



# ABE-BE EGYPT TECHNOLOGY FOR IMPROVED LEARNING OUTCOMES (TILO)

QUARTERLY REPORT YEAR 3, QUARTER 2  
JANUARY 1, 2010 – APRIL 1, 2010  
FY10-Q2

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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 was designed to reach about 200 primary and preparatory schools undergoing school-based reform and 85 public experimental Smart Schools at the preparatory level. The number of schools that TILO is working directly with continues to increase. This quarter we signed a partnership agreement with RWE Dea, a German oil company, to add four TILO primary schools in Helwan, each of which will receive a full package of technology, training and support from TILO. This will increase the number of SBR primary and prep schools to 192, making the total number of schools receiving TILO support 192 SBR schools, 85 Smart Schools, and 45 TILO expansion schools, for a grand total of 322 to date.

Now in the second quarter of its third year of operation, TILO continues to build capacity at all levels of the Ministry of Education and to negotiate institutionalization and sustainability.

TILO activities take place in eleven governorates: Alexandria, Cairo, Giza, Fayoum, Beni-Suef, Minya, Assiut, Qena, Aswan, 6<sup>th</sup> of October, and Helwan. Originally the number of TILO governorates was seven; however, four governorates were added in order to reach the 85 Smart Schools required in the TILO Scope of Work and to fulfill the obligations of the TILO Smart School Initiative.

This Year 3, Quarter 2 Quarterly Report (QR Y3/Q2) documents activity based on TILO's second quarter 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 training organization based in Cairo which targets teachers, school administrators, and MOE supervisors. Seward is an instructional design firm based in Minneapolis, Minnesota.

This Quarterly Report provides an overview of progress achieved during the second quarter (January 1 – March 31, 2010). Each task mentioned in Work Plan is listed, followed by a description of the key actions taken towards completion.

## II. Year 3, Quarter 2 Activities: Issues and Highlights

This section of the quarterly report is organized slightly differently than previous quarters. It is broken into two main categories: Issues Impacting TILO and Highlights based on the Work Plan. This section provides more detail about the activities that took place this quarter. Work plan tasks are listed in the left column, with the corresponding subtasks with an update on the progress to date in the column on the right. Those tasks which were wholly completed in a previous quarter are not featured in this Quarterly Report.

### ***ISSUES IMPACTING TILO***

#### ***1. Modification to the Scope of Work and Budget for TILO approved by USAID***

On February 7, 2010 USAID approved a modification to the TILO ABE-BE Task order to increase the funding from \$21,481,426 to \$26,342,266.78 and to expand the scope of work. This approval came after many months of planning and negotiating details. Much-needed support will now be given to training and support for schools in the TILO network and in developing and supporting TILO expansion. The focus is primarily on capacity building and institutionalization.

#### ***2. Changes within the Ministry of Education: New Minister and Advisor on IT and Education***

After a tumultuous beginning of the school year due to H1N1 panic, the dramatically reduced classtime due to multiple school shifts, and repeated school closings, Ministry schools went back to their original schedules during this quarter. However, another dramatic shift occurred in early 2010 which will change how education is conducted in Egypt: the Minister of Education Dr. Yousri El Gamal was relieved of his post and Dr. Ahmed Badr, the former Dean of the Aims Shams University, was put in his place.

The impact of the new Minister so far has been to remove many of the central MoE staff and teachers and

principals in schools. He has stated that the education system is a mess and that he is going to clean it up with hard disciplinary action. USAID has met with him several times and there is no direct impact so far upon USAID-funded projects. Dr Badr appointed Dr Ahmed Tobar to be his Advisor on IT and Education. On March 21 the TILO COP, DCOP and Director of Partnerships and the USAID CTO met with Dr Tobar to brief him on the project and to set the stage for further discussions on sustainability and institutionalization. It was a relaxed and detailed conversation that we hope will lead to dialogue about how to integrate TILO pedagogical training and technology into the broader educational system (and not one simply focused on hardware).

Despite the shifts, TILO continues its focus on institutionalization and sustainability, which we believe is appropriate for the third year of a four year project. We continue to focus on expansion and defining roles and responsibilities related to implementing TILO within the MOE at the idara and muderiyya levels and are now getting excellent feedback, particularly the muderiyya levels. In Alexandria, expansion is supported at many levels and is taking place in 90 schools so far. The Technology Development Center at the muderiyya and idara continue to work closely with TILO to define how we can work through the decentralization process across Egypt and make TILO a core part of muderiyya and idara functioning. In Minya, the Governor recently announced that he would like to see broad TILO expansion across the governorate. Many of the muderiyas and idaras have asked if we can support them in developing similar models and identifying digital resources for secondary schools.

At the central level we are planning closely with Dr Suzan Marzouk to get advice on the way forward. TILO recognizes that a lot of the sustainability will depend on keeping the Teacher Professional Development and alignment of training and support. Therefore we are preparing to work with Dr Tobar closely this next year and will identify a small sub-committee of central MOE staff that can make the proper recommendations to the Minister.

## **HIGHLIGHTS**

### **Administration**

#### **1.1 - Office and operations**

##### **Governorate Offices:**

- **Minya & Qena:**

TILO's Minya and Qena field offices have been furnished and equipped and are now fully functional. Telephone landlines and ADSL Internet connectivity have been installed.

- **Aswan:**

This quarter, TILO signed a lease for the project's Aswan field office. The lease agreement was effective April 1<sup>st</sup>, 2010.

##### **TILO Vehicles:**

	<ul style="list-style-type: none"> <li>The project continues to face problems with licensing the four vehicles received from ERP2. In addition to the two TILO project vehicles, the project team continues to rely on the use of rental vehicles in the governorates, as well as to cover the additional requirements of the Cairo office until the problem is resolved. During this quarter Creative sent a formal request to the USAID Contracting Office to request that we pay the small amount of insurance owed by a previous USAID Contractor that will allow the cars to be driven. It has been several months since we made this request and a year since we received the cars and stored in our garage; we still have heard nothing.</li> </ul>
<b>1.2 - Staff</b>	<ul style="list-style-type: none"> <li><b>Ahmed Galal</b>, TILO Database Application Manager, was promoted to “TILO Applications and E-Learning Manager”, effective March 1, 2010, in order for him to direct activities related to the development of courses using Moodle.</li> <li><b>Wagdi Mohamed</b> was hired as the “Technology Coordinator for Aswan Governorate” effective Jan 10, 2010.</li> <li><b>Madiha Mowafy</b>, previously a TILO temporary part-time Finance and Admin Assistant was hired on a full time basis as “TILO Event Organizer/Digital Integration Assistant” effective March 1, 2010. She works under the supervision of the “TILO Office Manager/Executive Project Assistant” Rasha Wagdi.</li> <li><b>Mahmoud Mamdouh</b> was hired effective March 23, 2010 as the “TILO M&amp;E Coordinator” under the supervision of Nashwa Fayek, the TILO M&amp;E and TSS Manager.</li> <li><b>Ahmed Anwar</b>, was offered the “Database Applications Specialist” position under the supervision of Ahmed Galal and will begin work effective May 1, 2010.</li> <li><b>Rania Rabie’s</b> consultant employment as the Discovery Channel Global Education Partnership (DCGEP) Coordinator, funded by DCGEP, was extended through the end of March 2010.</li> </ul>
<b>1.3 - Deliverables</b>	<ul style="list-style-type: none"> <li>Annex A: The Quarter Meeting Schedule</li> <li>Annex B: The School-based Technology Advanced Management Tool (STAMP)</li> <li>Annex C: Follow-up Plan for Training and Support, including Managing Education after H1N1</li> <li>Annex D: Updated PPP Chart</li> <li>Annex E: Indicators</li> </ul>
<p><b><i>Component I: Improve the Quality of Teaching, Learning, and IT Management in Targeted Schools</i></b></p>	
<b>1.A – Improve the quality of teaching, learning and IT management</b>	<p><b>1.A.3- Graduation groups of schools to TILO Stage 2</b></p> <p>A series of graduation events began this quarter, in which schools that had received the full package of TILO Stage 1 resources and training and capacity building support “graduated” to TILO Stage 2. In TILO Stage 2, they will plan for self-management and sustainability. The</p>

<p><i>(items completed in previous quarters are not represented here)</i></p>	<p>events formally transfer roles and responsibilities for training and management associated with TILO to the idara and muderiyya and positions TILO as an entity helping in expansion and institutionalization.</p> <p>For the schools and others that have worked with TILO for more than a year, it is a cause for great celebration and acknowledgement of what it takes to implement a pedagogically-focused technology program in schools.</p> <p><b><u>Alexandria Graduation event for phase I and phase II schools:</u></b></p> <p>The TILO Alexandria phase 1 and 2 graduation event was held on February 23, 2010 and attended by Alexandria Governor (General Adel Labib), USAID Deputy Mission Director (Tom Delaney), MOE Undersecretary of Education ( Samir El Kheshen), Montaza Idara Director (Mrs. Mahessen), Idara and MOE leaders. In addition approximately 300 principals and teachers representing 24 schools in Montaza idara attended, as well as local and national press.</p> <p>The first objective of the graduation is to move the schools to Stage 2, where they will self-manage with support from a Follow-Up team that has been created at the idara. The project team acknowledged the great work accomplished at the idara and mudereya level to support the schools and organize the expansion of the TILO model to 45 new schools in Montaza idara.</p> <p>The second objective of the graduation event is to introduce the schools to the “School Technology Advanced Management Plan” (STAMP), the TILO Stage 2 planning tool which guides the TILO Model beyond the life of the project. STAMP is designed to highlight the activities and responsibilities of school principals and others which will ensure the sustainability of the pedagogical use of educational technology in the school. It functions as an organizational tool to help a school committee understand and organize tasks related to logistics, ongoing teacher professional development, peer workshops, technology management and maintenance, fundraising and other key activities that can keep technology running while focusing on high quality teaching and learning. The STAMP tool can be found in Annex B.</p> <p>In the short term, the TILO master trainers will continue to assist schools in understanding the various steps of STAMP</p> <p><b><u>TSS Graduation event for phase I and phase II schools Around Cairo:</u></b></p> <p>The graduation for 37 TSS around Cairo had been planned for March 22, but was postponed until April 26 due to the schedules of the Deputy Minister Dr Reda Abou Serie and the USAID Mission Director, Hilda Arellano, who wish to attend.</p>
<p><b>1.B - Educational Technology Resource Package</b></p>	<p><b>1.B - Educational Technology Resource Package</b></p> <p><b>1.B.2- Re-ghosting Phase I and II</b></p> <p>This quarter, TILO completed the re-ghosting (re-imaging) and re-installation of the Digital Resource Package for all Phase II schools. This activity began last quarter. The technical team of ICS, TILO’s subcontractor, completed the re-imaging for 28 schools in Beni Suef this quarter, making the final digital resource package updated in a total of 155 schools under Phase I and II.</p>

Phase I: 59 schools Alexandria, Beni Suef and Cairo  
Phase II 96 schools Alexandria, Beni Suef and Cairo

**1.B.4- IT Maintenance Training to Beni Suef provided by ICS for phase I & II and III schools**

This quarter, TILO completed the IT maintenance and troubleshooting training for Beni Suef schools under Phase I, II and III. The training is provided by ICS under their services contract with Creative Associates and is intended to build the local capacity of schools to troubleshoot simple technical issues and understand a protocol to access support for more complicated issues.

Two representatives attended ICS training from each school, as well as TDC Idara and Muderiyya representatives. Training was completed for 62 schools (135 persons) covering Beni Suef Phase I, II and III.

**1.B.5- IT Maintenance Training for Cairo provided by ICS for phase I and II**

This quarter, ICS also completed training in 25 TSS in and around Cairo to reach a total of 25 TSS (82 persons) covering Phase I and II.

**1.B.7- IT Maintenance Training to Cairo provided by ICS for phase III**

This activity will be conducted in the coming quarter.

**1.B.9-Install equipment for 23 schools within Aswan, Fayoum, Qena and Minya (completing Phase IV schools)**

This quarter, TILO completed the installation of all technology packages (furniture, wiring, technology and networking) for Phase IV schools in 51 schools, as follows:

Aswan: 14 schools  
Fayoum:6 schools  
Qena 12 schools  
Minya 19 schools

**1.B.18- Get USAID consent to subcontract**

After a complete proposal evaluation process, Creative selected Nile Integration as the best choice to connect TILO schools to the internet, with a locally renewable contract for the school. Creative submitted its negotiation memo to USAID requesting consent to subcontract to Nile Integration on January 26, 2010 and USAID provided its concurrence on January 28, 2010.

**1.B.20- Begin installation for Cairo governorate connectivity**

On March 15, 2010, TILO conducted a kick-off meeting with the Nile Integration team. The following was discussed:

	<ul style="list-style-type: none"> <li>• The TILO team provided an overall presentation on project components and status</li> <li>• TILO and Nile Integration agreed to start a pilot providing internet services to three schools within Cairo, to test the installation process and standards</li> <li>• Nile Integration agreed upon a schedule where TILO will start orientation to prepare schools for the upcoming installations and their responsibility to sign the school-based contracts</li> <li>• TILO and Nile Integration agreed to provide on-site training for two representatives in each school</li> <li>• Nile Integration submitted samples of materials</li> <li>• TILO requested a demonstration on the family filter, which blocks sites that are not suitable for children</li> <li>• Nile Integration complied and will provide details of internet filtering and line performance measurement during the technical meeting with the TEdata (internet service provider) technical engineers.</li> <li>• TILO and Nile Integration agreed to combine Phase II &amp; III schools for a more efficient installation process.</li> </ul> <p><b>1.B.21.5 Survey line status for Cairo, Alex, Beni Suf and Fayoum , Cairo survey</b></p> <p>On March 22 2010, Nile Integration submitted its Cairo site survey with the following results:</p> <ul style="list-style-type: none"> <li>• 21 schools were ready for connectivity</li> <li>• 22 schools had line problems where solutions will be sought</li> <li>• 16 TSS already have internet connectivity</li> <li>• 3 schools pending TEdata response</li> </ul>
<p><b>1.C. Learning objectives and e-content (digital resources)</b></p> <p><i>(items completed in previous quarters are not represented here)</i></p>	<p><b>1.C.1- Develop Digital Resources</b></p> <p>This was a busy quarter for working with the MOE on the development of new digital materials dedicated to teacher training. TILO conducted three preliminary workshops with participants from different parts of the MOE, as discussed below. In addition, TILO began to study digital resources that are currently in schools, such as KidSmart, and worked with teachers to develop lesson plans that integrate those resources into teaching practice.</p> <p><b>1.C.1.1 Plan for developing Moodle courseware (MOE, Seward)</b></p> <p>During this quarter Creative and Seward conducted two training sessions for the Ministry of Education on Moodle, an online open source course development and management system. The first training lasted one week and engaged five groups of experts (20 people) from the MOE and TILO in developing courses for teacher professional development. Participants came from the Professional Academy of Teachers, the Multi-media Unit of the Technology Development Center, the Subject Matter Experts within the Basic Education Unit and the TILO staff.</p> <p>A follow-up training is set for next quarter where the groups will continue to work on their products and then present them to the MoE for discussion. Between the two sessions the groups came to the TILO office to work on their products and to receive support from TILO.</p>

	<p>The second workshop conducted by Seward lasted for three days and covered how to use the Moodle system to manage virtual courses and track participation and performance. This workshop was also exploratory and helped the TILO team determine where Moodle might be useful and the types of recommendations to make to the MOE.</p> <p>Follow-up conversations are scheduled with Dr. Ahmed Tobar, the new Advisor to the Minister on IT, Dr Reda, and Dr Suzan Marzouk.</p> <p><b>1.C.1.2 Develop training products to be tested and to demonstrate use of Moodle</b></p> <p>This item is underway, with the initial Moodle training helping to set it in the right direction. Keys will begin to map out some preliminary courses and work with the MOE to follow-up over the new two quarters.</p>																						
<p><b>1.D-Develop Training Strategy Plan</b></p>	<p>Ongoing training continued in the below schools during this quarter, benefiting a <b>total of 1,300</b> school administrators, senior teachers, teachers and MOE supervisors.</p> <table border="1" data-bbox="337 814 974 1234"> <thead> <tr> <th><u>Governorate</u></th> <th><u>Number and type of school</u></th> </tr> </thead> <tbody> <tr> <td>Giza:</td> <td>9 TSS schools</td> </tr> <tr> <td>6th of October:</td> <td>3 TSS schools</td> </tr> <tr> <td>Helwan:</td> <td>4 TSS schools</td> </tr> <tr> <td>Alexandria:</td> <td>6 SBR schools + 6 TSS schools</td> </tr> <tr> <td>Fayoum:</td> <td>12 SBR schools</td> </tr> <tr> <td>Beni Suef:</td> <td>6 SBR schools</td> </tr> <tr> <td>Minya:</td> <td>19 SBR schools</td> </tr> <tr> <td>Qena:</td> <td>12 SBR schools</td> </tr> <tr> <td>Aswan:</td> <td>14 SBR schools</td> </tr> <tr> <td><b>TOTAL:</b></td> <td><b>91 schools</b></td> </tr> </tbody> </table> <p><b>1. D.1. Develop follow-up training strategies to address issues that emerged during H1N1 crisis</b></p> <p>The TILO Training Team conducted a survey to identify the challenges faced by schools due to the H1N1 crisis and how they could potentially affect TILO activities. The survey addressed the following issues:</p> <ul style="list-style-type: none"> <li>• How the school responded to the risk of H1N1</li> <li>• How the school provided students, teachers and parents with information regarding H1N1 flu prevention</li> <li>• How the flu affected the number of shifts, number of students per classroom, number of school days and school hours.</li> <li>• How H1N1 affected the length of school day, classroom session and period</li> <li>• How H1N1 affected the student attendance rate</li> <li>• How H1N1 affected private tutoring.</li> <li>• How H1N1 affected working in groups both in the classroom and TILO activity room.</li> <li>• How H1N1 affected the implementation of the school training using the Master</li> </ul>	<u>Governorate</u>	<u>Number and type of school</u>	Giza:	9 TSS schools	6th of October:	3 TSS schools	Helwan:	4 TSS schools	Alexandria:	6 SBR schools + 6 TSS schools	Fayoum:	12 SBR schools	Beni Suef:	6 SBR schools	Minya:	19 SBR schools	Qena:	12 SBR schools	Aswan:	14 SBR schools	<b>TOTAL:</b>	<b>91 schools</b>
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## Teachers

The survey covered (37) TSS in Cairo, (24) schools in Alexandria and (12) schools in Beni Suef, for a total of (73) schools. This survey helped identify the impact of H1N1 on teaching and learning as well as on IT integration. This quarter, TILO implemented strategies to address these challenges and support schools during the H1N1 crisis.

This Task was completed in Q1.

This information helped the TILO team design their follow-up activities to support the schools and keep them on track after the many disruptions of H1N1. The Follow-Up plan is included in Annex C.

### **1.D.6 - Roles and Responsibilities & Conducting Classroom Observation Workshop and practice on SCOPE for 26 SMART Schools (MOE Supervisors and School Supervisors)**

TILO delivered a three day *Roles and Responsibilities & Conducting Classroom Observation Workshop* for MOE Supervisors, School Supervisors, Follow Up and Support Team, including a one day practice session on SCOPE to enable them to:

- Describe Ministry of Education National Standards
- Describe their role as Supervisors in meeting these Standards
- Describe their responsibilities in guiding their school towards its vision
- Describes their roles and responsibilities in the TILO Support Plan
- Describe the Classroom Observation Cycle
- Conduct a Pre-Observation Teacher Interview
- Conduct an effective Classroom Observation using SCOPE
- Analyze the information gathered during the Classroom Observation
- Conduct an effective Post-Observation Interview
- Collaborate with the teacher in developing his/her plan for improving their teaching practice
- Collaborate with the teacher to determine follow-up activities and their timing.

Six TSS from Alex, four TSS from Fayoum, twelve TSS from Giza, and four TSS from Helwan participated in the workshop with a total of 113 participants.

This task was completed in Q2

### **1D.7 -Roles and Responsibilities & Conducting Classroom Observation Workshop and practice on SCOPE for 65 SBR schools in Alex, Beni Suef, Minya, Fayoum, Aswan and Qena (MOE Supervisors and School Supervisors)**

TILO delivered the same three day *Roles and Responsibilities & Conducting Classroom Observation Workshop* to:

Six (6) SBR schools from Alex, Six (6) SBR schools from Beni Suef, Nineteen (19) SBR schools from Minya, Eight (8) SBR schools from Fayoum, Fourteen (14) SBR schools from Aswan, and

Twelve (12) SBR schools from Qena participated in the workshop with a total of 308 participants.

This task was completed in Q2

#### **1.D.8 -IT Skills Workshop and In School Support for 26 SMART Schools (School Administrators)**

TILO delivered a three day IT Skills Workshop for School Administrators followed by In School Support to enable them to:

- Identify software applications that were presented to TILO teachers
- Use tools, techniques and strategies to complete administrative tasks
- Use the tools and techniques to communicate with parents
- Share ideas for using technology
- Explore and discover new tools and software

Six TSS from Alex, four TSS from Fayoum, twelve TSS from Giza, and four TSS from Helwan participated in the workshop with a total of 130 participants.

This task was completed in Q2

#### **1.D.9 -IT Skills Workshop and In School Support for 65 SBR schools in Alex, Beni Suef, Minia, Fayoum, Aswan and Qena (School Administrators)**

TILO delivered the same three day IT Skills Workshop for School Administrators followed by In School Support to:

Six (6) SBR schools from Alex, Six (6) SBR schools from Beni Suef, Nineteen (19) SBR schools from Minia, Eight (8) SBR schools from Fayoum, Fourteen (14) SBR schools from Aswan, and Twelve (12) SBR schools from Qena participated in the workshop with a total of 325 participants.

This task was completed in Q2

#### **1.D.10 -Sustainability Planning Workshop and In School Support for 26 SMART Schools (MOE Supervisors, School Supervisors and School Administrators)**

TILO delivered one day Sustainability Planning Workshop for MOE Supervisors, School Supervisors, School Administrators, Follow Up and Support Teams, followed by In School Support. Topics included the following:

- Sustaining Change through the School Technology Plan
- Professional Development as an Integral Part of the School Technology Plan
- Components of Effective Professional Development for Technology Use
- Connection to Student Learning
- Curriculum-Specific Applications

- Collegial Learning
- New Roles for Teachers
- Ongoing Process

Six TSS from Alex, four TSS from Fayoum, twelve TSS from Giza, and four TSS from Helwan participated in the workshop with a total of 243 participants.

This task was completed in Q2

**1.D.11 -Sustainability Planning Workshop and In School Support for 65 SBR schools in Alex, Beni Suef, Minya, Fayoum, Aswan and Qena (MOE Supervisors, School Supervisors, and School Administrators)**

TILO delivered a one day Sustainability Planning Workshop for MOE Supervisors, School Supervisors, School Administrators, Follow Up and Support Team followed by In School Support to enable them;

- Sustaining Change through the School Technology Plan
- Professional Development as an Integral Part of the School Technology Plan
- Components of Effective Professional Development for Technology Use
- Connection to Student Learning
- Curriculum-Specific Applications
- Collegial Learning
- New Roles for Teachers
- Ongoing Process

Six (6) SBR schools from Alex, Six (6) SBR schools from Beni Suef, Nineteen (19) SBR schools from Minia, Eight (8) SBR schools from Fayoum, Fourteen (14) SBR schools from Aswan, and Twelve (12) SBR schools from Qena participated in the workshop with a total of 633 participants.

This task was completed in Q2

**1.D.12 -Motivating and Rewarding Change Workshop and In School Support for 26 SMART Schools (MOE Supervisors, School Supervisors and School Administrators)**

TILO delivered the same one day Motivating and Rewarding Change Workshop for MOE Supervisors, School Supervisors, School Administrators, Follow Up and Support Team followed by In School Support to:

Six (6) TSS schools from Alex, Four (4) TSS schools from Fayoum, Twelve (12) TSS schools from Giza, Four (4) TSS schools from Helwan participated in the workshop with a total of 243 participants.

This task was completed in Q2

**1.D.13 -Motivating and Rewarding Change Workshop and In School Support for 65 SBR schools in Alex, Beni Suef, Minya, Fayoum, Aswan and Qena (MOE Supervisors, School**

### **Supervisors, and School Administrators)**

TILO delivered the same one day Motivating and Rewarding Change Workshop for MOE Supervisors, School Supervisors, School Administrators, Follow Up and Support Team followed by In School Support to:

Six (6) SBR schools from Alex, Six (6) SBR schools from Beni Suef, Nineteen (19) SBR schools from Minia, Eight (8) SBR schools from Fayoum, Fourteen (14) SBR schools from Aswan, and Twelve (12) SBR schools from Qena participated in the workshop with a total of 633 participants.

This task was completed in Q2

### **1. D.14 -Follow Up and Support Schools developing their Sustainability Plans for 26 SMART Schools (MOE Supervisors, School Supervisors and School Administrators)**

Beginning March 15, 2010 TILO Master Trainers, TILO Coordinators, Idara/TDC Team and MOE Follow Up and Support Teams began providing comprehensive follow up and support to School Administrators to support them while they complete and implement their plan including:

- School Vision and Mission
- School Mission Implementation Plan:
  - School Leadership Team
  - School Academic Educational Standard
  - Creating and supporting positive Learning Environment at the school
  - Parents and Community involvement
  - Opportunities for teachers Professional Development
  - Measuring improvement in student learning. How and when?
- School Technology Plan
  - Technology Committee
  - Technology Plan Objectives: What do we want to achieve?
  - Initiatives: How are we going to achieve it?
  - Professional Development
  - Assessment: How are we going to measure the progress?
  - School Schedule and Log Book for using IT Activity Room and Laptops
  - Use of technology to complete administrative tasks, communicate with parents, planning and sharing ;
  - School Newsletter
  - Parents Survey
  - Chart and Graphics for Student Results
  - Presentation on TILO
  - Appreciation Certificates
  - ID Cards
  - Planning for Field Trip
  - Meeting Minutes for TILO Team

Follow up and Support targeted Thirty Six (36) TSS schools from Cairo, Eight (8) TSS schools from Beni Suef, Six (6) TSS schools from Alex, Four (4) TSS schools from Fayoum, Twelve (12)

TSS schools from Giza, and Four (4) TSS schools from Helwan.

Following up and Supporting Schools on listed items started in Q2 and will continue in Q3. It will be followed by more follow-up and support until the end of the project

**1.D.15 -Follow Up and Support Schools developing their Sustainability Plan for 65 SBR schools in Alex, Beni Suef, Minia, Fayoum, Aswan and Qena (MOE Supervisors, School Supervisors, and School Administrators)**

Beginning March 15, 2010 TILO Master Trainers, TILO Coordinators, Idara/TDC Team and MOE Follow Up and Support Team began providing comprehensive Follow up and Support to School Administrators to support them while they complete and implement their plan including;

- School Vision and Mission
- School Mission Implementation Plan:
  - School Leadership Team
  - School Academic Educational Standard
  - Creating and supporting positive Learning Environment at the school
  - Parents and Community involvement
  - Opportunities for teachers Professional Development
  - Measuring improvement in student learning. How and when?
- School Technology Plan:
  - Technology Committee
  - Technology Plan Objectives: What do we want to achieve?
  - Initiatives: How are we going to achieve it?
  - Professional Development
  - Assessment: How are we going to measure the progress?
- School Schedule and Log Book for using IT Activity Room and Laptops
- School Administrators using technology to complete administrative tasks, communicate with parents, planning and sharing ;
  - School Newsletter
  - Parents Survey
  - Chart and Graphics for Student Results
  - Presentation on TILO
  - Appreciation Certificates
  - ID Cards
  - Planning for Field Trip
  - Meeting Minutes for TILO Team

Follow up and Support included Twenty Two (22) SBR schools from Alex, Forty Four (44) SBR schools from Beni Suef, Nineteen (19) SBR schools from Minia, Eight (8) SBR schools from Fayoum, Fourteen (14) SBR schools from Aswan, and Twelve (12) SBR schools from Qena.

Following up and Supporting Schools on listed items started in Q2 and will continue in Q3. It will be followed by more Follow up and Support until the end of the project

<p><b>1.E - Training and supporting Master teachers, School Supervisors, and MOE Supervisors</b></p>	<p><b>1.E.9- IT Integration Workshop and Classroom Support for 65 SBR schools in Alex, Beni Suef, Minya, Fayoum, Aswan and Qena (MOE Supervisors, School Supervisors and Master Teachers)</b></p> <p>TILO delivered three days IT Integration Workshop for MOE Supervisors, School Supervisors, Teachers, Follow Up and Support Team followed by Classroom Support to enable them to :</p> <ul style="list-style-type: none"> <li>• Use tools, techniques and strategies to create effective instructional resources, complete administrative tasks and implement new teaching strategies</li> <li>• Use the tools, techniques and strategies to effectively teach learning concepts</li> <li>• Use the tools, techniques and strategies to support and enhance student learning</li> <li>• Create student activities and lesson plans that integrate technology</li> <li>• Share ideas for using technology within their subject areas</li> <li>• Explore and discover new tools and software</li> </ul> <p>Six SBR schools from Alex, Six (6) SBR schools from Beni Suef, Nineteen (19) SBR schools from Minya, Eight (8) SBR schools from Fayoum, Fourteen (14) SBR schools from Aswan, and Twelve (12) SBR schools from Qena participated in the workshop with a total of 633 participants.</p> <p>This task was completed in Q2.</p> <p><b>1.E.10 - IT Integration Workshop and Classroom Support for 26 SMART Schools (MOE Supervisors, School Supervisors and Master Teachers)</b></p> <p>TILO delivered three days IT Integration Workshop for MOE Supervisors, School Supervisors, Teachers, Follow Up and Support Team followed by Classroom Support to enable them;</p> <ul style="list-style-type: none"> <li>• Use tools, techniques and strategies to create effective instructional resources, complete administrative tasks and implement new teaching strategies</li> <li>• Use the tools, techniques and strategies to effectively teach learning concepts</li> <li>• Use the tools, techniques and strategies to support and enhance student learning</li> <li>• Create student activities and lesson plans that integrate technology</li> <li>• Share ideas for using technology within their subject areas</li> <li>• Explore and discover new tools and software</li> </ul> <p>Six (6) TSS schools from Alex, Four (4) TSS schools from Fayoum, Twelve (12) TSS schools from Giza, Four (4) TSS schools from Helwan participated in the workshop with a total of 243 participants.</p> <p>This task was completed in Q2</p> <p><b>1. E.11 -Follow Up and Support using ETM and IT Integration for 26 SMART Schools (MOE Supervisors, School Supervisors and Master Teachers)</b></p> <p>Beginning March 15, 2010 the TILO Master Trainers, TILO Coordinators, MOE Supervisors, Idara/TDC Team, MOE Follow Up and Support Team began providing comprehensive Follow up and Support to enable Teachers to complete and implement their activities including;</p>
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- Educational Activities and Lesson Plans including;
  - Elements of Student Centered Learning
  - Elements of Classroom Management
  - Higher levels of Critical Thinking (Level 4-6) IT Integration using TILO Software
- Provide samples of student work from the classroom
- Teacher's schedule for using IT Activity Room and Laptops
- SCOPE observation and Lesson Improvement Plans
- Students working in groups on student centered activities developing higher levels of critical thinking and using IT.

Follow up and Support target Thirty Six (36) TSS schools from Cairo, Eight (8) TSS schools from Beni Suef, Six (6) TSS schools from Alex, Four (4) TSS schools from Fayoum, Twelve (12) TSS schools from Giza, and Four (4) TSS schools from Helwan.

Follow up and support of schools on the items noted above began in Q2, and will continue in Q3. Additional follow up and Support will continue until the end of the project.

**1.E.12 -Follow Up and Support using ETM and IT Integration for 65 SBR schools in Alex, Beni Suef, Minya, Fayoum, Aswan and Qena (MOE Supervisors, School Supervisors, and Master Teachers)**

Beginning on March 15, 2010 the TILO Master Trainers, TILO Coordinators, MOE Supervisors, Idara/TDC Team, MOE Follow Up and Support Team began providing comprehensive Follow up and Support to enable Teachers to complete and implement their activities including;

- Educational Activities and Lesson Plan including;
  - Elements of Student Centered Learning
  - Elements of Classroom Management
  - Higher levels of Critical Thinking (Level 4-6)
  - IT Integration using TILO Software
- Provide samples of student work from the classroom
- Teacher's schedule for using IT Activity Room and Laptops
- SCOPE observation and Lesson Improvement Plans
- Students working in groups on student centered activities developing higher levels of critical thinking and using IT.

Follow up and Support targets Twenty Two (22) SBR schools from Alex, Forty Four (44) SBR schools from Beni Suef, Nineteen (19) SBR schools from Minia, Eight (8) SBR schools from Fayoum, Fourteen (14) SBR schools from Aswan, and Twelve (12) SBR schools from Qena.

Following up and Supporting Schools on listed items started in Q2 and will continue in Q3. It will be followed by more Follow up and Support until the end of the project

## Component 2: Public-Private Partnerships

### 2.A - Build Partnerships according to PPP strategy

#### 2.A.1- Continue to build partnerships with organizations that provide core technologies to schools

Ongoing. This quarter Creative signed final agreements with two partners: Intel Corporation (which was an updated agreement) and RWE Rea. Both of these partnership agreements had been in the works for a while.

**Intel:** TILO updated its partnership with Intel Corporation to equip 25 schools with a package of 25 Intel Classmates per school (a total of 725 Classmate Laptops, which is 100 more than previously planned), training on its operation in each school, one teacher laptop, a school network and one charging rack per school. Intel will donate 393 Classmates, significant extra memory to upgrade each Classmate, and installation and training in each school. TILO will contribute 132 Classmate laptops, the teacher laptop and network access points, and a charging rack for each school. The full package and training will begin in July 2010. The partnership is roughly 1.6:1 (Intel to USAID), with Intel contributing 61% of the resources in the partnership.

**RWE Rea:** TILO has finalized partnership with RWE Rea, a German oil company operating in Egypt, which will equip four primary schools in Helwan governorate with furniture and a TILO technology package that includes the Intel Classmates, and full training cycle. RWE Rea has agreed to contribute €30,000 (roughly \$40,000) towards this effort. The partnership is roughly 2:3 (RWE to USAID), with RWE contributing 40% of the resources.

TILO is also in conversations with Panorama Drama to equip schools in Beni Suef and work with the MOE on TILO expansion. These will be ongoing into the next quarter.

Annex D includes the total value of leveraged partnerships that TILO has generated to date.

#### 2.A.2- Continue to build partnerships with organizations that foster innovation and share TILO goals

Ongoing. The partnerships that fall into this category so far are mostly focused on digital resources, such as the Houghlin Mifflin Harcourt *KidSmart* and the IBM *Reading Companion* partnerships.

In Minya, a new partnership was created by the TILO field staff and the MOE. A local businessman agreed to provide rewards to TILO schools for demonstrating that they were creating new lesson plans and using the technology at schools in innovative ways. A sum of EGP15,000 (or approximately \$2,727) will be rewarded to schools in each idara that demonstrate that they are using technology well in their schools. TILO will support by participating in the evaluation.

#### 2.A.3- Monitor innovative pilots and plan workshops, case studies, etc, to share ideas

TILO is preparing to begin collecting feedback from schools on the *KidSmart* Young Explorer

	<p>software donated by Houghton Mifflin Harcourt. The TILO M&amp;E Advisor has created two tools, one for collecting feedback from teachers, the other from students. Data collectors will visit schools next quarter to collect feedback on usage.</p> <p>TILO is also planning to work with a short-term consultant, Jorge Verlenden, to highlight specific stories from the field which involve the use of the <i>KidSmart</i> Young Explorer software.</p>
<p><b>2.B - Develop new PPPs with cost sharing, as appropriate</b></p>	<p><b>2.B.1- Implement the DCGEP-TILO partnership (funded by DCGEP)</b></p> <p><b><u>Adaptation and Design of Training Modules.</u></b></p> <p>The DCGEP - TILO partnership staff accomplished the following:</p> <ul style="list-style-type: none"> <li>• Mapped 150 video segments to the Egypt's national curriculum and began to work with teachers on creating lesson plans that incorporate video segments.</li> <li>• Adapted, designed two training modules and submitted them to DCGEP and TILO for approval</li> <li>• Designed and developed sample lesson plans which incorporate DCGEP video segments and strategies</li> <li>• Developed and translated participant materials and trainer manuals.</li> <li>• Developed a Community Outreach Plan.</li> </ul> <p><b><u>Training in Schools</u></b></p> <p>Training began on both of the DCGEP modules this quarter.</p> <p>Training on Module 1 (Integrating Video into Learning) began February, 2010 for 18 schools and will continue until June, 2010, including:</p> <ul style="list-style-type: none"> <li>○ 12 Schools in Beni Suef (6 Schools in Nasser Idara &amp; 6 in Wasta Idara)</li> <li>○ 6 Schools in Alexandria ( in Montaza Idara)</li> </ul> <p>Participants in each school for Module 1 included five TILO trained Teachers, one School Coordinator, two Senior Teachers, one School Leader, one MOE Idara member from the TILO Follow up Team. The total number of participant per school for Module 1 was 189 participants.</p> <p>TILO delivered 3 days of training for Module 1 with the following content:</p> <ul style="list-style-type: none"> <li>• Introduction &amp; Video Viewing Session Workshop</li> <li>• Video Techniques and Strategies &amp; Adapting Video by Subject/Grade</li> <li>• Lesson Planning - instructional &amp; examples</li> </ul> <p>Module 1 included the following objectives for participants:</p> <ul style="list-style-type: none"> <li>• Identify the philosophy behind the DCGEP</li> <li>• Integrate educational video and computers as valuable resources to support Egypt's</li> </ul>

national curriculum

- To improve student learning
- To increase teachers' effectiveness in the classroom
- Apply techniques and strategies in using video
- Develop teachers' skill to deliver lessons using video as an educational tool
- Select the appropriate video segments for any lesson
- Link video segments according to the subject or learning area and grade level taught
- Plan an effective lesson plan activity, linked to Egypt's national curriculum, using appropriate video to support the lesson.

TILO also began training on Module 2: Community Outreach 1- Introduction & Creating a Community Action Plan and delivered this training to 18 TILO Schools: (twelve in Beni Suef and six in Alexandria) on Module 2. There were 10 participants per school: one School Coordinator, four School Leaders, two BOT members, 1 Moe Idara member, one Community member, one Social Worker

Total number: 180 participants for all 18 schools

This module had the following objectives for participants:

- Identify the significance of the Community Project
- Explore the importance of forming a committee that will oversee the school's community project.
- Identify the steps to develop their Action Plan.
- Analyze the specific situation of their communities.
- Find realistic solutions that solve their problems and are addressed by the DCGEP resources.
- Identify the actions that will be taken after developing their Action Plan.

This task was completed in Q2

### **2.B.3- Deliver 725 Intel classmate laptops and training to schools in groups of 5**

Last quarter, TILO worked closely with the Intel Corporate Affairs team to finalize the MOU for a PPP between Intel and Creative, the objective of which is to implement the Intel Class Mate PC (CMPC) model (500 CMPCs) in 20 TILO schools across 4 governorates. The MOU indicates a substantial CMPC donation by Intel complimented by TILO's commitment to complete the CMPC model in each school (provide teacher laptop, CMPC charging rack, and access point). This MOU covering 20 schools and 500 CMPCs was signed by both parties.

This quarter, through additional negotiations with Intel, Intel agreed to donate an additional 125 CMPCs and a 4GB memory upgrade for all donated units. The MOU was amended to cover 725 classmate PCs, divided as follows:

- 132 CMPCs purchased by TILO
- 29 Charging racks, teacher laptops and access points funded by TILO for 29 schools
- 493 CMPCs donated by Intel
- Additional 4GB memory for all 493 CMPCs donated
- MS Operating System and MS Office installed on all CMPCs
- CMPC training for 29 schools covered by Intel

Locations of CMPC model:

Governorate	Type	Number of Schools	Nature of Partnership
1. Helwan	SBR	4 (100 CMPCs)	RWE PPP (Oil & Gas) Expansion
2. Alexandria	SBR	5 (125 CMPCs)	TILO Expansion
3. Fayoum	SBR	4 (100 CMPCs)	TILO Expansion
4. Aswan	SBR	5 (125 CMPCs)	TILO Expansion
5. Qena	SBR	5 (125 CMPCs)	TILO Schools
6. Menia	SBR	6 (150 CMPCs)	TILO Schools (2 idaras)
<b>Totals:</b>		<b>29 schools = 725 CMPCs</b>	

#### 2.B.4- Implement TILO model in 4 Helwan governorate schools with RWE PPP

Over the past 2 quarters TILO has worked to finalize an MOU between RWE and Creative, which provides infrastructure improvements and the TILO technology and training model to 4 SBR school in Helwan governorate. RWE will provide TILO with funding in the form of a grant to manage the implementation of the TILO model in these 4 schools as well as oversee some infrastructure improvements to a few SBR classrooms. These 4 schools will receive the CMPC model negotiated by TILO through the Intel PPP.

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

#### **3. Capacity for Management of Technology**

#### **3.4- Develop expansion plans at muderiyya and idara level (Beni Suef, Fayoum, Minya, Qena, Aswan)**

Beni Suef, Fayoum, Minya, Qena and Aswan began to plan out their expansion plans and to look for the first round of schools that would receive training. All five TILO teams in these governorates were asked to recommend how many schools in their governorates would be ready for expansion when the first cycle of TILO training was complete and TILO-trained teachers become available to train teachers in other schools (September 2010).

- The Beni Suef team is actively looking for potential expansion schools. The team is focusing on PPPs that might provide the needed technology.
- The Fayoum team has recommended to start with four expansion schools coming on in July with support from the Intel PPP and a larger plan to be crafted during the summer.

- The Minya Team will begin TILO expansion by adding six new schools in July, which will receive equipment due to the Intel partnership in July.
- The Qena team will begin expansion with five new TILO expansion school to receive equipment through the Intel partnership in July.
- The Aswan team will also begin expansion with five new TILO expansion school to receive equipment through the Intel partnership in July.

In addition to these twenty new TILO expansion schools, each of the TILO governorate teams will develop plans with the MOE in the last quarter of the year for broaden expansion.

### **3.5-Develop expansion/management plan for muderiyya and central levels**

The task will occur later in the year.

### **3.6 - Work with TILO subcontractor Seward and MOE/TDC Multimedia team and CDIS/PAT to build capacity for online course development (Moodle)**

### **3.7 - Deliver a series of instructional design courses using Moodle to MOE**

The first workshop was conducted in March and is followed by a week course in April with the same participants.

### **3.8 - Deliver a series of Moodle e-learning management courses with Moodle to MOE**

The first workshop on Moodle as a Learning Management System (LMS) was conducted over three days in March. Recommendations and possibility a subsequent course will follow later in the year, depending on the reception of the MOE.

### **3.9 - Conduct formative evaluation on Moodle products**

This will occur later in the year when products are ready.

### **3.10 - Organize regular events at the idara, muderiyya and central levels to build capacity**

TILO has held regular meetings to discuss the need to plan for institutionalization and sustainability and to identify next steps. However, the MOE is in a state of transition to the new management team and style of the new Minister. Once things settle down, we will create a sub-committee with a small team to draft a TILO institutionalization plan. To prepare for this, the TILO COP, DCOP and Partnerships Director met with the new Advisor to the Minister on IT, Dr. Ahmed Tobar. Dr Tobar is gathering information to make recommendations to the Minister. Changes in staffing across the Ministry have left gaps in places that are important to TILO next steps, such as the departure of Dr Safaa El Gazeli, the Director of the Professional Academy of Teachers (PAT) and CDIST, who oversees teacher training. Subject Matter experts that we have also worked closely with have been moved to other positions. Several people within the Technology Development Center (TDC) have also left and many more are expected to leave soon.

## Component 4: Monitoring and Evaluation

### M&E

#### **4.A Baseline (BL2) Data Collection, Analysis & Reporting for 4 governorates, Fayoum, Minya, Qena, and Aswan**

*Many items were completed in Q1 and are reported in the last Quarterly Report.*

#### **4.A.6- Train TILO Master Teachers in schools in Fayoum, Minya, Qena and Aswan for T5 evaluation process**

A qualified educator was identified and trained to carry out this task. However after extensive review of the videos and the process underway to collect the information for video observation, TILO decided to drop T5 as an M&E instrument. It was not an effective way to gather video footage as principals and other personnel were taking over for teachers in their effort to appear as if the schools were doing well. Instead, Master Trainers are now collecting video footage informally and using it with teachers in more informal discussions. This is working out much better.

#### **4.A.7- Carry out T5 Evaluation and data entry**

138 class video recordings delivered by nominated TILO Master Teachers in 23 schools in 4 governorates were observed for evaluation using T5 by the trained educator supervised by the TILO M&E advisor. Many of these recordings can be used as baseline.

#### **4.A.8-Analysis of data**

Data obtained through administering 7 TILO Tools and SCOPE was analyzed to obtain a baseline assessment of 40 performance indicators identified by TILO M&E conceptual framework to monitor the intervention in the project's 23 schools across 4 governorates.

#### **4.A.9 Produce BL2 Report**

Baseline 2 Report was produced and submitted as planned.

#### **4.D Mid Project Measurement (M1): Data Collection, Analysis & Reporting for 7 governorates, (Greater) Cairo, Alex, Beni-Suef, Fayoum, Minya, Qena, and Aswan**

The preparations for data collection in all governorates has taken an enormous amount of time and coordination. All tools, with the exception of T5 (video observation), will be administered to 20% of TILO schools during the month of April and the first week of May. This data will be analyzed by the end of July.

#### **4.D.5. Coordinate administration of CAPS with ERP& NCEEE in 7 Governorates, (Greater Cairo), Alex, Beni-Suef, Fayoum, Minya, Qena, and Aswan.**

Coordination took place very late, causing difficulties in obtaining school and student data required for the sampling process to administer the test. However, TILO continues to coordinate with ERP and NCEEE to prepare for CAPS data collection. There are three important distinctions in the process:

- Students learn math and science in English in TSS schools, therefore tests will be translated so that the correct terms are used.
- TILO has added a CAPS baseline and analysis process for 10 primary schools that have not yet received any intervention from TILO. The CAPS tests will be given to 4<sup>th</sup> graders this year and will be re-administered to the same students when they are 5<sup>th</sup> graders to measure how much change occurs. To measure project impact, a test calculation will be conducted that determines if the rate of progress in problem solving and critical thinking is normal or greater than average. This analysis uses standard educational testing methods to measure the impact of a particular intervention and will be overseen by testing expert Monika Shaeffner.
- Once the per- student data is gathered, it will be linked to midterm exams scores and SCOPE data to see if there are correlations. This will further help us understand the impact on learning gains.

#### **4.E- DCGEP Baseline Data Collection, Analysis & Reporting for Two Governorates, Alex, and Beni-Suef**

##### **4.E.1. Produce DCGEP M&E Plan with DCGEP M&E team**

Plan was produced in coordination with the DCGEP M&E team and included sampling and selection of schools to administer DCGEP tools, training data collectors, and administering DCGEP tools for baseline measurement in two runs.

##### **4.E.2. Adapt DCGEP data collection tools to the Egyptian context and translate to Arabic**

Three DCGEP data collection instruments were adopted and translated to Arabic to be used for TILO schools data collection in two governorates in Egypt. The tools were a teacher's survey, a student's survey, and a SCOPE like class observation tool that included three extra indicators pertinent to DCGEP implementation (SCOPE+3). Tools were examined by Egyptian MoE supervisors and modified accordingly to suit the Egyptian context particularly re 4<sup>th</sup> and 5<sup>th</sup> graders who are the subjects for the student survey instrument.

##### **4.E.3. Train data collectors to administer DCGEP data collection using 3 tools**

10 data collectors were trained to administer the two surveys, and 6 MoE Supervisors were trained to administer the SCOPE+3 instrument. Training was conducted in two stages. First stage was an orientation and review of tools workshop conducted by both M&E specialists of DCGEP, Mr. Tom Leavitt, and of TILO, Mr. Ahmed Gabr. The second stage took place immediately before data collection process for explaining the data collection plan and specific procedures to conduct the data collection process at schools.

##### **4.E.4. Administration of 3 DCGEP tools in 2 Governorates**

Data collection took place in 9 schools in Alexandria and Beni-Suef. A total of 670 students and 174 students and teachers respectively filled out the DCGEP surveys, in addition to 72 TILO Master Teachers who were observed in their classes for SCOPE+3.

### III. Upcoming Quarter Forecast:

<b>GOALS FOR UPCOMING QUARTER</b>	
	<ul style="list-style-type: none"> <li>• Continue the dialogue with Dr Ahmed Tobar, Dr Reda, and others at the central MOE to plan for institutionalization and sustainability and for next steps on Moodle.</li> <li>• Implement the M&amp;E activities related to collecting data on all TILO sample schools and the baseline schools for CAPS.</li> <li>• Conduct graduation ceremonies for phase 1 and 2 schools in Beni Suef and TSS schools around Cairo.</li> <li>• Conduct planning meeting with the MOE on the next steps for using Moodle as an online instructional tool.</li> <li>• Continue installation of technology packages in the remaining TILO schools (final delivery of technology will occur in July/August)</li> <li>• Continue training for schools in Phase 3 and 4, with a break for the final exams from mid-May to mid-June.</li> <li>• Implement the follow up support for TILO schools and expansion schools.</li> <li>• Facilitate an event for Coca Cola-DCGEP to observe best practices in DCGEP schools in Beni Suef on May 13.</li> </ul>
<b>UPCOMING TRAVEL</b>	
	<ul style="list-style-type: none"> <li>• DCOP Soheir Ghali is planning to be leave for three weeks from May 11 to June 3, 2011</li> <li>• COP Andrea Bosch will travel to the US to work in the Creative office from June 21-July 2, 2010. She will take leave afterwards for a week.</li> </ul>

#### IV. Quarterly Financial Report

	Total Expenditures Sep.08 -Mar.10	Projections Apr.10 -Jun.10
CLIN 1:	\$12,149,264.38	\$1,125,000.00
CLIN 2:	\$628,717.27	\$385,000.00
CLIN 3:	\$424,175.97	\$310,000.00
CLIN 4:	\$428,391.54	\$365,000.00
<b>TOTAL:</b>	<b>\$13,630,549.16</b>	<b>\$2,185,000.00</b>

## V. Annexes