



# ABE-BE EGYPT TECHNOLOGY FOR IMPROVED LEARNING OUTCOMES

QUARTERLY REPORT

SEPTEMBER-DECEMBER 2007



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# I. Background and Summary

TILO is a four-year USAID project that began in September 2007.

- The objective of TILO is to improve student learning outcomes by upgrading the quality of teaching and learning as well as school management through the use of technology.
- The expected result is a holistic, integrated model for introducing technology into school-based reform activities.

TILO activities will take place in seven governorates: Alexandria, Cairo, Fayoum, Beni-Suef, Minya, Qena and Aswan. The project will reach 200 primary schools that are undergoing school-based reform and 85 public experimental Smart Schools. The project has four components:

**Component 1. Improve the Quality of Teaching, Learning, and IT Management in Targeted Schools.** Activities in this component will help teachers integrate the use of computers and other technology into their learner-centered instruction. Participating schools will be selected on the basis of their history of and willingness to reform practices and adopt learner-centered teaching methods. The project will provide these schools with digital resources that help them teach computer skills and critical-thinking and problem-solving skills. It will provide schools with the hardware they can manage. Teachers will be trained in learner-centered methods, and teachers, supervisors and inspectors will learn to manage change and support technology in instruction. Eighty five Smart Schools will also receive support for using technology in instruction.

**Component 2. Public-Private Partnerships established for supporting TILO objectives and other innovative educational technology interventions.** In this component TILO will find opportunities to partner with multi-national and local enterprises that share its objective of improving student learning outcomes. Project support for the private IT sector will help make schools' use of technology sustainable by strengthening the market for goods and services. The project will work with the Egyptian Education Initiative (EEI), NGOs, universities and other organizations to reach common objectives.

**Component 3. Build Capacity for Effective Management of Technology for Education at all levels of Public Education Administration.** The MOE has a strategic plan for using IT resources. Through this component the project will help the MOE assess its current IT system and resources, design a model to manage them, and support implementation of the plan.

**Component 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.** This component will monitor and evaluate the project's inputs, processes and impact. It will view the project in the broader context of education and IT, measure progressive impact of project interventions, and collect and analyze data from various sources (triangulate). USAID monitoring tools will be used, and supplementary tools created.

TILO is implemented by Creative Associates International, Inc. (Creative) and its partners: Pal-Tech, Keys to Effective Learning, 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-training organization in Cairo, and Seward is an instructional software firm in Minneapolis, Minnesota.

This Quarterly Report provides an overview of progress achieved during Quarter 1, Year 1 (September 11, 2007 – December 31, 2007).

## II. Quarter One Activities: Highlights and Challenges

This section of the quarterly report is organized into two main categories: highlights and challenges. It provides more details about the activities that took place over the course of the three month period. Work plan tasks are listed in the left column, with the corresponding subtasks with an update on the progress to date in the column on the right.

<b><i>HIGHLIGHTS</i></b>	
<b><i>Start-Up</i></b>	
<b>1.1 - Office and operations</b>	<ul style="list-style-type: none"> <li>• TILO office space was selected during October 2007. Basic renovation was conducted and the TILO team moved into the office on November 15, 2007. Basic office equipment was provided to staff in November, including laptops, internet, and cell phones. TILO continues to use rented cars and furniture. TILO will procure furniture by the end of January and will procure vehicles by the end of the second quarter.</li> <li>• Office set up has started and will continue for the next two months until we finalize furnishing the office space and provide all additional required office equipment (fax, telephone system, network, server up and running...etc.).</li> <li>• Office security assessment is in process, led by Garda World representatives in the Middle East.</li> <li>• Two bank accounts (US\$ and EGP) were opened with the Commercial International Bank (CIB) Road 9 branch to handle payments to local vendors and employees.</li> <li>• Two shipments of IT equipment were received from the US for the office operation.</li> </ul>
<b>1.2 - Staff</b>	<ul style="list-style-type: none"> <li>• Andrea Bosch was hired at Creative October 29, 2007 for orientation and was based in Washington, DC until Mid January, 2008. A team of senior managers formed a team to cover the Chief of Party functions for the first quarter, including Jeanne Moulton, Rida Baidas, Andrea Bosch, and Soheir Ghali (the Deputy Chief of Party). Each of the US-based senior management team travelled to Cairo during the start up phase to guide the process and to work on planning. Soheir Ghali served as the Deputy Chief of Party throughout the transition, and served as the Acting Chief of Party from December 17-January 17, with constant communications and planning with the local TILO team and rest of the team in the US. Jeanne Oliver, Director of Operations for Pal-tech, travelled during Quarter one to assist the DCOP with Pal-tech start-up and operations.</li> </ul>

	<ul style="list-style-type: none"> <li>• The Deputy Chief of Party/Technical Director (Soheir Ghali), Managing Director (Moustafa Gabaly), Partners Relations Manager (Dina Kafafi), Director of Finance and Procurement (Rania Amin), Director of Digital Resource Development (Ginny Woolley), Software Applications Manager (Ahmed Ghalal), Education Technology Manager (Amira Shoukry), and two Office Clerks were hired effective October and November 2007. The Technology and Connectivity Specialist (Adel Hussein) joined the staff in December, 2007. <i>See Annex A.</i></li> <li>• In the process of interviewing candidates for the Office Manager, Admin Assistant and Accountant positions and we are planning to hire for these positions within the coming quarter.</li> <li>• Hiring for the governorate coordinator positions is being phased into coincide with work and needs in the field. At this time, we are collecting cv's and staffing recommendations from other education projects.</li> </ul>
<b>1.3 - Deliverables</b>	<ul style="list-style-type: none"> <li>• October 11, 2007 – Submitted first deliverables to USAID: Year 1 Workplan and M&amp;E Plan</li> <li>• November 27, 2007 – Obtained copy of final MOE Strategy document from Dr. Reda Abou Serie</li> <li>• December 12, 2007 - Ministerial Approval of the TILO/MOE Steering Committee</li> <li>• December 12, 2007 – Submission of School Selection Process to MOE</li> <li>• December 12, 2007 - PPP database complete and ready for data entry.</li> <li>• December 24, 2007 – MOE IT Budget submitted to USAID (Confidential)</li> </ul>
<b>1.4 - Meetings with USAID, MOE, MCIT, others</b>	<p><b>Meetings with the MOE:</b></p> <p>Meetings with Dr. Reda Abou Serie were held on November 7, 22 2007, and January 15<sup>th</sup>, 2008. Minutes of all these meetings were recorded. Agenda items discussed at these meetings were as follows:</p> <ul style="list-style-type: none"> <li>• Requested guidance on TILO Steering Committee formation and official acceptance by the Minister of Education. (Approved December 2007, with Dr. Reda as TILO Steering Committee Chair)</li> <li>• Requested final copy of MOE strategy, MOE Budget, and revised MOE Standards. (A copy of each has been obtained.)</li> <li>• Defined/delivered recommendations on pending issues related to the 26 Ed-tech schools. (TILO recommendations delivered and role complete, MOE has assumed responsibility for resolving the remaining issues, and will keep us updated of the progress).</li> <li>• Discussed the future of the ERN – (Educational Resource Network) ownership and hosting.</li> <li>• Discussed process of TILO Idara selection and administration of CAPS test.</li> <li>• Discussions held with Dr. Salah Elewa and Mr. Osama El Sayed of the MOE Technology Development Unit to introduce the TILO project objectives and discuss their work with the MCIT on the EEI initiative and the smart schools.</li> </ul> <p><b>Meetings with USAID:</b></p> <p><b><u>October 2<sup>nd</sup>, 9<sup>th</sup>, and 30<sup>th</sup>, 2007</u></b></p>

	<ul style="list-style-type: none"> <li>• Program Start-up and planning discussions with USAID</li> </ul> <p><b><u>October 31, 2007</u></b></p> <ul style="list-style-type: none"> <li>• 26 Ed-Tech schools</li> <li>• TILO Steering Committee</li> <li>• TILO Schools Selection process</li> <li>• Educational Resource Network (ERN)</li> </ul> <p><b><u>November 7 , 2007</u></b></p> <ul style="list-style-type: none"> <li>• Start up/orientation</li> <li>• 26 Schools from ED-Tech</li> <li>• TILO Selection of schools</li> </ul> <p><b><u>November 14, 2007</u></b></p> <ul style="list-style-type: none"> <li>• Public-private partnerships and procurements: potential conflicts of interest:</li> <li>• Formation of the Steering Committee</li> <li>• Assessment of USAID projects</li> <li>• TILO School selection process</li> <li>• Location of Smart Schools and EU schools</li> <li>• Recommended action plan for Ed Tech schools</li> <li>• ERN</li> </ul> <p><b><u>November 18, 2007</u></b></p> <ul style="list-style-type: none"> <li>• Discuss the 26 Ed-Tech Schools issues and solutions</li> </ul>
<p><b>1.5 - TILO Steering Committee</b></p>	<p>First TILO/MOE Steering Committee Meeting held on December 16<sup>th</sup> 2007.</p> <p><b>Issues addressed:</b></p> <ul style="list-style-type: none"> <li>• High level Introduction by USAID</li> <li>• Introduction of TILO team and Chief of Party</li> <li>• Overview of TILO program objectives and mandate</li> <li>• Overview of TILO School Selection Process</li> <li>• Decision on TILO program name in Arabic</li> </ul> <p><b>Results:</b></p> <ul style="list-style-type: none"> <li>• Addition of 2 new members to the steering committee, Mr. Osama El Sayed, Project Manager MOE TDC and Mr. Ayman Helmy, MCIT.</li> <li>• Agreement on TILO Arabic name</li> <li>• Initial approval of TILO Idara and School selection process</li> </ul> <p><i>(Please see annex C for the detailed Steering Committee Notes)</i></p>

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

### **1.A - School Selection Process**

To start off the TILO project, we felt it was important to meet with staff from other education projects to review lessons learned and build on successful strategies. The following list outlines the USAID projects visited:

- Education Reform Project: We met with the COP and staff twice to gather lessons learned
- National Book, met with the COP and reviewed lessons learned
- New Schools Project: We we visit schools after mid- year vacation to understand their use of technology, facilitated by Susan Ross. We also have one of their technology experts now on our staff. We received copy of the annual report
- Egypt Education Initiative schools: Attended the Smart village conference and Received copy of their annual report.
- Smart Schools: We are planning in conjunction with USAID to have a meeting with Dr. Mashaly and Dr. Hoda Baraka in the second quarter.
- STEAP: We met with COP on several occasions for an overall view of the program. We have engaged the COP on discussions of school selection and TILO staff are participating in the school selection process (judging) for STEAP 2 in order to understand how the process works. TILO staff also visited and talked with their staff in their office regarding using their database structure for the TILO project, which was agreed to be a good approach to organizing and analyzing data related to TILO schools, especially because we will be working in many of the same schools and building upon School Improvement criteria. We received a copy of the STEAP database for schools.
- World-Bank: the COP met with Michele Welmond in Washington and TILO staff in Cairo talked to Ahmed Gamal El Din at the World Bank in Egypt. We will arrange for another visit in the coming quarter.

#### **1.A.1 - Analyze STEAP data to define idara and school selection criteria and identify potential idaras in selected governorates**

To begin the school selection process we began drafting criteria for selecting idaras and schools that would maximize decentralization and require schools to apply to participate in the TILO project. A phased school selection process was elaborated which used several filters to focus on eligible idaras in the first phase, and required an application from schools within selected idaras at the second stage. This was presented to the Steering Committee in December, although it was not discussed thoroughly at the Steering Committee meeting. The general objective of the selection process is to recommend idaras with the highest percentage of schools that participated in reform process, using an analysis of the STEAP data, and to eliminate idaras with a strong presence of ERP or other donor projects. (*see Annex B for details for criteria and recommended Idaras*)

#### **1.A.2 - Reach agreement with MOE and USAID on SBR idara and school selection process**

The school selection process was reviewed by USAID and updated. The criteria driving the process will be discussed with Dr Reda at the MOE steering committee.

	<p><b>1.A.3 - Hold TILO launch workshop with undersecretaries of the 7 governorates to brief them on the project and select participating idaras</b></p> <p>This activity is planned for the second quarter (Q2).</p> <p><b>1.A.4- Prepare a protocol for TILO school self-selection</b></p> <p>The school selection process was generally approved by the Steering Committee, however, more details about the criteria were requested. Schools will apply to participate in the program. Selection criteria will be based on physical school readiness; reform preparedness; and willingness to commit to TILO goals. This criterion will be presented and finalized in Q2.</p> <p>The TILO staff drafted a School-Self-Selection questionnaire which is currently under review by the TILO team. It will be finalized in Q2 and will be introduced at the governorate/idara level for review. This questionnaire will serve as the basis for the application for schools to participate in the TILO project.</p> <p><b>1.A.5 - Meet with idaras to agree on self-selection protocol</b></p> <p>Upon finalizing the self-selection questionnaire, it will be distributed to the idaras after review by the MOE.</p>
<p><b>1.B - Assist 26 schools in the use of Ed Tech Computers</b></p>	<p><b>1.B.1 - Use USAID project data to assess what is required in each school to make effective use of equipment</b></p> <p><b>1.B.2 - Draft a plan for next steps</b></p> <p>The TILO team worked with Atef from USAID to understand his analysis of the 26 schools and his recommendations. In addition, TILO developed a more in depth set of recommendations that would help the schools to determine how to best overcome the obstacles that were confronting them. While most of the 26 schools are not located in the seven governorates where TILO will be working, TILO also proposed that teachers from these schools would be able to attend TILO training, should the MOE fund their travel and per diem expenses. This was confirmed by our TILO training partner. These recommendations were presented to the MOE and follow-up discussions ensued about how to implement them.</p> <p><b>1.B.3 - Support implementation of the plan</b></p> <p>After several discussions with the MOE and USAID on the issue of implementing the recommendations, it was suggested and confirmed by Dr. Reda Abou Serie that a special panel will be convened internally within the MOE to travel to each governorate and work with undersecretaries and their staff on pending issues. We will check back with the MOE on this panel, but consider the goal of making reasonable recommendations to the MOE met for the TILO project. <i>(Please see Annex D for a detailed summary of this issue).</i></p>

<p><b>1.C - Learning Objectives and E-Content (Digital Resources)</b></p>	<p><b>Review MOE National Strategic Plan for Education 2008-2012</b></p> <ul style="list-style-type: none"> <li>• The TILO team reviewed pertinent sections of the strategies for “Technology Development and Information Systems” that directly connect and influence the TILO project identified. These will be referenced during all planning and implementation phases to be sure that we follow this particular and new MOE standard.</li> <li>• The conclusions of the TILO and Keys staff is that the new MOE strategies are strong in targeting student-centered, active learning, especially creative thinking, problem solving and entrepreneurial skills. They will guide education reform in a very positive direction and will serve as a framework for the TILO project</li> </ul> <p><b>Decide specific target areas and timeline for DR identifying and/or creating.</b></p> <ul style="list-style-type: none"> <li>• The TILO Digital Resources internal team began a review of the available software and other digital resources which could be useful to Egyptian schools. An inventory is being compiled which will include software, platforms or sites that are available on the internet, materials or training approaches that are owned by private organizations, and other strategies that we might consider. Once the inventory is further along, it will be shared with others for feedback.</li> </ul>
	<p><b>1.C.1 - Ascertain the MOE learning objectives in ICT skills that TILO will address by grade level in SBR schools</b></p> <ul style="list-style-type: none"> <li>• The TILO staff drew several conclusions about the national plan related to ICTs which will inform our TILO learning approach. For example, while ICT skills are mentioned, they do not appear in core-subject area learning objectives. New ICT curricula for computer courses not yet published.</li> </ul> <p><b>1.C.2 - Ascertain the MOE learning objectives in critical thinking and problem solving by subject and grade level in SBR schools</b></p> <ul style="list-style-type: none"> <li>• TILO’s Keys trainers have reviewed all 1st semester ICT curriculum charts from the recent new curricula for Primary 1-6 and Prep 1&amp;2 for all subjects. They have analyzed these charts for any learning objectives connected to critical thinking and problem solving. (Since the new learning objectives have not yet been published, Keys is updating from the revised textbooks.)</li> <li>• TILO’s consensus is that although critical thinking and problem solving are highlighted in the new MOE Education Strategy, they do not yet appear to be implemented, and certainly are not stressed, in the new curricula.</li> </ul> <p><b>1.C.3 - Ascertain the MCIT learning objectives in Smart Schools that TILO will address and prepare overall support strategy</b></p> <ul style="list-style-type: none"> <li>• Specific MCIT learning objectives for Smart Schools have not yet been identified. The plan for the Smart schools will be begin to be elaborated in Q2.</li> </ul>

	<p><b>1.C.5 - Develop a framework for an instructional process in reform schools to help teachers integrate digital resources and draft typical progressive profiles and indicators of each group of learners</b></p> <ul style="list-style-type: none"> <li>• As part of its internal planning process, TILO has established categories of digital resources according to target skill or learning area, i.e. a) Organizing/managing, b) Producing and communicating, c) Learning content and developing skills, d) Solving problems, and e) Thinking critically. We will continue to work on this activity as we develop the TILO instructional approach.</li> <li>• A framework demonstrating how digital resources support, enhance and extend learning for various target groups has been created in draft form (as part of this process).</li> </ul>
<p><b>1.D - Educational Technology Resource Package/ Framework</b></p>	<p><b>1.D.1 - Establish ETRP specifications for 3 categories of school readiness to support use of digital resources</b></p> <p>TILO staff analyzed data gathered from other projects working with technology in the education sector including the MOE standards. The TILO team conducted several workshops internally with staff in order to develop an Educational Technology Resource model in an effort to meet the project objective of “improving learning outcomes”. The new model will be finalized in draft form at the end of Q2 and presented for review.</p> <p><b>1.D.2 - Match ETRP needs with school readiness profiles to establish procurement requirements (which schools are in each category)</b></p> <p>Will be addressed by the end of Q3 2008</p> <p><b>1.D.3 - Draft the procurement plan based on ETRP specifications</b></p> <p>Will be addressed by the end of Q3 2008</p>
<p><b>1.E - Training and Mentoring Teachers</b></p>	<p>TILO Work plan activities set to begin Q2-08.</p>
<p><b><i>Component 2: Public-Private Partnerships</i></b></p>	
<p><b>2. Potential PPP Partners</b></p>	<p><b>2.A - Develop database of private firms, universities, NGOs and any other organizations that have potential as partners</b></p> <p>A database has been developed and data entry underway. The first phase is learn about the institutional playing field.</p> <p><b>2.B - Identify needs of TILO schools and public education for resources that might be supplied through GDA partnerships</b></p> <p>An internal ‘technology model’ is being developed which will inform the ETRP above. With this list, we will be able to look for partners with a focused approach, ie., looking for specific items or activities that strengthen our plan.</p>

	<p><b>2.C - Define PPP strategy, priorities and plan</b></p> <p>PPP Strategy and plan were pending arrival of the COP for input and go ahead. Priority was given to school and idara selection at this stage.</p> <p><b>2.D - Identify and discuss opportunities with potential partners</b></p> <p>Throughout the month of December 2007, the component 2 TILO team held meetings with known potential PPP partners for the project. The meetings were originally to introduce the project and our objectives as well as to secure willingness from these companies to partner with us on program initiatives. The majority of the companies visited had signed initial letters of intent with the Creative Associates team at the time the project was still in the proposal phase, indicating their willingness to work with the project should Creative Associates be awarded the contract.</p> <p>All organizations visited are eager to participate and are looking forward to a more defined scope to determine what each of them can offer in terms of PPP (unrelated to any procurement RFPs to be addressed under component 1).</p> <p><b>List of companies visited to date:</b></p> <ul style="list-style-type: none"> <li>• <b>Cisco</b> (potential areas of cooperation: training and equipment)</li> <li>• <b>Oracle</b> (potential areas of cooperation: training and equipment)</li> <li>• <b>Microsoft</b> (potential areas of cooperation: training , software, digital resources)</li> <li>• <b>Microsoft Innovation Center</b> (potential areas of cooperation: innovative PPP ideas)</li> <li>• <b>Intel</b> (potential areas of cooperation: training, equipment, Digital resources)</li> <li>• <b>ProsyLab</b> (potential areas of cooperation: as defined by Microsoft)</li> <li>• <b>E-labs</b> (potential area of cooperation: Digital Resources)</li> <li>• <b>TE Data</b> (potential areas of cooperation: School Connectivity)</li> </ul> <p><b>Upcoming Visits:</b></p> <ul style="list-style-type: none"> <li>• Siemens</li> <li>• HP</li> <li>• Google</li> <li>• IBM</li> </ul>
<p><b><i>Component 3: Capacity for Management of Technology</i></b></p>	
<p><b>3. Capacity for Management of Technology</b></p>	<p><b>Phase 1: Assess current system and resources</b></p> <p>The MOE budget was provided to TILO on a confidential basis for review and alignment with project objectives. The budget was translated into English and forwarded to USAID for reference. A plan will be developed to determine how to utilize this information best to meet TILO goals by the end of Q3.</p> <p>Under component 3, the current plan is to align the MOE resources with project resources, so there is no overlap in implementation. Upon selection of schools / idaras by the TILO team, the project will review the implementation timeline with the MOE to determine where TILO schools are scheduled in the plan, and if possible, work with the MOE to align the timeline in</p>

	<p>favor of the TILO implementation schedule. Meaning, since all schools are already scheduled to receive equipment from the MOE as per the budget, then the project hopes to accelerate the process with regards to the TILO selected schools by pushing implementation of TILO schools as a first priority for implementation, which will in turn reflect on the project's procurement plan.</p>
<p align="center"><b><i>Component 4: Monitoring and Evaluation</i></b></p>	
<p><b>M&amp;E</b></p>	<p>Under this component, TILO will develop and implement a Monitoring and Evaluation Plan that will measure sustained improvements in learning outcomes. TILO's proposed Monitoring and Evaluation Framework is based on three principles: evaluation in context, progressive impact and triangulation of data.</p> <p><b>4.A - Ascertain how TILO fits into USAID M&amp;E plan</b></p> <ul style="list-style-type: none"> <li>• TILO staff has met with ERP staff to review the CAPS, MAP and SCOPE instruments and to begin to brainstorm how to fit into the larger evaluation infrastructure.</li> </ul> <p><b>4.B - Deliver TILO M&amp;E plan to USAID</b></p> <ul style="list-style-type: none"> <li>• TILO is behind schedule in developing the M&amp;E plan. This is largely because the set up and school selection issues required more elaboration and vetting within the MOE than had previously been planned. An updated timeline for the M&amp;E component will be presented in the coming quarterly report.</li> </ul>
<p align="center"><b><i>CHALLENGES</i></b></p>	
	<p>One of the challenges that TILO has faced in this first quarter is forming a new identity, with new goals and new responsibilities. It has sometimes been challenging to separate the project, its goals and its activities from the previous Ed Tech project. Because several of the TILO staff were previously associated with the Ed Tech project, outsiders feel a natural inclination to have us continue to manage or be responsible for issues that emerged within it. While TILO wants to contribute to the success stories related to technology for education in schools, this may be a tricky landscape for some months ahead.</p>

### III. Upcoming Quarter Forecast:

<b><i>GOALS FOR UPCOMING QUARTER</i></b>	
	<ul style="list-style-type: none"><li>• Finalize the selection of idaras/schools with undersecretary and idara leadership</li><li>• Finalize school self-selection questionnaire</li><li>• Finalize the technology model and ETRP</li><li>• Finalize the IRM approval for the procurement plan</li><li>• Meet with undersecretaries of the two first target governorates</li><li>• Visit schools under other projects</li><li>• We await the publication of MOE's standards so that we can closely review Standard 7, the "Technology Standard"</li><li>• To date, our reviews find that educational computer programs published locally have focused on reinforcing specific curriculum and learning objectives in a didactic method, similar to common current classroom presentation. While they may have added graphics and cartoon characters, they do not seem to expect a deep understanding of concepts or an application of skills learned. So far, we have not found any that support problem solving or critical thinking.</li></ul>
<b><i>UPCOMING TRAVEL</i></b>	
	<ul style="list-style-type: none"><li>• Creative Associates Project Director, Rida Baidas, obtained clearance to travel during Dec. 07. This trip was cancelled and will be rescheduled for later in Y1.</li></ul>

## IV. Quarterly Financial Report

	<b>Total Expenditures</b> <b>Sept.07 - Dec.07</b> <b>(Q1, Y1)</b>	<b>Projections</b> <b>Jan.08 - Mar.08</b> <b>(Q2, Y1)</b>
CLIN 1:	\$408,797.13	\$612,330.84
CLIN 2:	\$45,186.97	\$44,264.88
CLIN 3:	\$28,437.16	\$36,887.40
CLIN 4:	\$39,260.01	\$44,516.88
<b>TOTAL:</b>	<b>\$521,681.27</b>	<b>\$738,000.00</b>

## **V. Annexes**

Annex A - TILO Staff names and titles.

Annex B – Idara Selection Process

Annex C – TILO Steering Committee Notes

Annex D – Summary of Action – Ed Tech Schools

Annex E – STEAP Report

Annex A - TILO Staff Names and Titles

Person	Title	supervisor	SMT Team	DRs Team	Training	Tech/Procure	Finan/Admin	MOE Mgmt	M&E
Andrea Bosch	Chief of Party	CAII	Team Leader	X	X	X	X	X	Team Leader
Moustafa El Gabaly	Managing Director	Andi	X	X	X	X	X	Team Leader	X
Soheir Ghali	Deputy Chief of Party/Technical Director	Andi	X	X	X	Team Leader	X	X	X
Ginny Woolley	Director of Digital Resources	Soheir		Team Leader	X				
Ahmed Ghalal	Software Applications Manager-Gov Tech Coord (Alex)	Ginny		X		X			
TBD	Office IT Specialist/Governorate Tech Coord (Cairo, Fayoum)	Soheir				X			
Adel Hussein	Technology and Connectivity Specialist-Gov Tech Coord (Alex)	Soheir		X		X			
Amira Shoukry	Education Technology Manager	Ginny		X					
Rania Amin	Director of Finance and Procurement	Andi				X	Team Leader		
Dina Kafafi	Partner Relations Manager	Moustafa						X	
TBD	M&E Specialist	Andi							X
TBD	2 Gov. Tech Coords (1-Minya/Beni Suef, 1-Aswan/Qena)	Soheir/Adel				X			
TBD	Governorate Project Coordinators (5)	?			X				X
TBD	Officer Manager	Andi					X		
TBD	<b>Procurement Manager</b>	Rania				X	X		
Keys Reps.	Keys Training Management Team	Andi		X	Team Leader				X
TBD	Accountant						X		

**TECHNOLOGY FOR IMPROVED LEARNING OUTCOMES**  
**USAID FUNDED PROJECT**  
**CONTRACT# EDH-I-00-05-00029-00, TASK ORDER# 6**  
**GRANT AGREEMENT NUMBER: 263-0286**

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**ANNEX B : Selection of Idaras**

TILO's purpose for recommending idaras is to ensure that participating idaras and schools under specific idara are motivated and capable of using digital resources and technology to improve learning and teaching. We must also follow USAID guidelines and maximize the benefits of the project's resources.

To begin the school selection process we had to start recommending idaras, taking into consideration the following criteria, which were presented to the Steering Committee members:

- Selected schools will be in one or two contiguous idaras in each governorate.
- In each idara, we will train schools in clusters of 6.
- We will begin training and implementation in two governorates (Alexandria and Beni Suef) and move successively to the others. In the initial governorates, we will work with two clusters of schools in the selected idaras.
- Select idara with a strong, proactive leadership, consisting of a high proportion of schools in each idara which progressed in implementing their school improvement plan under the USAID funded STEAP project.
- The demonstrated motivation and capacity to accept change within the idara.

In order to meet the above criteria, TILO's team used STEAP data. By analyzing STEAP data we were able to categorize and sort schools that performed well in different levels with regard to the National Education Standards, as well as in implementing the "School Improvement Plan". STEAP data demonstrated the ratio of performance as well as school winners.

The objective is to recommend idaras with the highest percentage of schools that participated in School Based Reform (SBR) which means actively participated in STEAP project.

In our selection of idaras we excluded idaras who worked with other USAID or Donor Projects. In each Governorate we tried to focus on one or maximum two idaras, with the exception of Cairo, in which we recommended seven idaras.

The objective of recommending one or two idaras, was the fact that it will be easier to manage and coordinate the project activities within limited number of idaras per Governorate (Training, Equipment Installation and Community Sustainability).

When the project starts the component for the following staff (Administrators, Inspectors and Supervisors) the model we are proposing is to group them in clusters of 6-schools (at a time) it will be beneficial if the schools are located or co-located in the same idara so we can maximize collaboration between schools. Also, part of the proposed training model is to train 20 Inspectors from each Governorate to support/enable the schools and the teachers in the use of the Effective Teaching Methods and Technology. If we focus on one or two idaras, we'll have a better chance of training most of the Inspectors who visit and supervise the teachers and the schools.

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**Proposed Idaras**

TILO Team recommends the following Idaras in the seven target Governorates assigned to the project (Cairo, Alex, Fayoum, Beni Suef, Qena, Menia and Aswan).

**Alexandria (two idaras):**

Montaza (Steap Schools 30)  
Middle Alex (Steap Schools 04)

**Aswan (one idara):**

Edfu (Steap Schools 38)

**Beni Suef (one idara):**

Beba (Steap Schools 26)

**Cairo (7 idaras):**

Naser City East (Steap Schools 4)  
Naser City West (Steap Schools 4)  
Hadayek El Oba (Steap Schools 8)  
Maadi (Steap Schools 5)  
Helwan (Steap Schools 9)  
Tebeen (Steap Schools 8)  
Abdeen (Steap Schools 5)

**Fayoum (two idaras):**

Etsa (Steap Schools 12)  
Beshoi (Steap Schools 12)

**Menia (one idara):**

Malawi (Steap Schools 131)

**Qena (one idara):**

Esna (Steap Schools 33)

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**ANNEX C - TILO Steering Committee Notes – Meeting #1**

**Date:** December 16, 2007  
**Time:** 3:30pm start time  
**Location:** Ministry of Education – Dr. Reda Abou Serie’s Office

**Committee Members and Representatives in Attendance:**

1. Dr. Reda Abou Serie, MOE
2. Dr. Salah Elewa, MOE
3. Dr. Samia Mashaly, MCIT
4. Mr. Osama El Sayed, TDC MOE
5. Mr. Ayman Helmy, MCIT
6. Dr. Youssry Afifi, CCIMD MOE
7. Dr. Andrea Bosch, TILO
8. Dr. Moustafa El Gabaly, TILO
9. Eng. Soheir Amin Ghali, TILO
10. Ms. Dina Kafafi, TILO
11. Ms. Elizabeth Warfield, USAID
12. Ms. Mary Kidwani, USAID
13. Mr. Atef Mahmoud, USAID

**Committee Members Absent:**

1. Dr. Dina Boraie, AUC

**Meeting Start Time:** 3:45pm

**Order of Discussion:**

1. Introductory Remarks (each member introducing name and title/function).
2. Summary of CAPS, MAPS, SCOPE evaluation tools. (Liz Warfield)
3. - High Level view of the objectives of the TILO project  
- Procurement role of TILO team – closely monitored process following strict regulations and guidelines. Steering Committee role with regards to procurement is strictly advisory, no direct influence on procurement. (Liz Warfield)
4. Dr. Reda Abou Serie, brief Introduction of steering committee and hand over to Andrea Bosch, TILO COP.

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**Discussion Notes:**

Time: 4:10pm

- Andrea Bosch introduction of personal background and experience
- Presentation of TILO Project – 4 components.
- Question: How many schools is TILO targeting? – Approximately 200 and 85 smart schools.
- Comment (Dr.Redha Abou Serie): PPP component will be the most challenging aspect of the TILO project.
- Comment (Liz Warfield): PPP focus is on cutting edge technology, innovation.
- Suggestion (Liz Warfield): TILO to participate in MCIT monthly meetings with private sector companies. Dr. Samia Mashaly indicated that TILO representatives and USAID can attend the next meeting which will be held in January 2008.
- TDC has an Oracle database of 39,000 schools (TDC only database). Dr. Salah Elewa indicated that as a project working with the MOE, we could be given a link to access the database. (This statement was later clarified by Mr. Osama El Sayed indicating that TILO could not be given direct access to the database, but could define search parameters, and the TDC can obtain the information for the project -in hard copy- based on what is needed).  
Dr. Reda's suggestion is to use the database to determine which schools are ready for participation.
- Comment - (Dr. Reda Abou Serie): Impact of the TILO project work will take several months to show results. Also, TILO must take an accurate baseline first in order to correctly measure impact later.

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**Time: 4:30pm**

**School selection process – (Dr. Andrea Bosch)**

- Question (Dr. Reda Abou Serie): Is it possible to change the 7 governorates chosen for participation? These are always the 7 governorates who receive assistance, and there are more needy governorates that would benefit from the project. For example: Kafr El Sheikh, Beheira, Sohague.
- Answer (liz Warfiled): USAID Egypt Mission needs to show a 3% annual improvement in learning outcomes. Concentration is on the entire governorate, if resources are spread elsewhere, there is no hope of achieving the 3% improvement target.
- Comment (Dr. Reda Abou Serie): If you TILO is not dealing with any ERP idaras, then the project is dealing with schools that have no previous assistance, therefore not building up on assistance previously received.
- Suggestion: Request that if TILO team is selecting 2 idaras per governorate, then one idara might be ERP and the other non-ERP.  
\*\*Liz Warfield indicated that this could be done, and the no ERP schools rule can be reconsidered.
- Recommendation (Dr. Reda Abou Serie): in defining the selection criteria, if it is determined that a particular school has sufficient equipment and hardware, then TILO team can provide assistance to this school merely in providing training.

**Next Steps:**

- Dr. Salah Elewa and Dr. Moustafa El Gabaly to discuss the remaining 17 schools under the previous Ed-Tech project related to equipment deployed and reach a resolution on any outstanding issues. Dr. Salah Elewa indicated being very committed to resolving any issues.
- Determine what will go in the baseline evaluation test. What will the questions be?  
Must use CAPS, SCOPE, MAP.
- TILO team to finalize school selection criteria.

TILO project name in Arabic (as agreed upon by the committee): “El Technologia we Ta7seen

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**ANNEX D: Summary of Action – 26 Ed Tech Schools**

The following is a summary of actions taken by the TILO team in an attempt to resolve the pending issues related to the 26 Ed-tech schools:

The TILO team was first notified of the outstanding issues concerning the 26 Ed-tech schools after the award of the TILO program to Creative Associates. USAID indicated that in order to close the issue, USAID must document that the problems outlined in the USAID End Use Verification report submitted by Mr. Atef Mahmoud, CTO USAID have been adequately addressed with the MOE, and that action has been taken to address these issues.

On November 7, 2007 the 26 schools issue was addressed officially with Dr. Reda Abou Serie, First Undersecretary, MOE at the TILO/MOE meeting attended by USAID. As per his request, the report submitted by Mr. Atef Mahmoud was summarized by the TILO team stating the outstanding issues in each school divided per governorate. The summary contained exactly the same facts as stated in Mr. Mahmoud's report, with suggestions on how to possibly address these obstacles. The summary report was later translated to Arabic and sent to the MOE for action that same week.

The 26 Ed tech schools issue was an agenda item for follow up at each meeting held with Dr. Reda since the start of the project. Dr. Reda decided to reserve holding a meeting with the undersecretaries until after the Steering Committee was ratified, and had its first meeting.

After the Christmas and Eid holidays, a follow-up meeting was held with Dr. Reda, and Mr. Ramadan Abdel Hamid (Assistant to Dr. Reda) on January 15<sup>th</sup>, 2008 – again, the 26 schools issue was among the agenda items. The following steps were suggested by the MOE and agreed upon to resolve any remaining issues. Both Dr. Gabaly and Dina Kafafi feel that with the exception of follow-up with the MOE to report progress to USAID, this concludes the role of the TILO project related to this matter.

- 1) MOE will convene a panel to travel to each governorate which has been reported to have equipment not in use as a result of implementation from the previous Ed-tech project. (Mr. Ramadan Abdel Hamid has been delegated responsibility of this task by Dr. Reda Abou Serie).
- 2) Panel will review the situation at each governorate and will make suggestions / recommendations on how to resolve the problem.
- 3) If the panel cannot reach a resolution permitting the equipment to be used at its original location, then the MOE will take responsibility to re-distribute the equipment where it can be of use.
- 4) The above commitment was documented in the Meeting notes taken and sent officially to the MOE on January 22, 2008.
- 5) First follow-up was done on Wednesday January 23<sup>rd</sup> with Mr. Ramadan Abdel Hamid. He stated that the panel will be convened after the mid-year school vacation and will visit schools directly. He also said that the process has been officially initiated by the MOE and is confident USAID will hear positive results.

# USAID TILO Project- Results From STEAP Data

Government Name	Idara Name	Count Of Schools
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## Alexandria

وسط الاسكندرية	4
الجمرك	5
شرق الاسكندرية	8
غرب الاسكندرية	15
برج العرب	18
المنتزة	30
العامرية	33

Summary for ' Alexandria (7 Idara) Contains 113 School.

## Aswan

دراو	8
نصر	16
اسوان	21
كوم امبو	26
ادفو	38

Summary for ' Aswan (5 Idara) Contains 109 School.

## Beni Sueif

الواسطى	14
الفشن	18
سمسطا	20
ناصر	20
اهناسيا	26
ببا	26
بنى سويف	29

Summary for ' Beni Sueif (7 Idara) Contains 153 School.

## Cairo

مصر القديمة	1
مدينة السلام	2
مصر الجديدة	3
اليساتين ودار السلام	4
الشرابية	4
المطرية	4

Government Name	Idara Name	Count Of Schools
	شرق مدينة نصر	4
	غرب القاهرة	4
	غرب مدينة نصر	4
	منشأة ناصر	4
	الساحل	5
	المعادى	5
	عابدين	5
	المرج	7
	وسط القاهرة	7
	التبين	8
	الزاوية	8
	حدائق القبة	8
	حلوان	9

Summary for ' Cairo (19 Idara) Contains 96 School.

#### Fayoum

طامية	3
ابشواى	6
سنورس	9
الفيوم	11
اطسا	12

Summary for ' Fayoum (5 Idara) Contains 41 School.

#### Minya

مطاي	4
سمالوط	6
مغاغة	7
المنيا	14
دير مواس	17
العدوة	24
بنى مزار	25
ابوقرقاص	26
ملوى	131

Summary for ' Minya (9 Idara) Contains 254 School.

#### Qena

ارمنت	2
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Government Name	Idara Name	Count Of Schools
	فرشوط	4
	الوقف	6
	قفط	11
	نجع حمادى	14
	نفادة	14
	دشنا	19
	ابوتشت	21
	قنا	23
	قوص	24
	اسنا	33

Summary for ' Qena (11 Idara) Contains 171 School.

Grand Total 937