



ABE-BE EGYPT

TECHNOLOGY FOR IMPROVED LEARNING OUTCOMES (TILO)
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I. Background

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

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

TILO activities will take place in eight governorates: Alexandria, Cairo, Giza, Fayoum, Beni-Suef, Minya, Qena and Aswan. Giza was added because several of the TILO Smart Schools around Cairo are actually in Giza governorate. The project aims to reach on or about 200 primary and preparatory schools that are undergoing school-based reform and 85 public experimental Smart Schools at the preparatory level.

This TILO third Quarterly Report (QR3) documents activity based on TILO's revised FY08 work plan. The QR3 activities reflect the four components of the TILO project.

TILO's four components are:

Component 1. Improve the Quality of Teaching, Learning, and IT Management in Targeted Schools.

Component 2. Public-Private Partnerships established for supporting TILO objectives and other innovative educational technology interventions.

Component 3. Build Capacity for Effective Management of Technology for Education at all levels of Public Education Administration.

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.

TILO is implemented by Creative Associates International, Inc. 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, school administrator, and MOE supervisor training organization in Cairo; Seward is an instructional software firm in Minneapolis, Minnesota.

This Quarterly Report provides an overview of progress achieved during Quarter 3, Year 1 (April 2008 – June 2008). Each task mentioned in the revised work plan is listed, followed by a description of the actions taken towards completion.

II. Quarter Three 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. Those tasks which were wholly completed in a previous quarter are not featured in this Quarterly Report.

<i>HIGHLIGHTS</i>	
<i>Start-Up</i>	
1.1 - Office and operations	<ul style="list-style-type: none"> • The TILO Maadi office is fully functional. During Q3, TILO purchased two vehicles for project use from the Egyptian Free Zone in Alexandria through Abou Ghali Motors (Jeep Grand Cherokee and Chrysler Town and Country). We are currently working on licensing and insurance for the vehicles. • The office network wiring and telephone system has been installed. The IT Manager set up the server room and installed all networking equipment. • All TILO direct staff and subcontractors signed confidentiality statements stating that they would not discuss any details of TILO's procurement or other sensitive actions under TILO. It is thought that these policies, commitments, and discussions about the importance of confidentiality and clarity around our contractual relationship with TILO will help ensure the integrity of TILO's procurement.
1.2 - Staff	<ul style="list-style-type: none"> • Shady Ibrahim was hired as the TILO Office IT Manager/Technology Coordinator for Cairo and Fayoum. He started on April 22, 08. • Ahmed Hussein was hired as the TILO Governorate Technology Coordinator for Beni Suef and Minya starting May 4, 08. • Medhat Bosila was hired as the TILO Governorate Project Coordinator for Beni Suef and Minya starting May 8, 08. • Reham Naser was hired as the Smart School Coordinator, starting June 15, 08. • Ahmed Emam was hired as the TILO Senior Accountant and Doaa Abdel Aziz was hired as the Finance and Administration Assistant. Both started on June 1, 2008. • Nesreen Hussien was hired as the Procurement Manager on a consultancy basis starting June 8, 2008 and she will begin full time basis starting August 1, 2008. Currently she works two days a week for TILO on TILO's first RFP. • We are currently interviewing for the position of Governorate Project Coordinator for Alexandria.
1.3 - Deliverables	<ul style="list-style-type: none"> • Approved SBR and TSS Technology Models (ERTP) (Annex A) • Final list of the first phase SBR and TSS schools for Alexandria, Beni Suef, Cairo, Giza.

	<p>(Annex B)</p> <ul style="list-style-type: none"> Monitoring and Evaluation Framework (Annex C)
1.4 – 1.5 Meetings	A TILO Steering Committee meeting was held on April 8 th where the TSS model was presented and approved. Please see Annex D for complete list of all other meetings.
<p><i>Component I: Improve the Quality of Teaching, Learning, and IT Management in Targeted Schools</i></p>	
<p>1.A - School Selection Process</p> <p><i>(items completed in previous quarters are not represented here)</i></p>	<p>1.A.3 - Hold TILO orientation workshops with undersecretaries in 8 governorates and finalize idaras (per governorate)</p> <p>TILO originally began work in 7 governorates. Giza governorate was added as some of the Cairo metropolitan experimental schools identified by MOE were in the Giza governorate.</p> <p>TILO held orientation workshops for Alexandria and Beni Suef in Quarter 2. We will hold orientation workshops in the other SBR governorates before we begin the school selection process.</p> <p>We did not organize orientation workshops with undersecretaries in governorates where TILO will work with TSS schools, but not SBR schools (Cairo and Giza). This quarter we determined that we needed to meet the undersecretaries and request contact people to be part of our TILO coordinating team. We will plan this for Quarter 4.</p> <p>Because TILO will work with TSS schools in Giza, this governorate will be added to our list. We will officially work in 7 governorates rather than 6.</p> <p>1.A.9 - Hold TILO Smart Schools (TSS) Orientation/Launch</p> <p>The TILO Smart Schools (TSS) Orientation was held on May 26th, 2008 in Cairo. The event was attended by representative of the MOE, MCIT, and USAID. 75 School Principals / managers attended the event from all 4 TSS governorates (Cairo, Giza, Alexandria and Beni Suef). At the TSS Orientation, the attendees received copies of the required applications to be filled out, as well as clear instructions and guidance on the requirements and expectations for participation with the TILO project.</p>
1.B - Assist 26 schools in the use of Ed Tech Computers	Tasks completed in Q2.
<p>1.C - Learning Objectives and E-Content (Digital Resources)</p> <p><i>(items completed in previous</i></p>	<p>There was significant progress made in identifying and testing digital resources that could be used in TILO schools:</p> <p>1.C.3 – Identify learning objectives in <u>ICT skills</u> that TILO will address by grade level in SBR schools</p> <ul style="list-style-type: none"> TILO staff reviewed learning objectives in all SBR grade levels in the student ICT curriculum (as noted in the text books).

<p><i>quarters are not represented here)</i></p>	<p>1.C.4 - Identify learning objectives in critical thinking and problem solving in SBR schools</p> <ul style="list-style-type: none"> • TILO learning objectives for critical thinking, problem solving, creativity, and active learning for mathematics, science, English, Arabic and across primary subjects have been identified and included in the draft TILO guide to Digital Resources that will be introduced to Master Teachers and Teachers during TILO training. Task completed. <p>1.C.5 – Identify learning objectives for Smart Schools that TILO will address and prepare overall support strategy</p> <ul style="list-style-type: none"> • TILO learning objectives for critical thinking, problem solving, creativity, and active learning for mathematics, science, English, Arabic and general learning activities for prep have been identified and included in the draft TILO Learning Guide to Digital Resources that will be introduced to Master Teachers and Teachers during TILO training. Task completed. <p>1.C.6 – Research, create and maintain a database of digital resources that respond to TILO objectives</p> <ul style="list-style-type: none"> • For internal project use, a database of TILO Digital Resources has been created and includes entries of software, activities, tutorials and educational URLs. Each entry includes a description of usefulness in and connection to Egyptian education as well as information about the source, cost, targeted grade-level and subject, targeted stage of use, language limits if any, and whether live internet access is required. • Entries from this database have been extracted and included in the draft TILO Learning Guide to Digital Resources to connect users to what is available and useful for various subjects, grade levels and target skills. The online version of the Guide is considered a “live” collection to which resources can be added, annotated and rated by teachers for usefulness and connection to Egyptian curriculum. The hard version of the TILO Learning Guide will be made available to teachers and updated • TILO plans to include a prioritized list of digital resources on all computers installed in TILO schools, as well as other projects and MOE departments. • This task is ongoing. <p>1.C.7 - Develop a framework for an instructional process in SBR schools to help teachers integrate digital resources</p> <ul style="list-style-type: none"> • To help teachers integrate identified Digital Resources appropriately and effectively, TILO focuses on two key connections that must be made—connection to learning and connection to the Egyptian curriculum. These connections are identified and specified in all suggested classroom uses and activities. TILO staff have defined “Stages of Teacher Development” in using ICT to support teaching and learning <ul style="list-style-type: none"> • Stage 1—Using ICT Tools in Teaching and Learning; • Stage 2—Using ICT to Support Active Learning, Critical Thinking, Problem solving and Creativity; and
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	<ul style="list-style-type: none"> • Stage 3—Using ICT to Support Communities of Learners. Characteristics of use and digital resources have been identified for each stage, both by specific subject matter and more generally. <p>1.C.8 – Identify observation schools to analyze effective digital resources</p> <ul style="list-style-type: none"> • Three Observation Schools were identified in Quarter 2—St. Joseph’s Language School in Zamalek, Victory College in Maadi, and Gamal Abdel Nasr School in Mahatet El Mayah. The first two were chosen because they have teachers trained and experienced in both effective teaching methodologies and ICT. The third was chosen because they have computers but have not had as much training in either methodologies or ICT. Task completed. <p>1.C.9 – Pilot test promising new digital resources and innovations</p> <ul style="list-style-type: none"> • The TILO Digital Resources internal team has a regular review protocol in place to review available software and other digital resources which can be used in Egyptian schools. A basic inventory has been developed noting source, cost, targeted grade-level, language limits if any, and whether live internet access is required. The inventory and other digital resources are currently being reviewed with Egyptian teachers at the Observation Schools. Ongoing. • Seven 8-hr workshops have been held with a group of 23 teachers at St. Joseph’s School Zamalek to review selected Digital Resources and activities and provide feedback on usefulness and connection to the Egyptian curriculum. St. Joseph’s teachers have also created new TILO activities based on their previous experiences and/or their plans to use these Digital Resources in their own classrooms. • Eight 8-hr workshops of similar workshops are planned for teachers at Victory College for the last two weeks of July (early Q4). • The current plan is to conduct workshops with teachers and observations with students at Gamal Abdel Nasser after the start of the school year. • Task ongoing.
<p>1.D - Educational Technology Resource Package/ Framework</p>	<p>1.D.1 - Establish ETRP specifications for SBR schools for 2 levels - basic and advanced</p> <p>The SBR model was not approved by the Steering Committee in Q3. Because of the crisis at the MOE regarding, TILO was not able to have a Steering Committee meeting to discuss issues with the technology model. Instead, we gathered the feedback of the Steering Committee members and will present our proposal to the Chair, Dr. Reda.</p> <p>The basic technology package for SBR includes an activity room with desktops, floating IT Suitcases with laptops and data show projectors to be used in classrooms, digital cameras, webcam, speakers, a resource package and productivity and learning software. The advanced package (now called innovations package) includes the possibility of up to 100 interactive whiteboards, depending on the level of expertise of the school, or other innovative technologies that can be used in the school.</p> <p>See Annex B for detailed SBR and TSS technology models.</p>

1.D.2 - Establish ETRP specifications for 1 level in smart schools

The technology package for TSS schools was developed and supported by Steering Committee members on April 8, 2008.

1.D.3 - Draft the procurement plan based on ETRP specifications

TILO team worked extensively on the specifications related to the RFP with the assistance of the Creative Head Office. In May, two Creative Associates technical team members traveled to Cairo to assist in finalizing the IRM and submitting it to the IRM Office in Washington DC and the technical specifications for RFP for the first group of TILO schools.

The RFP will be released in early Q4 to cover SBR and TSS models for Cairo, Giza, Beni Suef, and Alexandria governorates:

- SBR schools 54 for Beni Suef and 30 for Alexandria
- TSS schools – to date, 80 schools within Giza, Cairo, Beni Suef and Alexandria.

One International Procurement is planned for 166 schools to include wiring, networking, electricity, equipment and peripherals and help desk and training services.

A local procurement will be announced to procure local internet connectivity, air conditioners, furniture and digital cameras.

During quarter 3, TILO had not yet received approval on the technical specifications of the IRM. However, in July 2008, TILO received approval on the IRM.

1.D.4 - Get USAID's approval of the procurement plan

Following the approval of the IRM, TILO submitted the RFP to USAID for consent. It was sent July 25, 2008 (early Q4).

1.D.5 Issue the RFPs (international and local) and send PIB (RFP open 35 days)

TILO plans to release the RFP in late July (early Q4).

1.D.6 - Receive and respond to questions in response to the RFP

TILO has embedded the Q&A process within the RFP process. All questions will be sent to a central web address and questions and answers will be publicized to all potential bidders.

1.D.7 - Receive proposals (35 days after bid release)

To be completed in Q4.

1.D.8 - Evaluate proposals

To be completed in Q4.

1.D.9 - Prepare Negotiation Memorandum

To be completed in Q4.

	<p>1.D.10 - Get USAID consent to subcontract</p> <p>To be completed in Q4.</p> <p>1.D.11 - Award contract for IT hardware (international)</p> <p>To be completed in Q4.</p> <p>1.D.12 - Award contracts for local procurements</p> <p>To be completed in Q4.</p> <p>1.D.13 - Delivery of equipment</p> <p>To be completed in Q4/Year 2, Q1.</p> <p>1.D.14 - Begin installation of equipment</p> <p>To be completed in Q4/Year 2, Q1.</p>
<p>1.E – Develop Training Strategy / Plan</p>	<p>1.E.1 - Identify Training Needs for School Administrators, School Supervisors, MOE Supervisors/Inspectors, and Master Teachers</p> <p>This task was partially completed in Q3. Training team visited a sample of SBR Schools and TSS Schools to identify training needs for different target groups (School Administrators, School Supervisors MOE Supervisors/Inspectors and Master Teachers). Keys developed training materials based upon these visits and their experience.</p> <p>The task is basically completed, but the training will be reviewed after each delivery to assure that it is meeting the needs of the participants and to identify any other needs.</p> <p>1.E.2 - Develop Training Timeline to train SBR Schools and TSS Schools</p> <p>This task is completed. Training team reviewed and edited the Training Timeline. TILO doubled the number of Master Trainers in each governorate to phase and concentrate training and to cover more schools in a shorter time frame and provide more follow up on the schools in each governorate till the end of the project. A Master Trainer will remain to provide follow up support to TILO schools in each governorate through the life of the project.</p> <p>1.E.3 -Develop Training Curriculum and Resources for different workshops</p> <p>Training materials were developed in English and Arabic for the following workshops;</p> <ul style="list-style-type: none"> ○ Introduction Workshop. ○ Leading Change Workshop. ○ Building Strong School Team Workshop. <p>The TILO training team has developed a series of 12 exemplary Activity packages that demonstrate how to use technology tools to support the development of critical thinking and problem solving for different grades and subject.</p>

Component 2: Public-Private Partnerships

<p>2. Potential PPP Partners</p>	<p>2.A - Develop database of private firms, universities, NGOs and any other organizations that have potential as GDA partners</p> <p>Database under development.</p> <p>2.B - Identify PPPs and determine their potential to contribute to TILO goals (ongoing)</p> <p>Work on the TILO Phase 1 RFP for the first group of schools has significantly limited the project’s interaction with the private sector during this time period due to confidentiality issues surrounding the contents of the RFP. USAID has highlighted the high level of sensitivity surrounding such a large procurement, and the TILO team is making every effort to ensure a transparent procurement process.</p> <p>2.C - Define PPP strategy, priorities and plan</p> <p>Task completed for year 1. A new plan will be developed for year 2.</p> <p>2.C.1- Complete priority #1: identify potential PPPs that fulfill TILO ETRP requirements</p> <p>Intel has agreed to donate 25 Classmate laptops to 4 TILO SBR schools in different regions (100 total). TILO will study their use and report back to the MOE, Intel and others.</p> <p>Discussions continue with One Laptop Per Child (OLPC) regarding the XO laptops. OLPC told TILO that they would donate 1000 XO laptops to be delivered to TILO SBR schools (all government schools), and provide basic training, however, TILO suggested they would only agree if there were a commitment of MCIT or MOE based on the political nature of the discussion and agreements and the “saturation” goal of OLPC to have the government purchase one million XO laptops as a longer term goal.</p> <p>2.C.2- Complete priority #2: identify potential PPPs that fulfill TILO training requirements</p> <p>The project has had extensive discussions with Intel to finalize an agreement between Intel and TILO to provide TSS school teachers with the Intel “Getting Started” Course for basic IT skills. This will be the first time the Intel “Getting Started” course is rolled out in Egypt, as a result of an MOU and license agreement between Intel and TILO (through Creative Associates) which falls under the umbrella of the USAID/Intel GDA. Intel has requested additional signature from USAID and Creative is attempting to facilitate this request.</p> <p>The “Getting Started” course material was thoroughly reviewed by the TILO Training team and was noted to be the most useful curriculum for our participant schools. The course is in line with USAID’s TILO program vision and objectives on the promotion of teaching, training and application of ICT in education. TILO intends to roll out the first iteration of the Getting Started course to 24 smart schools (192 participants) in mid August 2008 (mid-Q4).</p> <p>In addition to the Intel/TILO agreement, the project is currently in discussions with Microsoft to provide basic IT skills training to the TILO SBR schools, through the MS Digital Literacy Curriculum program.</p>
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	<p>2.C.3- Complete priority #3: identify potential PPPs that support mgmt or community involvement goals</p> <p>TILO has not yet engaged in developing PPPs for local management or community involvement. However, schools participating in training have already begun to establish relationships with local businesses, and in one case, Coca Cola and Vodaphone, to solicit support.</p> <p>2.C.4- Complete priority #4: Identify PPPs that offer opportunities for innovation/best practice, or expand tech options, trg, and digital resources beyond basic requirements</p> <p>The Intel / TILO partnership noted above is twofold. In addition to the training, TILO and Intel will cooperate to pilot the use of the Intel Classmate PC in four different primary school environments in Egypt. TILO will monitor the use of the Classmate in four environments to understand challenges and opportunities related to using the Classmate PC in Egyptian primary schools and present the findings to Intel and the MOE.</p> <p>Microsoft has offered to provide TILO schools (including students and parents) with training that supports the goals of TILO. Microsoft delegate has suggested she will begin to factor these in their next fiscal year budget, which would begin in June 2009. A planning workshop is planned for Q4.</p> <p>2.D - Identify and obtain MOE support for PPP Advisory plan and activities</p> <p>We have not made progress on the PPP Advisory Board plan to date. The MOE has been resistant to bringing the private sector into their planning. Due to the significant crises taking place within the MoE during Q3, TILO did not present any new options to gather private sector advise or support.</p>
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Component 3: Capacity for Management of Technology

<p>3. Capacity for Management of Technology</p>	<p>3.A - Phase 1: Assess current system and resources</p> <p>This task is underway and will be for another two quarters. The resources that are available within the system are organized in a complex manner and several versions of the system exist. TILO has secured an internal version of the technology budget, but it is not clear exactly how it is utilized and where the resources end up.</p> <p>TILO has reviewed the ICT Framework and met with key people managing technology within the MoE, and key people working on reform where educational quality and technology have a role to play (see meetings list). Currently within the MoE, five separate units manage technology in schools without any significant coordination. Hasan Bilawi and others active in the reform process are working on a plan to reorganize roles and responsibilities in ways that would make these units function better and more efficiently. There are noted challenges within this plan, however. For example, the TDC would be responsible for hardware, but not training. Currently, the TDC organizes training for technology in schools through a unit under Dr. Salah Elewa that has a staff and minimal coordination outside of the TDC. This units interacts consistently with the private sector around technology in schools and has a particular status with the MCIT. Over the past 4-5 years, this unit has developed a set of unique skills and power due to the private sector arrangements and the particular tasks and budgets that they sometimes</p>
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yield.

The systems and resources of the MoE at the governorate, idara and school levels offer greater potential for coordination and improvement, partially due to the activities related to the reform agenda and school improvement efforts. Our contact people have been extremely helpful in two governorates and three idaras where we are working. Because we have support from the leadership, the coordination between TDC and other units has been very good. We hear references to the STEAP process and other reform based processes regularly. We will continue to monitor how building upon the school improvement and reform agenda facilitates management of technology related activities.

There are several activities that we will be working on over the next two quarters. The first is finalizing the assessment of MOE capacity in general and identification of the gaps for TILO to work in. Paul Vermeulen's second trip was designed to contribute to this task, but has been postponed to October due to the crises in the MoE and other commitments. We will hold an internal workshop on July 29th to review these tasks more closely and propose a strategy.

The second task we are working on is investigating the decree issued by the TDC that states that schools should contribute a percentage of their revenues gained through computer labs to TDC central. TILO will prepare a short paper on next steps on empowering schools, with options from overturning the decree or overcoming the issue in another manner.

3.A.1 - Define TILO working relationships with MOE and MCIT teams

This task was completed in Q2. TILO has good working relationships with MCIT and MOE at the top.

3.A.2- Review Nat'l Strategy for areas related to TILO (prof dev't, IT, school mgmt, etc)

This task was partially completed in Q2. It will be completed in Q4.

3.A.3 - Visit by MOE Capacity building specialist

TILO STTA Mr. Paul Vermuelen was contracted to conduct an assessment of the present status of the management of information technology systems at the MOE and make recommendations.

This study was designed to identify gaps within systems which are currently used to support the instructional and administrative systems at the central unit as well as the decentralized governorates and make recommendations. Mr. Vermeulen's first visit under his SOW was in May 2008. While in Cairo, Mr. Vermeulen met with Key MOE representatives including the Head of the Technology Development Center, the Head of the Curriculum Development Unit (CCIMD), Head of the General Authority for Educational Buildings (GAEB), as well as various subject matter experts. Mr. Vermeulen submitted the first set of recommendations in June 2008. This report was sent in July 2008.

Mr. Vermeulen was expected to return to Cairo in June for his second visit in order to conclude this task, however due to unexpected circumstances at the MOE, as a result of the Thannaweya Amma examinations, Mr. Vermeulen's trip was re-scheduled to October 2008. After the conclusion of the second visit in October, Mr. Vermeulen is expected to deliver the following:

- TILO planning model for pedagogic ICT use in schools.
- Proposal for a balanced hardware and software package for TILO schools related to the

	<p>pedagogic aims set.</p> <p>3.B - Phase 2: Design mgmt support strategy based on Nat'l Strategy and work plan</p> <p>To be completed in Q4</p> <p>3.B.1 - Develop training program for idara staff and school supervisors</p> <p>This task is underway in for staff supporting 24 schools in Alexandria and Beni Suef and 24 TSS schools in Cairo. See section on Training for details.</p> <p>3.B.2 - Negotiate effective systems to use existing MOE tech training across TILO idara</p> <p>TILO has opened a dialogue with the Undersecretaries and idara leaders in all current TILO participating governorates/idaras to create replicable training systems. In Alexandria the Undersecretary has requested that additional MoE staff participate in training in order to more easily bring TILO activities to other idara. We are inviting TDC staff that will be able to deliver training in other areas. This TILO's goal will be to create training programs and management systems that will become part of the cadre system and the school management systems. We are at the beginning of this effort and will continue to report on it.</p> <p>3.C - Phase 3: Implement component 3 work plan</p> <p>Underway.</p>
<p><i>Component 4: Monitoring and Evaluation</i></p>	
<p>M&E</p>	<p>4.A- Determine how TILO fits into USAID M&E plan</p> <p>TILO staff have had several meetings with ERP to plan for alignment between the M&E program, instruments and database, and to organize the collection of data using CAPs, SCOPE and MAP. The ERP staff are busy and they often do not respond to emails. We are all dedicated to building on the current M&E system, however, and have the following update:</p> <ul style="list-style-type: none"> • We have an image of the relevant database fields that we will use to create our database. • We have outlined the data collection system for CAPs, MAP and SCOPE and the timeline for data collection. • We have not secured the costs or system for paying for data collection. • We have not secured information on the standards, such as the % of schools that should participate in the M&E effort. <p>4.B - Deliver TILO M&E plan to USAID</p> <p>Over Q3, TILO worked diligently on its M&E framework and offers it as an appendix to this quarterly report. This framework incorporates the inputs and the original framework proposed by Robert Kozma, elements of the Intel Evaluation Toolkit, coordination with EEI and their indicators for the TSS prep schools, and the information that will be gathered from CAPS, SCOPE and MAP. (M&E plan is included as Annex C)</p> <p>4.C - Define technical assistance needs in monitoring and evaluation with MCIT</p>

	<p>During Q3, TILO COP also participated in the EEI M&E workshop at the World Economic Forum to learn what had been achieved so far through EEI and where the gaps and possible technical assistance might be.</p> <p>As a follow up, TILO met three times with Amal Nasrallah, the M&E Director for the EEI effort. Amal requested information on the CAPS, SCOPE and MAP, which we will provide to her. We also agreed that we would attempt to collect data on certain indicators in across EEI and Smart Schools.</p> <p>The next meeting is planned for August and will cover CAPS, MAP and SCOPE.</p> <p>4.D - Determine and develop new indicators for SCOPE & new TILO instruments (other than CAPS, MAP)</p> <p>New indicators for SCOPE have been proposed. They will be vetted with ERP and other COPs in the coming quarter.</p> <p>4. E. Collect baseline data in average schools using SCOPE in each governorate</p> <p>Baseline data has been collected in 5 average SCOPE schools in each participating idara by the Training Team. This data is being used internally to determine the starting place for training.</p> <p>Additional baseline data will be collected in October in schools that will begin TILO training in December/January. This data will be used to determine improvements in the quality of teaching practice in TILO schools over the school year.</p> <p>4.H - Train TILO data collectors on instruments other than CAPS, SCOPE and MAP</p> <p>This task will occur in Q4.</p> <p>4.I - Work through ERP to collect baseline data on TILO schools (SCOPE, CAPS, MAP)</p> <p>This task is underway and is mentioned above.</p> <p>4.J - Get NCEEE analysis of baseline data</p> <p>This task will not be completed until the coming fiscal year.</p> <p>4.K - Administer TILO instruments and analyze results</p> <p>This task will not be completed until the coming fiscal year.</p> <p>4.L - Report on baseline SCOPES, CAPS, MAP and other TILO data</p> <p>This task will not be completed until the coming fiscal year.</p>
<p><i>CHALLENGES & UPDATES</i></p>	
	<p>Several challenges were faced by TILO in Q3 due to the issues surrounding the Egyptian national “Thannaweya Amma” examinations. As a result of an alleged leak in the system where exams were released prior to the test date, there were severe political and logistical ramifications for the</p>

	<p>MOE. During the time frame (early May to Late July 2008), it was very challenging and sometimes impossible for TILO to process requests and approvals through the office of our main counterpart, Dr. Reda Abou Serie, First Deputy to the Minister of Education, and to schedule meetings with MoE staff that we would normally work with on Component 3 activities.</p> <p>In mid July after exam results were posted, the challenges subsided and TILO was able to begin to function again.</p> <p>We also faced challenges in negotiating the technology for the SBR schools. The TDC Director informed TILO that they only wanted interactive whiteboards in schools, and not computers. After several meetings with Dr Reda and others, the TDC backed off and agreed to our original plan of having innovative technologies, which could include interactive whiteboards, in schools that had more advanced levels of pedagogically appropriate technology use in schools.</p> <p>In Q4 the RFP for hardware, peripherals and equipment will be released and TILO will opt out of discussions with the MOE or private sector until it is awarded. The furniture, air conditioners and connectivity will be procured through a separate, but concurrently released, RFP.</p>
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III. Upcoming Quarter Forecast:

<i>GOALS FOR UPCOMING QUARTER</i>	
	<ul style="list-style-type: none"> • Significant Training for supervisors and teachers begins in the coming quarter in SBR schools in Beni Suef, Alexandria, and TSS schools in Cairo and Giza. • Award of RFP for hardware, peripherals and equipment for Alexandria, Beni Suef and TSS Smart Schools. • Award of RFPs for school computing furniture and air conditioners
<i>UPCOMING TRAVEL</i>	
	<ul style="list-style-type: none"> • Deputy Chief of Party Soheir Ghali will be on vacation from August 5-August 29, 2008. • Other staff will be on scheduled annual leave (available from TILO office).

IV. Quarterly Financial Report

	Total Expenditures Sept.07 – June 2008 (Q1-Q3, Y1)	Projections July – Sept. 2008 (Q4, Y1)
CLIN 1:	\$1,227,522.68	\$5,120,000.00*
CLIN 2:	\$172,310.14	\$150,000.00
CLIN 3:	\$111,588.25	\$90,000.00
CLIN 4:	\$103,121.56	\$80,000.00
TOTAL:	\$1,614,542.64	\$5,440,000.00

*this includes approximately \$4,640,000.00 in school procurement

V. Portfolio Implementation Review

	Q3, Y1: Apr - June. 2008	To Date: Sept. 07 – Mar. 2008
No. of Teachers Trained	0	0
No. of Admin. Trained	0	0
No. of Computers Delivered	0	0
No. of Students Enrolled/Accessing IT	0	0

Impact on SO 22 “Sustained Improvement in Learning Outcomes” Summary:

- a) Improve the Quality of Teaching and Learning: no progress to date
- b) Strengthening Management & Governance of k-12 Schools (measuring CAPS, SCOPE, and MAP): no progress to date

VI. Annexes

Annex A – Final Technical Models for TSS and SBR Schools

Annex B – List of Schools

Annex C – TILO M&E Plan

Annex D – Meeting Schedule