



April - June  
2009

# Education Reform Program

## Quarterly Report

## S.0.22

### Sustained Improvements in Student Learning Outcomes (SILO)

**SUBMITTED TO:**  
U.S. Agency for International Development / Egypt

**SUBMITTED BY:**  
American Institutes for Research

**WITH:**  
Education Development Center, Inc.  
World Education

**Section B:**

ERP Quarterly Report Quantitative Table of Results and Outputs

1 April - 30 June 2009, Quarters, Semester, and Life of Project

Concept or Purpose	Indicator	April- June 2009 Quarter Results			Planned July- Sept 2009	Life of Project through 2009			
		Planned	Achieved	Percent of Planned		Planned Life of Project	Cumulative Achieved To Date	Percent of LOP	
<b>SO 22: Sustained Improvement in Learning Outcomes (SILO)</b>									
Students with improved skills	Critical Thinking, Achievement, and Problem Solving CAPS Results	---	---	---	0	7% improvement	2007 result under analysis	---	←--- RESULT
CAPS Test Development	# of Tests Developed	9	0	0%	9	27	18	67%	Grades 4, 8, 10; Arabic, Science, Math. New tests with 1/3 new test items developed for 07, 08, 09
CAPS Administered	# of Tests Administered	60,000	0	0%	60,000	97,200	139,800	144%	
<b>IR 22.1: Improve the Quality of Teaching and Learning</b>									
Students with improved skills	% of ERP students exhibiting classroom behaviors that reflect the development of problem solving and critical thinking skills based on SCOPE	---	---	---	report due Aug	3% change	new indicator	---	←--- RESULT
Teachers with improved skills	% of ERP teachers using reform-based teaching methods – based on SCOPE	---	---	---	report due Aug	38% change	31% change in 2006	82%	←--- RESULT
SCOPE Administered	# of SCOPE Classroom Observations	0	0	0%	0	3,733	1,878	50%	
Teacher Professional Development	# of teachers and administrators participating in training activities to improve teaching and learning in schools	0	2033	203300%	3,000	8,154	14,976	185%	
Teacher Support Systems	# of systems and structures in place to support teachers, including: TLCs, Clusters, LRCs and PDCs *	0	58	5800%	0	145	58	39%	*TLC = Teacher Learning Circles LRC = Learning Resource Cntrs PDC = Prof Development Cntrs
Teacher Professional Development	# of teachers and administrators actively using teacher support systems and structures	6,000	3,400	57%	3,000	50% increase	new indicator	baseline to be set	
<b>IR 22.2: Expand Equitable Coverage at K-12 Schools</b>									
Students (Girls/Boys) Completing Primary Education	# of students (girls/boys) who completed their primary education in an ERP supported Community School	---	---	---	---	1,792	redefined indicator	baseline to be set	←--- RESULT
Girls Scholarships awarded	# of scholarships disbursed through Girls Scholarships committees	0	---	---	---	120,000	185,560	155%	* 168,075 scholarships were actually funded by USAID. The 185,560 scholarship number reflects that the NGOs continued to provide in-kind support via other means, i.e., capacity building.
Adult Literacy Provision	# of adults enrolled in AEA and AEA-supported CSO Adult Literacy classes in target Idaras	37,900	116,175	307%	105,000	5,250	new indicator	baseline to be set	
Adult Literacy Provision	# of adults completing AEA and AEA-supported CSO Adult Literacy classes in target Idaras	15,250	52,482	345%	47,000	230	new indicator	baseline to be set	
Classrooms designed	# of classrooms designed for construction	---	---	---	---	330	330	100%	
Classrooms constructed	# of classrooms constructed and transferred to GAEB	33	33	100%	0	264	264	100%	redefined to be <u>completed</u> ; previously was under construction

Concept or Purpose	Indicator	April- June 2009 Quarter Results			Planned July- Sept 2009	Life of Project through 2009				
		Planned	Achieved	Percent of Planned		Planned Life of Project	Cumulative Achieved To Date	Percent of LOP		
<b>IR 22.3: Strengthen Management &amp; Governance of K-12 Schools</b>										
	School Management teams with improved skills	% ERP school management teams using self-evaluation processes and behaviors that reflect the development and spread of the culture of standards- based evaluation- based on MAP	---	---	---	report due Aug	38% increase	31% increase in 2006	82%	←--- RESULT
	Boards of Trustees expanded	# of new BOTs established	---	---	---	---	1,710	new indicator	baseline to be set	
	MOE Capacity Building: Data Collection	# of Data Collectors and Others Trained	150	220	147%	60	1,000	1,685	169%	
	Education Management Information System (EMIS) and National Indicators Reporting Capacity Building	# of General Department of Information System, Statistics and Computer (GDISC) and Central Personnel Trained	0	0	0	30	700	400	57%	

Objective: Investing in People  
 Program Area: Education  
 Program Element: Basic Education

Program Element	3.2.1. Basic Education
Implementing Mechanism Name & Number	The implementing mechanism name is the name given to the award.
Prime Partner Name	The prime partner is the entity which receives funding directly from, and had direct contractual relationship with the USG Agency

Standard Indicators/Targets: Targets are required for each applicable standard indicator. Acceptable entries include: 1) blank (if the indicator does not apply to the work being done), 2) a number, including zero, and 3) Yes/No (for benchmark indicators). [Please refer to the Indicator Guidance document for the complete list of standard indicators for each Program Element.] <b>INDICATORS MUST BE REPORTED ON QUARTERLY IN THE QUARTERLY REPORT.</b>	Target 2009	Q1	Q2	Q3	Q4	
	1. Number of administrators and officials trained	M: 1,630 F: 520 T: 2,150	M: 702 F: 432 T: 1,134	M: 678 F: 332 T: 1,010	M: 616 F: 295 T: 911	
2. Number of learners enrolled in USG-supported primary schools or equivalent non-school-based settings	M: 45,000 F: 41,000 T: 86,000	M: 45,697 F: 41,375 T: 87,072	M: 45,697 F: 41,375 T: 87,072	M: 45,697 F: 41,375 T: 87,072	M: F: T:	
3. Number of learners enrolled in USG-supported secondary schools or equivalent non-school-based settings	M: 45,000 F: 50,000 T: 95,000	M: 45,310 F: 50,363 T: 95,673	M: 45,310 F: 50,363 T: 95,673	M: 45,310 F: 50,363 T: 95,673	M: F: T:	<i>Includes: Lower (prep) &amp; Higher Secondary</i>
4. Number of teachers/educators trained with USG support	M: 1,200 F: 1,600 T: 2,800	M: 564 F: 284 T: 848	M: 866 F: 393 T: 1259	M: 826 F: 396 T: 1222	M: F: T:	
5. Number of Parent-Teacher Association or similar 'school' governance	228	228	228	228		
6. Number of classrooms constructed with USG assistance	48	74	114	33		



## EDUCATION REFORM PROGRAM (ERP)

### QUARTERLY REPORT

April-June 2009

#### Section C: Accomplishments and overall status

##### Introduction

This is the 20th Quarterly Report submitted to USAID for the Education Reform Program (ERP). It is also the first report to be submitted following the approval of the modification of ERP's agreement, which extends the project through September 15, 2010.

##### Program Description

The Education Reform Program (ERP) is USAID's response to the Government of Egypt's effort to revitalize the education system and prepare the Egyptian people to compete economically. ERP began as an integrated program working jointly with EQUIP2 (Policy, Systems, Management) to strengthen community participation, professional development, decentralization, standards, and monitoring and evaluation. These efforts sought to increase the quality of educational outcomes and establish systems and capacity to sustain educational quality outcomes on both the national and local level.

##### Strategic Objective

Beginning in October 2007, ERP committed itself to the School Based Reform (SBR), a process rooted in recognizing the school as the locus of change through which quality education is achieved. Initiated by USAID and the Ministry of Education (MOE), SBR targets teachers, school leadership and governance structures, communities and parents, and governmental systems that support schools as prime stakeholders. The goal of SBR is a systemic approach to improving educational quality and learning outcomes. To achieve this goal, ERP focuses on: 1) skilled and dedicated education professionals; 2) good governance; and 3) the support and participation of committed parents and communities, good leadership and supportive systems. ERP also addresses the issue of quality learning outcomes of adult literacy. In addition, ERP supported a Girls' Scholarship and a School Construction component.

##### The Extension - Work Plan Year 5

ERP's 2009/2010 (Year 5) work plan moves away from direct support to schools and communities towards efforts to institutionalize the core aspects of SBR at the district or idara level of the MOE. ERP has identified four core elements of SBR: competent teachers, community participation and good governance, empowered school leadership, and supportive systems. In the coming year, ERP's primary efforts with the MOE will focus on the issue of supportive systems. Some capacity building will continue at the school level, especially as it relates to the development of teachers' professional development systems that can be disseminated beyond the Family of Schools (FOS). ERP's adult literacy programs will also focus on supportive systems by building the planning capacities with the Ministry of Local Development (MOLD) at the governorate level.

This quarter marked the conclusion of ERP's Girls' Scholarship program. School construction will be completed when the last school is handed over to the MOE by the end of the upcoming quarter.

During the extension period, there will be an increased emphasis on reporting and data management. For this purpose, ERP has reorganized its communication division to become the Communication and Data Management Unit (CDA). This unit will ensure the effective reporting and management of data needed to report on and verify USAID's S.O.22 and will support the documentation of program products and accomplishments. In addition, CDA will coordinate ERP's work in NEI, EMIS and institutionalization of CAPS, SCOPE and MAP.

Under the extension, ERP will continue its support for the Textbook Benchmark and will provide support to building the capacity of the Professional Academy of Teachers (PAT).

### Report's Organization

ERP's Quarterly Report addresses progress toward program results as laid out in the Year 5 Work Plan and organized by sub-tasks.

Within each of the major sections, listed below, is a narrative on the specific activities completed to address results identified for each program's objectives. The report begins with a table/matrix that lays out ERP's progress toward meeting PMP and OP objectives as well as a standard indicators and target matrix.

### Program Objectives

- 1.1 Family of Schools (FOS) is turned over to idaras as models of Effective Schools; ERP continues pursuing their SBR processes with support of their idaras; and ERP SBR models are consolidated and documented for dissemination
- 2.1 Decentralized Adult Literacy planning and implementation are instituted in nine governorates through the Ministry of Local Development and Governorates
- 2.2 Girls' Scholarships and support to One Classroom Schools (OCRs) activities continue in FOS and needy communities in Cairo. As of this quarter, this program objective has been met.
- 3.1 Education idaras understand ERP and SBR and provide the needed support to implement SBR
- 3.2 MOE has the capacity to effectively implement core aspects of its strategic plan
- 4.1 Successful strategies and practices in the area of SBR and institutionalization are captured and shared.

**1.1 Family of Schools (FOS) is turned over to Idaras as models of Effective Schools; ERP continues pursuing their school based reform processes with support of their Idaras; and ERP SBR models are consolidated and documented for dissemination.**

#### 1.1.1 FOS can serve as models of ES

Governorate teams have continued to provide support to strengthen weaker schools by prioritizing needs identified in School Improvement Plans (SIPs). Support plans have been developed and carried out in collaboration with idara officials. As part of

the plan, strong schools and professional development models are used as resources to support weaker schools. Governorate teams also met with TSUs and QAUs to plan for supporting these schools to carry out their SSA and SIPs.

Along these lines, a two-day meeting was held in Minia with the Director of Primary Education and primary school principals. One objective of the meeting was to review the roles and responsibilities of the principals and their relationship with the BOTs in developing and implementing SIPs and also in supporting the SBTEU Director. The MAP and COF tools were also presented during the meeting as tools to be used for monitoring changes in school management and in classroom practice.

In Aswan, in response to specific needs, exchange visits were organized to schools with strong SBTEUs. In coordination with the SWD, technical support sessions were provided to BOTs on how to mobilize and maximize resources and also on how to develop school bylaws. In addition, Beni Sweif developed a plan which emphasized support to weaker schools focused on the SBTEUs, support to teachers to apply active learning strategies and the reinforcement of the role BOTs. Finally, the Qena team has coordinated with representatives from the district offices – TSU/QAU, SWD, Training Unit, and Supervisors to provide follow-up technical support visits to schools according to their needs.

#### 1.1.2 FOS continues to effectively use Governrance/BOT model. Elements of model finalized, disseminated

A final draft of the user-friendly Parental Involvement (PI) Guide, targeting school leaders and aimed at increasing parental participation in schools, is currently being piloted in a targeted number of FOS. Each governorate is targeting a primary and a preparatory school. Activities from the PI Guide have been distributed among the governorates to enable the broad application of all topics included in the Guide. Initial feedback suggests that the Guide is a welcome addition to the school improvement planning process and that the activities are clearly and sufficiently described for schools to take the lead with minimal support.

ERP staff in each governorate will conduct focus groups and meet with key stakeholders to assess the successes and challenges with the PI Guide during the next quarter. In addition, efforts will be made to capture additional activities that many schools have conducted in the past to increase parental involvement, but that have not yet been included in the Guide. A final revision and dissemination through the SWD will be completed during the first months of the new school year in time for the school improvement planning process.

#### 1.1.2 FOS continues to effectively use Governance/BOT model. Elements of model finalized, disseminated

In all of the FOS, BOT monitoring sub-committees have been formed. These sub-committees are reviewing the progress of implementing the SIP and report to the BOT the results on a monthly basis. It is now clear from SIP monitoring reports that:

- Schools are working to achieve the objectives they have set in their SIP (e.g., in Aswan, all FOS have achieved 80% of their SIP activities).
- Schools are becoming more professional in dealing with SIPs.
- Schools are achieving some of their objectives, and are following up on their results and sustainability.
- Schools put alternative plans for objectives they were unable to achieve, and sometimes postpone them.

- BOTs are playing an active role in monitoring, implementing SIP, and mobilizing resources as necessary.

### 1.1.3 Professional development structures provide support to teachers to improve their practice and enhance learning outcomes

During the past reporting period, Teacher Learning Circles (TLCs) wrapped up their activities related to curriculum units for the second term. They carried out post tests, analyzed results and began to make preliminary plans for next year. ERP staff also continued to provide technical guidance during TLC meetings. In a number of governorates, meetings were held to involve district officials in taking the lead in providing support to the TLCs. For example, in Aswan, the Training Department took the lead in synthesizing the monthly plans of the TLCs and coordinating meeting dates. The training department also developed a follow-up and support plan. Finally, the Training Department shared the TLC experience through the SBTEUs and arranged cross visits between TLCs.

A meeting was held in HQ with ES Specialists in order to complete the final drafts of the documentation of the TLC resources. These include a "How to Manual for the TLCs," an item writing manual, a facilitators' manual, and a short training in data analysis. The group also developed a plan for stakeholders, e.g., teachers, supervisors, etc., to review the different manuals and for piloting the two-day data analysis training. The final review should be finished by the end of July and the documentation of the TLC model should be ready for dissemination by August.

There are currently 58 functioning TLCs in the FOS and 404 teachers participating. Three new TLCs have also been established in schools outside of the FOS.

SBTEUs and clusters have continued to implement their training plans during the last three months. The SBTEUs have also continued to use the results of the analysis of the COF to update these plans as necessary. Finally, SBTEUs worked with senior teachers to follow up and support teachers in applying the trainings in the classroom.

An ERP team, with representatives from HQ and the governorate offices, has documented ERP's experience in activating the MOE's vision regarding SBTEU's in the FOS. This experience is now being compiled in a manual, now in final draft form, and is being shared with stakeholders for their input during July. The manual should be available for dissemination outside of the FOS by August this year.

### 1.1.3 Professional development structures provide support to teachers to improve their practice and enhance learning outcomes

Teachers and administrators continued to use the LRCs during the last reporting period. In fact, nearly 2,500 teachers and other education professionals used the LRCs between April and June and more than 10,000 have used LRCs since the opening of the LRCs. During this period, teachers used LRCs primarily to participate in trainings on teaching aid development and computer skills.

This quarter, LRC Boards and staff also held meetings to review activities from the past year and to begin to prepare a plan for next year. For example, the LRC Board in Dshna, Qena recently met and discussed the following points: 1) collaboration with GAEB to build a new bathroom for the center, 2) reducing equipment rental prices to match market prices, 3) preparing a plan for computer courses and fees, 4) naming the head of the Dshna City Council as a member of the board, 5) raising awareness of LRC services in the community, and 6) developing a plan for summer activities. Meanwhile, the LRC staff in Beni Sweif carefully documented achievements according to their plan and identified reasons for activities that did not

take place as planned. This report was shared with the Board of Trustees and center beneficiaries.

LRC staff also continued their marketing and promotional efforts. For example, with the support of ERP, the Qena Undersecretary gave an interview for the local television channel during which he highlighted the importance of education for all and spoke about the role the LRC has in supporting the improvement of education. The LRC in Fayoum carried out visits to 50 schools in the district to share copies of training materials available in the center and also raise awareness about the LRC services in general.

#### 1.1.3 Professional development structures provide support to teachers to improve their practice and enhance learning outcomes

TSUs in the seven governorates continue to move forward with the plans for deploying trained supervisors to teach primary school teachers active learning and comprehensive assessment. ERP staff have worked closely with the TSU staff in order to help them develop these plans and to identify creative ways to overcome potential challenges. By the end of June, TSUs in the seven governorates reported that approximately 25,000 teachers had been trained. Due to end of the year exams and other priorities, a number of trainings have been rescheduled for late July and early August, before the start of the next academic year.

Almost 100 science teachers from Alexandria, Beni Sweif, Cairo, and Minia participated in a two-day training focusing on improving teachers' conceptual knowledge in critical curriculum content areas (energy and the earth, sun and moon) and understanding common related misconceptions. Consequently, the activities were designed to involve participants in activities that expose and correct misconceptions. The aim of this approach was to put teachers in positions similar to what students experience. Participants were expected to use the approaches introduced in the workshops in their own practice as teachers or as coaches and trainers for other science teachers in their assigned science learning hub.

#### 1.1.4 Supervisors effectively support teachers for improved teaching practices

ERP staffs in the governorates continue to provide support to supervisors in the use of the COF and analysis of results. Representatives from the governorates participated in a meeting to develop a brief memo outlining the purpose of the COF, the project's experience with its implementation and recommendations for next steps and possible institutionalization.

#### 1.1.5 Reading and writing skills of students are enhanced

All governorates collaborated with the schools in the FOS and district officials in order to form and/or continue to support reading and writing committees. The primary role of the committee, whether on the school or district level, is to support the schools as they identify and carry out activities to improve reading and writing outcomes. ERP staff also worked with the committees to develop reading and writing plans linked to SIPs. The district committees are now playing a greater role in coordinating the work of the school level committees.

## **2.1 Decentralized Adult Literacy planning and implementation instituted in nine Governorates through the Ministry of Local Development and Governorates**

### **2.1.1 Assure that national planning guidelines are developed based on best practices and are available to all 29 Governorates in Egypt**

Ongoing meetings have been held with the Minister of Local Development this quarter to report on progress made on the decentralization of adult literacy. Decentralization is aimed at distributing responsibility, increasing accountability, and leveraging authority of Governors for accelerating adult literacy programs throughout the 29 Governorates of Egypt. ERP, together with General Amr. Dessouky's team from the MOLD, visited Minia and Qena during this period to encourage Governors and General Secretaries to support the development of governorate-driven plans for adult literacy. Both Minia and Qena Governors have demonstrated a strong commitment to adult literacy.

### **2.1.2 Provide direct support to 9 ERP Governorates to decentralize planning and implementation for adult literacy programs**

During the last quarter, ERP staff met with Governors and General Secretaries *following* the issuance of the letter from H.E. Minister of the MOLD, Gen. Mahgoub, to begin the process of developing decentralized adult literacy plans for nine ERP-targeted governorates (Aswan, Luxor, Qena, Minia, Fayoum, Beni Sweif, Cairo, Alexandria and Ismailia). Planning committees have been formed in all nine Governorates and ERP staff conducted orientations for the multi-stakeholder planning committees. The Orientation Package includes interactive and informative sessions designed to prepare leaders within the Governorate who are unfamiliar with adult literacy programming to:

- understand the trends, facts, causes and consequences of adult illiteracy in Egypt and around the world.
- commit to addressing adult illiteracy in their Governorates and in their own communities.
- be equipped with strategies and approaches to address adult illiteracy in their Governorates.

Following the orientation in early May, ERP initiated the planning process in all nine Governorates with a focus on developing an annual plan for the period July 2009-June 2010. By the end of this quarter, Minia, Cairo, Ismailia, Aswan, and Alexandria had completed their plans and were awaiting final approval and signature from the Governor. Meanwhile, Qena, Beni Sweif, and Luxor have formed committee, that have been oriented and are in the process of finalizing their plans. In Fayoum, the planning team has yet to be officially sanctioned by the Governor. Plans will be submitted to the Ministry of Local Development for review during the early part of the next quarter. It is expected that the Minister of Local Development will host the second meeting of General Secretaries of Governorates to discuss their plans in August 2009 in Sakkara.

Following the completion and approval of all nine plans, ERP will support the development of a more strategic plan over the next six months that examines the overall context of adult literacy in the Governorate and the longer-term strategic targets to be met. This planning process will include the participation of multi-stakeholder, idara-level planning teams for adult literacy and will set realistic, ambitious and achievable targets for the next three years.

Also, as mentioned in the last quarterly report, ERP's Beni Sweif Reform Initiative completed documenting the experiment of building a community facilitators cadre

within AEA/Beni Sweif. A documentary film about the experiment was designed and produced during this quarter. It will be shown to the local units which will now be engaged in developing and implementing adult literacy programs in the new decentralization initiative with MOLD. (ERP Quarterly Report, January-March, 2009, p. 9.)

#### 2.1.2 Provide direct support to 9 ERP Governorates to decentralize planning and implementation for adult literacy programs

During the last quarter, ERP held meetings with the Governorate planning committees to highlight the roles that different partners can play in the fight against illiteracy. Through these meetings, partnerships have now been established in many of the Governorates whose plans have been completed. Commitments, accountable to the Governor, include ambitious plans and targets set for each partner.

Partnerships include those with the following entities:

- Ministry of Education – thousands of contract teachers will not have their contracts renewed unless they successfully educate 10 illiterates who will pass the AEA literacy test.
- Ministry of Social Solidarity – thousands of CDAs who will now be mobilized to open literacy classes.
- Faculties of Education – whose students will be responsible for teaching illiterate persons for credit.
- Ministry of Health and Population – whose health workers will conduct medical convoys in illiterate zones to conduct health education campaigns.
- Religious entities
- Ministry of Agriculture – those with temporary contracts will engage in literacy programs.

However, as overall Governorate-based plans have only recently been completed (and in some cases to be finalized next quarter), ERP will begin to support markaz (district)-based local units who will support adult literacy plans and programs. In addition, the Executive Regulation has yet to lay out the organizational structure and operational guidelines for the new, amended Literacy law. Once this is complete, ERP will support those district-based units to develop implementation and monitoring plans for adult literacy.

#### 2.1.3 Support eight Governorates with highest number of illiterates in Egypt to decentralize planning for adult literacy

This process has been completed in the nine ERP-supported Governorates. During the next six months, an additional eight governorates with the highest number of illiterates will be supported to develop plans to address adult literacy. ERP's efforts will focus on the development of strategic plans for the next three to five years for adult literacy.

#### 2.1.4 Ensure that AEA plays an effective and supportive role to decentralized Governorate-based implementation for adult literacy

ERP initiated discussions with an international literacy testing expert, Dr. John Strucker, at World Education in Boston, and the head of AEA, Dr. Raafat Radwan, concerning the testing system for adult literacy in Egypt. Following this discussion, Dr. Strucker developed a concept paper highlighting the need for an Assessment Pilot Project that proceeds on two fronts at once. The concept paper has been shared with Dr. Raafat Radwan and ERP is awaiting further guidance to proceed. Further discussions with Dr. Radwan seem to indicate an interest in an objective assessment of literacy nationally and locally – beyond the AEA test and the decennial census.

#### 2.1.4 Ensure that AEA plays an effective and supportive role to decentralized Governorate-based implementation for adult literacy

The new literacy law was issued a few days ago, but the detailed by-laws have not been issued. These by-laws will specify the role of MOLD and AEA regarding such topics as: MIS and supervision.

#### 2.1.4 Ensure that AEA plays an effective and supportive role to decentralized Governorate-based implementation for adult literacy

Until roles are clarified (see above), the application in the two governorates will be on hold. First drafts of the facilitator manual have been developed, in addition to a documentary, and are currently under revision prior to finalizing. The curricula to be shared with the governorates are not yet finalized.

### **3.1 Educational idaras understand SBR and provide needed support to schools to implement SBR**

#### 3.1.1 MOE at central level is supporting decision making necessary for functioning of TSU, AQU, SWD and other entities

A video conference was held at the MOE central level with all idara heads and TSUs and QAUs in all idaras in all Governorates on May 26, 2009. The conference that was led by Dr. Abu Srie, the First Minister Deputy, and Dr. Billawi, the Advisor to the Minister has addressed a number of issues related to supporting idaras to pursue educational quality:

- TSUs and QAUs are already formed in all idaras.
- TSUs and QAUs were trained on applying the school categorization tool that was developed by ERP to determine the level of support needed for schools
- TSUs and QAUs have categorized all schools into four levels based on the categorization tool.
- TSUs and QAUs are in the process, with support from ERP, to develop idara level plans to work with school in light of the categorization results.
- TSUs and QAUs are in the process to be trained on the Ministry approved package that was developed by ERP on school self-assessment and school improvement processes.

During the meeting a number of issues were clarified as follows:

- Mudiriyas and idaras are fully responsible for furnishing the required offices and equipment for TSUs and QAUs.
- School teachers who happen to be members of TSUs and QAUs are required to spend a full day in their schools in order to continue to be considered a school staff member and hence be included in the system of the professional cadre for teachers.
- Transportation reimbursement for staff of TSUs and QUAAs to visit schools should be covered by the Ministry according to the approved procedures and rates.
- Cost of training events for schools for the purposes of quality improvement should be covered through the Mudiriya training budget. It was noted that there is a need to coordinate this process with the central training department (CDIST).

The conference, as reported by ERP staff in the field, was useful in clarifying a number of issues and in supporting idaras to move ahead with their plans.

### 3.1.2 Idaras in Governorates (seven plus Luxor and Ismailia) directly supported by ERP can effectively support SBR

Throughout the nine Governorates, BOT Support Teams have been formed in 82 idaras. Each team has been formed with five members, comprised by Social Work Supervisors and/or school-based social workers. Their role is to train school-based social workers to activate BOTs. All BOT support teams members (413) were directly trained by ERP using the Social Worker Procedures Manual developed by ERP and STEPS II in close coordination with the MOE. Following this training, all the BOT support teams trained the school-based social workers of their Idaras using the TOT guides developed by ERP & STEPS II on the first four units of the Social Worker Procedures manual.

#### Training of Trainers (TOT) packages

The BOT support teams received a two-day training on presentation skills to enable them to carry out their training plans to social workers. Through ERP observations during training events implemented by the teams to the social workers, it was identified that additional basic adult education, facilitation and training concepts and skills are needed. Therefore, ERP will provide teams with a five-day TOT workshop to enhance their training skills.

By the end of the TOT workshop, participants will:

- Distinguish between teaching and training and the implications for working with adults.
- Understand the principles of adult learning theory.
- Be able to differentiate between different learning styles and the ways to incorporate different training activities to meet those learning styles.
- Understand the Experiential Learning Cycle and how it can be applied to a training session.
- Train other participants in the use of non-formal education techniques.
- Explore the keys to facilitating groups, including the use of essential facilitation skills.
- Design a training program.
- Practice ways of effectively giving and receiving feedback.
- Identify practical training needs assessments and identify participatory training evaluation methods.
- Practice facilitation and co-training skills using the SW Manual modules.

These workshops will take place during the months of July and August 2009. In addition to the basic TOT skills, the teams received training on four units of the SW manual and received TOT guides that enabled them to train social workers.

### 3.1.2 Idaras in Governorates (7 plus Luxor and Ismailia) directly supported by ERP can effectively support SBR

Meetings were held in all Governorates with the heads of the SW Department at the mudiriya and idara levels and the BOT support teams to discuss the progress to date and any issues and difficulties that the teams faced. Mr. Ahmed Hashim, Ministerial Advisor for the Social Work Department attended several of these meetings such as the meeting in Minia, Beni Sweif and Alexandria. Monitoring Committees have been formed at both the mudiriya and idara levels to ensure that the BOT support teams are implementing their plans and that school-based social workers are being trained in the units of the Manual.

ERP and Heads of the SWD agreed to design a reporting system that will reflect the progress to date against certain indicators. Each governorate designed a draft monitoring report and sent it to the Ministry SW Advisor; these drafts were the basis of the design of the current reporting system. The monitoring system begins at the school level and extends to the central level. It also contains qualitative and quantitative information, including reporting on certain indicators such as the number of SWs trained, BOT members trained, resources mobilized, etc. The monitoring report system was sent by the SW Advisor to all the nine Governorates so as to report on the second quarter of 2009.

### 3.1.3 Idaras in all Governorates have basic skills to support SBR

Training for TSUs and QAUs on SSA and SIP have been conducted in Minia, El Sharquia, South Sinai , North Sinai , Beni Sweif, Giza, Kafer Elsheikh, Gharbia , Qalubia, Red Sea, Luxor, Helwan , Cairo, Fayoum ,Qena, Dumiat, and Ismailia. The rest of the Governorates' TSUs and QAUs will be trained during July and August. During this reporting period 1730 TSUs and QAUs staff were trained.

### 3.1.3 Idaras in all Governorates have basic skills to support SBR

ERP & STEPS II provided technical assistance to CIDST to implement one of its activities for the new plan, which is a five-day training workshop for representatives from each governorate to serve as trainers in their own governorate on activating BOTs.

CIDST will start with ten governorates that are not supported by ERP or STEPS II. A team of three-four persons will be selected from SW supervisors or SWs to become trainers. They will be trained on the technical package that ERP & STEPS II developed with MOE as a BOT capacity building program. CIDST will use trainers from the BOT Support Teams members to conduct these workshops.

## **3.2 MOE has the capacity to effectively implement core aspects of its strategic plan**

### 3.2.1 Technical assistance to meet textbook benchmark provided

The consultant, Alfonso De Guzman, and the COP continue to stay in contact with the MOE in regards to the Textbook bid. However, the MOE was unable to release the bid on the agreed upon timeframe. Therefore, technical support to the pre-bid conference and to the Governorates on the issue of bid selection has been postponed until the bid is released.

### 3.2.1 Advise MOE on the development of a new MOE Comprehensive Assessment System

The recommendations of the consultant who visited in January were presented again to Dr. Reda and Dr. Hassan for the purpose of determining whether they wished to accept the recommendations or deem them inappropriate under current circumstances. The results of this meeting were the acceptance of the consultant's recommendations and a Scope of Work based on the following deliverables: 1) help draft a decree that changes the use of the portfolio from a summative to a formative assessment tool; 2) develop a short-term plan to support teacher-made unit tests and appropriate, well thought out student projects that will be used in conjunction with end-of-term, end-of-year, and end-of-cycle exams for grading, promotion, and selection purposes; 3) develop a simple and effective scoring processes to be used in determining students end-of-term, end of year and end of cycle grades; 4) devise a long-term strategy/road map that moves CEAS toward developing standardized

unit tests that align with national standards, curricula, and textbooks; 5) recommend processes for how teachers can be effectively prepared to carry out the above based on existing, as well as new, teacher professional development tools.

The consultants have been engaged and will arrive during the early part of July.

### 3.2.1 NCEEE's capacity built to use standardized national assessment of learning outcomes based on CAPS

Due to the fact that administration of the spring 2009 CAPS test was delayed and NCEEE staff were busy with the Teacher Cadre, no support was given to NCEEE during this quarter. The consultant from AIR is scheduled to come to Cairo at the end of July and NCEEE staff will be working with him to prepare the test items for the fall 2009 administration of it. At that time, ERP will also finalize the context and timeframe of the on-going support to NCEEE.

### 3.2.1 MOE's capacity to use national standardized assessments of performance based on SCOPE and MAP (and other BOTAT, COF, etc.) built

Ongoing meetings with the MOE to plan data collection for SCOPE and MAP and support QAUs to carry out the collection and analysis in the nine governorates have occurred. Consultants will arrive at the end of July to assist in further clarifying the design and timeline that is tentatively planned to begin in the early fall.

### 3.2.2 PAT's capacity built to implement a strategic framework

ERP staff provided support in revising and finalizing PAT's vision and mission. The strategic goals were also reviewed and edited in preparation for developing the implementation plan. Once PAT hires more headquarter staff, a task force will be formed to continue the process and conduct a more comprehensive SWOT analysis that will lead to a final version of strategic goals, an implementation plan, and a monitoring and evaluation plan.

### 3.2.3 Support to MOE to develop capacity in EMIS and tracking of national indicators

ERP has continued to support MOE in the area of educational indicators development for monitoring and evaluation for the Education System. During this quarter, the NEI technical guide was officially signed and approved by H.E. the Minister of Education. Currently, the MOE is in the process of printing a massive number of the ministry's National Education Indicator (NEI) technical guide to distribute to other ministries, and relevant governmental and non-governmental entities.

Next quarter, ERP will enlist the services of Dr. Haiyan Hua, from the 26<sup>th</sup> of July through the 15<sup>th</sup> of August 2009, to work with the MOE's Policy and Strategic Planning Unit (PSPU) and Indicators Group to ensure systematic utilization of the NEI. This includes developing long term training plans to enrich the MOE's staff capability in designing a variety of analytical reports for monitoring the indicators.

### 3.2.4 Teacher Cadre Benchmark verified

A consultant has been identified to work on this activity and the SOW has been developed. Documentation of its accomplishment will occur by the end of August, 2009.

#### **4.1 Successful strategies and practices in the area of SBR and institutionalization are captured and shared**

##### 4.1.1 Quality reporting and documentation provided to USAID

This is the second quarter ERP is submitting its own Quarterly Report in a timely manner. It is the 20<sup>th</sup> Quarterly Report for the project. USAID's informational needs have been met on time.

ERP submits web-oriented information to the EQUIP, MOE, and AIR web-sites. The cost for making an ERP web-site 508 compliant (user friendly for disabled users) was prohibitive. DEC materials are being submitted to USAID as necessary.

##### 4.1.2. Promote the understanding of SBR and USAID support to Egypt in achieving SBR

ERP produced an SBR film and corresponding pamphlet in late 2008. It was launched shortly thereafter. A one-day SBR orientation was conducted for idara members to demonstrate how it is implemented in the schools. ERP is currently engaged with ES regarding the incorporation of a "tool kit" for LCRs and potential LCRs.

##### 4.1.3 Provide communication support to the opening of ERP schools, i.e., part of the school construction plan in ERP Governorates. GS activities and activities in other areas.

During this quarter, the 11<sup>th</sup> and final ERP-funded 33-classroom school in the Marg district of the Cairo Governorate, was completed and turned over to the Educational idara, upon acceptance by USAID and General Authority for Educational Buildings (GAEB). This step is considered a "preliminary" hand-over, while the "final" hand-over occurs after a 12-month warranty period upon which all contractual relations will be ended.

During the same quarter, ERP provided the final hand-over of the Qena school. In the upcoming quarter, two more schools, Alexandria and Beni Sweif, will be handed over.

Other than the Minia school, which was inaugurated by the U.S. Ambassador a few months ago, all other schools are ready for an official opening. These openings can serve as important publicity events for ERP. These events are primarily coordinated through the CTO at USAID and ERP cognizant PM.

##### Design and production of finalized GS manual:

During the last phase of the program, a manual was developed to delineate how to implement a GS program including accessing and involving PNGOs, helping them to document and share experiences, identifying best practices and providing lessons learned. The manual also addresses reasons that hinder girls' and boys' enrollment and retention in school and initiatives that can be instituted to counter them.

Initiatives such as procurement and distribution of school uniforms and paying tuition fees were implemented to address economic constraints; issuing birth certificates and providing transportation were used to address socio-economic constraints; and the establishment of study rooms and providing tutorial classes were implemented to counter educational constraints. In addition, the manual described implementation and delivery strategies, roles and responsibilities of both lead and local NGOs, and methods for sustainability.

Support GS in planning and organizing celebrations of success:

The ERP partner NGOs in each of eight governorates organized a closing ceremony for the girls' scholarship program. Each ceremony began with a fair in which CDAs showcased various products produced by the girls which they had learned through the GS program. In addition, each NGO and the Director of the Education Sector represented a timeline of all activities achieved through the program beginning in 2005 and culminating in the spring of 2009. Success stories were also presented by the beneficiaries. One highlighted beneficiary is now completing her education at a secondary commercial school and indicated that she wishes to attend a university.

4.1.4 SO22 data collected/verified and properly stored in a database

A consultant will be arriving at the end of July to assist in further clarifying the design and timeline of a CAPS study, tentatively planned to begin in the fall.

Standards Based Classroom Observation Protocol for Egypt (SCOPE):

During this quarter, the collected data about the classroom observations of the sample teachers from the seven Governorates were cleaned and entered. The data collectors were a group of trained MOE supervisors of Arabic, English, Math, Science, and Social Studies subject areas from the seven ERP target Governorates. They used the SCOPE tool to observe the performance of the teachers' and students' behavior inside the classrooms.

The data entered were for a representative sample of teachers working in ERP and NSP supported schools, in addition to a randomly selected comparison group of teachers within the seven target Governorates. The clean data files were delivered to USAID in early June 2009.

Management Assessment Protocol (MAP):

During this quarter, the MAP data collectors, who included selected M&E staff from the Central Monitoring Department of the General Education Sector and representatives from the local monitoring department at the mudiriya and idara levels in the seven governorates, finalized their school visits to collect the necessary data. The overall sample structure for MAP included all ERP, NSP schools, and a comparison group of schools within ERP target governorates. They also finalized all MAP data cleaning and entry processes so that clean files of the collected data were submitted to USAID in early June 2009.

## Acronyms/Abbreviations

AEA	Adult Education Authority
AIR	American Institutes for Research
APEAL	Access to Primary Education And Literacy Project
AUB	American University in Beirut
AUC	American University in Cairo
AWP	Annual Work Plan
BOT	Boards of Trustees
CAI	Central Administration for Inspection
CAP	Comprehensive Assessment Plan
CAPS	Critical Thinking, Achievement, and Problem Solving Test
CARE	Cooperative for Assistance and Relief Everywhere
CAS	Classrooms and Schools
CD	Community Development
CDA	Community Development Associations
CDIST	Central Division for In-Service Training (MOE)
CEAS	Comprehensive Educational Assessment System
CEDPA	Center for Development and Population Activities
CID	Community Institutions Development
CIDA	Canadian International Development Agency
CLC	Community Learning Center
CMGS	Community-Managed Girls' Scholarships
COD	Community Organization and Development
COF	Classroom Observation Form
COI	Classroom Observation Instrument
Com.M	Community Mobilization
COP	Chief of Party
CP	Community Participation
CPST	Community Participation Support Team
CSOs	Civil Society Organizations
CTO	Cognizant Technical Officer
CTPS	Critical Thinking and Problem Solving Skills
EAC	Education Advisory Councils
ECDE	Early Childhood Development Education
ECE	Early Childhood Education
ECEEP	Early Childhood Education Enhancement Program
ECER	Executive Committee of Education Reform
ECHD	Early Childhood Development
EDC	Education Development Center
EEP	Education Enhancement Program
EM	Education Management
EMIS	Education Management Information System
ERP	Education Reform Program
ERS	Education Reform Support
ES	Effective Schools
FA	Financial Assessment
FOA	Faculties of Arts
FOE	Faculties of Education
FOEP	Faculties of Education Program
FOER	Faculties of Education Reform
FOS	Family of Schools
GAEB	General Authority for Education Buildings
GDISC	General Department for Information System and Computer

GEAC	Governorate Education Advisory Committee
GERN	Governors Education Reform Network
GILO	Girls Improved Learning Outcomes Program
GOE	Government of Egypt
GS	Girls Scholarships
IBRD	International Bank for Reconstruction and Development
ICT	Information Communication Technology
IG	Inspector General
IL	Integrated Literacy
INSET	In-Service Educational Training
IT	Information Technology
IS	Information Systems
ISD	Instructional System Development
KG	Kindergarten
LAMP	Literacy Assessment and Monitoring Program
LRC	Learning Resource Centers
LPC	Local Popular Council
LPC- EC	Local Popular Council- Education Committee
M&E	Monitoring and Evaluation
MA	Management Assessment
MAP	Management Assessment Protocol
MENA	Middle East and North Africa
MG	Multi-Grade Classes
MIS	Management Information Systems
MISA	Ministry of Insurance and Social Affairs
MLAD	Ministry of Local Administration and Development
MOE	Ministry of Education
MOF	Ministry of Finance
MOHE	Ministry of Higher Education
MOLD	Ministry of State for Local Development
MOU	Memorandum of Understanding
MSAD	Ministry of State for Administrative Development
MSLD	Ministry of State for Local Development
MSS	Ministry of Social Solidarity
NCEEE	National Center for Examinations and Educational Evaluation
NCERD	National Center for Education and Research Development
NDP	National Democratic Party
NFE	Non-Formal Education
NGOs	Non-Governmental Organizations
NH	New Horizons
NSC	National Standards Committee
NSP	New Schools Program
OCR	One-Classroom Schools
OP	Operational Plan
PAT	Professional Academy for Teachers
PD	Professional Development
PI	Parental Involvement Guide
PMC	Project Management Committee
PNGO	Partner Non-Governmental Organizations
PPMU	Program Planning and Monitoring Unit (MOE)
PSEP	Public Service Excellence Program
PSPU	Policy and Strategic Planning Unit of MOE at Governorate and Central Levels
PTC	Parent Teacher Councils
RFP	Request for Proposal

RI	Reform Initiative
SBR	School-Based Reform
SBTEU	School-Based Training and Evaluation Unit
SBTU	School-Based Training Units
SC	School Construction
SCOPE	Standards-Based Observation Protocol for Egypt
SEEP	Secondary Education Enhancement Program (World Bank)
SFD	Social Fund for Development
SG	School Governance
SIM	Supplementary Instructional Materials
SIP	School Improvement Plans
SME	Subject Matter Supervisor for Elementary Stage
SMS	School Management Systems
SO	Strategic Objective
SPAT	Strategic Planning Advisory Team
SPSS	Statistical Package for Social Sciences
SQL	Sequential Query Language
SRC	School Report Card
SSAs	School Self Assessment
START	Strategic Technical Assistance for Results with Training
STEAP	School-Team Excellence Awards Program
STEPS II	Support to Egyptian Primary Schooling II (CIDA-funded project that works on education quality in the primary stage of education)
SW	Social Worker
SWOT	Strengths, Weakness, Opportunities, and Threats
SWS	Social Work Supervisors
TA	Technical Advisor
TILO	Technology for Improved Learning Outcomes Program
TORs	Terms Of References
TOT	Training of Trainers
UNDP	United Nations Development Program
UNESCO	United Nations Education, Scientific, and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WASC	Western Association of Schools and Colleges



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من الشعب الأمريكي

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