



# ABE-BE EGYPT

TECHNOLOGY FOR IMPROVED LEARNING OUTCOMES (TILO)  
ANNUAL REPORT I SEPTEMBER 2007 – SEPTEMBER 2008



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## **I. Background**

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

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

The TILO project aims to reach about 200 primary and preparatory schools undergoing school-based reform and 85 public experimental Smart Schools at the preparatory level. TILO activities take place in ten governorates: Alexandria, Cairo, Giza, Fayoum, Beni-Suef, Minya, Qena, Aswan, 6<sup>th</sup> of October, and Helwan. Originally the number of TILO governorates was set at seven; however, three governorates were added. Giza was added because several of the selected TILO Smart Schools around Cairo are actually in Giza governorate. Two additional governorates – 6<sup>th</sup> of October and Helwan – were added to the TILO portfolio when they became independent governorates during the first year of the project. While TILO will maintain its Smart Schools in these governorates, the Undersecretary of Education for Cairo has offered to help facilitate activities related to TILO Smart Schools in the two new governorates in close collaboration with their new undersecretaries and staff as they undergo transitions to fully staffed and functioning governorates.

This TILO first Annual Report (AR1) documents activity based on TILO's revised FY08 work plan and reflects 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 ("Keys"), and Seward, Inc. Creative is based in Washington, DC, and provides technical assistance to education. Pal-Tech, also in the Washington, DC, area, provides assistance in technology use for training. Keys is a teacher, school administrator, and MOE supervisor training organization in Cairo; Seward is an instructional software firm in Minneapolis, Minnesota.

This Annual Report provides an overview of progress achieved during the first year (September 11, 2007 – September 30, 2008). It restates accomplishments represented in previous quarterly reports, with the addition of activities achieved in Quarter 4 (June 30 – September 30, 2008). Each task mentioned in the Year 1 Work Plan is listed, followed by a description of the key actions taken towards completion.

## II. Year One Activities: Highlights and Challenges

This section of the annual report is organized into two main categories: highlights and challenges. The Highlights section reviews all the tasks planned in the Year 1 Work Plan, including the corresponding subtasks listed in the left hand column, and provides an update on the progress to date in the column on the right. Unlike quarterly reports, this Annual Report includes a summary of all tasks completed during the first year. The Challenges section summarizes obstacles that have influenced implementation and may have an impact on the Year 2 Work Plan.

<b><i>HIGHLIGHTS</i></b>	
<b><i>Start-Up</i></b>	
<b>1.1 - Office and operations</b>	<p><b>Summary of Q1 to Q3:</b></p> <ul style="list-style-type: none"> <li>• During the first quarter of the project, Creative Associates secured and upgraded office space for the TILO project in Maadi. Basic office equipment was provided to staff in November, including laptops, internet, and cell phones. By the second quarter, the project office was fully functional. Two project vehicles were purchased in Q3 for project use from the Egyptian Free Zone in Alexandria (Jeep Grand Cherokee and Chrysler Town and Country). Licensing and insurance for these vehicles was completed by Q4.</li> <li>• The office network wiring and telephone system were installed by the TILO IT Manager who also completed the set up of the server room and installed all networking equipment. On the finance side, two bank accounts were opened (USD and EGP) with the Commercial International Bank (CIB) to handle payments to local vendors and employees. An office security assessment was conducted, led by Garda World representatives in the Middle East to provide guidance on safety issues.</li> <li>• During the second quarter, all TILO direct staff and subcontractors were provided with information about the importance of confidentiality and guidance on careful interaction with the media. Staff all signed confidentiality statements stating that they would not discuss any details of TILO's procurement or internal issues with anyone. 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.</li> <li>• The TILO office is considered to be fully established and functioning.</li> </ul> <p><b>Quarter 4 Activities:</b></p> <ul style="list-style-type: none"> <li>• A small and inexpensive field office was identified in Beni Suef to serve both Beni Suef and Minya governorates. The lease agreement was drafted in Q4 and the use of the office will commence on November 1, 2008. Our Beni Suef-based local employees will work from this office and the TILO master trainer will hold regular training and planning meetings there.</li> <li>• The Ministry of Education (MOE) at the Montaza Idara in Alexandria provided a room inside the Sidi Bishr school to be used as the TILO office in the governorate of Alexandria. Both Hossam Gamaledin, TILO Idara Governorate Technology Coordinator for Alexandria, and Ahmed Abdel Aal, MOE Coordinator in Alexandria will use this office.</li> <li>• During Q4 some of the USAID-funded National Book Program assets were transferred to TILO after USAID approval. These assets included furniture and equipment that will be used across the three TILO offices.</li> </ul>

	<ul style="list-style-type: none"> <li>• All staff working in the Cairo, Giza, Helwan, and 6<sup>th</sup> of October schools operate out of the TILO Maadi office.</li> </ul>
<b>1.2 - Staff</b>	<p><b>Summary of Q1 to Q3:</b>  The majority of TILO staff were hired during the first three quarters of the project. The exceptions are field staff who will function primarily in the field. They will be hired as new governorates are phased into the TILO project.  TILO Chief of Party Dr. Andrea Bosch was hired at Creative on October 29, 2007 and was based in Washington, DC until January of 2008. During that period, 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, (all Washington, DC-based at that time) and Soheir Ghali (the Deputy Chief of Party, based in Cairo).  During Q1, 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 Galal), Education Technology Manager (Amira Shoukry), and two Office Clerks were hired. The Technology and Connectivity Specialist (Adel Hussein) joined the staff in December, 2007.  In Q2, Rasha Wagdy was hired as the TILO Office Manager. Adel Hussein was promoted to Technology, Connectivity and Networking Manager as of March 1, 2008, with concurrence from USAID. This represented a combination of two positions and a change in responsibility and the redefinition of field based staff. Shady Mohamed was hired as the TILO Office IT Manager/Technology Coordinator for Cairo and Fayoum. He started on April 22, 2008.  In Q3, our Beni Suef/Minya team consisting of Medhat Bosila and Ahmed Hussein joined TILO. Ahmed Hussein was hired as the TILO Governorate Technology Coordinator for Beni Suef and Minya starting May 4, 2008. Medhat Bosila was hired as the TILO Governorate Project Coordinator for Beni Suef and Minya starting May 8, 2008. They will concentrate on Beni Suef for the first phase of TILO.  Staffing for the TILO Finance and Procurement Department was completed in Q3. 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 transitioned to full time starting August 1, 2008, in time for the major procurement activities.  Amal Romany was hired as Beni Suef Master Trainer and Ahmed Abass was hired as Alexandria Master Trainer on June 1, 2008.</p> <p><b>Quarter 4 Activities:</b>  During Q4, Hossam Gamal El Din was hired as the TILO Governorate Technology Coordinator for Alexandria starting September 3, 08. Nashwa Fayek was hired as TILO Smart School Coordinator, effective September 1, 2008.  Bank payroll accounts were opened for all Creative’s local staff to transfer their monthly payments directly to their bank accounts at CIB.  A new and more comprehensive health insurance policy was negotiated and finalized to cover all TILO local hires, effective October 2008.</p>
<b>1.3 - Deliverables</b>	<p><b>Summary of Q1 to Q3:</b>  During the first 3 quarters, TILO revised its annual Work Plan to accommodate a demand-driven school selection process for SBR schools and a phased approach to entering into new governorates. The project also established the TILO Steering Committee chaired by Dr. Reda Abou Serie, designed and completed a comprehensive TILO school-based selection process, reviewed and analyzed the experience of the Smart School Initiative since 2002 and proposed a new pedagogically-driven approach to technology in experimental schools. TILO developed a modular project training plan that could be delivered consistently and scaled up, and designed</p>

	<p>and negotiated separate technology models for SBR primary schools and TSS experimental schools. TILO began the review of appropriate open source digital resources that could complement the Egyptian curricula and improve teaching and learning, visited and reviewed all eligible TSS and SBR schools and finalized the TILO M&amp;E framework. TILO’s training began in July 2008 and materials were created to be shared with teachers and administrators. The deliverables reflect these achievements and products.</p> <p><b>Quarter 1:</b></p> <ul style="list-style-type: none"> <li>• November 27, 2007 – Obtained copy of final MOE Strategy document from Dr. Reda About 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> <p><b>Quarter 2:</b></p> <ul style="list-style-type: none"> <li>• January 29, 2008 – Delivered Q1 Report</li> <li>• January 29, 2008 – Submitted Lesson Plans with Subject and Grades</li> </ul> <p><b>Quarter 3:</b></p> <ul style="list-style-type: none"> <li>• April 6, 2008 – Submitted report on equipment in 26 PfCE schools</li> <li>• April 30, 2008 – Submitted Q2 Report, with deliverables attached</li> <li>• April 30, 2008 – Delivered the revised FY08 TILO annual work plan</li> <li>• April 30, 2008 – Delivered the TILO Training Plan.</li> <li>• April 30, 2008 – Submitted TILO School Application form, the Smart School Model Comparison sheet, and the TILO Technology models for SBR and Smart schools.</li> <li>• May 8, 2008 – Submitted Smart School Report reviewing Smart School Initiative and proposing new model</li> <li>• May 8, 2008 – Submitted final SBR and TSS Technology Models (ERTP)</li> <li>• May 2008 – Submitted final list of the first phase SBR and TSS schools for Alexandria, Beni Suef, Cairo, Giza, 6<sup>th</sup> of October, Helwan</li> <li>• June 2008 – Submitted Monitoring and Evaluation Framework</li> </ul> <p><b>Quarter 4:</b></p> <ul style="list-style-type: none"> <li>• September 2008 – Submitted consent to subcontract for IT and Services</li> </ul>
<p><b>1.4 – 1.5 Meetings</b></p>	<p>TILO keeps a calendar of major meetings that is submitted with each quarterly report. For the purposes of this annual report, only <b>the calendar for Q4 is attached</b>. Others are available as annexes to previous quarterly reports.</p>
<p><b><i>Component I: Improve the Quality of Teaching, Learning, and IT Management in Targeted Schools</i></b></p>	
<p><b>1.A - School Selection Process</b></p>	<p><b>1.A.1 - Analyze STEAP data to define idara and school selection criteria and identify potential idaras in selected governorates</b></p> <p>TILO worked with the STEAP project to understand the criteria identified in the STEAP data collection process and then analyzed the data to determine which idaras in each of the priority governorates had the highest number of schools participating in STEAP. This approach was seen as a proxy for determining how familiar idara and school staff would be with the reform and school improvement process. It was our intention to build upon the valuable work of STEAP and help interested schools and communities use technology as a catalyst for school improvement. TILO intentionally did not work in idaras where ERP is working in schools.</p>

We quickly discovered that this approach was effective for our purposes as idara level and school staff described and were impressed with the STEAP improvement process and understood how they might use team work and management techniques to implement an activity aimed at school improvement. We were also able to use STEAP trainers and other locally embedded staff during our application and evaluation process, which was an asset to the schools and to the project because they understood school-based management and reform.

Our approach and data were presented to the Steering Committee in December during Q1. It was presumed that this data would be presented to each of the Undersecretaries at the governorate level in order to explain our intention to decentralize the school selection and implementation process, to build upon a reform and school improvement process, and to ask for guidance and support from the Undersecretaries in all work in their governorates.

This task has been completed, although we will revisit STEAPII data in governorates that do not begin until FY09.

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

It was known from the beginning that the 85 TILO Smart Schools (TSS) would be selected for us, which was not ideal. While we did not have the opportunity to make the TSS selection as demand-driven and criteria-based as we would have liked, we did have this opportunity with the SBR schools. At the same time that we were analyzing the STEAP and other data, we were developing a process to invite schools to apply for participation with TILO which would engage the MOE at the idara and governorate level in every step of the process, and which would hold the schools, idara, TDC, governorate, and TILO accountable for different aspects of project success. The school selection process would require that schools met basic physical, management, willingness, and leadership criteria in order to be considered. The MOE at the idara and governorate levels would be asked to support phone lines, greater security, training requirements, and management support, as needed. MOE was enthusiastically interested in participating and asked if we could revise certain criteria or processes to their satisfaction – all of which we believed would improve the process. STEAP Master Trainer’s resource people were invited to participate to review the reform aspects of the school selection process.

In December, TILO introduced the basic school selection process to the Steering Committee. They were supportive and asked for more details. In January, TILO provided each of the Steering Committee members with a full draft package of the school application, requirements for MOE, and other documents related to the school selection process. The school selection process was reviewed by all parties and agreement was reached.

Key individuals at the MOE at the national and governorate levels were invited for feedback. To accomplish this task we developed a selection protocol and package of documents in Arabic and English to be used in all governorates and idaras where TILO works in SBR schools. Key documents were shared with Dr. Reda Abou Serie for his review and feedback. To support the process Steering Committee Chair Dr. Reda sent letters to the undersecretary in Q2 asking for support.

This task was completed in Q2.

### **1.A.3 - Hold TILO launch workshop with undersecretaries of participating governorates to brief them on the project and select participating idaras**

During Q2, TILO senior staff met with each of the undersecretaries in Beni Suef and Alexandria and presented the STEAP data analysis, the idara and school selection process, the requirements for participation of MOE staff at different levels, and negotiated entry into idaras and schools.

TILO began work in Alexandria and Beni Suef during Q2. In both of these governorates, a full orientation of the TILO project was provided to the Undersecretaries of Education and they were invited to engage in the discussion of the idara selection, based on the analysis performed. Both Undersecretaries made strong recommendations for idaras that reflected the TILO analysis and took their own perspectives into account. For example, Undersecretary Atef Abou Basha in Alexandria asked that we focus on only one idara with a large number of eligible schools – Montaza – in order to reach more rural schools. Undersecretary Ahmed Wahdan in Beni Suef studied the TILO analysis and asked that we work in two idaras that were not the first two recommended, but that had almost equally high numbers of schools that the STEAP data indicated were motivated towards reform. These idara were El Wasta and Nasr. His rationale was that these two idaras had not been active in other projects in the past and were particularly remote. In both governorates, the idara selected had significant numbers of eligible schools with evidence of involvement in STEAP.

Recommendations were discussed at the Muderia level in each Governorate in order to reach mutual consensus on the selected idara(s) according to the timeline below.

**Alex Governorate :**

• **March 23, 2008 :**

TILO team and the USAID CTO visited the undersecretary Mr. Atef Abou Basha.

- Provided an overview of the project
- Idara selected: Montaza
- TILO requested key contact people and office space

• **April 2<sup>nd</sup>, 2008:**

TILO team and the USAID CTO met with undersecretary Mr. Atef Abou Basha and Montaza Idara Director: Mrs. Mahasson Abass

- Presented overview of project to Ms. Mahasson Abass
- MOE assigned Muderia and Idara coordinators.
- Presented the TILO training plan
- Discussed TILO Orientation session for the Muderia principals and supervisors
- Discussed school evaluation team
- TILO requested Muderriya and Idara provide support to schools in key physical factors to schools such as security and telephone lines, and they agreed

**Beni Suef Governorate:**

• **March 17th, 2008:**

TILO team and the USAID CTO visited the undersecretary Mr. Ahmed Wahdan.

- Provided overview of the project
- Discussed recommended Idaras
- Idara selection: l Nasr and El Wasta
- TILO requested key contact people and office space

The following meetings occurred in Q3, but are mentioned to complete the description of the orientation process in both governorates:

• **April 10th, 2008:**

TILO team and the USAID CTO met with Idara Directors

- Assigned Muderia and Idara coordinators.
- Discussed TILO Orientation session for the Muderia principals and supervisors
- Discussed school evaluation team
- Presented TILO Training Plan
- **April 14<sup>th</sup>, 2008: Alex Orientation for School Principals**  
In the presence of the Undersecretary, USAID representative and Idara Directors
  - 95 representatives from Idara and Muderia attended the orientation and were presented with an overview of TILO and the school application
  - School applications were distributed to all interested school principals and questions were answered
- **April 19<sup>th</sup>, 2008: Beni Suef Orientation for School Principals**  
In the presence of the Undersecretary, USAID representatives and Idara Directors
  - 145 representatives from Idara and Muderia attended the orientation and were presented with an overview of TILO and the school application
  - School applications were distributed to all interested school principals and questions were answered

Future orientations with Undersecretaries and other staff will occur as TILO moves into new SBR Governorates and we be reflected in the Year 2 Work Plan. This task was completed for Alex and Beni Suef in Year 1.

#### **1.A.4- Prepare a protocol for TILO school self-selection**

During Q2, the TILO team developed a package of forms, procedures and requests for commitments to present to the MOE and school principals. The school selection application developed offers objective criteria based measures for participation and can be scored so that the process is as transparent and scalable as possible.

This TILO School Selection set of procedures and package was developed to guide the activities for school selection in all governorates and will serve as an example of how to build demand and commitment among schools introducing technology into their schools. The package includes:

- Analysis of eligible idaras in each governorate
- TILO orientation package
- Duties for Muderia MOE coordinator
- Duties for Idara MOE coordinator
- Criteria based school application
- School scoring sheet
- Duties of the school evaluation team
- Training plan and training commitment
- TILO orientation PowerPoint, including more details on training plan

The TILO team also created a clear, detailed process for the school evaluation and scoring process for school applications. After completing the scoring part related to schools, the TILO team would select the top schools and conduct a thorough field visit with a detailed check-list to confirm infrastructure and investigate issues related to school leadership.

This task was completed in Q2.

#### **1.A.5 - Meet with idaras in each governorate to agree on self-selection protocol**

TILO met with the Idara leaders in Montaza idara in Alexandria and El Wasta and Nasr in BeniSuef to explain the process for school selection. The Alexandria Undersecretary requested to review the school application for feedback, and provided only two comments mainly related to language. He expressed his support and satisfaction with the objective criteria based nature and with the level of engagement that we had with the MOE staff.

This task was completed in Q2.

#### **1.A.6 - Undertake SBR school selection process in each governorate**

This task was completed in Alexandria and Beni Suef by the end of Q3.

#### **1.A.7 - Get list of participating Smart Schools and evaluation from MCIT**

In collaboration with the MOE Technology Development Center (TDC), the MCIT submitted to TILO a list of 85 experimental schools to be converted to TILO SMART schools (TSS) in Q1; however, further actions were required to agree upon the final list schools that will participate in the TILO Smart Schools activities due to issues related to adequate space for training, physical readiness in schools, and location of schools and ability to cluster training.

In an effort to ensure that these schools were suitable for participation in the TSS initiative, the TILO team, accompanied by members of the TDC in each governorate conducted site visits to 80 of the 85 smart schools proposed by the MOE and MCIT. The team also visited “spare” experimental schools which were used as substitutes to any school on the original list that did not comply with the basic requirements necessary to become a TSS. Schools participating with other donor projects, the EEI or have already been converted to SMART schools under phase 1 and 2 were removed from the list and replaced with spares. In addition, TILO also requested to exclude schools in remote areas where we could not cluster, because the project does not have sufficient training resources to implement training in remote locations that only have 1 or 2 schools. Currently the TILO and MOE site visits concluded a list of 71 smart schools suitable to work with. Over the next 3 quarters, TILO worked consistently with MCIT and MOE to finalize the final list. While a full criteria-based approach was not possible for TSS schools, TILO did impose certain requirements around space and whenever possible, leadership.

At the end of Q4, TILO had a final list of 81 schools, with the understanding that the final four schools would be selected during the life of the project. TILO went back to MCIT and MOE with significant concerns about the interest and appropriateness of several of the selected schools and asked them to be replaced. At the end of Q4, MCIT proposed that TILO work in a subset of 4 schools in Assuit and/or 5 schools in Sohag. These schools would be in governorates with higher level poverty indicators. TILO is currently reviewing this request with great interest. The final decision will be made based on a combination of budget, ability to cluster schools for training, safety, and readiness of the schools themselves.

This task was completed in Q3, but continues to be reviewed and updated.

#### **1.A.8 - Review Smart Schools experience, recommend TSS approach, finalize schools**

TILO conducted a thorough review of all available documentation related to phase 1 and 2 of the Smart School Initiative in Q2, including the original RFP, PowerPoint presentations, SPAAC evaluation report, interviews with smart schools Education Service Providers (ESPs) and private sector multinationals (EEI partners). The TILO team also visited schools from Phase 1 and 2 to

review lessons learned and get feedback from students and teachers on what they found useful and what, in their opinion was lacking or ineffective.

As a result of the research and field visits, TILO presented to MCIT and the TILO Steering Committee a Smart School Report that included a pedagogically driven TSS technology and training model for discussion on April 8<sup>th</sup>, 2008. This was a turning point in the relationship of TILO to the MCIT as they were able to hold several analytical discussions about the Smart School Initiative and the types of changes that should be made to it to make it function better. MCIT and the MOE TDC both agreed with the review and findings, accepted the need for a more pedagogically oriented approach to technology use (and concurred that this was also a finding from the Egyptian Education Initiative as well) and requested several revisions, which were addressed.

One of the issues that emerged but was not resolved was the issue of whether TILO should support a server for the Smart Schools. The MCIT wanted a server system. TILO researched and discussed the issue of the server with several parties. In Q3, TILO, with agreement from USAID, put in writing its support for the MOE to receive and utilize a datacenter (larger server) that was purchased under a previous USAID project (the PfCE project). This datacenter had been transferred to an NGO started under that initiative that was called ATLAS, but the initiative fell apart. USAID and TILO were both supportive of having the datacenter officially transferred to the MOE to be used specifically to network the Smart Schools and other schools that could be linked in.

This task has been completed, although the issue of the datacenter server is an unresolved aspect of the TSS approach. TILO has actively pursued the transfer of the datacenter with both Dr. Reda and Dr. Salah Elewa. Both have received letters indicating our support and the technical specs of the datacenter.

#### **1.A.9 - Hold TILO Smart Schools (TSS) Orientation/Launch**

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.

The TILO training for the first group of 24 smart schools in the Cairo governorate began on July 6, 2008 and is expected to extend until January 2009. Participant feedback has been very positive, with many teachers reporting a significant change in classroom teaching practices at the start of the 2008/9 school year. TILO has invited representative of both the MOE and MCIT to attend the project training sessions and give feedback on their experience. Comments received from both the MOE TDC representative Ms. Rihab and the MCIT pre-University Track Leader Mr. Ayman Helmy were extremely positive and very supportive of the project's approach to training as well as the rapport that has developed between the trainers and the participant teachers, administrators and supervisors. We are collecting additional feedback from participants in order to make adjustments to the training modules that have been delivered so far. This feedback will be collected and presented in Q1 of year 2.

Since Q2, TILO has been facing several challenges in the Cairo governorate, largely due to the fact that the TSS schools are spread across 25 idaras in Cairo alone, and the structure within the

	<p>MOE related to experimental schools is rather fragmented and difficult to navigate. One of TILO's main lessons learned is the effectiveness of the School application / self selection process followed with the SBR schools as opposed to the experimental schools which were not subject to any application process and were instructed to participate as opposed to demonstrating both the willingness and readiness within the school to commit to the program. That said, in Q3 the TILO COP, DCOP and Smart Schools Manager and Smart Schools Coordinator met with the First Undersecretary of the Cairo Governorate, the newly appointed Mr. Medhat Mosaad. Mr. Mossaad is very active, receptive to change and supportive of the TILO program objectives. As a result of our discussions with the Undersecretary and his support, the TILO team began working with Mudereya and idara level contacts in order to facilitate the implementation of the training plan and the technology integration in the participant schools. These new alliances at the Mudereya and idara level have alleviated many of the obstacles faced by the team on a daily basis and will go a long way towards ensuring the commitment of schools to the process.</p> <p>An introductory meeting was also held in Q3 with the MOE Undersecretary of the Giza Governorate, Mr. Nabil El Demerdash, who was equally supportive of TILO and assigned the appropriate contacts at the idara and mudereya level. Relationships have already been established in Q1 in Alexandria and Beni Suef, as a result of our work with SBR schools in those governorates.</p> <p>Additional training was conducted in Q3 for the first group of 24 smart schools on the Intel "Getting Started" training which addresses basic IT skills. 8 participants from each TSS participated in a 5 day / 40 hour course offered by Intel in collaboration with the TILO project. This marked the first time for Intel to implement the "Getting Started" course in Egypt. Through a memorandum of understanding (MOU) with Intel, TILO was granted a license to implement the course to the 85 smart schools, through an Intel Certified Training Provider. The course was delivered from August 17-21 2008, to 192 participants, running in 10 labs simultaneously.</p> <p>Upon the award of the First TILO RFP expected in October 2008, TILO intends to begin delivery of technology in the first group of 24 smart schools by the beginning of November 2008.</p>
<p><b>1.B - Assist 26 schools in the use of Ed Tech Computers</b></p>	<p><b>1.B.1 - Use USAID data to assess what is required in each school to make effective use of equipment</b></p> <p>During Q1 TILO reviewed what equipment was supposed to be delivered to each of the 26 schools, in close collaboration with Atef Mahmoud from USAID, who had thoroughly assessed the situation.</p> <p>This task was completed in Q1.</p> <p><b>1.B.2 - Draft a plan for next steps</b></p> <p>The TILO team continued to work with Atef from USAID to understand his analysis of the 26 schools and his recommendations. 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 from a technical perspective. While most of the 26 schools were 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>This task was completed in Q1. At the end of the year, one school continues to work with TILO</p>

	<p>as a TILO observation school.</p> <p><b>1.B.3 - Support implementation of the plan</b></p> <p>As agreed with Dr. Reda Abou Serie in Q1, a special panel was convened internally within the MOE to travel to each governorate and work with undersecretaries and their staff on pending issues related to the 26 schools. According to a report provided by the MOE and our follow-up, most outstanding issues related to these schools have been resolved.</p> <p>This task was completed in Q1.</p> <p><b>1.B.4 - Deliver to USAID a written report on outcomes of this activity</b></p> <p>USAID received the panel report and has confirmed that the TILO program no longer has any responsibility or commitment related to this task. This task was completed in Q1.</p> <p>As a follow up to the initial report, the Panel produced a subsequent update that outlined how the issues in the final subset of the 26 schools had been addressed.</p>
<p><b>1.C - Learning Objectives and E-Content (Digital Resources)</b></p>	<p><b>1.C.1-Review MOE National Strategic Plan for Education 2008-2012</b></p> <p>The TILO team reviewed the National Strategic Plan during Q1 and Q2, with particular attention to the sections related to technology (chapters 2 and 5). In addition, TILO did a broad review of the national standards and other activities related to the reform agenda. A summary was prepared for reference during all planning and implementation. It continues to be a resource to the team. Task was completed early in Q2, but reference is made continuously to the National Strategic Plan and standards.</p> <p><b>1.C.2 - Determine student target audience and timeline for identifying and/or adapting supporting digital resources</b></p> <p>The student target audience for SBR was determined to be grades 2-5 for primary school and grades 7-9 for prep. TILO designated Q2 as the deadline for the final timeline for digital resource identification and the tasks required to ensure that they would be useful in schools.</p> <p>As a first stage in the process of identifying digital resources, by the end of Q3, a list of more than 50 digital resources, including open source software, websites, software, and other technology platforms, were identified and intensive testing began in an observation school with teachers, and among another group of participating TILO school teachers across several participating TILO schools in Alexandria. The teachers reviewed software by subject matter and grade and wrote reviews and proposed activities that other teacher might consider.</p> <p>The task of articulated a timeline was completed in Q2.</p> <p><b>1.C.3 – Identify learning objectives in <u>ICT skills</u> that TILO will address by grade level in SBR schools</b></p> <p>TILO staff reviewed learning objectives in all SBR grade levels in the student ICT curriculum (as presented in text books). Learning objectives were determined for both ICT skills for the 40 hour Microsoft Digital Literacy training that has taken place for all participating SBR master teachers and for all of the TILO training modules that are being created for good pedagogical practice and</p>

the use of technology as a tool for learning.

This task was completed in Q3.

**1.C.4 - Identify learning objectives in critical thinking and problem solving in SBR schools**

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.

This task was completed in Q3.

**1.C.5 – Identify learning objectives for Smart Schools that TILO will address and prepare overall support strategy**

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.

This task was completed in Q3.

**1.C.6 – Research, create and maintain a database of digital resources that respond to TILO objectives**

A database of TILO Digital Resources has been created and includes a list of more than 50 pieces of software, activities, tutorials and educational URLs. Each entry includes a description of how it could be used and its 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. The list of items available in English for the TSS schools far exceeds the list in Arabic for primary schools, however, we continue to explore how to Arabize or access good content for the Arabic speaking primary schools. There is an adequate number of applications available in Arabic for all prioritized subject matter (math, Arabic, science).

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.

The identification of digital resources included an initial formative evaluation process. The results of workshops with teachers from different schools helped us to determine the utility, prioritize the digital resources, and come up with initial activities. In Q4, TILO began to organize the digital resources that were prioritized by the observation school teachers and other teachers providing feedback into ‘folders’ that would be ghosted as an image onto all TILO machines and be introduced during a 3 day training module called technology integration. These applications and software are being organized through an interface that will help teachers understand the grade level subject matter, connection to Egyptian curriculum, and the types of activities that will help foster knowledge expertise, critical thinking and problem solving.

As a second stage of formative evaluation, a combination of the Keys master trainers and the TILO digital resources team perused the Egyptian curricula to identify connections between available content and the Egyptian curriculum learning objectives that teachers were required to teach. Once these connections were established, TILO trainers will begin to demonstrate how the technology tools can be used to teach the content in a practical way that maximizes active learning, critical thinking, and other areas of pedagogy. This approach maintains the technology as a tool to reach the curricular and pedagogical goals.

Subject matter consultants from the MOE are also being consulted and asked for their guidance in vetting the proposed TILO digital resources. This engagement will enable us to better test out the resources and bring the gatekeepers into the conversation about content. It is the first step towards sustainability for activities related to content and the integration of digital resources for TILO.

The prioritized list of digital resources will be installed on all computers in TILO schools and has been offered to other projects working with technology in schools.

This task of researching, creating and maintaining the directory was completed in Q4. However, given the complexity and importance of the task, the directory of resources will continue to be tested and improved upon depending on how much internet access is available for primary schools and new content that is discovered.

#### **1.C.7 - Develop a framework for an instructional process in SBR schools to help teachers integrate digital resources**

This task has been completed. TILO staff developed an instructional framework that will be used to guide administrators and teachers and categorize digital resources and is being introduced to the first phase of teachers. The framework begins with an introduction of good classroom management and child-centered pedagogy, and then introduces different technologies as tools that can enable better teaching and learning. The intention is to encourage school staff to understand and be patient with the development of ICT to support improved learning objectives and to integrate technology in as a tool that enables teachers to meet their basic requirements and teach better. TILO's instructional approach is modular, school based, and includes significant classroom practice. More details can be found in the TILO Training Plan.

A particular module has been designed to introduce the digital resources and integrate technologies into teaching and learning. To help teachers integrate identified Digital Resources appropriately and effectively, TILO focuses on two key connections—connection to active learning pedagogy 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 that are based on the Bloom's Digital Taxonomy.

The general framework was completed in Q2 and the details about how to integrate the digital resources into the Technology Integration module was completed in Q3.

#### **1.C.8 – Identify observation schools to analyze effective digital resources**

In Q2, TILO identified the need and possible candidates for observation schools where we could engage teachers in in-depth practice and conversations about the effective use of certain technology tools. We chose two observation schools according to characteristics similar to our target schools and proximity for easy access. MOE approved the concept and contacted the

	<p>schools to let them know their approval. TILO staff visited the primary schools to lay the foundation for a good working relationship.</p> <p>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 (this school was one of the 26 PfCE-supported MOE schools that was given technology, but no support). These characteristics enabled us to begin practicing and gathering feedback from teachers before the TILO technology was installed in schools.</p> <p>The task of identifying observation schools was completed in Q2.</p> <p><b>1.C.9 – Pilot test promising new digital resources and innovations</b></p> <p>Starting with the 50+ digital resources mentioned in the directory/guide, TILO staff continues to identify resources and categories of uses such as MP3 files, Web 2.0, various recording options, etc. and is working with teachers in the observation schools and in TILO schools to gather feedback on their possible effective use by teachers in Egypt in various levels and subjects. Those considered useful will be followed closely during training and implementation.</p> <p>The TILO Digital Resources team has a regular review protocol in place to review available software and other digital resources in Egyptian schools. A basic inventory has been developed noting source, cost, targeted grade-level, language limits if any, and whether internet access is required. The inventory and other digital resources are currently being reviewed with Egyptian teachers at the Observation Schools. These efforts are ongoing.</p> <p>During Year 1, 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.</p> <p>Eight 8-hr workshops of similar workshops are planned for teachers at Victory College for the last two weeks of July (early Q4).</p> <p>The current plan is to conduct workshops with teachers and observations with students at Gamal Abdel Nasser after the start of the school year.</p> <p>Observations and dialogues with teachers underway throughout Q4 and into Year 2.</p>
<p><b>1.D - Educational Technology Resource Package/ Framework</b></p>	<p><b>1.D.1 - Establish ETRP specifications for SBR schools for 2 levels - basic and advanced</b></p> <p>The SBR model was vetted with all members of the Steering Committee in Q4. While TILO tried to garner the support of the Steering Committee during Q3, we were delayed for several reasons. First, Dr. Salah Elewa at the TDC challenged our ETRP technology package for the SBR schools and stated that he wanted interactive whiteboards in all classrooms, rather than computers. This affront became contentious and for the first time, the relationship that we had established with the TDC became strained. We took two steps to resolve the issue. First, we described in more detail the concept of ‘level 2’ for the TDC, whereby at a certain point participating schools could apply for additional technology, or training, or other assistance.</p>

These additions would be driven by innovations that were available and by the initiative of the schools. We had considered interactive whiteboards to serve this purpose. While the TDC agreed in general terms with this approach, they wanted the interactive whiteboards at the beginning of the project and still persisted that they wanted them instead of the computers. At the same time, we consulted Dr Reda, who serves as the chair of our Steering Committee rather than Dr. Salah Elewa, and described for him the same leveled approach. He could see the logic of having the schools establish good management and pedagogical use of technology before introducing more advanced technology and supported our plan. Again, we conferred with Salah Elewa and told him that it would be possible to procure some of the interactive whiteboards at the same time as the level 1 technology, provided that the delivery and training on it did not occur until later. While this was not a departure from our plan, it appeared as a compromise and was accepted by the TDC. The reneged on their proposal that they would provide the computers and we went back to our original concept.

To close the loop, we decided to gather the feedback on the SBR technology from each of the Steering Committee members in writing and then present our plan on how to respond to the suggestions to Dr. Reda. While this took longer than we originally planned, it was effective and we were able to get feedback and support from all Steering Committee Members, including Salah Elewa. We were then able to respond to most of the feedback and be transparent about the suggestions that we did not honor in the end.

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.

Finally, consensus was established on the SBR technology package among the Steering Committee members, and the governorate level staff that we also consulted in Q4.

#### **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, in Q3. It was the result of negotiation between TILO and MCIT after the Smart School Review Report. The MOE supported MCIT decision.

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

TILO team worked extensively on the specifications related to the items that would be procured and installed in TILO schools 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 IRM was approved July 2008.

Three RFPs were released in Q4 to cover SBR and TSS technology packages for Cairo, Giza, Beni Suef, and Alexandria governorates. One was for the Technology, and Services; one was for air conditioners and fans needed to sustain the technology in schools, and the final RFP was for the furniture. These RFPs were designed to cover the following schools:

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

All these RFPs fell under TILO's 935 code, which means that they are all open international competitions available to organizations in any country in the free world.

A PIB was submitted for each RFP and all were posted in local newspapers. A list of organizations received notifications that the RFPs were going to be announced.

The task was completed in Q4.

#### **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). At this time, COP Andrea Bosch met with the USAID Contracts Officers to discuss TILO's decision to use the RFP approach rather than purchasing from the GSA. At this time, the Contracts Office asked us to describe the market research that we conducted in the negotiation memo that would be submitted at the time that our top bidders were selected. They stated that there was no official need for USAID's approval for the procurement plan. They would provide consent to subcontract when all our procurement related tasks were completed.

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

The release dates for the three RFPs were as follows:

- RFP for IT procurement was Internationally released on July 28, 2008.
- RFP for Air Conditions and ceiling fans was released on August 11, 2008
- RFP for furniture was released on August 17, 2008.

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

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

- Received and responded to questions in response to the IT procurement RFP (from August 11 to August 15-2008)
- Received and responded to questions in response to the A/C procurement RFP (from August 24 to August 28-2008).
- Received and responded to questions in response to furniture procurement RFP (from August 31 to September 7-2008)

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

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

TILO received proposals on the following days, as per the directions in the RFPs:

- Received proposals IT procurement on August 28,2008
- Received proposals on A/C and Ceiling Fans procurement on September 10, 2008
- Received proposals on furniture procurement on September 17, 2008

#### **1.D.8 - Evaluate proposals**

TILO evaluated all compliant bids through a strict process following guidance provided on the

	<p>FAR. In each case, the proposals were evaluated by the criteria and scoring described in the RFPs and the technical proposals were evaluated first, before revealing the cost proposals:</p> <ul style="list-style-type: none"> <li>• TILO completed the IT procurement evaluation mid September 2008.</li> <li>• TILO completed the A/C evaluation and we are now on the final BAFO stage.</li> <li>• TILO completed the furniture evaluation and we are now on the final BAFO stage.</li> </ul> <p><b>1.D.9 - Prepare Negotiation Memorandum</b></p> <p>The Negotiation Memo for the first and largest procurement was developed and submitted to USAID Contracts Office on September 26, in Q4.</p> <p>While the procurement process was almost finished at the end of Q4 for the air conditioning, fans, and furniture, the process was not completed in Year 1 because there was a need for clarifications on both the technical and budgets of the final firms.</p> <p><b>1.D.10 - Get USAID consent to subcontract</b></p> <p>We are waiting for a response from the USAID Contracts Office on the large IT procurement.</p> <p>Task not yet completed.</p> <p><b>1.D.11 - Award contract for IT hardware (international)</b></p> <p>To be completed in Year 2.</p> <p><b>1.D.12 - Award contracts for local procurements</b></p> <p>To be completed in Year 2.</p> <p><b>1.D.13 - Delivery of equipment</b></p> <p>To be completed in Year 2.</p> <p><b>1.D.14 - Begin installation of equipment</b></p> <p>To be completed in Year 2.</p>
<p><b>1.E – Develop Training Strategy / Plan</b></p>	<p><b>1.E.1 - Identify Training Needs for School Administrators, School Supervisors, MOE Supervisors/Inspectors, and Master Teachers</b></p> <p>The TILO Training Team began the process of identifying training needs for School Administrators, School Supervisors, MOE Supervisors/Inspectors, and Master Teachers in Q2. The Team visited a sample of SBR Schools and SMART Schools to identify these needs and update their already extensive knowledge of training needs related to introducing technology for learning. Keys developed a timeline and training materials based upon these visits and their experience.</p> <p>While the task was completed in Q3, training is reviewed after each delivery to assure that it is meeting the needs of the participants and to make any changes.</p>

	<p><b>1.E.2 - Develop Training Timeline to train SBR Schools and TSS Schools</b></p> <p>This task was completed in Q2. However, the TILO training team reviewed and edited the Training Timeline. TILO doubled the number of Master Trainers in each governorate to phase and concentrate training, to adapt the training schedule to the delivery of technology and other services, and to provide more significant follow up to the schools in each governorate until 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>This task was finalized in Q3.</p> <p><b>1.E.3 -Develop Training Curriculum and Resources for different workshops</b></p> <p>Training materials were developed in English and Arabic for the following Eight workshops:</p> <ul style="list-style-type: none"> <li>○ Student Centered Learning Workshop.</li> <li>○ Classroom Management Workshop.</li> <li>○ Critical Thinking – Level One Workshop.</li> <li>○ Roles &amp; Responsibilities Workshop</li> <li>○ Conducting Classroom Observation Workshop</li> <li>○ Critical Thinking – Level Two Workshop</li> <li>○ Problem Solving Workshop</li> <li>○ Authentic Assessment Workshop</li> </ul> <p>In addition, the TILO training team 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> <p>This task was completed in Q4.</p>
<p><b>1.F – Training Idara MOE Supervisors, School Supervisors and School Administrators</b></p>	<p><b>1.F.1 – Introduction/ Overview Workshop for Cluster 1, 2 in Alex</b></p> <p>TILO delivered One day Introduction/ Overview Workshop for MOE Supervisors, School Supervisors, and School Administrators. Twelve (12) SBR Schools from Alex participated in the workshop with a total of 116 participants.</p> <p>This task was completed in Q4.</p> <p><b>1.F.2 – Introduction/ Overview Workshop for Cluster 1, 2,3, 4 in Beni Suef</b></p> <p>TILO delivered One Introduction/ Overview Workshop for MOE Supervisors, School Supervisors, and School Administrators. Twenty Four (24) SBR Schools from Beni Suef participated in the workshop with a total of 212 participants.</p> <p>This task was completed in Q4.</p> <p><b>1.F.3 – Introduction/ Overview Workshop for Cluster 1, 2,3, 4 in Cairo</b></p> <p>TILO delivered One day Introduction/ Overview Workshop for MOE Supervisors, School Supervisors, and School Administrators. Twenty Four (24) TSS Schools from Cairo participated in the workshop with a total of 192 participants.</p> <p>This task was completed in Q4.</p>

**1.F.4 – Leading Change and Building Strong School Team Workshop for Cluster 1, 2 in Alex**

TILO delivered Two days Leading Change and Building Strong School Team Workshop for MOE Supervisors, School Supervisors, and School Administrators. Twelve (12) SBR Schools from Alex participated in the workshop with a total of 116 participants.

TILO Master Trainers helped the School Administrators developing their school vision and mission. The School Administrators developed their own plan to communicate the vision and mission to the rest of the school.

This task was completed in Q4.

**1.F.5 – Leading Change and Building Strong School Team Workshop for Cluster 1, 2,3, 4 in Beni Suef**

TILO delivered Two days Leading Change and Building Strong School Team Workshop for MOE Supervisors, School Supervisors, and School Administrators. Twenty Four (24) SBR Schools from Beni Suef participated in the workshop with a total of 212 participants.

TILO Master Trainers helped the School Administrators developing their school vision and mission. The School Administrators developed their own plan to communicate the vision and mission to the rest of the school as well as the community.

This task was completed in Q4.

**1.F.6 – Leading Change and Building Strong School Team Workshop for Cluster 1, 2, 3, 4 in Cairo**

TILO delivered Two days Leading Change and Building Strong School Team Workshop for MOE Supervisors, School Supervisors, and School Administrators. Twenty Four (24) TSS Schools from Cairo participated in the workshop with a total of 192 participants.

TILO Master Trainers helped the School Administrators developing their school vision and mission. The School Administrators developed their own plan to communicate the vision and mission to the rest of the school.

This task was completed in Q4.

**1.F.7 – Roles & Responsibility and Conducting Classroom Observation Workshop for Cluster 1, 2 in Alex**

TILO delivered Two days Roles & Responsibilities and Conducting Classroom Observation Workshop for MOE Supervisors, and School Supervisors. Twelve (12) SBR Schools from Alex participated in the workshop with a total of 56 participants.

This task was completed in Q4.

**1.F.5 – Roles & Responsibility and Conducting Classroom Observation Workshop for Cluster 1, 2,3, 4 in Beni Suef**

	<p>TILO delivered Two days Roles &amp; Responsibilities and Conducting Classroom Observation Workshop for MOE Supervisors, School Supervisors, and School Administrators. Twenty Four (24) SBR Schools from Beni Suef participated in the workshop with a total of 92 participants.</p> <p>This task was completed in Q4.</p> <p><b>1.F.6 – Roles &amp; Responsibility and Conducting Classroom Observation Workshop for Cluster 1, 2,3, 4 in Cairo</b></p> <p>TILO delivered Two days Roles &amp; Responsibilities and Conducting Classroom Observation Workshop for MOE Supervisors, School Supervisors, and School Administrators. Twenty Four (24) TSS Schools from Cairo participated in the workshop with a total of 72 participants.</p> <p>This task was completed in Q4.</p>
<p><b>1.G – Training and Supporting Master Teachers and School Supervisors</b></p>	<p><b>1.G.4 – Introduction/ Overview Workshop for Cluster 1, 2 in Alex</b></p> <p>TILO delivered One day Introduction/ Overview Workshop for Master Teachers. Twelve (12) SBR Schools from Alex participated in the workshop with a total of 60 participants.</p> <p>This task was completed in Q4.</p> <p><b>1.G.5 – Introduction/ Overview Workshop for Cluster 1, 2,3, 4 in Beni Suef</b></p> <p>TILO delivered One day Introduction/ Overview Workshop for Master Teachers. Twenty Four (24) SBR Schools from Beni Suef participated in the workshop with a total of 120 participants.</p> <p>This task was completed in Q4.</p> <p><b>1.G.6 – Introduction/ Overview Workshop for Cluster 1, 2,3, 4 in Cairo</b></p> <p>TILO delivered One day Introduction/ Overview Workshop for Master Teachers. Twenty Four (24) TSS Schools from Cairo participated in the workshop with a total of 120 participants.</p> <p>This task was completed in Q4.</p> <p><b>1.G.7 – Effective Teaching Methods Workshop and Classroom Support for Cluster 1, 2 in Alex</b></p> <p>TILO delivered Three days Effective Teaching Methods Workshop on Student Centered Learning, Classroom Management, and Critical Thinking for Master Teachers. Twelve (12) SBR Schools from Alex participated in the workshop with a total of 60 participants.</p> <p>After each workshop, TILO Master Trainers provided on going in-school support for teachers on developing classroom activities and lesson plans to use with their students. Master Trainers spend the first 10 days of the new school academic year supporting the teachers in implementing the effective teaching methods in their classrooms.</p> <p>This task was completed in Q4.</p>

	<p><b>1.G.8 – Effective Teaching Methods Workshop and Classroom Support for Cluster 1, 2,3, 4 in Beni Suef</b></p> <p>TILO delivered Three days Effective Teaching Methods Workshop on Student Centered Learning, Classroom Management, and Critical Thinking for Master Teachers. Twenty Four (24) SBR Schools from Beni Suef participated in the workshop with a total of 120 participants.</p> <p>After each workshop, TILO Master Trainers provided on going in-school support for teachers on developing classroom activities and lesson plans to use with their students. Master Trainers spend the first 10 days of the new school academic year supporting the teachers in implementing the effective teaching methods in their classrooms.</p> <p>This task was completed in Q4.</p> <p><b>1.G.9 – Effective Teaching Methods Workshop for Cluster 1, 2,3, 4 in Cairo</b></p> <p>TILO delivered Three days Effective Teaching Methods Workshop on Student Centered Learning, Classroom Management, and Critical Thinking for Master Teachers. Twenty Four (24) TSS Schools from Cairo participated in the workshop with a total of 120 participants.</p> <p>After each workshop, TILO Master Trainers provided on going in-school support for teachers on developing classroom activities and lesson plans to use with their students. Master Trainers spend the first 10 days of the new school academic year supporting the teachers in implementing the effective teaching methods in their classrooms.</p> <p>This task was completed in Q4.</p>
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***Component 2: Public-Private Partnerships***

<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 GDA partners</b></p> <p>A simple database was developed in Q1 to keep track of information. Task completed.</p> <p><b>2.B - Identify PPPs and determine their potential to contribute to TILO goals (ongoing)</b></p> <p>Throughout the year, TILO held meetings with known potential PPP partners for the project. The meetings were originally to introduce the project and our objectives and determine if there were any partnership ideas.</p> <p>TILO is also developing a partnership program with colleges or universities that have departments in IT, education, or monitoring and evaluation. The objective is to provide a means for professors and students to link to TILO schools through research, the provision of services, or student practicum. This initiative is in its early stages.</p> <p><b>List of companies visited to date and areas of interest:</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: networking training and equipment)</li> <li>● <b>Microsoft</b> (potential areas of cooperation: Digital Literacy training, training in other areas of</li> </ul>
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education, software, digital resources)

- **Microsoft Innovation Center** (potential areas of cooperation: innovative PPP ideas)
- **Intel** (potential areas of cooperation: Getting Started training, digital resources)
- **HP** (potential areas of cooperation: training and equipment)
- **ProsyLab** (potential areas of cooperation: as defined by Microsoft)
- **E-labs** (potential area of cooperation: Digital Resources)
- **TE Data** (potential areas of cooperation: School Connectivity)
- **Academia** (potential areas of cooperation: grad students providing services to schools)
- **AUC** (potential areas of cooperation: grad students providing services to schools)
- **One Laptop Per Child** ((potential areas of cooperation: testing of XO laptops and training)
- **Coca Cola Foundation** (potential areas of cooperation: video technology and training in a small cluster of schools, with Discovery Foundation)
- **Vodafone** (potential areas of cooperation: donation of equipment and volunteer time; larger project on the topic of cell phone for delivery of educational content)
- **IBM** (potential areas of cooperation: donation of equipment; piloting of software in schools)
- **Discovery Foundation** (potential areas of cooperation: video technology and training in a small cluster of schools, with Coca Cola Foundation; larger partnership around scaling up technology for education projects)

In Q4, work on the TILO procurement for the first group of schools limited the project's interaction with the private sector due to confidentiality issues surrounding the contents of the RFP.

## **2.C - Define PPP strategy, priorities and plan**

The PPP strategy is broken into four categories and the approach to each is slightly different. The two highest priorities for year 1 have been items #1 and #2 as they relate to the completion and delivery of the basic TILO technology model (ETRP) and the training plan.

Task of defining strategy completed for Year 1.

### **2.C.1- Complete priority #1: Identify potential PPPs that fulfill TILO ETRP requirements**

Over the course of Q1 and Q2, TILO met with a variety of private sector organizations operating in the education technology sector. Some of these had defined technology related partnerships with the MOE or MCIT, either through the Egypt Education Initiative (EEI) or through their own corporate social responsibility programs. We defined the first priority of the TILO PPP strategy to be identifying partnerships that were squarely in support of the basic technology package. Once these were identified, if there were potential partnerships that expanded the basic TILO, they would be treated as part of priority #4, or partnerships that were built upon additional opportunities.

The only partnerships identified that have met the criteria for priority #1 include the following:

- Microsoft will contribute discounted software and upgrades to all schools through the Microsoft School Agreement, including: Visual Studio, Desktop Windows (Operating System) upgrade, MS Office 2007, Security Package, Exchange for e-mail, and MS Expression (development tool)
- Vodafone has perhaps the most relevant program to this priority as they are willing to donate hardware or grants for equipment to schools, subject to availability. TILO will follow this up in year 2.

- The Intel agreement to donate Classmate laptops was revised to state that Intel would donate the laptops to the MOE and that we could ask them to be put in TILO schools. These laptops would not directly fulfill our ETRP requirements and would be considered an add-on. This will be followed up in Year 2 closer to the January donation date.
- Discussions are dormant with One Laptop Per Child (OLPC) regarding their XO laptops, which, like the Classmates, would be an innovation rather than a core part of our ETRP package. In Q3, OLPC told TILO that they would like to 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.

### **2.C.2- Complete priority #2: Identify potential PPPs that fulfill TILO training requirements**

TILO met with many private sector organizations involved in EEI and others interested in new initiatives. The partnerships identified that met the criteria for priority #2 includes the following:

- Oracle Foundation is providing training on the Oracle Introduction to Computer Science (ICS) program to 1 teacher in each of the 85 TILO Smart Schools.
- In Q3, TILO and Intel drafted an MOU to implement the Intel “Getting Started” basic IT skills training for the 85 TILO smart schools. This agreement marked the first time for Intel to implement this course in Egypt. The “Getting Started” program was delivered from August 17-21, 2008 and was attended by approximately 192 participants from 24 TILO smart schools in the Cairo governorate. Under the Intel and Creative MOU, TILO Smart Schools will continue to receive the Intel “Getting Started” training in accordance with the TILO training plan timeline. Further areas of cooperation with Intel remain under discussion.
- In Q3 TILO, Microsoft agreed to provide Basic IT Skills training through the Microsoft Digital Literacy Curriculum to the first group of TILO SBR schools in Alexandria and Beni Suef. The 5 day training was conducted in Beni Suef and Alexandria governorates and was attended by a total of approximately 192 participants. TILO is working closely with Microsoft to reach agreement on a long term plan to provide basic IT skills training for the remainder of the SBR schools. Microsoft has also expressed interest in partnering with TILO on a number of other initiatives that provide training to students, teachers and community members. It was agreed that we would hold a workshop to discuss these ideas further in Q1 of Year 2.
- CISCO has expressed interest in offering training in the CISCO IT Essentials Program. This has not been finalized.

While there are many other training opportunities, these support the minimum training plan that TILO recommends.

### **2.C.3- Complete priority #3: Identify potential PPPs that support management or community involvement goals**

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 Vodafone, to solicit support.

	<p>The strategy for engaging local businesses and other supportive organizations will be elaborated in Year 2.</p> <p><b>2.C.4- Complete priority #4: Identify PPPs that offer opportunities for innovation/best practice, or expand technology options, <b>trg</b>, and digital resources beyond basic requirements</b></p> <p>TILO team is in dialogue on variety of potential partnerships that would support innovation and best practice or would support training, technologies or digital resources beyond what is considered the basic package. Some of them include:</p> <ul style="list-style-type: none"> <li>• Partnership with Discovery Foundation and Coca Cola on the use of video technology in schools: Through an alliance with Coca Cola, Discovery Foundation has a nine country technology for education project that will use video content and training to improve teaching and learning in schools. Extensive conversations have taken place between TILO and Discovery Foundation. Discovery Foundation would like to visit Egypt to take the conversation further in January.</li> <li>• Partnership with Vodafone on cell phone technology and/or different types of connectivity options</li> <li>• Partnership with Microsoft on different products and applications, such as the “Innovative Teachers Network” (ITN), a portal for teachers to communicate and share lesson plans. As well as Microsoft training for teachers such as the “Innovative Teachers Training” which focuses on electronic lesson plans and MOE learning objects. Microsoft has offered to provide TILO schools (including students and parents) with training that supports the goals of TILO. Microsoft representative Laila Abaza has suggested she will begin to factor these in their next fiscal year budget, which would begin in June 2009. A planning workshop was planned for Q4, but has been postponed to Year 2.</li> </ul> <p><b>2.D - Identify and obtain MOE support for PPP Advisory plan and activities</b></p> <p>Progress on this task has been delayed, based on the initial reactions of the Steering Committee. While TILO recognizes that it is important to bring business thinking and partnerships into the issues around education technology in schools to facilitate best practice and collaboration, and to improve the planning within the MOE, early conversations with the Steering Committee suggest that this is an issue to take slowly so that the MOE feels that they are (appropriately) driving the decisions about education in Egypt and that the private sector is positioned in a supportive role. Due to the significant crises taking place within the MoE during Q3, TILO did not present any new options to gather private sector advice or support. This will be picked up in Year 2.</p>
<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>3.A - Phase 1: Assess current system and resources</b></p> <p>This task is underway and will continue well into Year 2. The resources that are available within the system are organized in a complex manner and several departments exist that manage technology. TILO’s goal is to facilitate a concentrated review of the Strategic Plan as it relates to technology management in schools, and work with an internal working group to highlight key issues. Dr. Reda has provided entry into such a working group.</p> <p>TILO has secured an internal version of the technology budget, but it is not clear exactly how it is</p>

utilized and where the resources end up.

In Q2 and Q3, TILO 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. The systems and resources of the MoE at the governorate, idara and school levels offer greater potential for coordination and improvement than the national level, at this point, partially due to the decentralized activities related to the reform agenda and school improvement efforts. Our efforts are largely concentrated there.

There are several activities that we have worked on over the last two quarters. The first is investigating a decree issued by the TDC that states that schools should contribute a percentage of their revenues gained through computer labs to TDC central. We are working in collaboration with EQUIP2 to support a national policy that would enable schools to keep 85% of their revenues at the level of the school. Dr. Reda has stated his support of this policy and has suggested that he can amend the previous decree without difficulty.

EQUIP2 has suggested that the new decentralization decree is ready, making the previous TDC supported decree defunct.

Task ongoing.

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

This task was completed in general terms by the end of Q2. During quarters 1 and 2 TILO staff put significant effort into developing collaborative relationships with counterparts within the MOE and MCIT and in understanding the most productive ways to work together. TILO established working groups in each of the governorates where we have participating SBR schools at the muderiya, idara and school levels. Tasks and decision making is shared across these groups in order to make sure there is ownership over ideas and steps forward throughout the process. TILO considers these the first steps towards capacity building.

Because the selection of TSS schools was a top down decision, we have had considerable more challenges building working relationships with the key MOE people up and down the system in Cairo, Giza, Helwan and 6<sup>th</sup> of October. Because we can see big differences in teacher participation and school compliance, we have gone back and requested more intimate working relationships with our idara counterparts for the TSS schools. This continues to be a challenge, but one that we acknowledge and that is reaping a lot of interesting comparison findings.

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

This task was completed in Q4.

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

TILO STTA Mr. Paul Vermeulen 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

	<p>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.</p> <p>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. Unfortunately, again his trip had to be postponed to the week of November 15<sup>th</sup> due to a scheduling conflict with the Eid holiday. After the conclusion of the second visit in November, Mr. Vermeulen is expected to deliver the following:</p> <ul style="list-style-type: none"> <li>• TILO planning model for pedagogic ICT use in schools.</li> <li>• Proposal for a balanced hardware and software package for TILO schools related to the pedagogic aims set.</li> </ul> <p><b>3.B - Phase 2: Design mgmt support strategy based on Nat'l Strategy and work plan</b></p> <p>To be completed in Year 2</p> <p><b>3.B.1 - Develop training program for idara staff and school supervisors</b></p> <p>This task is underway in for staff supporting 24 schools in Alexandria and Beni Suef and 24 TSS schools in Cairo. Considerable expansion will take place in Year 2. See section on Training for details.</p> <p><b>3.B.2 - Negotiate effective systems to use existing MOE tech training across TILO idara</b></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>
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***Component 4: Monitoring and Evaluation***

<p><b>4. M&amp;E</b></p>	<p><b>4.A - Determine how TILO fits into USAID M&amp;E plan</b></p> <p>In Q2 TILO COP, DCOP and local M&amp;E consultant met with other USAID contractors and USAID to discuss the collaboration between ERP and other USAID education contractors around data collection and analysis of the CAPS, SCOPE and MAP. Basic parameters were clear around ERPs responsibility to aggregate data for USAID, and its capacity to organize the data collection process through trained data collectors. It was agreed that SCOPE could be used as formative instrument as well as a means to measure impact through changes in teaching quality over time.</p> <p>In Q3 and Q4 the TILO M&amp;E Advisors and Software Applications Manager had several meetings with ERP to plan for alignment between the M&amp;E program, instruments and database, and to organize the collection of data using CAPs, SCOPE and MAP. At the end of Q4, after producing</p>
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the M&E framework and plan, TILO decided not to use MAP as one of its data collection tools. This decision was based on the following reasons: a) MAP was not required in the original RFP and b) the design of MAP goes beyond the needs and scope of TILO's interventions. As such, TILO's M&E plan will include only two USAID M&E tools: CAPS and SCOPE.

Based on information provided by the ERP M&E team, we have outlined the data collection system, timeline for data collection and budget for CAPS and SCOPE. We still have not finalized with ERP a scheme of payment for CAPS data collection.

#### **4.B - Deliver TILO M&E plan to USAID**

In Q2 TILO's international evaluation consultant Bob Kozma informed the project that he no longer had the time to dedicate to the TILO investigation and withdrew his services. Two M&E Advisors joined TILO in Q3 and the TILO M&E framework and plan were delivered to USAID in June 2008. This framework incorporates the inputs and the original framework proposed by Robert Kozma and presents the performance indicators, sources of data, methods of data collection, people responsible for data collection and frequency of data collection that will be used to measure progress and impact of project activities. Progress will be measured on eleven (11) outputs, eleven (11) outcomes and two (2) impact results. Data on outputs will be collected quarterly and baseline and annual measurements on outcomes and impact will be conducted throughout the project.

#### **4.C - Other progress on M&E**

A three-year detailed M&E workplan and budget were produced. The M&E workplan includes the tasks and timeline required for implementing the M&E framework. The span of M&E activities extends from Quarter 3 of FY08 until Quarter 3 of FY11. The plan shows the various phases of M&E which include planning, designing and validating M&E data collection tools, data collection data analysis and reporting on baseline, annual, mid-project and end-of-project measurements. The M&E budget was based on the workplan showing the details of costs for each task.

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.

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.

The M&E Advisors met with Amal and presented the TILO M&E framework in detail. We agreed that we will meet periodically to progress and results of the M&E plan.

#### **4.D - Determine and develop new indicators for SCOPE & new TILO instruments (other than CAPS)**

Two new indicators for SCOPE have been proposed to measure TILO's interventions in integrating technology in teaching and learning. One indicator focuses on the teacher's use of technology in the classroom and the second assesses students' level of engagement in technology supported activities. The new TILO instruments to be designed and validated are as follows:

- Organizational Impact Assessment Study
- Teacher Questionnaire
- Teacher Interviews
- Teacher Products Rubric
- Student Interviews
- Video Classroom Observation Form
- Technology Management Assessment Protocol (TMAP)
- Idara and Modereya Interviews

#### **4. E. Collect baseline data in average schools using SCOPE in each governorate**

SCOPE has been used by the Training Team as a formative data collection tool to obtain data in 5 average SCOPE schools in each participating idara. This data was used to determine the starting place for training and will also be used to determine improvements in the quality of teaching practice in TILO schools over the school year.

As per TILO's M&E plan, there will be three baseline data collection runs due to the fact that TILO's interventions in the different governorates are staggered at different times over the life of the project. Baseline 1 will be conducted in November 2008 on a sample of 34 TILO schools in Cairo, Giza, Beni Suef and Alexandria. Baseline 2 will be conducted in April 2009 in 14 TILO schools in Minia and Fayoum while Baseline 3 is planned for November 2009 in 10 TILO schools in Qena and Aswan.

#### **4.H - Train TILO data collectors on instruments other than CAPS and SCOPE**

This task will take place in November 2008 within Baseline 1. The TILO M&E Advisors will recruit a team of TILO data collectors locally from each governorate. The data collectors will attend a one-day training session in Cairo to ensure reliability and consistency of data collection procedures for each TILO tool. For the first baseline there will be a team of 12 data collectors: 6 from Cairo, 2 from Alexandria and 4 from Beni Suef. For the second baseline we will recruit 2 data collectors from Minia and 2 from Fayoum and for the third baseline 2 data collectors from Qena and two from Aswan will also be recruited and trained.

#### **4.I - Work through ERP to collect baseline data on TILO schools (SCOPE and CAPS)**

It was agreed with ERP that they will help identify and select trained SCOPE data collectors for TILO's first baseline in November 2008. TILO M&E Advisors will schedule the SCOPE baseline collection and conduct an orientation session locally in each governorate for the SCOPE data collectors. TILO's second baseline will coincide with ERP's regular cycle for SCOPE and therefore, they agreed to include TILO's SCOPE data collection effort within their schedule. TILO will pay the data collectors assigned to TILO schools.

It was agreed that ERP CAPS baseline will also be used as TILO's baseline. ERP conducted a study which showed that using different control groups (baselines) yielded no significant differences in results meaning that projects using CAPS as a measurement tool could use ERP's baseline results for their own baselines.

#### **4.J - Get NCEEE analysis of baseline data**

	<p>This task will not be completed until April 2009.</p> <p><b>4.K - Administer TILO instruments and analyze results</b></p> <p>The first baseline study will be conducted in November 2008 administering both TILO tools and SCOPE.</p> <p><b>4.L - Report on baseline SCOPE, CAPS and other TILO data</b></p> <p>As per TILO’s M&amp;E plan, the first baseline report will be produced in December 2008.</p>
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***CHALLENGES & UPDATES***

	<p>Early in the project TILO faced challenges forming a new identity, with new goals and new responsibilities focused on learning outcomes and public schools. It has sometimes been difficult to separate the project, its goals and its activities from the previous Ed Tech project. This appears to be resolved now and Ministry and other staff recognize TILO as a different project with different long term goals.</p> <p>In Q3, several challenges were faced by TILO 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 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>Also in Q3, we faced challenges in negotiating the technology for the SBR schools, as described above. 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 was released and TILO was unable to hold discussions with the MOE or private sector until it is awarded. The furniture, air conditioners will be procured through separate, but concurrently released, RFPs. This policy of silence has slowed down development of the PPP component with organizations that might be engaged in a bid.</p> <p>It has been an ongoing and significant challenge to respond to the need for training and formative evaluation of digital resources. During the first couple of years of the project there has been a considerably greater need for the training and digital resource teams to develop innovative strategies that are both tested with local teachers and use methods that are modular and can be scaled up. These activities have required more intensive preparation than previously foreseen, due largely to the need to engage the local schools and government and to conduct formative evaluation on the digital resources. This has been a challenge for us.</p>
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	Another challenge has been working across the 26 idaras in Cairo where the TSS schools are located. As mentioned above, because TILO engages idara level staff and works with supervisors as well as teachers, having the TSS schools located across so many idaras has made it difficult to get adequate commitment from idara level supervisory staff. Combined with the top down school selection, we have encountered several TSS schools that have issues.
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### III. Upcoming Quarter Forecast:

<i>GOALS FOR UPCOMING QUARTER</i>	
	<ul style="list-style-type: none"> <li>The goals for this upcoming quarter will be spelled out in the new Annual Work Plan for Year 2.</li> </ul>
<i>UPCOMING TRAVEL</i>	
	<ul style="list-style-type: none"> <li>Paul Vermeulen will travel to Cairo November 15-20<sup>th</sup> to work on capacity building.</li> </ul>

### IV. Portfolio Implementation Review:

	<b>Y1: Sept 2007 - Sept 2008</b>
<b>No. of Teachers Trained</b>	<b>1898</b>
<b>No. of Admin. Trained</b>	<b>358</b>
<b>No. of Computers Delivered</b>	<b>0</b>
<b>No. of Students Enrolled/Accessing IT</b>	<b>0</b>
<b>No. of students Enrolled in TILO schools as of September 2008</b>	
<b>-TILO SBR schools at Beni Suef (54 schools)</b>	<b>34809</b>
<b>-TILO SBR schools at Alex (30 schools)</b>	<b>33252</b>
<b>-TILO TSS Schools (24 schools in Cairo)</b>	<b>9049</b>

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**

- A. Calendar for Quarter 4
- B. SCOPE+