

UNCLASSIFIED

AGENCY FOR INTERNATIONAL DEVELOPMENT
WASHINGTON, D.C. 20523

EGYPT

BASIC EDUCATION

THIRD AMENDMENT

PROJECT PAPER

(263-0139)

JUNE 21, 1992

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UNITED STATES AGENCY for INTERNATIONAL DEVELOPMENT

CAIRO, EGYPT

ACTION MEMORANDUM TO THE DIRECTOR

FROM: A/OD/PDS/PS, Mary June *MF*

THRU: A/DDIR, Christopher D. Crowley *CD*

SUBJ: Basic Education Project Paper Amendment (263-0139)

DATE: June 22, 1992

PROPOSED ACTION: Your signature is required approving the Third Project Paper Amendment for the Basic Education Project (263-0139). The purpose of this amendment is to extend the PACD by two years in order to (1) complete the schools currently approved and under construction; (2) improve the maintenance systems to an adequate level and complete the current round of maintenance presently being undertaken at Project schools; and (3) ensure that the gains in institutional development are not put at risk. The extension of the PACD also requires an amendment to the authorization.

DISCUSSION: A Project Committee Review of the Basic Education Project Paper Amendment was held on June 9, 1992. As there are no outstanding issues, it was decided to forgo the usual Executive Committee review. The members of the Executive Committee have indicated their endorsement of the document by clearing below.

JUSTIFICATION: As this authorization amendment results in a life of project in excess of ten years, delegation of authority to extend the Project was requested from AID/W. This delegation was granted on June 17, 1992 (see copy of Action Memorandum signed by AA/NE, attached). Item No. 4 of Mission Order 5-4 identifies the Mission Director for approval and signature of Project Paper amendments.

RECOMMENDATION: That you sign the Third Amendment to the Project Authorization and the face sheet of the Third Project Paper Amendment for the Basic Education Project.

Clearance:

AD/HRDC, D. Miller *DM*
AD/FM, D. Franklin *DF*
A/AD/LEG, V. Moore *VM*
A/AD/TIFI, L. Brown *LB*

A/AD/AGR, J. Foti *JF*
OD/DIR/CS, F. Willy *FW* 6/22/92
AD/DR, P. Thorn *PT*

PROJECT DATA SHEET

1. TRANSACTION CODE

A = Add
 C = Change
 D = Delete

Amendment Number

3

DOCUMENT CODE

3

COUNTRY/ENTITY
Egypt

3. PROJECT NUMBER

263-0139

4. BUREAU/OFFICE
ASIA/NEAR EAST

5. PROJECT TITLE (maximum 40 characters)

BASIC EDUCATION

6. PROJECT ASSISTANCE COMPLETION DATE (PACD)

MM DD YY
06/30/94

7. ESTIMATED DATE OF OBLIGATION
(Under "B:" below, enter 1, 2, 3, or 4)

A. Initial FY 81

B. Quarter 4

C. Final FY 91

8. COSTS (\$000 OR EQUIVALENT \$1 =)

A. FUNDING SOURCE	FIRST FY 81			LIFE OF PROJECT		
	B. FX	C. L/C	D. Total	E. FX	F. L/C	G. Total
AID Appropriated Total	12,000	27,000	39,000	42,560	147,440	190,000
(Grant)	(12,000)	(27,000)	(39,000)	(42,560)	(147,440)	(190,000)
(Loan)	(-)	(-)	(-)	(-)	(-)	(-)
Other						
U.S.						
Host Country	-			-	70,000	70,000
Other Donor(s)						
TOTALS	12,000	27,000	39,000	42,560	217,440	260,000

9. SCHEDULE OF AID FUNDING (\$000)

A. APPRO- PRIATION	B. PRIMARY PURPOSE CODE	C. PRIMARY TECH. CODE		D. OBLIGATIONS TO DATE		E. AMOUNT APPROVED THIS ACTION		F. LIFE OF PROJECT	
		1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan
(1) ESF	620	636		190,000	-	-	-	190,000	-
(2)		660							
(3)									
(4)									
TOTALS				190,000	-	-	-	190,000	-

10. SECONDARY TECHNICAL CODES (maximum 6 codes of 3 positions each)

620 | 636 | 670 | 976 | 840

11. SECONDARY PURPOSE CODE

12. SPECIAL CONCERNS CODES (maximum 7 codes of 4 positions each)

A. Code BR | EQTY | R/ED
B. Amount

13. PROJECT PURPOSE (maximum 480 characters)

Expand enrollments and increase efficiency of Basic Education (grades 1-8).

14. SCHEDULED EVALUATIONS

Interim MM YY MM YY Final MM YY
1 1 88 1 2 91 04 94

15. SOURCE/ORIGIN OF GOODS AND SERVICES

001 941 Local Other (Specify)

16. AMENDMENTS/NATURE OF CHANGE PROPOSED (This is page 1 of a _____ page PP Amendment)

This amendment extends the PACD to 6/30/94 and provide a limited amount of assistance to consolidate the advances made thus far and to ensure an orderly phase out of USAID assistance to the basic education sector.

Concurrence: AD/FM, DFranklin *DF*

17. APPROVED BY

Signature

Title

Henry H. Bassford
Director

Date Signed

MM DD YY
06/24/94

18. DATE DOCUMENT RECEIVED IN AID/W. OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION

MM DD YY

THIRD AMENDMENT TO PROJECT AUTHORIZATION

Name of Country: Arab Republic Name of Project: Basic Education
of Egypt Number of Project: 263-0139

1. Pursuant to Section 531 of the Foreign Assistance Act of 1961, as amended, the Basic Education Project was authorized on August 18, 1981, and amended on August 26, 1983, and July 3, 1985. The authorization is hereby further amended as follows:

The second sentence of paragraph 1 is deleted in its entirety and replaced by the following: "The planned life of project is thirteen years from the date of initial obligation."

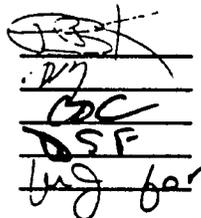
2. The authorization cited above remains in force except as hereby amended.


Henry H. Bassford
Director

6/24/92
Date

Clearances:

OD/HRDC/ET, PKresge
AD/HRDC, DMiller
AD/PDS, CCrowley
AD/FM, DFranklin
OD/PDS/PS, RJordan


JES
DJ
CDC
DSF
Jug for

^{pws}
DRAFTED:LEG:PSullivan:mf:(06/18/92):PATH139.3RD

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ACRONYMS AND ABBREVIATIONS

CCIMD	Center for Curriculum and Instructional Materials Development (previously named the CDC)
CDC	Curriculum Development Center (recently renamed CCIMD)
EDC	Educational Development Center
EMIS	Educational Management Information System
EPID	Education Planning and Information Division (previously named EPD)
GAEB	General Agency for Educational Buildings
GDIST	General Directorate for In-Service Training
GOE	Government of Egypt
IST	In-Service Training
LE	Egyptian Pound
MOE	Ministry of Education
NCERD	National Center of Educational Research and Development
NCEEE	National Center for Educational Evaluation and Examinations
NIB	National Investment Bank
ODA	Overseas Development Agency
PPU	Physical Planning Unit
PSA	Procurement Services Agent
RIG	USAID Regional Inspector General
RTI	Research Triangle Institute
SED	Special Education Division of the MOE

EXECUTIVE SUMMARY

The Project PACD will be extended for two years in order to complete construction already in progress, improve the maintenance systems to an adequate level, and complete the current rounds of maintenance presently being undertaken at Project schools. In addition, continued support will be provided in the areas of special education, educational planning, curriculum development, and evaluation/testing. The Project goal and purpose remain the same: to enhance GOE efforts to improve the physical quality of life in Egypt and to expand school enrollments and increase efficiency of basic education, respectively. The End of Project Status and Indicators have been updated in recognition of the higher level of output (e.g., approximately 1,950 schools instead of 1,300) and the evolution of the project over the past few years in providing greater support to the GOE Educational Reform program. A.I.D. funding of the project will remain the same at \$190 million but will be reallocated among the existing Project components. The remaining funds will finance construction, A&E services, technical assistance, training, commodities, local costs, evaluation & audit.

I. PURPOSE OF THE AMENDMENT

The purpose of this Project Paper Amendment (PPA) is to extend the PACD by two years to June 30, 1994 and to detail the activities that are to take place during that time period.

A. General Background

Approximately 38 percent of Egyptian males and 62 percent of Egyptian females are illiterate. Because of unequal access to schools, overcrowded classrooms, a poor quality of learning due to deficiencies in the design and relevance of the curriculum, teacher ineffectiveness, and a lack of efficiency, the Egyptian education system is unable to respond to both quantitative and qualitative demands of the labor market and to the requirements of society at large. To date there has been considerable progress in addressing the problems identified above, and the GOE has a demonstrated capability to continue to address these problems as well as commitment to continue to address these problems through a long-term Education Reform. The Basic Education Project has assisted in strengthening this capability as well as in addressing the problems; however, in the absence of a follow-on project, the Mission is undertaking a limited amount of assistance to consolidate the advances made thus far and to assure that the GOE has the necessary foundation from which to continue without USAID assistance.

B. Conformity with AID's Development Strategy

The A.I.D. Policy Paper on Basic Education and Technical Training focuses attention on increasing (1) the efficiency with which education resources are used, (2) the quantitative and qualitative outputs of education and training investments, and (3) the effectiveness of the education and training systems in supporting economic and social development objectives. The Basic Education Project has focused on efficiency through its support to the Educational Planning and Information Division (EPID) of the MOE; on quantitative and qualitative outputs through its support to the Center for Curriculum and Instructional Materials Development (CCIMD) and the Special Education Division of the MOE (SED/MOE) and through the construction of schools; and on effectiveness through its support to the National Center for Educational Evaluation and Examinations (NCEEE).

Continued AID assistance to the basic education sector in Egypt, as proposed under this PPA, conforms to the Near East Bureau Vision Statement (draft 10/16/91) of "healthy, growing economies enjoying widespread democratic freedoms, the rule of law, and peaceful and cooperative inter-country relations," which acknowledges that economic growth can be neither accelerated nor sustained without continued improvements in the physical quality of life of the population, i.e. in education, in health, etc. The draft statement further states that the Near East Bureau "contributes to host country investments in the health and educational status of its human capital base." With regard to democratic freedoms and the rule of law, literacy and access to education can be viewed as an integral part of the foundation upon which broad participation in public policy formation rests and through which knowledge of basic human rights is disseminated.

An evaluation of the Project undertaken in late 1991 concluded that the Basic Education Project had "made major contributions to the improvement of primary and preparatory education in Egypt." It found that "overall project management by USAID and the MOE had been effective, contractor work was excellent, and the cooperation between USAID, Egyptian officials, and contract personnel had resulted in significant professional accomplishments." The evaluation concluded with the recommendation that "assistance be continued to the GOE in all project components to allow the impressive accomplishments of the Project to truly come to fruition." A RIG audit published in March of 1992, agreed that "increased school availability was by far the most commendable achievement of the Project and that the construction of schools and the hiring of teachers to operate them resulted in an increase in the capacity of the educational system." However, the audit also found that this increased capacity would be difficult to sustain, unless the schools were better constructed and maintained.

In the development of its sector strategies, the Mission determined that continued direct intervention in basic education, as undertaken in the Basic Education Project, is no longer the most effective means to achieve Mission objectives. However, in order to ensure that the developmental impact of the Mission's substantial investment in increasing educational accessibility through school construction endures, the Project will be extended in order to complete construction already in progress, improve the maintenance systems to an adequate level, and complete the current rounds of maintenance presently being undertaken at Project schools. In addition, given the Project's accomplishments in the area of institutional strengthening, a limited program of continued support will also be undertaken in order to ensure that the gains in institutional development are not put at risk. Therefore, through this two year PACD extension, the Mission will phase out of basic education in a manner which will allow the new institutions to effectively perform their functions in improving the quality and efficiency of basic education.

C. GOE Commitment to Improve Basic Education

The GOE's current Five Year Development Plan (1987 - 1992) sets specific goals in the provision of social services, including education. Of direct relevance to the basic education system are the following objectives:

- ♦ To provide an equal opportunity to all citizens to receive basic education.
- ♦ To upgrade, modernize and increase the efficiency of the educational system.
- ♦ To link education to professional development, and to introduce scientific curricula in basic education.
- ♦ To achieve near total enrollment (Grade 1) in basic education by building new schools and raising female enrollment rates.

In 1988, the GOE passed the Education Reform Act, which aims to improve the quality of basic education through the establishment of organizations and expertise needed for strategic planning and the development of a new curriculum and instructional system. In response to the Ministry of Education's (MOE) request for technical assistance to support the reform, USAID and the MOE initiated a strategy of institutional development. The Basic Education Project Grant Agreement was amended to emphasize support for the Egyptian education reform by providing funds in the following areas:

- ♦ Development of curriculum and educational aids.

- ◆ Educational planning.
- ◆ Teacher training.
- ◆ Local production of textbooks and other instructional material.
- ◆ Schools for handicapped children.

The GOE is slowly but tangibly putting the Reform into practice. With the assistance of the Basic Education Project, new structures are emerging in the MOE to implement educational planning, policy research, computerized information usage, curriculum development, examination development and planning for school construction. Departments or units within the MOE which were formerly responsible for these activities are changing, taking on new responsibilities, and beginning to participate in direct information sharing. In addition, school based aspects of the Reform, such as curriculum output from the CCIMD and increased instructional time, are being implemented in varying degrees at the school level. These concrete expressions of the Reform's intent indicate that the GOE is committed to implementing it. The new GOE Five-Year Plan, which includes increased funding for maintenance of schools, is a further indication of the GOE's intention to improve the quality of basic education.

D. Other Donor Support Considerations

The World Bank, in a series of three missions over the past year, has begun the design of an education sector program to complement work initiated by the MOE and supported by USAID in basic education. Key components of the proposed program, as reflected in a draft Aide Memoire, prepared following a mission in January 1992, are: educational planning and the development of the educational management information system; teacher in-service training to support the implementation of new curriculum; school construction and maintenance; and support for critical policy studies and research. The time needed for appraisal, negotiation and start-up suggests that this program will become operational by the latter part of 1993. It would then provide continued support for the educational planning activity now supported by USAID, as well as offering the means of implementing curriculum reform through teacher training on a national scale. Finally, it would provide needed inputs into strengthening the program of school maintenance.

II. GOAL, PURPOSE, AND END OF PROJECT STATUS CONDITIONS

A. Goal and Purpose

The goal and the purpose of the Project remain the same. The goal is to enhance GOE efforts to improve the physical quality of life in Egypt as measured by increased literacy among rural youth, while its purpose is to expand school enrollments and increase efficiency of basic education. The Project is intended to raise literacy rates in Egypt, particularly among rural women. It seeks to increase the enrollment rates of children, especially rural girls between the ages of six and fifteen, and improve the relevance, efficiency and effectiveness of primary and preparatory school education in Egypt.

B. End of Project Status

The end of Project status conditions will be revised and expanded as follows:

1. Access, through increased number of schools, has increased so that (a) total enrollments in primary education as a percentage of total population (6 - 11 years) has increased from 81 percent in 1986 to at least 83 percent in 1994 and (b) ratios of females as a percent of males enrolled in primary school has increased from 80 percent in 1986 to 84 percent in 1994.
2. Efficiency of education has improved significantly according to measures of completion rates, drop out rates, and repeater rates.
3. Quality has improved as indicated by the output of the CCIMD and its capability to conduct the process of curriculum development at the primary and preparatory levels with at least 25 core staff trained in the curriculum development process.
4. Quality has improved as indicated by the capability of at least 12 core staff within the Special Education Department of the MOE to replicate their training in the disability areas of blindness, deafness and mental retardation.

C. Outputs and Indicators

1. Construction Component

- ♦ Approximately 1,950 schools constructed.
- ♦ Maintenance standards developed, and all USAID schools maintained at that level. 1,800 schools inspected by the

National Investment Bank (NIB) and the A&E firm. A minimum of 500 schools inspected by USAID.

2. Special Education

- ◆ Special Education program revised and upgraded to meet the needs of the blind, deaf and mentally retarded.
- ◆ Math scope and sequence developed for each of the disability areas through the primary level.
- ◆ Math curriculum in the three disability areas developed through primary.
- ◆ Approximately 39 training seminars conducted by Gallaudet technicians for teachers, administrators, and specialists (psychologists and social workers) on a wide range of topics associated with special education. Approximately 50 people per seminar.
- ◆ Approximately 84 training seminars conducted by MOE replicating the training carried out by Gallaudet technicians. Approximately 30 people per seminar.
- ◆ Training manuals related to topics covered in training.
- ◆ Glossary of educational and special education terms in Arabic and English.
- ◆ Revised national special education policy.

3. Educational Planning Division Component

- ◆ Planning Directorate produces investment studies and analyses.
- ◆ Research Directorate produces studies and analyses related to school performance (teaching and learning) and private expenditures on education.
- ◆ Information and Computer Services Directorate produces benchmark indicators on educational effectiveness and efficiency, and assures distribution of periodic statistical information to be used in policy-related decision making.

4. Curriculum Development Component

- ◆ Scope and Sequence developed for all primary and preparatory levels.
- ◆ New curriculum for eight subjects in Grades 1-5 developed.
- ◆ Manuals for teachers who field test curriculum produced and used.
- ◆ Manuals for Master Trainers produced and used.
- ◆ Prototypes of textbooks, teachers' guides, and instructional supplements produced for eight subjects at the primary level.
- ◆ 45 Master Trainers trained in new curriculum and teacher training.
- ◆ Educational commodities used in Grades 5-8 in 15,000 schools.

5. Examination and Testing Component

- ◆ System developed to assess students at the primary level.
- ◆ Test specifications developed for Grade 5.
- ◆ Model questions and examinations developed for the primary level.
- ◆ Test Development Guides prepared.
- ◆ Evaluation design and methodology developed.
- ◆ Staff development in managerial and technical areas undertaken.

III. ACTIVITIES UNDER THE EXTENSION PERIOD

A. School Construction and Furniture Component

1. Background and Progress to Date

The original objective of the Construction Component was to construct and furnish 1,300 schools. This figure was revised over the life of the Project to 1,970. As new construction was canceled in February 1992 as a result of a RIG/A audit, the LOP target is now approximately 1,950, including the 100 schools in various stages of completion which we expect to be completed by May 31, 1993.

A review of current norms, standards and specifications for schools and a review and assessment of current plans and drawings were completed under the Project by the Physical Planning Unit at the Education Planning Information Division (EPID/PPU) of the MOE. The establishment of the new design norms, standards and specifications were completed, and the establishment of environmental standards is underway. The production of new plans and drawings for prototype models has been undertaken and three designs consisting of thirteen prototype models have been produced recently under the Project. The PPU has also undertaken to design more efficient school maintenance systems. They reviewed current maintenance problems and practices and have produced a study which proposes corrective actions for maintenance problems through preventive maintenance, continuous maintenance, and repairs.

The PPU is also tasked with establishing a computerized database of the educational facilities throughout Egypt, as well as computerization and updating of the educational school map. To date, they have completed a pilot survey in one of the governorates. The GAEB, using GOE funding, plans to use a simplified version of this survey to undertake a regular annual nation-wide survey of educational facilities and other demographic and educational data.

The National Investment Bank (NIB) has set up a computerized method of reporting progress on the 1,950 USAID financed schools. They are also monitoring and setting up methods for quality improvement

of school construction. NIB is training engineers at the local level on contracting, construction, and maintenance building skills.

2. Activities Planned for PPA Period

Maintenance for USAID schools will continue to depend on the current MOE system, with NIB playing an important role in identification and follow-up of maintenance requirements. An A&E contract for the supervision of schools presently under construction was executed by NIB in April 1992. This contract was subsequently amended to add the monitoring of maintenance requirements, including a maintenance assessment of Project-financed schools which will parallel the work of NIB and the USAID monitoring engineer. The combined contract will be in place by the end of June 1992. NIB contracted engineers will be responsible for reporting maintenance requirements, monitoring maintenance works and following up on the maintenance of all AID-financed schools. NIB contracted engineers will estimate the funds required to make the necessary repairs and report these estimates to the Mudiriyas for actual implementation.

In addition, during the extension period, work will proceed for preparation and implementation of a detailed school maintenance/implementation plan for the MOE utilizing the NIB computer program and field data inputs. The PPU, with NIB, have already initiated the review, analysis and identification of current maintenance problems and practices. These findings will be developed into a comprehensive Maintenance Plan which would identify the maintenance works, preventive measures, and funding requirements for every building on an annual basis.

The PPU, the NIB, and the governorates are also in the process of developing a plan for the institutional system necessary to implement the technical aspects of the Maintenance Plan. At present, the plan being developed is to work with the institutional structure that is in place, i.e. the Building Units of the Educational Zones (mudiriya) and the Educational Directorates (idaara) at the Governorate and District levels, as well as the Governorate City Councils.

INPUTS: Construction services and commodities to ensure that all Project built schools meet minimum maintenance standards. A&E services to supervise construction, and assess and monitor maintenance.

B. Special Education Component

1. Background and Progress to Date

A USAID-financed study was conducted in 1986/87 to determine how the MOE's Special Education Program should be enhanced. The study recommended a "centers of excellence" approach involving the construction and equipping of four regional training centers, equipment for special education in basic education and specialized schools, training, provision of testing materials and development of a comprehensive curriculum. The second amendment to the Basic Education Project Paper budgeted \$4.0 million for these purposes.

During implementation, USAID opted for a less ambitious formula which had a more direct bearing in the reality of special education schools in the governorates, but which kept the spirit of the original idea. Gallaudet University was invited by USAID and the MOE to design and deliver a strategy and specific activities to upgrade the quality of curriculum, teaching and school facilities for the deaf, blind and mentally retarded.

The Cooperative Agreement (CA) with Gallaudet was signed in September 1991 for approximately \$1.3 million to provide assistance to the Special Education Department of the MOE and the CCIMD. Because the duration of the CA was nine months, its objectives were intentionally limited. It was planned that the lessons learned from the CA would be used to adjust the original design and that the activities would be continued within appropriate components of the planned follow-on Basic Education II Project.

Originally, the plan was to offer three training seminars wherein thirty teachers from fifteen schools in five governorates would be trained in each seminar. In addition, thirteen national level special education administrators have also been included. This training has included one month at Gallaudet, and has been at basic levels in terms of content and practice using different training models. At this level, the training has been successful. Through replication of the training solely by Egyptians trained under the Project, approximately 235 teachers, specialists (psychologists and social workers), and administrators in five governorates have received training in sign language and sign pedagogy, curriculum development, informal assessment, evaluation of instruction, lesson planning, family systems and dynamics, and other topics.

2. Activities Planned for PPA Period

Additional training at the intermediate and advanced levels of knowledge is needed on all topics, including models of instruction as well as instruction and training in context specific areas of deafness, blindness, and mental retardation. The success of this training program will be determined by the extent to which skills

are transferred and applied in the field. This cooperative effort has not been implemented long enough to assure that skills transfer has taken place.

The development of curricula for special education will also be continued, separate from that of the regular school because it will be developed by disability area, especially in terms of teaching and evaluation. This work has just begun with two recent consultations on the preparation of philosophy statements and scope and sequence in each disability area. During the extension period, this will be followed by development of a teacher's guide which includes objectives, teaching strategies, materials and evaluation methods. One subject, math, has been selected for joint development by the CCIMD and Gallaudet as a training vehicle. Adaptation of all other subjects to special education needs will be done by the CCIMD. Math is recommended because it lends itself to logical steps, quicker development, and is culturally neutral.

An 18-month extension of the special education activities will allow sufficient time to: conduct additional training (including 24 additional training seminars conducted by Gallaudet technicians for teachers, administrators, and specialists on a wide range of topics associated with special education, plus an additional 75 training seminars conducted by MOE replicating the training carried out by Gallaudet technicians) and to ensure that skills transfer takes place; develop training manuals related to the topics covered in training, such as special education, instructional methodology, administration, family dynamics, sign language, program evaluation, team building, curriculum design, orientation, and mobility, the use of brailers and other equipment to enhance the teaching of blind students, braille maintenance and repair, and behavior management; develop the math curricula in each of the three disability areas at the primary levels; and undertake an evaluation of the impact of all the training on the students and trainees, as well as the distribution, maintenance and educational impact of equipment. A thorough documentation and sharing of lessons learned is an integral part of the work that has gone into training local trainees, and is an important reference that will be used by the MOE in replicating the training in other governorates.

INPUTS: Short-term technical assistance, short-term participant training, in-country training, and a limited amount of commodities to support the training.

C. Technical Cooperation - Educational Planning Component

1. Background and Progress to Date

The objective of the Educational Planning Component is to build up the Educational Planning and Information Division's (EPID) capacity to perform strategic planning, establish a management information

system, carry out educational facilities planning, and conduct research aimed at key policy issues in basic education. Considerable progress regarding the restructuring, consolidation, and definition of EPID as a new organizational unit has been made under the Project. This has included (1) defining the organizational framework and matching job requirements with personnel qualifications; (2) appointing the appropriate Egyptian counterparts to the Project; and (3) securing legitimate status of the Educational Planning and Information Division through Ministerial decree as an operational unit within the MOE. Other activities included a comprehensive sector assessment, completed in January 1990, which concentrated on analysis of issues and recommendations for implementation of the Educational Reform. The EPID institutional capacity and computer capability to collect and use information to inform planning and educational decision-making was improved. Training occurred in all directorates of the EPID, including the development of technical, administrative and managerial skills. Project supported seminars have trained counterparts in research methods, policy analysis, local financing, and other topics that relate to the Project purpose. Policy studies have been conducted as requested by the Minister, such as a study of teacher demand and provision in specified subject areas. Design, field work and data management of two national-level surveys, examining policy factors contributing to student learning, have been completed. Analysis and reporting of results are in process.

2. Activities Planned for PPA Period

The new Division, with USAID provided technical assistance, is now working effectively on developing its functions. While progress in institutionalization and staff development has been made, the following additional activities will be undertaken during the extension period to strengthen the EPID Directorates:

a. Information and Computer Services Directorate - The Project has recently installed a new, powerful VAX mini-computer and is carrying out a staff development and training program in systems and software development. The Directorate now has an effective system for processing, reporting and utilizing school census data in a timely and accurate fashion. Microcomputer systems and customized Arabic software applications for entering and utilizing school data for management and planning, and initial training, have been provided to MOE statistics offices in all governorates.

On-going development of the Educational Management Information System (EMIS) will continue. The extension will enable the information system to be expanded to include data on school facilities, school costs and financing, and student performance. It will provide continued local and short-term participant training and organizational strengthening to link the

information system to improved planning and management both at headquarters and in the twenty-seven mudiriyas. In summary, the EPID is expected to have developed a comprehensive system of school-level data that will support strategic and operational planning. This will be in place at headquarters, and in all governorates.

The capabilities of the staff of the Information & Computer Services Directorate will be upgraded through training in systems analysis and design, educational management information systems, computer hardware and software architecture, principles and operations, systems management and maintenance, and programming. In addition, there will be upgrading of reporting and training skills to support application of information. A program of staff development and training for mudiriya staff will focus on increasing capacity for using the information system for management and planning. This will include upgrading staff for use of improved database management, statistics, graphics, and Arabic-based word processing software.

b. Research and Analysis Directorate - Prior to 1991, the MOE had no in-house research capability. The establishment and staffing of this new Directorate is focussed on providing strategic policy information, based on directed research studies supplementing the recurrent data from the information system. The Project has assisted the Directorate in the design of two major studies that have the potential of providing a definitive understanding of the factors in Egyptian basic education that affect student learning. The purposes of the studies are to recommend changes in (1) MOE policies and programs leading to improved student performance in primary and preparatory schools; and (2) MOE policies that will reduce the adverse effects associated with private tutoring. The Project extension will continue staff training and the development of expertise necessary to complete the analyses and presentation of findings of these two large-scale studies. The results are expected to impact on policies for in-service teacher training, staff deployment, curriculum strategies, and financing. It will also enable the Directorate to identify, with other Divisions of the MOE, other key policy research issues, to organize two additional studies, and to conduct targeted analyses of the existing EMIS data base.

The capability of the staff of the Research and Analysis Directorate will be upgraded through local and short-term participant training in research design and methods, data analysis, and statistical methods.

c. Planning Directorate - EPID has undertaken a coordinated analysis of educational financing by working with the divisions in the MOE responsible for staffing and teacher training and support, educational equipment and supplies, and the MOE's

investment budget. This lays the foundation for a breakout of unit costs by type and level, necessary for strategic planning and improving educational efficiency.

The Physical Planning Unit (PPU) has built up the technical capacity for in-depth school mapping and the preparation of school building and furnishing specifications. It has completed a high quality prototype comprehensive mapping of school facilities requirements, including maintenance needs, for the Giza governorate.

The extension to the Project will result in a resource management strategy including cost projections for buildings and other educational inputs. The continued support to the PPU would enable a scaled down physical mapping program to cover the entire country, thereby providing the basis of a strategic plan for new schools, expansions, renovations and maintenance. This is in addition to the completion of new designs and prototypes (plans and drawings), monitoring of construction and maintenance, and cost analyses of construction and maintenance to select the most effective systems. NIB is providing the more practical aspects of the program.

The capability of the staff of the Planning Directorate will be upgraded through training in statistical analysis, modelling and forecasting, economics and finance, physical planning and school mapping, and demographics. This in-country training will be augmented by a limited amount of short-term participant training. Local costs will be provided for the completion of a scaled-down physical facilities school mapping survey for all governorates.

INPUTS: Long-term technical assistance, short-term technical assistance, short-term participant training, and in-country training.

D. Technical Cooperation - Curriculum Development Component

1. Background and Progress to Date

Prior to the implementation of Egypt's Educational Reform Act, the process of curriculum development within the MOE lacked a comprehensive and integrated system for the design and production of curriculum and educational/instructional materials. The existing functions were dispersed throughout many organizations, agencies and sectors. The system used only textbooks and these were not field-tested. There was no provision for the training of teachers in new curricula.

USAID has assisted the MOE in developing a comprehensive and integrated organization, the Center for Curriculum and Instructional Materials Development (CCIMD), which is responsible

for the entire curriculum development process. The CCIMD is charged with (1) developing, field-testing, evaluating and producing camera-ready copies of curricula and instructional materials in all subject matters at all levels of pre-university education; and (2) training the trainers of teachers in the new curriculum and instructional materials to enable them to train teachers on a systematic basis. USAID has been providing technical assistance to the CCIMD since May 1989 to help the CCIMD fulfill its mission at the basic education levels, i.e., primary (Grades 1-5) and preparatory (Grades 6-8) by providing assistance in curriculum design and development, as well as in organizational and staff development.

The CCIMD's implementation plans for the development of the primary and preparatory curriculum estimate that the complete, new basic education curriculum will be introduced into the school system by September 1996. The CCIMD has completed the scope and sequence charts for all subject areas taught in Egypt's basic education curriculum. Math (Grades 1-3) and Environmental Studies (Grades 1-3) were introduced into the schools in September 1991. Currently, the CCIMD's textbook production efforts are focused upon preparing the following texts and teachers guides for entry into the schools in September 1992: Arabic (Grades 1-5), Religion (Grades 1-5), Science (Grade 4) and Art (Grade 1). The recent evaluation of the Basic Education Project found that "the innovative philosophy and curriculum of the CCIMD are a generation ahead of the instructional ideas and approaches presently in use in the schools."

The training of CCIMD staff for this effort has received an intensive technical assistance initiative under the Project. This initiative has proven effective in raising the competencies of the staff as curriculum developers, particularly for students at the lower primary levels. Intensive technical assistance needs to continue, however, to reinforce these early gains in competencies and to provide the necessary guidance and training for developing instructional materials at the upper primary level.

2. Activities Planned for PPA Period

The CCIMD will continue to encourage collaboration with the NCEE and teacher training institutions to develop teacher diagnostic tests, test items and related field-test measures of pupil achievement, attitudes and work habits. Inputs from testing and teacher training institutions will help refine and develop the overall curriculum and its component parts. In addition to the subjects listed in the previous section, the following are underway and are expected to be completed by the Project's extended PACD: Math (Grades 4-6), Science (Grades 5-6), Social Studies (Grades 4-5), Art (Grades 2-3); Physical Education (Grades 1-5), Technology (Grades 4-5), Home Economics (Grade 4), Agriculture (Grade 5), Religion (Grade 6), Arabic (Grade 6), English (Grade 6-7), and French (Grade 6).

The training of teacher trainers activity must be strengthened with technical assistance to set the stage for MOE training of teachers on the use of the new curriculum and other curriculum tools. The need for intensified technical assistance in this area is critical since USAID has decided not to finance the massive teacher training effort that would have been conducted under the proposed Basic Education II Project. The PACD extension will permit the completion of curriculum design for all primary grades. As the training of trainers depends on the timing of curriculum output, not all primary school subjects will have a cadre of trained trainers by the PACD. A system, however, will be in place for the MOE to complete the training.

The CCIMD will produce two types of materials: training manuals and prototypes of texts and related materials. The Project will not produce textbooks in the printed form. Training manuals will consist of (1) manuals to train field test teachers and monitors and (2) manuals for the training of master trainers. The first are necessary to ensure efficient testing of curriculum components in the field, while the second are necessary to ensure adequate preparation of the core set of master trainers. Without the latter, there can be no successful implementation of the curriculum. Prototype materials will be: textbooks, teachers' guides, instructional supplements to the textbooks, and media, such as videotapes, classroom films, etc.

INPUTS: Long-term and short-term technical assistance (in curriculum design development, evaluation, staff development, and training of trainers), in-country training, participant training, and limited commodities.

E. Technical Cooperation - Evaluation and Testing Component

1. Background and Progress to Date

The National Center for Examinations and Educational Evaluation (NCEEE) was created in 1991 to establish standards for the evaluation of education at all levels, to prepare examinations and regulate their quality, to conduct research on evaluation and testing, and to train educators in the use of examinations. The importance of examinations is central to the Egyptian educational reform. Programs to disseminate innovative curriculum and teaching methods, moving from rote memorization to problem-solving and creative thinking, must be supported by changes in methods of assessment and examinations.

To date, the Project has provided very limited assistance to the development of examinations and testing. A joint effort between USAID and the British (ODA) produced a feasibility study for the establishment of a national testing center, which provided the rationale for a recent Ministerial decree which established the

NCEEE. Following that, a Presidential decree was issued that raised the NCEEE legal status to that of a university. ODA has taken the lead in assisting the NCEEE, however, USAID has provided three highly effective short-term consultancies to assist in specifying the design, organization and operational stages for the NCEEE and \$17,000 (LE 50,000) for start up equipment.

The new office building for the Center, on Moqattam Hills, built with MOE financing at a cost of approximately LE 12 million, is almost completed. The GOE commitment for this construction was made in 1990 with the understanding that USAID would be a significant partner in technical assistance over a period of several years. The GOE has also recently agreed to fund all furnishing of the center. Following months of discussion with AID, the NCEEE has also agreed to reestablish its agenda by focusing initially on the needs of basic education, rather than secondary.

2. Activities Planned for PPA Period

The Project will assist with developing the technical infrastructure and training required to make the NCEEE a professionally functional institution. Assistance will be given to NCEEE directly regarding the development of the NCEEE, the implementation of its five-year plan, item writing, test construction, and computer applications. US test experts will train in-house the NCEEE and Regional Center staff in test development and computer applications. They will do the same to strengthen NCEEE capacity to assist teacher training regarding test development knowledge and skills. Technical assistance will help design, structure, staff, and monitor linkages between the NCEEE and:

- ◆ CCIMD regarding cooperation between the two organizations to institutionalize curriculum assessment and evaluation;
- ◆ EPID regarding cooperation between the two organizations to institutionalize research and analysis of student, teacher and school effectiveness;
- ◆ General Directorate for In-Service Teacher Training, to institutionalize teacher training in test development knowledge and skills.

INPUTS: Short-term technical assistance (in the areas of organizational development, testing and measurements, statistics, evaluation design and methodology, and management training), in-country training, and participant training.

F. OTHER COMPONENTS

1. Background and Progress to Date

There are a number of other components that were included in the Project design, but which for a variety of reasons will not be continued during the PPA period.

Educational Materials/Equipment - The original Project design called for the effective distribution and use of educational commodities in Grades 5-9 in 15,000 schools. In the course of Project implementation, it became apparent that some of these educational commodities had not been distributed in an efficient and appropriate manner. This distribution and equipment use problem was highlighted in the 1987 project audit. USAID froze further equipment purchase pending a satisfactory resolution of the problem by the MOE. In 1988, Project management terminated this component early. More recently, the MOE is reviewing the situation and will reallocate the commodities if appropriate and deal with constraints to efficient utilization. Observed constraints include lack of electricity, insufficient operating funds, teachers bearing the burden of breakage, and commodities not being part of the curriculum and/or examination process.

Teacher Training - The Second Amendment to the Project called for the improvement of MOE training capacity, improved operations in the six existing in-service teacher training institutions, production of training materials, and conduct of in-service training for 10,000 basic education teachers. Although a total of 13,500 basic education teachers have been trained in the use and maintenance of USAID-donated equipment and materials, no major teacher training to improve overall teacher capability has been undertaken. A subsequent USAID/MOE management decision deferred the initiation of the teacher training activity until the educational planning and curriculum efforts were successfully launched. The preparatory steps to this training process will therefore be completed during this PPA period under the Curriculum Development Component (i.e. the training of Master Trainers and Teacher Trainers); however the training of teachers falls outside the purview of this Project.

Curriculum Printing - Under the Curriculum Development Component of this Project, prototype documents and documents for curriculum testing have been, and will continue to be, prepared and used. However, the major effort involved in curriculum printing would not be appropriate until the completion of the activities under the relevant scope and sequence plans for curriculum development. Curriculum printing will be undertaken by the GOE at the appropriate time using GOE budgetary resources, and as such falls outside the scope of this PPA.

IV. SUMMARY ILLUSTRATIVE FINANCIAL PLAN

A. USAID Contribution

The current A.I.D. cost of the Basic Education Project, as previously amended is \$190 million. Table I identifies the expected expenditure of USAID funds by Project year during the PPA period, amounting to \$14.36 million. Inflation has been estimated at 5 percent per year, while contingency has been estimated at less than 1 percent of Project costs for each year of the PACD extension period. Table II identifies the methods of implementation and financing for the inputs under each activity during the PPA period.

Approximately \$9.96 million will be unearmarked under the Project as of June 30, 1992. This consists of approximately \$6.53 million presently allocated to Component 1 and \$3.43 million under Component 2. This PPA reallocates the remaining unearmarked funds and justifies the PACD extension period. Table III provides an overview of the entire Project, giving the level of earmarks for each line item through 6/30/92, as well as the earmarks expected during the PPA period.

Table IV compares the previous allocation of funds under the Project Agreement and shows the adjustments that will be made to accommodate the activities planned for the PPA. Funds will be added to Special Education and Technical Cooperation in order to enable funding for two additional years of TA, training, commodities, and local costs. Funds will be moved from those line items such as Materials & Equipment, Teacher Education, and Miscellaneous, where no additional activities will be undertaken, as well as from Construction & Furniture where funds are in excess of requirements.

TABLE I Planned PPA Expenditure Levels (\$000)	Year 1 7/1/92- 6/30/93	Year 2 7/1/93- 6/30/94	TOTAL FUNDS
Construction/Maintenance			
- Construction Completion	\$3,400	\$0	\$3,400
- NIB/A&E Contract	\$300	\$100	\$400
			<u>\$3,800</u>
Special Education Component			
- TA	\$974	\$495	\$1,469
- Training	\$43	\$45	\$87
- Commodities	\$94	\$0	\$94
- Local Costs	\$100	\$100	\$200
			<u>\$1,851</u>
Educational Planning Component			
- TA	\$1,759	\$1,670	\$3,429
- Training	\$124	\$0	\$124
- Commodities	\$217	\$0	\$217
- Local Costs	\$200	\$200	\$400
			<u>\$4,170</u>
Curriculum Development Component			
- TA	\$1,338	\$1,408	\$2,746
- Training	\$85	\$90	\$175
- Commodities	\$154	\$0	\$154
- Local Costs	\$300	\$300	\$600
			<u>\$3,675</u>
Evaluation & Testing Component			
- TA	\$231	\$93	\$324
- Training	\$13	\$13	\$26
- Local Costs	\$100	\$100	\$200
			<u>\$550</u>
Evaluation/Audit	\$0	\$200	\$200
SUBTOTAL	<u>\$9,432</u>	<u>\$4,814</u>	<u>\$14,246</u>
Contingency	\$75	\$38	\$114
TOTAL	<u>\$9,507</u>	<u>\$4,852</u>	<u>\$14,359</u>

TABLE II Methods of Impl/Fin	METHOD OF IMPLEMENTATION	METHOD OF FINANCING	APPROX. COSTS
Construction/Maintenance			
- Construction Completion	HC Contract	Reimbursement	\$3,400
- NIB/A&E Contract	PIL/HC Contract	Reimbursement	\$400
Special Education Component			
- TA	Direct Contract	Direct Payment	\$1,469
- Training	Direct Contract,PIO/P	Direct Payment	\$87
- Commodities	Direct Contract	Direct Payment	\$94
- Local Costs	PIL	Reimbursement	\$200
Educational Planning Component			
- TA	Direct Contract	Direct Payment	\$3,429
- Training	Direct Contract,PIO/P	Direct Payment	\$124
- Commodities	Direct Contract	Direct Payment	\$217
- Local Costs	PIL	Reimbursement	\$400
Curriculum Development Component			
- TA	Direct Contract	Direct Payment	\$2,746
- Training	Direct Contract,PIO/P	Direct Payment	\$175
- Commodities	Direct Contract	Direct Payment	\$154
- Local Costs	PIL	Reimbursement	\$600
Evaluation & Testing Component			
- TA	Direct Contract	Direct Payment	\$324
- Training	Direct Contract,PIO/P	Direct Payment	\$26
- Local Costs	PIL	Reimbursement	\$200
Evaluation/Audit	Direct Contract	Direct Payment	\$200
Contingency	--	--	\$114
TOTAL			<u>\$14,359</u>

TABLE III Project Earmarks	EARMARKS THROUGH 6/30/92	PLANNED EARMARKS 7/92-6/94	TOTAL PLANNED EARMARKS
Construction and Furniture	\$142,696	\$0	\$142,696
Materials & Equipment	\$19,809	\$0	\$19,809
Other			
a. Special Education	\$1,491	\$1,851	\$3,342
b. Teacher Education	\$126	\$0	\$126
c. Curriculum Printing	\$27	\$0	\$27
d. Technical Cooperation	\$13,696	\$7,395	\$21,091
e. Evaluation and Audit	\$1,621	\$200	\$1,821
f. NIB Support	\$510	\$400	\$910
g. MOE Support	\$63	\$0	\$63
h. Miscellaneous	\$0	\$0	\$0
i. Contingency	\$0	\$114	\$114
TOTAL	\$180,041	\$9,959	\$190,000

TABLE IV Project Allocations	PREVIOUS LOP BUDGET			CHANGE THIS AMENDMENT			CURRENT LOP BUDGET		
	FX	LC	TOTAL	FX	LC	TOTAL	FX	LC	TOTAL
Construction & Furniture	0.00	148.75	148.75	0.00	(6.05)	(6.05)	0.00	142.70	142.70
Materials & Equipment	19.56	0.44	20.00	0.00	(0.19)	(0.19)	19.56	0.25	19.81
Other									
a. Special Education	1.96	0.04	2.00	1.14	0.20	1.34	3.10	0.24	3.34
b. Teacher Education	0.00	0.15	0.15	0.00	(0.02)	(0.02)	0.00	0.13	0.13
c. Curriculum Printing	0.00	0.03	0.03	0.00	0.00	0.00	0.00	0.03	0.03
d. Technical Cooperation	14.63	1.62	16.25	3.64	1.20	4.84	18.27	2.82	21.09
e. Evaluation and Audit	1.51	0.25	1.76	0.06	0.00	0.06	1.57	0.25	1.82
f. NIB Support	0.00	0.70	0.70	0.00	0.21	0.21	0.00	0.91	0.91
g. MOE Support	0.00	0.06	0.06	0.00	0.00	0.00	0.00	0.06	0.06
h. Miscellaneous	0.10	0.10	0.20	(0.10)	(0.10)	(0.20)	0.00	0.00	0.00
i. Contingency	0.05	0.05	0.10	0.00	0.01	0.01	0.05	0.06	0.11
TOTAL	37.81	152.19	190.00	4.74	(4.74)	0.00	42.55	147.45	190.00

B. Host Country Contribution

The GOE contribution consists of in-kind contributions of (1) the recurrent costs associated with the operation of schools such as salaries, maintenance, supplies and utilities and (2) the salaries of the implementing units' (NIB, EPID, CCIMD, NCEEE and GDIST) personnel. It does not include the value of other host country contributions to the Project, most notably the contribution of the land on which the schools are built or the new NCEEE building valued at LE 12 million. The method of verifying this in-kind contribution is by observation, i.e., if the school is operating, we assume that recurrent costs are being paid. As of 6/30/90, the GOE had expended an estimated LE 335 million (approximately \$100 million equivalent), exceeding the LE 230 million total commitment for LOP.

During the two year PPA period, an additional contribution will be made in the form of airfare for participant trainees. This will be funded through the Mission FT-800 account and is expected to be approximately \$186,000.

V. IMPLEMENTATION

A. Construction

NIB has subcontracted a local private sector A&E firm in order to provide the necessary level of manpower to ensure that a construction inspection engineer is on newly started construction sites daily and that the sites are fully supervised throughout the construction process in the final stages of the Project. This contract is being amended to include assessment and monitoring of maintenance. For the first year following completion of the school, the contractor is responsible for carrying out any repairs that may be identified prior to final acceptance of the school. NIB engineers will visit the school at its initial acceptance inspection to decide and report on any finishing defects that require deductions from the final voucher of the contractor. NIB engineers will also visit the school one year after the initial acceptance of the school but before the final acceptance. The purpose of this visit is to assist the Mudiriyas in getting the required repairs done by the contractors before the contractors receive the remaining 5 percent of the contract value which is retained pending final delivery and acceptance. If the contractor refuses to make the required repairs, the contractor does not receive the 5 percent. These funds can then be used along with other maintenance funds to carry out the required repairs. NIB engineers will estimate the funds required to make the necessary repairs and report these estimates to the Mudiriyas for actual implementation. A second follow up visit will be made by NIB engineers and NIB contract engineers to ensure that the repairs and

maintenance works were done properly and to submit reports that describe the new status of the school building.

B. Technical Assistance Procurement Plan

Technical assistance for the Special Education component was provided through a cooperative agreement with Gallaudet University. The current cooperative agreement with Gallaudet will be extended to the end of the Fiscal Year at no additional costs to allow for completion of the activities planned under that Cooperative Agreement. In addition, a sole source justification will be prepared to allow for a continuation of activities under a new Cooperative Agreement.

The remaining technical assistance under the Project was obtained through Direct Contracts that were awarded after competition among US firms and universities. The contracts for assistance to the Educational Planning Component and the Curriculum Development Component include provisions which allow the contracts to be extended up to five years, i.e., May 1994. In the interim, three-month unfunded extensions will be effected for both the RTI and the EDC contracts to avoid any break in the provision of technical assistance, pending negotiation of the longer-term extensions.

Although there are direct linkages between curriculum development and testing, the technical assistance requirements for the Evaluation and Testing Component were not included in the original scope of work for the Curriculum Development Component. Therefore, these will be provided either through a contract with an 8(a) firm or work orders under an AID/W IQC.

In summary, this extension will require the following contract actions: (1) extension of the Research Triangle Institute (RTI) contract for technical assistance and training for EPID from 6/30/92 to 9/30/92, followed by a longer term extension through 5/10/94; (2) extension of the Educational Development Center (EDC) contract for technical assistance and training for CCIMD from 6/30/92 to 9/30/92, followed by a longer term extension through 5/14/94; (3) various IQCs (some of which will be with 8(a)s) and a purchase order, for technical assistance and training for NCEEE between 10/1/92 and 6/30/94; and (4) extension of the Cooperative Agreement with Gallaudet University from 6/30/92 to 9/30/92, followed by a new Cooperative Agreement through 12/31/93.

The following chart outlines the anticipated technical assistance levels of effort under these contracts for each of the activities. This supports AID's "Buy America" policy, as the technical assistance contracts are all with U.S. firms and the cooperative agreement is with a U.S. university.

LEVEL OF EFFORT: TECHNICAL ASSISTANCE	TOTAL (PM)
Special Education Component	
Short-term US	94
Long-term Egyptian	24
Educational Planning Component	
Long-term US	
- Educational Planning (COP)	24
- Economics and Research	20
- EMIS Development	48
Short-term US - Cairo	48
Short-term US - Home Office	29
Long-term Egyptian	62
Curriculum Development Component	
Long-term US	
- Curriculum Development Advisor (COP)	24
- Editorial Consultant	24
Short-term US - Cairo	72
Short-term US - Home Office	24
Short-term Egyptian	43
Long-term Egyptian	24
Evaluation and Testing Component	
Short-term US	14
Short-term Egyptian	6
Subtotal Long-term US	140
Subtotal Short-term US	281
Subtotal Egyptian	159
TOTAL TA	580

C. Training Procurement Plan

Identification of training needs, appropriate selection methods, backstopping and coordination of participant training activities will be included in the scope of work under the technical assistance contracts. The following chart outlines the anticipated levels of short-term participant training to be undertaken during the extension period.

LEVEL OF PARTICIPANT TRAINING	TOTAL (PM)
Special Education Component	20
Educational Planning Component	29
Curriculum Development Component	40
Evaluation and Testing Component	6
TOTAL PARTICIPANT TRAINING	95

In-country training, including conferences, seminars and workshops, will also be conducted by the technical assistance contractors' experts and consultants as part of their scopes of work in Egypt. The local costs of implementing these workshops (e.g., per diem, transportation, etc.) will be included in the local cost PILS.

D. Commodities Procurement Plan

The commodity procurement under this PPA is limited to office equipment and vehicles for the CCIMD. The technical assistance contractors will be requested to provide assistance to CCIMD in order to develop the necessary detailed specifications. The technical assistance contract will include the procurement of the commodities, either as a subcontract with a PSA or directly by the contractor but subject to limitations on overhead calculations. The following chart provides the details of the commodities anticipated for this activity.

ITEM DESCRIPTION	QUANTITY		
	SED/MOE	EPID	CCIMD
Utility Vehicles	--	--	2
- Jeep type: 5 passenger utility vehicle; 2 wheel drive; 4 cylinder gasoline engine; spare parts up to 15% of vehicle value			
Micro Computer	--	5	2
- 486 or 386/33 w/ 4MB RAM	--	5	2
- VGA color monitor	--	5	2
- one 1.44 and one 1.2 DiskDrive	--	5	2
- 80 MB Hard Disk	--	5	2
Laser Printer plus font cartridges	2	8	--
Network Expansion Hardware	--	1	--
Portable Computer	--	6	--
Modem	--	1	--
License for research network	--	1	--
15" Monochrome Portrait Monitor w/video card (SE/30)	--	--	3
21" Color Display	--	--	2
Laser Printer, e.g. Newgen Turbo PS/1200T	--	--	1
Large Print Printer (HP Laser Jet II)	--	--	2
UPS	--	32	--
Microcomputer Software			
-Operating System, e.g. DOS	--	32	--
-Word Processing, e.g. WordPerfect	--	32	--
-Spreadsheet, e.g. Lotus 123, QuatroPro	--	32	--
-Relational Data Base e.g. Paradox	--	32	--
-Utilities, e.g. Norton Utilities	--	32	2
-Anti-virus	--	37	--
-Arabization (word processing)	--	32	2
-Arabization (spreadsheet)	--	32	2
-SQL, e.g. Boylan SQL Links	--	5	--
-Communications program, e.g. Timbuktu, version 4.0	--	--	1
-Utilities, e.g. MicroSoft File, version 2.0 (upgrade)	--	--	1
-Utilities, e.g. Macromind Director (upgrade)	--	--	1
-Illustrated Encyclopedia (CD-RAM)	--	--	1
-e.g. Duxbury, version 26	--	--	2
-e.g. Edgar	--	--	2
-Utilities, e.g. Disk Manager	--	--	2
-Multitasking software, e.g. Windows	--	--	2
Minicomputer Software			
-Statistical Package, e.g. SPSS/VMS	--	1	--
-Data Base Program, e.g. DEC/RDB	--	1	--
-e.g., Vax Station 3100			
Braille Equipment			
- Brailers and cases	5	--	--
- Raised Line Drawing Kits & Abacus	5	--	--
-Braille Printer, e.g., Thiel Paper Embusser	--	--	2
-Thermoform Paper	--	--	
-Thermoform Maxiform	--	--	2
Office Equipment			
-Copier, e.g., Xerox 5065	--	--	2

E. Local Costs

Local Costs are comprised of administrative costs (e.g., staffing, transportation, office supplies); local consultants; training costs (e.g., honoraria, travel, per diem, training materials); and library materials. In addition, support will be provided for the completion of a scaled-down physical facilities school mapping survey for all governorates by PPU that will provide the basis for a strategic plan for new school locations, expansions, renovations and maintenance. The funds included in this PPA are not subject to "Buy America" requirement, as they were authorized prior to the issuance of the "Buy America" guidelines in December 1990. Even so, the funds used for local costs would not require a justification under AID's "Buy America" policy in that the individual transactions are expected to fall under one of several of the exceptions according to Handbook 1B Chapter 18, most notably: commodities and services which are available only locally; professional services contracts estimated not to exceed \$250,000; and commodity transactions estimated not to exceed \$5,000.

LOCAL COSTS: ITEM DESCRIPTION	EPID	CCIMD	NCEEE	SED/MOE
Administrative Costs	X	X	X	X
Training Costs	X	X	X	X
Local Consultants	X	X		
Library Materials	X			
Mapping Survey	X			

F. Implementation Schedule

SUBACTIVITY	WHO	FY 92 93 94		
		- QUARTER -		
		34	1234	123
General				
◆PROAG Amendment Signed	USAID/MOE	■		
◆Extend contract re TA for EPID				
- Expanded SOW	USAID/MOE	■		
- PIO/T	USAID	■		
- Negotiate and execute amendment	USAID/Con	■		
◆Extend contract re TA for CCIMD				
- Expanded SOW	USAID/MOE	■		
- PIO/T	USAID	■		
- Negotiate and execute amendment	USAID/Con	■		
◆Execute IQC/Work Orders re TA for NCEEE				
- SOW	USAID/MOE		■	
- PIO/T	USAID		■	
- Execute work orders	USAID/Con			■
◆Extend Cooperative Agreement re TA for Special Education				
- Expanded SOW	USAID/MOE	■		
- PIO/T	USAID	■		
- Negotiate and execute amendment	USAID/Con	■		
◆Execute new Cooperative Agreement re TA for Special Education				
- SOW	USAID/MOE		■	
- PIO/T and sole source justification	USAID		■	
- Negotiate and execute amendment	USAID/Con		■	
◆Audit	CPA			■
◆PACD	USAID/MOE			■
Construction Component				
◆A&E contract: construction monitoring	NIB	■		
◆A&E contract amendment: maintenance monitoring	NIB	■		
◆Remaining schools completed	GOVs	■	■	
◆Construction & Maintenance Supervision	NIB/A&E	■	■	
◆Maintenance Plan developed	NIB/Con	■	■	

SUBACTIVITY

Educational Planning Component

◆Planning Directorate	Con/PPD	■
- Resource management strategy	Con/PPD	■
- Ed. human resources supply/demand	Con/PPU	■
- School mapping updated		
◆Research Directorate	Con/RD	■
- Staff development	Con/RD	■
- Study on student performance	Con/RD	■
- Study on private tutoring	Con/RD	■
- Additional studies (decided by RD)	Con/RD	■
◆Information & Computer Services Directorate	Con/RD	■
- Staff development	Con/RD	■
- Info system expanded	Con/EMIS	■
- Est.linkages: EPID/MOE units/Mudiriyas		

Curriculum Development Component

◆Specific subject plans	Con/CCIMD	■
◆Subject area modules	Con/CCIMD	■
◆Test items and instruments	Con/CCIMD	■
◆Field test manuals	Con/CCIMD	■
◆Master trainer manuals	Con/CCIMD	■
◆Textbook prototypes	Con/CCIMD	■
◆Teachers' guides	Con/CCIMD	■
◆Textbook instructional supplements	Con/CCIMD	■
◆Training of Master Trainers	Con/GDIST	■
◆Training of Trainers	Con/GDIST	■

Examinations and Testing Component

◆Training needs assessment	Con	■
◆Staff development	Con/RD	■
◆In-country technical training	Con	■
◆Collaborate w/CCIMD in curriculum assessment and evaluation	Con/NCEEE	■
◆Collaborate w/GDIST to institutionalize test development in teacher training.	Con/NCEEE	■
◆Development of subject test-development manuals	Con/NCEEE	■

VI. ANNEXES

BASIC EDUCATION PROJECT 263-0139

PROJECT PAPER AMENDMENT No. 3

ANNEX A. REVISED LOGICAL FRAMEWORK

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>Project Goal: Enhance GOE efforts to improve the physical quality of life in Egypt.</p>	<p>Increased literacy rates among rural youth.</p>	<ul style="list-style-type: none"> - Census data. - Project evaluation 	<ul style="list-style-type: none"> - Literacy is a Basic Human Need impacting favorably on the physical quality of life. - Formal primary education is an effective means of literacy training.
<p>Project Purpose: Expand school enrollments and increase efficiency of Basic Education (grades 1-9).</p>	<p><u>Conditions that will indicate purpose has been achieved: End of Project Status:</u></p> <ol style="list-style-type: none"> 1. Access, through increased number of schools, has increased so that (a) total enrollments in primary education as a percentage of total population (6-11 years) has increased from 81% in 1986 to at least 83% in 1994 and (b) ratios of females as a percent of males enrolled in primary school has increased from 80% in 1986 to 84% in 1994. 2. Efficiency of education has improved significantly in terms of completion rates, drop out rates, and repeater rates. 3. Quality has improved as indicated by the output of the CCIMD and its capability to conduct the process of curriculum development at the primary and preparatory levels with at least 25 core staff trained in the curriculum development process. 4. Quality has improved as indicated the capability of at least 12 core staff within the Special Education Department of the MOE to replicate their training in the disability areas of blindness, deafness and mental retardation. 	<ul style="list-style-type: none"> - Education zone enrollment and attendance reports. - Measures of completion rates, drop out rates, and repeater rates. - CCIMD evaluation, project reports. - Special education department evaluation, project reports. 	<ul style="list-style-type: none"> - Classroom shortage constrain enrollment. - MOE will provide teaching staff. - MOE will print and distribute new curriculum in a timely manner.
<p>Project Outputs:</p> <ol style="list-style-type: none"> 1. Construction Component: <ul style="list-style-type: none"> - Maintenance standards developed, and all USAID schools maintained at that level. - New schools constructed. 	<ul style="list-style-type: none"> - Approximately 1,950 schools constructed. - 1,800 schools inspected by NIB and the A&E firm. - 500 schools minimum inspected by USAID. 	<ul style="list-style-type: none"> - NIB reports. - Education zone and Ministry reports. - Project evaluation. - Contractor reports. 	<ul style="list-style-type: none"> - Adequate availability and performance of building contractors. - Adequate supplies and timely delivery of construction materials and educational commodities. - MOE will maintain schools. - Adequate administrative capacity in NIB, Housing Departments, Education Zones, Ministry.

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>2. Special Education:</p> <ul style="list-style-type: none"> - Current special education program revised to meet the needs of the blind, deaf and mentally retarded. - Math curriculum in the three disability areas developed through primary. - Math scope and sequence developed for each of the disability areas through primary. - Teachers, administrators and specialists' special education skills upgraded. - Training manuals related to topics covered in training. - Glossary of educational and special education terms in Arabic and English. - Revised national special education policy. <p>3. Educational Planning Division Component:</p> <ul style="list-style-type: none"> - Planning Directorate produces investment studies and analyses. - Research Directorate produces studies and analyses related to school performance (teaching and learning) and private expenditures on education. - Information and Computer Services Directorate produces bench mark indicators on educational effectiveness and efficiency, and assures an adequate distribution of periodic statistical information to be used in policy-related decision making. <p>4. Curriculum Development Component:</p> <ul style="list-style-type: none"> - Scope and sequence developed for all primary and preparatory levels. - New curriculum developed. - Manuals for teachers who field test curriculum produced and used. - Manuals for Master Trainers produced and used. - Prototypes of textbooks, teacher's guides, and instructional supplements produced for 8 subjects at the primary level. - Master trainers trained in new curriculum and teacher training. <p>5. Examination and Testing Component:</p> <ul style="list-style-type: none"> - Test development guides prepared. - Evaluation design and methodology developed. - Staff development in managerial and technical areas undertaken. - System developed to assess students. - Test specifications developed. - Model questions and examinations developed. <p>6. Educational Materials and Equipment:</p> <ul style="list-style-type: none"> - Educational commodities used. <p>7. Curriculum Printing:</p> <ul style="list-style-type: none"> - Curriculum materials printed and used. <p>8. Teacher Education:</p> <ul style="list-style-type: none"> - Improvement of training development capability within MOE. - Improved operations in the 6 existing in-service training institutions. - Production of training materials. - Training of 200 trainers. - In-service training for 10,000 teachers. <p>9. Technical Cooperation:</p> <ul style="list-style-type: none"> - Technical studies used to improve program. - Evaluation reports used to improve program. 	<ul style="list-style-type: none"> - Special education math curriculum for the areas of deafness, blindness and mental retardation. - Curriculum plan for special education. - 39 training seminars conducted by Gallaudet technicians for teachers administrators, and specialists (psychologists and social workers). Approximately 50 people per seminar. - 84 training seminars conducted by MOE in five governorates replicating the training carried out by Gallaudet technicians. Approximately 30 people per seminar. - Training manuals produced and in use. - Draft revised policy. <ul style="list-style-type: none"> - Studies and analyses. - Periodic statistical information. - Bench marks. <ul style="list-style-type: none"> - Scope and sequence plans. - New curriculum for 8 subjects in Grades 1-5. - Manuals produced and used. - Prototypes produced. - 45 Master trainers trained in new curriculum and teacher training. <ul style="list-style-type: none"> - Test development guides. - Evaluation and methodology. - In-house training seminars. - System developed for primary level. - Test specifications for Grade 5. - Primary level model questions and exams. <ul style="list-style-type: none"> - Educational commodities used in Grades 5-8 in 15,000 schools. - 13,500 teachers trained in the use and maintenance of USAID-financed equipment. <ul style="list-style-type: none"> - Limited prototype documents and documents for curriculum testing have been and will continue to be printed and used, but not the major effort envisioned in the 2nd PPA. <ul style="list-style-type: none"> - No major activities as envisioned in the 2nd PPA will be undertaken, as the first products of the curriculum center entered the schools in September 1991. <ul style="list-style-type: none"> - Nine technical reports completed and in use as of June 1992. - 4 annual evaluations of the construction component, one comprehensive project evaluation and 2 audits have been conducted as of June 1992. 	<ul style="list-style-type: none"> - Classroom observation. - Technical studies. - Site visits. - Contractor reports. - Evaluations. 	<ul style="list-style-type: none"> - GOE remain committed to providing free universal education to all children in grades 1-8. - Improved planning systems will lead to more efficient use of resources. - GOE remains committed to creation and distribution of new curriculum.

ANNEX B. FINANCIAL ANALYSIS

AID's inputs to the Project under this PPA consist of construction and furnishings of the remaining basic education schools, A&E assistance, other technical assistance, training, commodities, operational support, audit, and evaluation. Following are cost estimates for each of the above inputs.

1. School Construction and Furnishings

Based on information obtained from the NIB, the final earmarking and commitment of \$3.4 million (for a cumulative total of \$142.7 million) is sufficient to complete the schools already approved under the Project prior to 2/25/92. No additional funds need to be allocated to this line item as sufficient funding is available.

The cost of finishing the schools includes estimates for school furnishings, which are derived from standard furniture lists prepared by the MOE Purchasing and Warehousing Department. Cost estimates for furnishing one primary school consisting of nine classrooms were approximately LE 11,000 in 1987. With new basic furniture items being added to the standard furnishing list, such as libraries, furniture and shelves, these costs are now estimated to be LE 30,000 per school. Although the estimate appears to be low for the purpose of furnishing nine classrooms accommodating 40-60 students in every classroom, it is noted that most of the furniture is fabricated by secondary industrial schools. Most of the materials which are normally subsidized are provided to these low or non-profit cooperatives by the GOE. Therefore the price of the final product is considerably cheaper when compared to commercial market prices.

The procurement of A & E services to supervise construction was begun in the Fall of 1991. The awardee, a private sector firm, was selected based on technical merit first and then financial viability. NIB entered into a contract with the firm in April 1992 for construction supervision. During 1991 and the beginning of 1992, NIB had reported on approximately 1100 Project-financed schools. In order to expedite this process, USAID encouraged NIB to contract with a company in this regard to assist in finishing the reporting on the maintenance funding requirements of the remaining 750 schools. This A&E contract is being amended to carry out an assessment of maintenance needs.

2. Technical Assistance

In order to estimate funding requirements for the technical assistance level of effort called for in the PPA, an analysis of expenditures under the current contracts was undertaken. For budgeting purposes, standard costs were developed for a person-

month of resident US TA labor, a person-month of US short-term TA labor, and a person-month of Egyptian TA under a long-term contractor. Standard costs were also developed for a person-month of US short-term TA under a cooperative agreement with a university. The standard costs also include the other direct (e.g., communications, expendable supplies, secretarial/translator services, etc.) and indirect costs (e.g., overhead, G&A) that support the provision of the technical assistance. These standard costs are presented in Worksheet 1, below.

WORKSHEET 1: INPUT
STANDARD COSTS FOR TECHNICAL ASSISTANCE

	Per Year	Per Month
Standard Costs under a Long-term Contract (RTI)		
US Long-term TA	\$253,554	\$21,129
US Short-term TA - Cairo	\$264,652	\$22,054
US Short-term TA - Home Office	\$97,201	\$8,100
Egyptian TA	\$21,704	\$1,809
 Standard Costs under a Long-term Contract (EDC)		
US Long-term TA	\$206,210	\$17,184
US Short-term TA - Cairo	\$252,993	\$21,083
US Short-term TA - Home Office	\$97,054	\$8,088
Egyptian Long-term TA	\$32,616	\$2,718
Egyptian Short-term TA	\$12,433	\$1,036
 Standard Costs under a Cooperative Agreement		
US Short-term TA	\$176,256	\$14,688

Given standard person-month costs for long-term and short-term technical assistance, costs associated with level of effort were estimated. These are shown in Worksheet 2, below.

WORKSHEET 2: COSTS COST ESTIMATES OF TA	7/1/92 - 6/30/93		PM	COST	7/1/93 - 6/30/93	
	PM	COST			PM	COST
Special Education Component						
Short-term US	63	\$925	31	\$478		\$1,403
Long-term Egyptian	18	\$49	6	\$17		\$66
Subtotal		\$974		\$495		\$1,469
Educational Planning Component						
Long-term US	46	\$972	46	\$1,021		\$1,993
Short-term US - Cairo	28	\$618	20	\$463		\$1,081
Short-term US - Home Office	14	\$113	15	\$128		\$241
Long-term Egyptian	31	\$56	31	\$59		\$115
Subtotal		\$1,759		\$1,670		\$3,429
Curriculum Development Component						
Long-term US	24	\$412	24	\$433		\$845
Short-term US - Cairo	36	\$759	36	\$797		\$1,556
Short-term US - Home Office	12	\$97	12	\$102		\$199
Long-term Egyptian	21	\$57	22	\$63		\$120
Short-term Egyptian	12	\$12	12	\$13		\$25
Subtotal		\$1,338		\$1,408		\$2,746
Evaluation and Testing Component						
Short-term US	10	\$221	4	\$93		\$313
Short-term Egyptian	6	\$11	0	\$0		\$11
Subtotal		\$231		\$93		\$324
TOTAL TA		\$8,605		\$7,331		\$7,968

3. Training

Under the PPA, the Project will fund a limited amount of US short-term training. Standard training costs were developed and are shown in Worksheet 3, below.

WORKSHEET 3: INPUT
SHORT-TERM PARTICIPANT TRAINING

Training Period:	1 month	
Education/Training Costs		
- Training Costs		\$1,500
Allowances		
- Maintenance Advance (first 15 days)		\$975
- Living/Maintenance		\$400
- Books/Equipment		\$60
- Book Shipment		\$60
Travel		
- International (GOE Trust Funds)		-
- Local		\$30
Insurance		
- HAC for US		\$34
Supplemental Activities		
- WIC orientation		\$650
TOTAL PARTICIPANT COSTS		\$3,709
Administrative Costs (15%)		\$556
TOTAL		\$4,265
Cost Per Month		\$4,265

In accordance with AID HB 10 guidance, the cost of a round trip airline ticket (CAI/US/CAI) for short term participant training will be funded by the GOE. These costs have been excluded from cost estimates for AID funding and have been accounted for under the GOE contributions to the Project during the PPA period.

This figure for monthly costs anticipates that future approval of training plans for implementation by the technical assistance contractor will be based on careful review of training cost analysis proposal work sheets and budgets submitted by the contractor. All other direct and indirect costs of the contractor in carrying out this task should be clearly identified to permit proper cost comparisons.

Worksheet 4 illustrates the person/months of participant training and associated costs during the LOP.

WORKSHEET 4: COSTS COST ESTIMATES OF TRAINING	7/1/92 - 6/30/93		7/1/93 - 6/30/94		TOTAL COST
	PM	COST	PM	COST	
Special Education Component	10	\$43	10	\$45	\$87
Educational Planning Component	29	\$124	0	\$0	\$124
Curriculum Development Component	20	\$85	20	\$90	\$175
Evaluation and Testing Component	3	\$13	3	\$13	\$26
TOTAL PARTICIPANT TRAINING		<u>\$264</u>		<u>\$148</u>	<u>\$412</u>

4. Commodities

The majority of the commodity procurement primarily consists of computer hardware and software for installation in the CCIMD and the EPID, and a limited number of vehicles. Worksheet 5 illustrates commodity needs and cost estimates, including transportation and contingency.

WORKSHEET 5: COSTS COMMODITY PROCUREMENT	QUANTITY	UNIT COST (\$000)	TOTAL COST (\$000)	TOTAL w/ 20% TRANS/CONT
Special Education Component				
Large Print Printer	2	\$3.5	\$7.0	\$8.4
Braille Printer	2	\$16.6	\$33.2	\$39.8
Braille and cases	5	\$0.5	\$2.5	\$3.0
Raised Line Drawing Kits & Abacus	5	\$0.2	\$1.0	\$1.2
Theroform Paper			\$8.3	\$10.0
Theroform/Maxiform	2	\$3.3	\$6.6	\$7.9
Micro Monitor/Keyboard/DiskDrive	2	\$3.5	\$7.0	\$8.4
Microcomputer Laser Printer	2	\$1.0	\$2.0	\$2.4
Microcomputer Maintenance			\$2.0	\$2.0
Computer Site Preparation			\$1.0	\$1.0
Software			\$8.3	\$10.0
SED Subtotal				\$94.1
Educational Planning Component				
Portable Computer	6	\$2.1	\$12.6	\$15.1
Modem	1	\$0.4	\$0.4	\$0.5
Research network license	1			\$3.0
Network Expansion			\$9.2	\$11.0
Micro Monitor/Keyboard/DiskDrive	5	\$3.5	\$17.5	\$21.0
Microcomputer Printer	5	\$1.0	\$5.0	\$6.0
Microcomputer Printer	3	\$3.6	\$10.8	\$13.0
Microcomputer Maintenance			\$5.0	\$5.0
Computer Site Preparation			\$2.5	\$2.5
UPS	32	\$0.9	\$27.2	\$32.6
Computer Software			\$89.2	\$107.0
EPID Subtotal				\$216.7
Curriculum Development Component				
Utility Vehicles	2	\$20.0	\$40.0	\$48.0
Monochrome Portrait Monitor	3	\$1.7	\$5.0	\$6.0
Color Display	2	\$4.9	\$9.8	\$11.8
Laser Printer	1	\$17.0	\$17.0	\$20.4
Computer Software			\$6.2	\$7.4
Copier	2	\$25.2	\$50.5	\$60.6
CCIMD Subtotal				\$154.2
TOTAL COMMODITIES				\$465.0

Commodity specifications will be established by the technical assistance contractors as part of the statement of work under the contract. Procurement for these institutional strengthening commodities will be carried out either by contractor staff or

through a subcontracted Procurement Services Agent (PSA). The equipment supplier in the US must have a local agent in Egypt extending supplies and maintenance services for the type of equipment purchased.

5. Local Costs: Operational Support

The MOE will continue to allot budgetary resources for the salaries and other operating expenses related to the functioning of the implementing units. Other expenses can be expected to include office space, supplies, transportation, etc. for both permanent staff and the consultants working with the implementing units. As part of its contribution, USAID will pick up a portion of these costs as shown in Worksheet 4, below.

WORKSHEET 6: COSTS COST ESTIMATES OF LOCAL SUPPORT	7/1/92 - 6/30/93 COST	7/1/93 - 6/30/94 COST	TOTAL COST
Special Education Component	\$100	\$100	\$200
Educational Planning Component	\$200	\$200	\$400
Curriculum Development Component	\$300	\$300	\$600
Evaluation and Testing Component	\$100	\$100	\$200
TOTAL LOCAL COSTS	\$700	\$700	\$1,400

6. Audits and Assessments

Except for the School Construction Component, all technical assistance, training and off-shore procurement will be implemented through AID direct contracting procedures. In order to comply with the Mission's contracts office policy, funds are available under the Project Financial Plan to carry out cost incurred audits and contract close outs, in addition to a final Project evaluation. Therefore a total amount of \$200,000 is budgeted for this purpose.