September 30, 2012 to continue the roll out training for the IBM public private partnership to roll out the Reading Companion program in TILO-supported primary schools.
- **Essam Ibrahim:** joined TILO in January 2012 as the “TILO Finance and Administration Assistant” replacing Mohamed Fares.
- **Hussein Ismail:** joined TILO in February 2012 as the “TILO Database Specialist” replacing Ahmed Anwar, who passed away in April 2011.
- **Soheir Ghali:** Effective May 2, 2012 Soheir Ghali was promoted from “TILO Acting COP/Technical Director” to “TILO Chief of Party” based on the last modified budget and contract modification approved by USAID.
- **Andrea J. Bosch:** May 2, 2012 Andrea Bosch became “TILO Senior Technical Advisor” instead of “TILO Chief of Party”.

During the realignment process, Creative Associates decided to eliminate the DCOP position given there was only one year remaining on the project with the intention of empowering staff to take on additional management responsibilities so the COP could have more time to focus on strategic issues.

- **Dina Kafafi:** Effective May 1, 2012 Dina was promoted from “TILO Director of Technology Partnerships and Smart Schools” to “TILO Director of Technology Partnerships and Communications” and is currently supervising the TILO/Discovery Channel Global Education Partnership (DCGEP) team in addition to the TILO Monitoring, Evaluation and Smart Schools Manager.
- **Rania Amin:** Effective May 15<sup>th</sup>, 2012, the position of Rania Amin, “TILO Director of Finance, Procurement and Operations” was expanded due to the increased responsibilities related to security of the offices and the events of the revolution.

**Temp. Admin Assistants in TILO Governorates;** Effective Q1, TILO hired temporary administrative assistants for the governorate offices to help the TILO Team Leaders in administrative work due to an increase in their workload. Their temporary employment agreements are renewed on a quarterly basis based on the request of the field-based Team Leaders.

**Q4 work plan activities:**

	<p>TILO renewed all insurance policies covering project offices, vehicles and cash through the end of March 2013.</p> <p><b>TILO Vehicles:</b> TILO vehicles status remains the same.</p> <ul style="list-style-type: none"> <li>• <b>Mohamed Kamal:</b> TILO Office Clerk resigned effective August 31, 2012.</li> <li>• <b>Ahmed Abdel Ghaffar:</b> was hired effective September 1, 2012 as a TILO Office Clerk to replace Mohamed Kamal.</li> <li>• <b>Rania Rabie:</b> DCGEP Program Coordinator. Rania Rabie’s employment contract ended as of August 31, 2012. A temporary Program Coordinator will be hired to help the DCGEP Director carry out remaining program tasks.</li> <li>• <b>Fawkia Mohamed:</b> was hired effective September 1, 2012 as a “Temp. Admin Assistant” for a three month period replacing Nancy Habib, TILO Assistant Office Manager, during her maternity leave.</li> </ul>
<p><b>B - Strategic planning meetings</b></p>	<p><b>Summary of Q1 to Q3 FY 12</b></p> <p><b><u>November 29, 2011 - TILO meeting with the Professional Academy of Teachers (PAT)</u></b></p> <p>In an effort to give guidance to the Professional Academy of Teachers (PAT) on lessons learned from using Moodle as an online e-learning course development platform which could address several of the organization’s training needs, TILO conducted a presentation to the Director of PAT, Dr. Ramadan, and ten PAT senior level representatives from different departments. USAID Basic Education Team members Mary Kidwani and Hala El Serafy and TILO team members Soheir Ghali, Corinne McComb and Wafaa Kader also attended the presentation. The objective was to provide a clear overview of the TILO training model and decide on next steps to move towards the certification/accreditation of TILO training modules.</p> <p><b><u>December 2011 - Meeting with Minya Technology Development Center (TDC) and Training Directors</u></b></p> <p>Through the TILO Minya governorate team, the project management team was notified of the Minya governorate’s desire to expand the TILO model to non-TILO idaras. During the meeting, Minya’s TDC team and Training Directors explained that this initiative was a priority for the governorate, and it had decided to assess the impact of all donor-funded projects that have provided technology to schools. The assessment showed that the TILO project had made greatest impact on schools and therefore was the model they chose to proceed with for their expansion effort.</p> <p><b><u>January 16, 2012- USAID Basic Education Meeting</u></b></p> <p>USAID held a meeting with the basic education partners and Field Coordinators of TILO, GILO, and ESP projects. The discussion focused on the sustainability and scale up of the project’s achievements, challenges facing sustainability, and issues that the Ministry of Education (MOE) should take into consideration to support sustainability. Participants openly discussed the challenges faced working alongside the MOE in each governorate, and provided suggestions for the way forward.</p>

**March 13th, 2012 Visit to Alexandria Governorate**

USAID TILO COTR Mary Kidwani, Amena Chenzaie from the USAID Education office, TILO COP Soheir Ghali and TILO Training Director Wafaa Kader traveled to Alexandria to visit schools where a training of trainers (TOT) training was ongoing. The team was impressed with the quality of training provided by the TILO-trained MOE representatives. An open discussion followed, and the participants shared their views that TILO had come at the right time to change the concept of teaching in schools and enhance the students' learning outcomes. Participants particularly appreciated the follow-up and coaching provided by the TILO team after the training, which added tremendous support as they begin implementation on their own.

**March 15<sup>th</sup>, 2012 - USAID/Egypt Mission Director Meeting**

Former USAID Egypt Mission Director Walter North held a meeting with USAID partners during which he discussed the current situation in Egypt and the ongoing negotiations between the American and Egyptian governments. Mr. North confirmed that the US government is committed to working with Egypt's new leadership and is seeking different approaches to deliver results.

**June 5<sup>th</sup>, 2012 Creative HQ Meeting with USAID**

On behalf of Creative Associates HQ, Sandhya Badrinath, Project Director, Andrea Bosch, TILO Senior Technical Advisor and TILO COP Soheir Ghali met with Mary El Kidwani, USAID COTR to discuss changes in the project based on the new modification. The team also met with the USAID procurement representatives to discuss the project close out process.

**June 6, 2012 Meeting with the Head of the MOE International Cooperation Unit:**

USAID Education Team representatives Mary Kidwani, Hala El Serafy and Croshelle Harris held a meeting with Mr. Sayed Salem, head of the newly established MOE International Cooperation Unit, to introduce him to the management teams of the three USAID education projects (TILO, GILO and ESP) and to provide him with an overview of project progress and remaining program initiatives.

**June 29, 2012 Minya field visit with USAID**

Despite significant hardships as a result of a nationwide gas shortage, TILO representatives Soheir Ghali, Wafaa Kader, Gohary Helal and USAID COTR Mary Kidwani traveled to Minya to attend a school status workshop with MOE leadership. Participants included MOE Muderiya and Idara leaders and MOE Directors. The TILO team emphasized that the project is phasing out of work in school based reform (SBR) primary schools and has begun to hand over tools and information to support the MOE staff to continue the follow-up and support effort.

**Q4 work plan activities:**

*Please see Annex C for a complete list of meetings held this quarter.*

**September 3, 2012, Meeting with USAID:**

USAID Basic Education project teams (TILO, GILO and ESP) attended a briefing with the newly appointed USAID Education Office Director Ms. Lisa Franchette and new Education Officer Ms. Jana Wooden, in addition to Hala El Serafy and Mary El Kidwani USAID COTRs.

Each project provided a 20-minute briefing on program accomplishments and answered questions from Ms. Franchette. In discussions on TILO, Ms. Franchette focused primarily on the expansion taking place in two governorates (Minya and Fayoum) under the MOE leadership and the importance of institutionalizing the TILO model within the MOE system.

Ms. Franchette provided an overall update related to USAID's plan in the coming months, and the successful meetings with the Prime Minister discussing the direction of USAID assistance in Egypt under the newly elected government. The prime minister indicated that the government of Egypt welcomes the continued collaboration between Egypt and the United States in general, and is supportive of USAID initiatives in areas such as basic education and higher education.

USAID Deputy Mission Director Mr. John Beed, Ms. Franchette, and Ms. Hala El Serafy met with the Minister of Basic Education to discuss assistance to the MOE moving forward specifically in the areas of decentralization, STM education, and building on the support that is underway to the Professional Academy for Teachers (PAT). Ms. Hala El Serafy added that a goal for USAID in the coming period is to offer assistance and support to the MOE as they design the new strategic plan, given that through the lessons learned from several projects, USAID can help identify areas where the MOE can build upon work that has already taken place and proven to be successful.

**September 17<sup>th</sup>, 2012 Visit to Beni Suef with the new MOE CIO (Chief Information Officer)**

**Eng. Mohsen Ebeid:**

Newly appointed MOE CIO Mohsen Ebeid requested a visit to a TILO school in Beni Suef as part of his trip to the governorate's TDC headquarters. COP Soheir Ghali, Adel Hussein TILO Technology Manager and USAID COTR Mary Kidwani accompanied him during his visit to El Mostaqbal, a TILO-supported preparatory Smart School. The team was able to observe an English math class underway in the TILO activity room. The lesson plan was well designed, and the teacher and students interacted effortlessly while using technology tools at intervals during the lesson. What impressed Mr. Ebeid the most was that TILO had stopped the follow-up support for this school approximately a year ago, yet the TILO model and the training received by teachers were still very much a part of the school culture and activity. Furthermore, the TILO activity room/lab was in good condition and the school management was keeping accurate logs and teacher schedules for using the activity room. Mr. Ebeid asked teachers and students several questions about the use of technology and he received competent and confident responses indicating that the school had succeeded in adopting the TILO method in its entirety and sustaining it on their own.

**September 18, 2012 Meeting with the new MOE CIO (Chief Information Officer) Eng.**

**Mohsen Ebeid:**

TILO COP Soheir Ghali, Dina Kafafi (Director, PPP and Communications), Adel Hussein, (TILO Technology Manager) and USAID COTR Mary El Kidwani met with Mr. Mohsen Ebeid to provide him with an overall view of the TILO project achievements, status, and working relationship with the MOE to transfer the lessons learned and experience.

Mr. Ebeid was extremely supportive of the TILO process and methodology related to integrating technology as a tool in the education reform system. He asked for regular follow

	<p>up meetings to review in detail what is required to ensure the sustainability and expansion of the TILO model.</p> <p><b><u>September 19, 2012 Sustainability meeting with Eng. Mohsen Ebeid, MOE CIO</u></b>  TILO COP Soheir Ghali, Dina Kafafi Director, PPP and Communications and Adel Hussein TILO Technology Manager, met with Mr. Ebeid at his request in a follow up meeting. The meeting was productive, and the team discussed TILO steps towards ensuring sustainability. TILO and Mr. Ebeid discussed methods to building MOE capacity to conduct TILO training, establishing a MOE follow-up team, TILO follow-up with schools to coach and monitor teachers, provide training to TDC and Lab supervisors to maintain equipment, and reinforcing the use of STAMP as a sustainability tool. They also shared recommendations, which need to be addressed by the MOE in order to sustain the existing model and to expand in non-TILO schools and idaras. These recommendations were around how technology could fit within the MOE’s priorities and vision as a tool for improving education, and what resources would be required. In order to institutionalize TILO within the MOE system, the TILO team suggested that the ministry will need to establish a central follow up unit for TILO schools, providing the needed support to coordinate between different departments, starting from the central level and filtering down to the mudiryas and idaras. The discussion was very frank and several concerns were raised related to obstacles hindering sustainability. Mr. Ebeid asked relevant questions and thanked the team for implementing such a successful project and for working hard to sustain it regardless of the challenges faced on a daily basis.</p>
<p><b>C- Visits from Head Quarters (Creative / Pal-tech)</b></p>	<p><b>Summary of Q1 to Q3 FY 12</b></p> <p>TILO Project Director Sandhya Badrinath, and Andrea Bosch, TILO Senior Technical Advisor traveled to Cairo in June 2012 to facilitate the transition of responsibilities between TILO’s former COP Andrea Bosch and the new COP Soheir Ghali who assumed her position as of May 2, 2012. Several programmatic and finance-related issues were discussed during this trip.</p> <p><b>Q4 work plan activities:</b></p> <p>In June and July 2012, TILO COP Soheir Ghali was in Washington DC attending the COP orientation training at the Creative Associates Headquarters, in addition to reviewing the close out process and other project related issues. During this trip, Soheir Ghali TILO COP, TILO Project Director Sandhya Badrinath and TILO Technical Advisor Andrea Bosch met with Ms. Corinne McComb, President of TILO Subcontractor Keys to Effective Learning to discuss the program status and strategize about the remaining duration of the project. It was agreed that the same team will need to meet again in October 2012 to assess project progress and the work plan so that Creative can provide USAID with clear options based on the work plan, expenditures, the current needs of the MOE and the overall situation in Egypt.</p>
<p><b>D – Begin Project closeout</b></p>	<p><b><u>TILO strategic planning meeting:</u></b></p> <p>In preparation for the trip to Egypt by the Creative HQ representatives, TILO held two one-day strategic planning workshops with the TILO component heads to discuss the status of the current work plan and challenges. The TILO COP explained the project close out process and the steps in detail to ensure a smooth handover to the MOE and USAID. The team also discussed options for a cost versus a no-cost extension and potential activities that would increase the chances of sustainability and institutionalization within the new MOE.</p>

<b>E – Close Out Field Offices</b>	<p>In Q4, TILO begun work on a draft plan to be discussed and shared with the Creative HQ.</p>
<b>F- TILO Communications &amp; Reporting</b>	<p><b>Summary of Q1 to Q3 FY 12</b></p> <p>Throughout the year, TILO PPP and Communications Director Dina Kafafi worked closely with the TILO Digital Applications Manager Ahmed Galal to restructure and review the TILO project website. The purpose of this was to clearly reflect the work and initiatives of the project as well as the changes and additions to the project’s original scope. The TILO website now highlights all the project components as well as provides accurate school data, numerous governorate success stories, news and events.</p> <p><b>Q4 work plan activities:</b></p> <p>This quarter, the TILO PPP and Communications Director Dina Kafafi continued to add and revise content on the TILO website in an effort to provide current and useful information to users on program initiatives.</p>
<b>Deliverables</b>	<p>Annex A. Preparatory Model list of schools  Annex B. List of TILO Accredited Schools  Annex C. TILO Meeting Schedule from July – September 2012  Annex D. Private Partnership Leverage Summary  Annex E. TILO indicators Year 5 Q4  Annex F. Success Stories  Annex G. TILO Financial information</p>
<p><b><i>Component I: Increase Education Quality in Schools</i></b></p>	
<b>1.A – TILO Graduations</b>	<p><b>1.A. TILO Graduations</b></p> <p>This past year, TILO graduation ceremonies, governorate field visits to TILO schools and other activities requiring travel were limited or postponed for security reasons.</p> <p><b>1.A.1- Graduate Phase III schools (Cairo/Helwan/6th of October/Giza; Alex; Beni Suef and Fayoum)</b>  Graduation events for Fayoum and Greater Cairo (Cairo, Helwan, Giza, and 6th of October) schools are complete.</p> <p><b>1.A.2- Graduate Phase IV schools (Qena, Minya and Aswan)</b>  Qena and Minya graduations postponed until the first quarter of FY 2013.</p> <p>In Q4, October 1, 2012 the TILO team accompanied USAID Education Team Head Ms. Lisa Franchette, as well as Education Officers Jana Wooden and Mary El Kidwani to the Aswan TILO graduation event for 14 primary schools and 12 prep schools in Nasr El Nouba idara.</p>

	<p>These schools participated in the TILO technology and training model. Aswan undersecretary Ms Safinaz and heads of the muderiya and idara attended the event to celebrate the graduation with schools principals and teachers. At the event, the USAID education team had an opportunity to hear reports from participants about the impact the TILO model has had on their schools and communities. In addition to the graduation ceremony, the USAID team attended a school visit and had the opportunity to observe and speak with students and teachers about the TILO model.</p> <p>The team met with the Aswan Governor and provided him with an update on the project progress. The governor promised to visit TILO schools. The next day he visited Nasr El Nouba and visited a number of schools and gave credit to the high level of Nasr El Nouba and Kalabsha schools, and made the following statement to the press <i>“That Nasr El Noba is the first city in Aswan where the “TILO” project is implemented. This project is a grant from the United States of America aiming to integrate education with technology and to improve the educational process through the effective use of information technology. The program is applied, for four years from 2009 to 2013, to 28 primary and 12 preparatory schools at Nasr El Nouba Education Directorate”.</i></p> <p>He also declared that EGP 10,000 was to be disbursed to Nasr El Nouba Idara employees for their effective role in Nasr El Nouba schools and EGP 300 be awarded to some of the students in Kastal and Kalabasha preparatory schools for their excellent achievements.</p>																
<p><b>1.B Preparatory 127 model preparatory schools for implementation</b></p>	<p>TILO went through a lengthy process with the MOE muderiya and idara staff in TILO governorates at the beginning of the second quarter of this year to survey schools for the implementation of the TILO Preparatory model in 127 additional schools across 7 governorates, as per the latest costed modification. Schools were surveyed and the data required for the selection process were collected. Adjustments were made to the Intel PPP laptop distribution of the CMPC model to include preparatory schools, which was instrumental in completing activities related to the 127 Preparatory schools under the project’s tight timeframe.</p> <p>TILO Team Leaders across the governorates provided orientation sessions to preparatory school principals in the presence of idara and muderiya representatives to explain the TILO preparatory school model and get their commitment on preparing schools and teachers to support the TILO model and allocate time to attend trainings.</p>																
<p><b>1.C - Provide Technology to Schools</b></p>	<p>Under the new work plan, TILO’s objective was to provide internet connectivity to 254 schools. At this point, 189 schools have been successfully connected through ADSL. The remaining 65 schools experienced problems with phone lines or coverage. For this reason, the project investigated other potential technical solutions such as 3G to overcome the challenges. An additional 50 schools have been connected, bringing the total to 239 schools.</p> <p>The following is the connectivity summary:</p> <table border="1" data-bbox="407 1724 1044 1890"> <thead> <tr> <th>Governorate</th> <th>ADSL</th> <th>3 G</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Alexandria</td> <td>23</td> <td>6</td> <td>29</td> </tr> <tr> <td>Cairo</td> <td>57</td> <td>6</td> <td>63</td> </tr> <tr> <td>Fayoum</td> <td>15</td> <td>2</td> <td>17</td> </tr> </tbody> </table>	Governorate	ADSL	3 G	Total	Alexandria	23	6	29	Cairo	57	6	63	Fayoum	15	2	17
Governorate	ADSL	3 G	Total														
Alexandria	23	6	29														
Cairo	57	6	63														
Fayoum	15	2	17														

Beni Suef	40	7	47
Minya	31	5	36
Assiut	3	1	4
Qena	13	4	17
Aswan	26	0	26
<b>Total</b>	<b>208</b>	<b>31</b>	<b>239</b>

In addition to internet connectivity, this year TILO completed the installation of 25 additional A/C units in Aswan governorate, bringing the final total to 87 AC units installed in schools. TILO also delivered stabilizers to sixteen schools where there was unstable electrical power in order to protect the TILO lab equipment from damage due to voltage fluctuations.

The stabilizers were distributed as follows:

- Cairo           1 school
- Beni Suef     7 schools
- Minya         7 schools
- Qena           1 school

Under the TILO / Intel / MOE PPP, the TILO project is implementing an Intel CMPC solution that includes a donation of 1,577 classmates to 65 schools. The PPP includes a contribution of network wiring, installation of charging carts by TILO as well as delivery and installation of the Intel CMPCs, teacher laptops and access points. Intel provides training on the CMPCs to the recipient schools. This training was completed in all governorates in Q4 of this year.

Governorates	SBR	RWE	Expansion Prim	Model Preparatory	
Alex	2	-	5	10	
Greater Cairo	-	4	-	4	
Fayoum	2	-	5	7	
Beni Suef	-	-	-	3	
Minya	6	-	-	4	
Qena	5		-	5	
Aswan	2	-	-	1	
<b>Total</b>	<b>17</b>	<b>4</b>	<b>10</b>	<b>34</b>	<b>65</b>

In support of the TILO core preparatory model in schools, TILO completed the delivery of two IT suitcases to each of the 127 TILO preparatory schools as follows:

Alex	26
Cairo	17
Fayoum	22
Beni Suef	24
Minya	14
Qena	12

	<p>Aswan 12</p> <p>TILO procured PC memory upgrades in order to help these schools bring the specifications of donated equipment up to a minimum level in TILO-supported core preparatory schools and to ensure a solid platform to accommodate the TILO digital resource package. The TDC and GAEB staff installed the additional memory with the guidance of the TILO technical team. In total, 127 schools received memory upgrades.</p>
<p><b>1.D - Research and contribute digital resources and teacher networks for primary and Preparatory level in Arabic</b></p>	<p><b>1.D.1 Identify and adapt effective digital resources for Preparatory level (completed in Q3 of Y5)</b></p> <p><b>Summary of Q1 to Q3 FY 12</b></p> <p>TILO team members Ahmed Galal, TILO Digital Resources and Applications Manager and Dina Kafafi, Director of PPP and Communications conducted two meetings with representatives of the “Science Discovery Center” an arm of the MOE, to review the resources already owned by the MOE that can close the gap in the TILO DR package. Unfortunately, due to the frequent turnover of the management at the MOE, this task has been put on hold until Q1 of 2013. TILO roles will be facilitating and recommending DR programs designed by the Center and which can be used and installed by the TDC in TILO prep schools based on TILO experience with DR.</p> <p><b>1.D.2 Conduct a workshop with preparatory teachers to align the current digital resources with Preparatory Curriculum and identify Gaps for DR (completed in Q4 of Y4)</b></p> <p>A workshop was conducted in Alexandria with TILO Preparatory school teachers and involved several subject supervisors. The workshop proved that TILO digital resources cover over 70% of the preparatory level curriculum. In addition, the workshop helped a great deal to identify the gaps in the current TILO DR package, which the project team continues to address.</p> <p><b>1.D.3 Research applications that close the gaps and/or investigate the applicability of localizing English interface Applications (completed in Q1 of Y5)</b></p> <p><b>Summary of Q1 to Q3 FY 12</b></p> <p>The TILO Digital Resources and Applications Manager Ahmed Galal located additional resources that are applicable to both preparatory and primary schools. He has investigated the possibility of adapting and translating particular software for the Egyptian market. Digital resources that will be used for preparatory schools have been added to the DR package for preparatory schools. This task is now complete.</p> <p><b>1.D.4 Develop TILO Teacher Network</b></p> <p><b>Summary of Q1 to Q3 FY 12</b></p> <p>Throughout the year, the TILO Digital Resources and Applications Manager Ahmed Galal has worked on the initial framework of a teacher network co-sponsored by TILO and Google Egypt. Google agreed to host the teacher network to ensure its sustainability beyond the life of the project. A high level concept for the network has been agreed upon in coordination</p>

	<p>with the PPP and Communications Director, Dina Kafafi. Many options were reviewed including the use of Facebook, blogs, forums, and knowledge other social media or knowledge management tools. A prototype has been created, with most of the targeted functionalities however in order to proceed, it must be integrated with a specific platform. Discussions took place with Google and internally to make decisions about the final teacher network framework.</p> <p><b>Q4 work plan activities:</b> This quarter, the prototype has been modified to support multi-languages and different multi-media elements. Next quarter TILO will pursue with Google and Microsoft (if Google does not complete its role) the possibility of hosting the teacher network.</p>
<p><b>1.E - Develop a Training System for TILO model Preparatory schools</b></p>	<p>All tasks have been completed in the design of the training system and details are continually discussed with local MOE staff. A training plan was drafted and is updated with changes and delays in the plan.</p>
<p><b>1.F - Build Core Preparatory School Model (Phase I Preparatory Schools)</b></p>	<p><b>Summary of Q1 to Q3 FY 12</b></p> <p>During the first three quarters, TILO delivered the following workshops for School Administrators, Master Teachers, Senior Teachers, MOE Supervisors, Idara Team in Phase 1 Preparatory schools to improve their leadership skills, teaching practice, and supervisory skills;</p> <ul style="list-style-type: none"> <li>• Introduction to TILO Training Program</li> <li>• Basic IT Skills for Administrators</li> <li>• Basic IT Skills for Teachers</li> <li>• Leading Change and Building Strong School Teams</li> <li>• School Technology Advanced Management Plan (STAMP) – Day One and Two</li> <li>• Effective Teaching Methods (Student Centered Learning, Classroom Management, Critical Thinking) Workshop</li> <li>• Roles and Responsibilities, Conducting Classroom Observation using Scope</li> <li>• Motivating and Rewarding Change.</li> <li>• IT Skills for Administrators</li> </ul> <p>Sixty-four Preparatory schools in Cairo, Alex, Beni Suef, Fayoum, Minya, Qena, and Aswan participated in the training. A total of 512 Teachers and 320 Administrators were trained, in addition to 650 Idara team members across the governorates.</p> <p><b>Q4 Activities:</b></p> <p><b>1.F.12 TILO Master Trainers deliver IT Integration for Teachers, Senior Teachers, MOE Supervisors, and Idara Team</b></p> <p>TILO delivered five day IT Integration Workshops for Teachers, Senior Teachers, MOE Supervisors, and Idara teams to enable them to;</p>

	<ul style="list-style-type: none"> <li>• Use tools, techniques and strategies to create effective instructional resources, complete administrative tasks and implement new teaching strategies</li> <li>• Use the tools, techniques and strategies to effectively teach learning concepts</li> <li>• Use the tools, techniques and strategies to support and enhance student learning</li> <li>• Create student activities and lesson plans that integrate technology</li> <li>• Share ideas for using technology within their subject areas</li> <li>• Explore and discover new tools and software</li> </ul> <p>Sixty-four SBR Preparatory schools from Cairo, Alex, Beni Suef, Fayoum, Minya, Qena, and Aswan participated in the workshop. A total of 512 Teachers and 320 Administrators were trained in addition to 650 Idara team members across the governorates.</p> <p>This task began in Q3 and was completed in Q4 of 2012.</p>
<p><b>1.G - Build the Capacity of the MOE Trainers, to coach, support and deliver Training to (Phase 2 Preparatory Schools)</b></p>	<p><b>Tasks (1.G.1 through 1.G.8) (completed in Q2 of Y5)</b></p> <p>During the first three quarters of Year Five, TILO coached and mentored the MOE Trainers while delivering the following workshops to School Administrators, Master Teachers, Senior Teachers, MOE Supervisors, the Idara team in phase two preparatory model schools to improve their leadership skills, teaching practice, and supervisory skills;</p> <ul style="list-style-type: none"> <li>• Introduction to TILO Training Program</li> <li>• Basic IT Skills for Administrators</li> <li>• Basic IT Skills for Teachers</li> <li>• Leading Change and Building Strong School Teams</li> <li>• School Technology Advanced Management Plan (STAMP) – Day One and Two</li> <li>• Effective Teaching Methods (Student Centered Learning, Classroom Management, Critical Thinking) Workshop</li> <li>• Roles and Responsibilities, Conducting Classroom Observation using Scope</li> <li>• Motivating and Rewarding Change.</li> </ul> <p>The training benefited 63 Preparatory schools in Cairo, Alex, Beni Suef, Fayoum, Minya, Qena, and Aswan. A total of 504 teachers and 315 administrators were trained.</p> <p><b>1.G.9. Coach and support MOE IT Trainers while delivering IT Skills for Administrators Workshop to Phase 2 Preparatory Schools</b></p> <p>TILO Trainers coached and supported the MOE IT Skills Trainers while they delivered the five-day IT Skills for Administrators Workshops. School Administrators from 63 SBR Phase 2 Preparatory schools from Cairo, Alex, Beni Suef, Fayoum, Minya, Qena, and Aswan participated in the workshops with 315 participants.</p> <p>This task was completed in Q4 of 2012.</p> <p><b>1.G.10. Coach and support MOE IT Trainers while delivering IT Integration for Teachers Workshop to Phase two Preparatory Schools</b></p>

	<p>TILO Trainers coached and supported the MOE IT Integration Trainers while they delivered the five-day IT Integration for Teachers Workshops to phase two schools. MOE Supervisors, Teachers, and Senior Teachers from 63 SBR phase two Preparatory schools from Cairo, Alex, Beni Suef, Fayoum, Minya, Qena, and Aswan participated in the workshops with 504 participants.</p> <p>This task was completed in Q4 of 2012.</p>
<p><b>1. H- Provide Coaching and Support to Phase 1 &amp; 2 Preparatory schools</b></p>	<p><b>1.H.1. TILO provides coaching, mentoring, follow up and support to Phase 1 &amp; 2 Preparatory Schools as they implement effective teaching methods and integrate technology in their classrooms and Activity rooms.</b></p> <p>During the second and third quarters of this year, the TILO training team conducted school visits to support preparatory school leadership while they finalize and implement their school vision, mission, and form school technology teams. Efforts were made to encourage teachers to integrate effective teaching methods in their teaching practice. The TILO training team coached and mentored MOE Supervisors to help them conduct effective follow up and support to preparatory schools in their Idaras and provide constructive feedback to the teachers. During the school visits, the TILO team partnered with Senior Teachers and MOE Supervisors as they followed-up on activities using SCOPE in their classroom visits. The team provided a total of 508 visits to 127 preparatory schools in Cairo, Alex, Beni Suef, Fayoum, Minya, Qena, and Aswan.</p> <p><b>Q4 work plan activities:</b></p> <p>The TILO training team carried out school visits and supported phase one and two preparatory school teachers to integrate technology in their classrooms and activity rooms. Efforts were made to encourage teachers to integrate effective teaching methods and effectively use the TILO DR package in their lesson plans to improve their teaching practice. The TILO team partnered with Senior Teachers and MOE Supervisors to carry out the follow-up visits. The team conducted a total of 461 visits to 127 preparatory schools in seven governorates as follows:</p> <ul style="list-style-type: none"> <li>• <b>Cairo Governorate:</b> Total of 58 visits to 18 Preparatory schools.</li> <li>• <b>Alexandria Governorate:</b> Total of 30 visits to 26 Preparatory schools.</li> <li>• <b>Fayoum Governorate:</b> Total of 95 visits to 22 Preparatory schools.</li> <li>• <b>Beni Suef Governorate:</b> Total of 57 visits to 23 Preparatory schools.</li> <li>• <b>Minya Governorate:</b> Total of 111 visits to 14 Preparatory schools.</li> <li>• <b>Qena Governorate:</b> Total of 61 visits to 12 Preparatory schools.</li> <li>• <b>Aswan Governorate:</b> Total of 49 visits to 12 Preparatory schools.</li> </ul>
<p><b>1. I - Provide Follow up and Support to TILO SBR Primary schools</b></p>	<p><b>1.I.1. Coaching and Mentoring the MOE Idara Supervisors, Follow up and Support Team to build their capacity to do follow up and support after TILO training</b></p> <p>During the first quarter, the TILO governorate teams in Alex, Fayoum, Beni Suef, Minya, Qena and Aswan held a series of follow up and support meetings with Idara follow up and support teams at the MOE. The MOE undersecretaries were present in most of the meetings that</p>

	<p>were attended by the general directors of the idaras and the heads of the different units within each idara. During the meetings, they discussed the school status, planned, and strategized for the follow up and support activities.</p> <p><b>1.1.2 Provide Follow up and Support to TILO SBR Schools in Alex, Beni Suef, Minya, Fayoum, Qena and Aswan</b></p> <p>During quarter one, the TILO Training Follow up and Support team visited SBR schools to support the school administrators leading change in their schools and building strong school teams. In addition to supporting and coaching teachers applying effective teaching methods and integrating technology in their classrooms. Furthermore, the TILO training Follow up and Support team provided coaching and mentoring of MOE Supervisors and Senior Teachers to conduct classroom observations using SCOPE and to provide constructive feedback. The TILO Training Follow up and Support team conducted 252 visits to 108 SBR schools in Alex, Fayoum, Beni Suef, Minya, Qena, and Aswan.</p> <p><b>1. I.3 Tracking and reporting the progress at TILO schools as they move toward sustainability</b></p> <p>As the TILO Follow Up and Support Plan came to an end on December 31, 2011, the TILO governorate teams worked closely with the MOE Follow up and Support team to finalize the school status reports in Cairo, Alex, Fayoum, Minya, Beni Suef, Qena, and Aswan. The schools were classified according to their performance into three categories: excellent (Priority 3), average (Priority 2) and weak (Priority 1). TILO planned for those schools that were considered the weakest (Priority 1) to receive the most TILO follow up and support. During the first quarter, TILO was also able to provide enough follow up and support to Priority 2 schools to move them to Priority 3. During the follow up visits, TILO Master Trainers supported teachers as they developed their effective teaching methods and practiced utilizing technology tools. In addition, they coached and mentored Senior Teachers and School Administrators in leading change in their schools. As a result of the follow up and support visits, schools showed the following progress;</p> <p><b>Alexandria Governorate:</b> Three Priority 2 schools moved to Priority 3.</p> <p><b>Minya Governorate:</b> Two Priority 2 schools moved to Priority 3.</p> <p><b>Aswan Governorate:</b> Four Priority 1 schools moved to Priority 2.</p>
<p><b>1.J- Build capacity of the MOE in Non-TILO Idaras to implement and support the TILO model in SBR and Preparatory schools</b></p>	<p><b>1.J.1. TILO will provide Capacity Building and support to TILO Muderiya and Idara to roll out the Expansion of the SBR Primary Schools</b></p> <p><b>Summary of Q1 to Q3 FY 12</b></p> <p>This item reflects an activity that could also be listed in Component 3: capacity building. However, it is described here because it is part of TILO’s sustainability effort to provide support, as needed to the MOE at different levels.</p> <p><b>Minya Non-TILO Expansion:</b></p>

Under the leadership of the Minya MOE Undersecretary, the TILO team witnessed the planning and implementation of a broad expansion program in Minya governorate into non TILO Idaras. TILO provided general guidance to this initiative and the MOE team began to use the TILO process to select schools and establish a training plan. The TILO team witnessed their commitment to implement their expansion plan and their allocation of staff to manage it. In addition to the four IT suitcases provided through the TILO/IBM PPP, an IT suitcase was given to each Idara to support the expansion effort in schools. Furthermore, a soft copy set of training materials was provided to each Idara training unit as well as the “ToBe TILO” DR package containing all the free educational resources.

**Fayoum Non-TILO Expansion:**

Expansion in Fayoum began in June 2012 in non-TILO idaras under the leadership of the MOE. The project provided TILO trainers with a one-day refresher training with the help of TILO Master Trainers in addition to lessons learned from working in schools so they can take advantage of previous experiences. The Fayoum expansion initiative generally follows the TILO training methodology, however it includes a downsized version, which focuses on specific training modules.

**Q4 work plan activities:**

**Minya expansion:**

Minya governorate continued their planning related to expansion and keeping the TILO Minya team well informed on all progress. During this quarter, Minya increased its expansion effort in an additional seventeen schools when they provided training to 130 teachers in Mallawi, Dermoas and Abou Orkas (South Minya) idaras.

**Fayoum expansion:**

The TILO Fayoum team continued to monitor the progress of the non-TILO idara expansion effort. The Fayoum West Idara partnered with the Fayoum Teachers Syndicate, an organization with an effective training unit, to continue with expanding the TILO model in additional non-TILO schools and Idaras.

In support of the non- TILO idara expansion initiative, TILO provided training materials, the “ToBe TILO” DR package as well as two training toolkits to the MOE Training Department to be used by the trainers.

The teachers’ syndicate (union) chose to cooperate with the Science Search Center given its diverse experience in providing educational aids and teacher/student workshops in active learning, as well as organizing fieldtrips to the center to benefit from the educational and scientific activities it provides. The syndicate will be responsible for contributing to the training requirements such as: training location, participant certificates, as well as providing TILO training material and making it available to schools. Coordination between the two entities has been established and is moving forward.

In an official letter to the MOE Undersecretary, the Teacher’s Syndicate explained that their objective is to extend the implementation of the TILO model to non-TILO schools within the

	Idara. The first phase will start by training six schools in the West Idara and providing special training on teacher professional development to be attended by school management, teachers, senior teachers and supervisors. A total of 85 trainees will attend each workshop.
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**Component 2: Public-Private Partnerships**

<p><b>2.A - Build and Implement partnerships according to PPP strategy</b></p>	<p><b>2.A.1- Continue to monitor the rollout / implementation of ongoing PPPs</b></p> <p><b>Summary of Q1 to Q3 FY 12</b></p> <p>Throughout the year, the TILO PPP Director and the TILO technical team have continued to follow up on and monitor the developments of the Exxon Mobil partnership which provided 218 laptops to TILO schools across seven governorates and aims to support the sustainability and expansion of the TILO model. TILO’s role is to facilitate the partnership and help the MOE to set parameters and systems that will allow the donated equipment to be used effectively in schools. The MOE TDC representatives officially received the Exxon Mobil donated equipment and included the laptops as MOE inventory. These laptops all met the minimal specifications that were required by TILO and the MOE (much of the equipment that was available for donation was rejected due to minimal specifications). The TDC prepared the laptops and installed the operating systems for distribution according to the TILO / Exxon Mobil agreement and the agreed upon schools in each governorate.</p> <p>As a result of a highly successful partnership between TILO and IBM this year, TILO also expanded training on the IBM Reading Companion (RC) and Book Builder program in TILO SBR schools across 5 governorates (Fayoum, Beni Suef, Qena and Alexandria, Aswan) in addition to the previously trained 85 TILO smart schools in greater Cairo. This year TILO also received \$10,000 in grant funds from IBM to purchase additional IT suitcases to support the expansion efforts conducted by the MOE in Minya governorate. The TILO-certified MOE trainers are using these IT suitcases as they continue their efforts to provide training and support to non-TILO schools and idaras. An IT Suitcase includes a laptop, projector (datashow), speakers and sheet for showing content to a whole class environment).</p> <p>An additional \$5,000 grant from IBM was approved for TILO this year to fund the creation of e-books to be used through the Reading Companion virtual library. In partnership with Longman publishing, TILO received approval to use the Longman English language materials for primary grades to create curriculum related e-books for students. Through this grant, TILO was able to fund the creation of 66 e-books that directly relate to the MOE national curriculum for primary and prep grades. All e-books were reviewed and approved by IBM representatives in the USA and have been published on the RC virtual library.</p> <p>As a result of the ongoing Intel / MOE / TILO PPP for the Intel CMPC solution, TILO has been successful in implementing the Intel Classmate PC solution in a total of 65 schools across seven governorates (<i>*Distribution and installation details are covered in section one of this report</i>). Intel Classmate training for these schools was carried out throughout the year by Intel’s certified training partner for Greater Cairo, Alexandria, Beni Suef, Minya,</p>
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Qena, Fayoum and Aswan schools.

Furthermore in PPP developments this year, TILO successfully partnered with HSBC Bank to provide the full TILO technology and training model to Mostafa Kamel Prep School in Cairo governorate during the first quarter of 2012. HSBC handled all the procurement related to this donation and was able to equip the school early in the academic year. Mostafa Kamel is a TILO prep model school selected as a beneficiary of the partnership as a result of good school management and the willingness of teachers to adapt the TILO model.

**Q4 work plan activities:**

Laptops donated through the TILO / Exxon Mobil Partnership have begun to arrive at the designated governorates and idaras this quarter. Fayoum, Minya and Alexandria have received their units so far, which were sent to the Muderiyas through the MOE TDC headquarters. TILO has made recommendations to the muderiyas regarding which units within each idara are targeted to receive this equipment so they are able to support the non-TILO expansion effort. The TILO project team in each governorate is working with the muderiya and TDC representatives to ensure that the equipment is distributed as agreed under the terms of the partnership.

This quarter, in continuation of the TILO / IBM partnership, The MOE has cleared 78 KidSmart units to be distributed to TILO primary schools in Alexandria, Fayoum and Minya governorates. The MOE TDC has requested that TILO recommend additional SBR schools that can be potential recipients of more units, and the project has referred the recommendations as requested.

TILO has finished training the remaining schools for the IBM Reading Companion partnership in Beni Suef and Alexandria with active internet connectivity. This concludes the Reading Companion training effort under TILO for TSS and SBR schools.

Discussions began this quarter with IBM related to two new potential grants for TILO, totaling \$6,000. The TILO Director of Partnerships and Communications is currently reviewing potential ideas for these grants that would address both TILO and IBM objectives.

In continuation of the project's ongoing partnership with Intel and Microsoft, TILO was invited by an Intel, Microsoft and MOE consortium to provide feedback, guidance and lessons learned regarding the implementation of the overall TILO model as well as the integration of the Intel Classmate PC model in TILO schools. The consortium is working towards proposing a technology and training model for MOE schools which the Academy of Scientific Research will fund. The purpose of this is to implement a model in schools which can contribute to increasing the science, technology and math skills of Egyptian students, and as a result increase the number of students who take an interest in pursuing higher education and careers in these disciplines. Intel and Microsoft hope to pilot a one-to-one computing model primary, prep, experimental, senior and private schools. The model will differ for each type of school and target different grade levels. More specifically, primary schools will receive a one-to-one computing model for grades 3 and 4 based primarily on the Intel Classmate PC model, whereas prep level and senior high school students (grades 7 and 10 specifically) will receive a one-to-one computing model

	<p>based on regular laptops. Both models will be supported by an integrated digital resources package including Microsoft, Intel and TILO DRs), an improvement in school infrastructure to support the additional technology, and high-speed internet connectivity. The consortium has requested that TILO provide recommendations of 8 schools in Alexandria and Minya (primary, prep, TSS) that can be used in the pilot so as to build on the expertise and mindset created by the project, which is considered a solid and essential base for the pilot. TILO will continue to provide guidance and recommendations to the consortium to help them reach the most realistic and effective solutions.</p>
<p><b>2.B Implement Discovery Channel Global Education Partnership with 126 schools</b></p>	<p>This year, DCGEP training was implemented in an additional 26 primary schools in Qena and Aswan, with thirteen schools in each governorate. The DCGEP training modules “Integrating Videos into Learning” and “Community Outreach Part I and II” were delivered to all 26 schools.</p> <p>DCGEP follow-up visits for the first 100 schools were completed by the end of November 2011. Teachers’ internal training certificates were completed and distributed for all trained participants in Alexandria, Beni Suef, Fayoum and Minya governorates.</p> <p>One of the most notable efforts of the TILO / DCGEP partnership is the mapping of the videos with the Egyptian national curriculum in the five core subjects (math, science, English, Arabic and Social Studies). The mapping exercise is a considerable effort undertaken by the TILO DCGEP team and has benefited teachers by integrating the videos into their daily lesson plans. The first 26 DCGEP videos were mapped in alignment with the new Egyptian primary stage curriculums in the five core subjects from grades one to six. In addition, the videos were also aligned with the available library books (especially the USAID funded National Book Program library which exists in all TILO primary schools). The mapping was done by teachers in Alexandria and Beni Suef schools and reviewed by the MOE Subject Matter Consultants in collaboration with the DCGEP team in Egypt.</p> <p>Furthermore this year, the US based DCGEP team approved the duplication of an additional complete set of the first batch of DVDs (26 videos totaling 86 segments). Copies were sent to 126 schools in six governorates in addition to the replacement of videos for programs one and three as requested by the MOE. Accordingly, each school will have three copies of the DCGEP video library. Two copies are in the TILO Activity room and the third copy is in the school library. In total, 38 videos (with a total of 126 segments) exist now in each school. With the approved third copy, the total number of DVDs sent to schools so far is 14,612 copies.</p> <p>Two “Best Practices” events took place in 2012. The first event included seven DCGEP schools and 127 participants from Aswan and the second included seven DCGEP schools targeting 139 participants from Qena.</p> <p><b>Quarter 4 Work plan activities:</b></p> <p><b>2.B.1- Document project progress and best practice for replication and scale up.</b></p> <p>All 126 Schools received two copies each of planning and curriculum mapping documents</p>

along with a CD of all files. A copy of the mapping documents was sent to the TILO Activity room and the other copy was sent to the school library.

- A copy of all the mapping documents was delivered to the Ministry of Education's central library as a reference.
- The status reports on DCGEP schools were completed and sent to the TILO team in order to form one comprehensive report for each school. These reports were presented to schools during the sustainability workshops as a reference tool in order to enable them to develop their school sustainability plans.
- Two successful Best Practices events were completed in Qena and Aswan with a total of 200 participants.
- Review of nine new DCGEP videos in addition to three old videos is ongoing in collaboration with the MOE Subject Matter Consultants and experts.

#### **2.B.2- School Selection Process (26 new DCGEP schools)**

(Completed in Q4 of Y4)

#### **2.B.3- Hiring new Master Trainers for selected new governorates**

(Completed in Q4 of Y4)

#### **2.B.4- DCGEP customization for DCGEP videos**

Twelve videos (an additional 40 new segments) were produced, reaching a total of 4,536 copies sent to 126 schools in six governorates, three copies for each school. Additional videos are still in the review and production process.

The following are new programs sent from DCGEP for revision by the MOE (#51, 52, 53, 54, 55,56,57,58 and 59). The first four programs (#51, 52, 53 and 54) were reviewed and Ministry reports were sent to the production team to make the requested changes. The modifications were made and the revised versions sent to the Ministry for review.

#### **2.B.5- DCGEP subtitling of 6 programs in English**

The English programs were created based on English teachers' requests in participant DCGEP schools. The TILO DCGEP team intends to follow the impact of using the English videos this academic year to see how useful they are for teachers and students in studying English.

#### **2.B.6- Training, support and follow up in 26 schools in Qena and Aswan. (This task was complete as of Q3 Y5).**

Two DCGEP training modules were delivered as follows:

- 1- Integrating Video into learning - 3 days of training was delivered to 26 Schools (thirteen in Qena and thirteen in Aswan).

Participants per school: Five TILO Master Teachers, one School Coordinator, two Senior

Teachers, one School Leader, one Librarian and one MOE Idara member.

Total number of participants: 286 participants from all 26 schools.

- 2- Community Outreach I training was delivered to 26 schools (thirteen in Qena and thirteen in Aswan)

Participants per school: One School Coordinator, three School Leaders, one Master Teacher, two Board Of Trustees members, one MOE Idara member, one Community Member, one Social Worker.

Total number of participants: 260 participants from all 26 schools.

- 3- Community Outreach II was delivered to fourteen schools (seven in Qena and seven in Aswan).

Participants per school: One School Coordinator, three School Leaders, one Master Teacher, two Board of Trustees members, one MOE Idara member, one Community Member, one Social Worker.

Total participants: 140 from fourteen schools.

**Quarter 4 Work plan Activities:**

DCGEP Module 2:

DCGEP one day training was delivered and in school follow-up and support visits to twelve TILO/ DCGEP Schools (six in Qena and six in Aswan) to enable participants to:

- Identify the six steps to implement a Community Project
- Evaluate their community Project
- Present their Community plan
- Define a community Partnership
- Identify the importance of creating a local partnership
- Outline steps and strategies for creating community partnerships
- Identify strategies for obtaining positive results

Participants per school: One School Coordinator, three School Leaders, one Master Teacher, two Board Of Trustees members, one MOE Idara member, one Community Member, one Social Worker.

Total number of participants: 120 participants for all twelve schools.

This task is complete as of Q4 2012.

This quarter, training follow-up and site visits were conducted on a daily basis in schools to

follow up on the internal training process of DCGEP Module I: Integrating Videos into Learning. The purpose of the visits is to provide support and guidance to the Master Teachers during training in order to enhance the internal training quality, which should reflect on the improvement of the in-school teaching quality when integrating videos in classes.

**2.B.7- Work with teachers and local MOE staff to generate topics for new content development**

Feedback was collected from teachers from 100 schools during the sustainability workshops and from the MOE Subject Matter Consultants. Their suggestions were compiled and sent to the DCGEP production team. This is an annual process that is effective in all DCGEP participant countries to select new programs for production each year.

**2. B.8- Sustainability workshops in the original 100 DCGEP schools in four governorates.**

Four sustainability workshops were delivered to 100 DCGEP schools in four governorates attended by muderiya and idara representatives. Attending the workshops were school representatives including Teachers, School Principals, Training Specialists, Librarians, Social Workers, Community members and DCGEP School Volunteer Coordinators, for a total of 1,360 participants. By the end of the workshop, each school was able to create its sustainability plan, taking into account the "TILO-DCGEP school status report". School plans were specific and focused on improving learning in each school.

Sustainability workshop objectives:

1. To enable schools to form a sustainability plan using "The Five Items Plan"
2. To prepare schools for the phase out of the TILO project by sharing project updates.
3. To share a summary of project activities and project follow-up documents with attendees
4. To elicit roles and responsibilities of different teams at the school, idara and muderiya levels to help sustain the partnership.
5. To help schools to identify their needs and resources
6. To set success indicators and verification tools.
7. To distribute a back-up version of DCGEP videos.

Ms. Amal Khairy an English Teacher in Ebweet School, Beni Suef is quoted as follows:

*"The Discovery partnership made the educational process easier through videos and made students fall in love with education. They became more aware of the outside world and engaged actively with community members, while also linking the school to the surrounding community. "*

**2.B.9- Sustainability workshops in two governorates (Aswan and Qena) for 26 schools**

This task is scheduled for Year 6 Q1.

**2. B.10- Best Practices events (Qena- Aswan- at the Ministry of Education).**

Another two best practices event in Qena and Aswan are scheduled for Year 6 Q1. The MOE Best Practices event is scheduled for Year 6 Q2.

### **Component 3: Building Capacity for Management of Technology**

#### **3.A - Build capacity within the governorates to institutionalize TILO and support expansion across muderiyas**

TILO delivered the following Training of Trainers (TOT) workshops to MOE Leadership Trainers, Teacher Trainers, Supervisor Trainers, IT Skills Trainers, and IT Integration Trainers to build their capacity to deliver the training to Phase 2 schools.

- Introduction to TILO Training Program
- Leading Change and Building Strong School Teams
- School Technology Advanced Management Plan (STAMP) – Day One and Two
- Effective Teaching Methods (Student Centered Learning, Classroom Management, Critical Thinking) Workshop
- Roles and Responsibilities, Conducting Classroom Observation using Scope
- Motivating and Rewarding Change.
- IT Skills for Administrators
- IT Integration for Teachers

#### **3.A.10. TOT MOE Teacher Trainers to deliver Advanced Effective Teaching Methods Workshop to Phase 2 Preparatory Schools**

TILO delivered a 3-day TOT workshop to MOE Teacher Trainers to build their capacity to deliver the Advanced Effecting Teaching Methods training module to phase two schools. The TOT included three workshops: Critical Thinking - Level II, Problem Solving, and Authentic Assessment. Sixty-four MOE Teacher Trainers from the schools and supervisory departments in Cairo, Alex, Beni Suef, Fayoum, Minya, Qena, and Aswan participated in the TOT.

This task was completed in Q4 of 2012.

#### **3.A.13. Conduct Sustainability and Follow up Workshop to Collaborate with the MOE Follow up Team to Communicate, Review, and Agree on Individual School Status**

The TILO Follow up and Support Team conducted a series of workshops at the governorate level to share and review the content of the school status reports and make sure that the governorate teams share the same understanding. Stakeholders from different MOE departments at the idara and the muderiya level participated in the workshops including the General Directors of Education, General Directors of the idaras, Primary Education Directors, TDC, Technical Support and Quality Assurance Unit, Training Unit, Follow up Unit and the Technical Supervision and Primary Education Units. The workshops took place in Qena, Beni Suef, Aswan, and Alex.

TILO began to deliver the school status reports to all schools and Idaras. The MOE Follow

up and Support team in each governorate will continue to carry on the responsibility of supporting the schools to fill in the gaps shown in the reports and facilitate school work to ensure sustainability and institutionalization of the model in TILO and non-TILO schools and Idaras whenever possible.

**3.A.14- Increase community outreach and support by providing training to 57 SBR Primary TILO Schools administrators, Master Teachers, community members, Boards of Trustees and MOE Idara Members enabling them to implement community projects. (This task is complete as of Q3 Y5)**

**Summary of Q1 to Q3 FY 12**

**TILO Community Outreach Training:**

Training and follow up days:

Training consisted of three days and four follow up visits.

Participants per School (10): One School Coordinator, three School Leaders, one Master Teacher, two Board of Trustees Members, one MOE Idara Member, one Local Community Member, one Social Worker.

- One day TILO Community Outreach Orientation sessions were held in six governorates, targeting 60 TILO non-DCGEP schools (six schools in Beni Suef, six schools in Fayoum, five schools in Qena, fifteen schools in Aswan, twenty five schools in Minya and three schools in Alexandria). Fifty-eight out of 60 schools applied for the TILO Community Outreach Training. One school in Minya dropped out after the first day of training due to staff transfer.
- TILO Community Outreach Training Day One was delivered to 58 schools in six governorates for a total of 580 participants.

The aim of Day One is to:

- Identify the significance of the Community Project
  - Explore the importance of forming a committee that will oversee the school's community project.
  - Analyze the specific situation of their communities.
  - Identify the steps to develop their Community Project Plan.
  - Develop their Community Project Plan.
- TILO Community Outreach Training Day Two was delivered to 57 schools in 6 governorates for a total of 570 targeted participants from 57 schools

The aim of day two is to:

- Evaluate their Community Projects
- Build their IT skills to document their Community Projects

	<ul style="list-style-type: none"> <li>• Identify effective presentation skills</li> <li>• Identify the documentation steps.</li> </ul> <p>TILO Community Outreach Training day three was delivered to 45 schools in six governorates with a total of 450 participants.</p> <p>The aim of day three is to:</p> <ul style="list-style-type: none"> <li>• Present their Community Projects</li> <li>• Provide constructive feedback on other school community projects</li> <li>• Reflect on lessons learned during the implementation of their community projects</li> <li>• Identify challenges and solutions during their community project implementation</li> <li>• Plan their next community project that aligns with TILO objectives</li> </ul> <p><b>Quarter 4 Work plan Activities:</b></p> <p>TILO Community Outreach Training Day Three training was delivered to twelve schools in Minya Governorate to:</p> <ul style="list-style-type: none"> <li>• Present their Community Projects</li> <li>• Provide constructive feedback on other school community projects</li> <li>• Reflect on lessons learned during the implementation of their community projects</li> <li>• Identify challenges and solutions during their community project implementation</li> <li>• Plan their next community project that aligns with TILO objectives</li> </ul> <p>Ten participants per School as follows: One School Coordinator, three School Leaders, one Master Teacher, two Board of Trustees members, one MOE Idara Member, one Local Community member, one Social Worker.</p> <p>Total number of participants: 120 participants for all twelve schools.</p>
<p><b>3.B - Build capacity within the central Ministry to institutionalize TILO and support expansion</b></p>	<p><b>3.B.1- Develop “blended” versions of TILO teacher training products for integration into MOE systems and professional development ladders</b></p> <p><b>Summary of Q1 to Q3 FY 12</b></p> <p>Throughout the year, TILO has put significant effort into developing a blended version of TILO teachers and administrator training. The TILO team made several adjustments to the “Student Centered Learning” course that was developed as an online version of the TILO face-to-face workshop and was tested last year in Alex, Fayoum and Minya. The purpose of these edits is to meet PAT criteria for accreditation. PAT has since accredited the course, which is considered the first and only accredited online teacher training program. To further assist PAT, the TILO team uploaded the course to the MOE server for future use.</p> <p>As for the Admin training, TILO finished the STAMP online course as the online version of the face-to-face workshop “School Technology Advanced Management Plan”. This course</p>

	<p>was developed with the intention of being used in a blended training format in support of the face-to-face workshop. Furthermore, by changing the moderator’s level of effort, the course can be conducted as a standalone online course. This course is currently in the testing phase and will be finalized in December 2012.</p> <p><b>3.B.2- Provide technical assistance and support to central Ministry in sustainable systems</b></p> <p><b>Summary of Q1 to Q3 FY 12</b></p> <p>The TILO team is trying to work with the MOE at the central level whenever an opportunity presents itself, but is generally waiting until the transition of the new government is further along to provide significant support. That said, the following activities took place this year:</p> <ul style="list-style-type: none"> <li>• PAT accreditation for TILO training materials to be used in MOE teacher training as well as be integrated in the PAT library system.</li> <li>• TOT to MOE leaders at the Muderiya and Idara level to conduct future training.</li> <li>• Technical guidance related to TILO equipment to sustain the TILO model.</li> </ul> <p>In Q2 and Q3, two Keys staff participated in a four-day workshop conducted by the USAID funded Educational Support Project (ESP). The workshop covered the Professional Academy of Teachers (PAT) standards. After the workshop, the TILO training team finished aligning the teacher training materials with PAT standards, which resulted in the accreditation of the Critical Thinking – Level I training workshop manuals.</p> <p><b>3.B.3 - Work with an MOE committee to develop a PAT approved training modules for effective teaching, leadership training and TILO training</b></p> <p>During the fourth quarter, the TILO training team aligned the following manuals to the PAT standards, resulting in their accreditation by PAT:</p> <ul style="list-style-type: none"> <li>• Student Centered Learning, face-to-face trainer and participant manuals</li> <li>• Student Centered Learning, online trainer and participant manuals</li> <li>• Critical Thinking- Level II trainer and participant manuals</li> </ul> <p>In addition, TILO conducted a series of workshops to communicate the PAT Standards for Trainers Accreditation to all Master Teachers, Teacher Trainers, Leadership Trainers, Supervisory Trainers, IT Skills Trainers, and IT Integration Trainers developed by TILO during the previous four years in Cairo, Alex, Beni Suef, Fayoum, Minya, Qena, and Aswan.</p> <p>Providing further assistance, the TILO Trainers are currently helping all the listed groups in preparing their teacher portfolios for submission to PAT for accreditation.</p>
<p><b>3.C - Build capacity of the MOE (TDC) at the Idara and school level (SBR,</b></p>	<p><b>Summary of Q1 to Q3 FY 12</b></p> <p>Throughout the year, TILO developed a technology guide to assist and support MOE representatives to install the TILO DR package “ToBe TILO” in TILO prep model schools. The</p>

<p><b>TSS, Preparatory Model Schools)</b></p>	<p>TILO Senior Governorate Technology Coordinators (SGTCs) played a crucial role in the process as they led this initiative and provided technical support to the TDC during the installation, which was completed successfully before the start of the TILO DR training module.</p> <p><b>Q4 work plan activities:</b></p> <p><b>3.C.1 - Provide guidance and support to the MOE TDC to install the TILO digital resources package in expansion schools</b></p> <p>The TILO SGTCs confirmed the completion of the installation of the TILO DR package in all 127 TILO prep model schools, with the exception of two schools, one in Cairo and one in Aswan due to renovation in the school premises and electrical problems.</p> <p><b>3.C.2 - Conduct capacity building workshops for the TDC team</b></p> <p>The TILO technical team conducted a two-day capacity building workshop for members of the MOE TDC to ensure sustainability of the TILO schools labs. The objective of the workshop was mainly to transfer the expertise of the TILO technical team to the MOE TDC teams in each governorate. This quarter, workshops were completed in Alexandria and will continue with the remaining governorates next quarter.</p> <p><b>3.C.3 - Handover of the TILO technology model to the MOE</b></p> <p>The handover of the school administrator passwords to the TDC Managers in Cairo, Alexandria, Fayoum, Beni Suef, Minya, Assiut and Aswan was completed this quarter. There are issues pending with the handover related to Qena governorate and the TILO team is awaiting guidance from the MOE CIO Eng. Mohsen Ebeid.</p>
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***Component 4: Monitoring and Evaluation***

<p><b>4.A Gather and analyze an additional year of SCOPE and Teacher Survey data</b></p>	<p><b>4.A.1 - Data Collection for SCOPE for new Preparatory schools (pre and post)</b></p> <p><b>Summary of Q1 to Q3 FY 12</b></p> <p><i>Q1 pre, Q3 post</i></p> <p><i>Pre-intervention SCOPE measurement targeted 272 nominated TILO teachers in 34 schools in 7 governorates and reached 263 teachers at a ratio of 97% in Sept 2011.</i></p> <p>Post measurement data collection took place in May 2012 (Q3). Data collectors reached only 226 (86%) of the targeted sample, the population of teachers who participated in the pre-measurement run. Twenty-nine SCOPE trained MOE Supervisors conducted the observations in both data collection events.</p>
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Pre-intervention data processing and analysis took place during Q1 and Q2. Teachers' performance across the seven governorates was generally typical pre-intervention performance with low scores on all 23 items of SCOPE, TILO Technology Items 17 & 23 were no exception.

*Post-intervention data collection and analysis took place in Q3.* Preliminary analysis of the SCOPE performance indicated positive change, improvement of teachers' performance between the pre and post measurements.

Sustainability data collection took place in Q3 targeting the full population of TILO trained teachers, and reaching 92% of the targeted population. Approximately 29 SCOPE trained MOE Supervisors conducted 162 classroom observations in 39 schools in six governorates.

The Mid-Year Exam Scores data collection process was carried out in Q3. Data collected of midyear exams scores of students of TILO teachers in three grades (3, 4 and 5 SBR) and (7, 8 and 9 TSS) for five subjects (Arabic, English, Math, Science and Social Studies) over 4 school years (2008/2009 – 2011/2012) in 70 schools that included fourteen comparison schools (Non-TILO) across seven governorates.

Furthermore this year, a Pre-intervention Teacher survey was administered in Q1. The activity targeted 272 TILO nominated teachers in 34 schools across seven governorates and reached 239 teachers at a ratio of 88%. The Post measurement data collection process was carried out in Q3 in 7 governorates reaching around (205 = 86%) of the targeted sample.

Analysis of data obtained at the Pre study took place in Q3, indicating that the starting point of teachers in preparatory schools is different from that of the SBRs. The new Preparatory model school teachers in general showed confidence in using technology particularly with computers and applying modern pedagogical concepts and principles in teaching and learning and showed positive attitudes. Half of them owned emails and used computers at home, and believed that technology affects students and education positively. They reported receiving systematic support for using technology from their schools and to a lesser extent from their Idaras.

Data collection was conducted for a Teacher Survey of TILO SBR schools (34) to measure sustainability, reaching 86% of the targeted sample in 39 schools across six governorates.

#### **Q4 work plan activities:**

##### **4.A.2- Data analysis of SCOPE for new Preparatory schools (pre and post, ending with report)**

Reporting on performance improvement took place in Q4. Data analysis indicated that the average performance of teachers on the post-intervention measurement reached (2.8) as compared to (1.3) on the pre-measurement. This is an improvement of (1.5) points (30%) on the SCOPE scale indicated by the average score of (2.8) which signifies the improvement towards reform based education targeted level (3) in the new TILO Preparatory model schools.

The highest performance average was (3.5) and (3.4) by Greater Cairo and Fayoum respectively. Beni-Suef and Minya performed at levels (2.9 and 2.8), very close to level (3), meaning they have progressed and reached the targeted level in implementing reform based modern education. On the other hand, three governorates performed lowest, Qena, Aswan (2.2) and Alex (2.3). SCOPE score averages for these three governorates did not show as much improvement in the direction of reform based teaching and learning compared to the other four governorates who scored at or higher than level 3 on the SCOPE scale, the point indicating the required improvement.

In addition, the data also indicated that the two technology items 17 and 23 received the lowest performance among the 23 items on SCOPE in all governorates with the exception of Qena, where item 17 came as (2.9), very close to the targeted level (3).

These findings strongly suggest the need for an MOE led follow up effort at the idara level to help the three governorates which performed lower in assessing their current performance and deciding on actions and follow up plans to improve their teacher performance and student learning behaviors towards reform based modern education practices. A different follow up scheme, also led and implemented by the MOE is needed to help sustain the achievements in the improved governorates so that the performance improvement achieved in these schools can continue with the help of a clear sustainability plan for TILO schools in each idara.

#### **4.A.3 - Data Collection for SCOPE for existing TILO schools to measure sustainability**

An additional data collection effort was added in Q4 in response to a need emerging from the preliminary analysis of the sustainability schools. It was noticed that the data indicated that TILO teacher performance improved on the sustainability measurement (April 2012) at different rates in almost all governorates including Beni-Suef, but excluding Alexandria. Such performance was hardly expected given the fact that the TILO intervention scheme in this extension year was relatively limited compared to the original scheme. Due to the positive results, especially since sustainability is always a concern for USAID, TILO management wanted to document the reasons for such results to share with USAID and to better understand the factors which led to such an impact on the performance of teachers. An executive decision was made by the TILO Management team in coordination with the M&E team to conduct interviews with governorate teams. Interviews / focus groups were conducted by the M&E advisor, Mr. Ahmed Gabr, in collaboration with the TILO M&E Manager, Ms. Nashwa Fayek. Three separate interviews were conducted in each governorate to get different perspectives of the Team Leader, the TILO trainers, and SCOPE supervisors on what factors affected teacher performance in their governorates over the past year. Team testimonies indicated that the major factor that made a difference in improving the performance of teachers in certain governorates was the degree of success in establishing systematic follow up plans on teachers and school activities in implementing the TILO model. In addition, establishing high levels of cooperation with Idara and Muderiya officials in terms of transferring ownership of the process to establish sustainability mechanisms and follow up on implementing them was also another factor of success. Results and recommendations from the different interviews will be shared in a separate addendum.

#### **4.A.4- Data analysis of SCOPE for existing TILO schools (post, ending with report)**

Reporting on performance change for sustainability measurement took place in Q4. In general, the data showed that cohort 2 teachers performed higher than those of cohort 1. Although both cohorts' performance showed improvement between 2011 and 2012 measurements, the improvement was more noticeable in cohort 2 teachers along all 23 SCOPE items. Improvement percentage ratios between baseline performance and sustainability measurement (Year 4) for cohort 2 teachers averaged between a maximum of 57% on item 17 (TILO technology item) and a minimum of 28% on item 22. For cohort 1, improvement ranged between a maximum of 38% on item 13 and a minimum of 12% on item 23 (TILO student technology item).

In addition, a special statistical report was produced addressing the significance of the performance change data detected over the lifetime of the project and in each of the six governorates participating in the sustainability measurement. The results of statistical tests showed a high level of significance of data and confirmed that findings materialized based on the sample were representative of the populations' and that TILO can comfortably assert that its intervention had a significant positive impact on the teachers performance in all governorates. Furthermore, it indicated that the intervention was the major factor explaining the improvement in each and every governorate.

#### **4.A.5a- Data collection for Mid-Year exam scores**

No data collection activities in this direction took place in Q4.

#### **4.A.5b- Data entry and analysis for mid-term exam scores, ending with report**

Data analysis and reporting is still in progress as of Q4.

#### **4.A.6 - Data Collection for Teacher Survey for new Preparatory schools (pre and post)**

No data collection activities in this direction took place in Q4.

#### **4.A.7- Data analysis for Teacher survey for new Preparatory schools (pre and post, ending with report)**

Analysis of post study data is ongoing.

#### **4.A.8- Data collection for Teacher survey for existing TILO schools for sustainability**

No data collection activities took place in this direction in Q4.

#### **4.A.9- Data analysis for Teacher survey for existing TILO schools for sustainability (ending with report).**

Data analysis and reporting of T4++ for sustainability is ongoing.

	<b>4.A.10- Producing End of Project evaluation reports</b>
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	This task is in progress.
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<b><i>TRAVEL</i></b>	
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<b><i>TRAVEL</i></b>	
	<p>Next quarter, TILO Project Senior Technical Advisor Andrea Bosch and Project Backstop Semra Seifu are planning to travel to Cairo to review the annual activities with the TILO team and plan for the time remaining on the project. Strategic decisions will be taken based on this trip related to the possibility of a no cost extension for TILO.</p>

<b><i>TRAVEL</i></b>	
	<p>Also, in late November 2012, Pal-tech Vice President Steven Rolander will visit the TILO project. This will be the first visit to the project by Mr. Rolander, who oversees all matters related to the Pal-tech contract and team at Paltech's Washington DC office.</p>