



October – December

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:**

Table 1: ERP Quarterly Report Quantitative Table of Results and Outputs  
1 October - 31 December 2009, Quarters, Semester, and Life of Project

Concept or Purpose	Indicator	Oct- Dec 2009 Quarter Results			Planned Jan- March 2010	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>										
E1	Students with improved skills	Critical Thinking, Achievement, and Problem Solving CAPS Results	0	0	0%	0	1 % improvement	0	---	←--- RESULT
E1	CAPS Test Development	Number of Tests Developed	0	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
E1	CAPS Administered	Number of Tests Administered	0	0	0%	0	97,200	139,800	144%	
<b>IR 22.1: Improve the Quality of Teaching and Learning</b>										
E1	Students with improved skills	% of ERP students exhibiting classroom behaviors that reflect the development of problem solving and critical thinking skills based on SCOPE	0	0	0%	0	3% change	new indicator	---	←--- RESULT
E1	Teachers with improved skills	% of ERP teachers using reform-based teaching methods – based on SCOPE	0	0	0%	0	38% change	31% change in 2006	82%	←--- RESULT
E1	SCOPE Administered	Number of SCOPE Classroom Observations	0	0	0%	1,200	3,733	1,878	50%	
E1	Teacher Professional Development	# of teachers and administrators participating in training activities to improve teaching and learning in schools	0	6061	606100%	0	8,154	20,655	253%	
E1	Teacher Support Systems	# of systems and structures in place to support teachers, including: TLCs, Clusters, LRCs and PDCs *	0	128	12800%	13	145	186	128%	*TLC = Teacher Learning Circles LRC = Learning Resource Cntrs PDC = Prof Development Cntrs
E1	Teacher Professional Development	# of teachers and administrators actively using teacher support systems and structures	3000	3774	126%	3,500	12,000	13,234	110%	
<b>IR 22.2: Expand Equitable Coverage at K-12 Schools</b>										
E1	Students (Girls/Boys) Completing Primary Education	# of students (girls/boys) who completed their primary education in an ERP supported Community School	0	0	0%	0	1,792	redefined indicator	baseline to be set	←--- RESULT
E1	Adult Literacy Provision	# of adults enrolled in AEA and AEA-supported CSO Adult Literacy classes in target idarras	130000	75547	58%	40,000	300,000	322,122	107%	
E1	Adult Literacy Provision	# of adults completing AEA and AEA-supported CSO Adult Literacy classes in target idarras	50000	48397	97%	18,000	135,000	151,389	112%	

Concept or Purpose	Indicator	Oct- Dec 2009 Quarter Results			Planned Jan- March 2010	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>					---					
E1	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	0	0	0%	0	38% increase	31% increase in 2006	82%	←--- RESULT
E1	Boards of Trustees expanded	# of new BOTs established ( The next BOT election will happen in October 2010. Only by that time, there will be a new number of new BOTs to be established)	0	0	0%	0	268	268	100%	
E1	MOE Capacity Building: Data Collection	Number of Data Collectors and Others Trained	300	2217	739%	700	1,000	3,682	368%	
E1	Education Management Info System Capacity Building	Number of Central MOE PSPU and GDISC Personnel Trained ( there is a change in the scope of work after closure of E2 and the extention Plan for E1 to work centrally with MOE instead of the idarra and muddiriya unit staff)	12	0	0%	12	435	433	100%	

**Table 2: ERP Standard Indicators and Targets**

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

Program Element	3.2.1. Basic Education
Implementing Mechanism Name & Number	Education reform Program
Prime Partner Name	Ministry of Education

Standard Indicators/Targets:	Target 2010	Q1	Q2	Q3	Q4
1. Number of administrators and officials trained	T: 2,700	M: 2,350 F: 1,177 T: 3,527			
2. Number of learners enrolled in USG-supported primary schools or equivalent non-school-based settings	T: 85,000	M: 45,697 F: 41,375 T: 87,072			
3. Number of learners enrolled in USG-supported secondary schools or equivalent non-school-based settings	T: 95,000	M: 45,310 F: 50,363 T: 95,673			
4. Number of teachers/educators trained with USG support	T: 2,400	M: 1,694 F: 840 T: 2,534			
5. Number of Parent-Teacher Association or similar 'school' governance	228	228			
6. Number of classrooms constructed with USG assistance	0	0	0	0	0

*Includes:  
Lower (prep) &  
Higher  
Secondary*

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## **INTRODUCTION**

This is the 22nd Quarterly Report submitted to USAID for the Education Reform Program (ERP), including its contributions toward USAID SO 22. It is also the fourth quarter EQUIP1 ERP has been responsible for the submission of the Quarterly Report.

### **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 in order 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 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 the 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: skilled and dedicated education professionals, school leadership and governance structures, the support and participation of committed parents and communities, and governmental systems which support the schools.

### **Report's Organization**

ERP's Quarterly Report addresses progress toward achieving program objectives as laid out in the Year 5 and 6 Work Plan.

The report begins with the quantitative table/matrices specifying ERP's accomplishments toward our Performance Monitoring Plan (PMP) and Operational Plan (OP) objectives. This is followed by a narrative on specific activities completed to address the results for each program objective.

## **SECTION B: TABLES**





## **SECTION C: OVERALL STATUS AND ACCOMPLISHMENTS**

### **The Extension Year 6 Work Plan**

ERP's 2009/2010 (Year 6) work plan outlines a move 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 effort with the MOE will focus on the issue of supportive systems. We will continue some capacity building at the school level, especially as this relates to the development of teachers' professional development systems that potentially can be disseminated beyond the Family of Schools (FOS). Our adult literacy work will also focus on supportive systems by building the planning capacities with the Ministry of Local Development (MOLD) at the governorate level.

During this extension period, there will be an increased emphasis on reporting and data management. The Data Management and Communication Division (DMC) will assure effective reporting and management of the data needed to report on and verify USAID's S.O.22 and support the documentation of program products, and accomplishments. In addition, the DMC will coordinate ERP's work with MOE in the area of National Education Indicators (NEI), Education Management Information Systems (EMIS) and institutionalization of the standardized tests such as the Critical Thinking, Achievement, and Problem Solving Test (CAPS), Standards-Based Classroom Observation Protocol for Egypt (SCOPE), and Management Assessment Protocol (MAP).

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

### **Program Objectives for Year 5 and 6**

- 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. Program was completed in the third quarter of Year 5.
- 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.

## **SECTION D: NARRATIVE**

This section documents the accomplishments made during this quarter to address the results for each program objective.

### **1.1 Family of Schools (FOS) is turned over to idaras as models of Effective Schools (EF); ERP continues pursuing their SBR 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**

- ***Social Work Department (SWD) implement plans***

SWD provided technical support to the FOS Board of Trustees (BOTs) of level B&C based on the identified needs in areas such as SIP monitoring and resources mobilization.

- ***Technical Support Unit (TSU) implement plans***

The ERP teams continued to provide support to the FOS with idara level counterparts to enhance their understanding of the ERP professional development models (Teachers' Learning Circles (TLCs), School-Based Training and Evaluation Units (SBTEUs) and Clusters, Learning Resource Centers (LRC), and Reading and Writing (RW)). Orientation and informational meetings were held in order to further clarify any questions or concerns. Additional meetings were held with district officials in order to plan support for the implementation of the models during the upcoming academic year. District officials moved forward on implementing plans to continue to provide support to these models in the FOS and to support their diffusion to other schools within their district and beyond.

In collaboration with FOS idara officials, ERP governorate teams continued to provide support to strengthen weaker schools in the FOS. Focus concentrated on using the new School Self Assessment (SSA) tools to finalize the School Improvement Plans (SIPs). Significant support was provided to the schools to implement the priorities identified in their SIPs. ERP governorate teams also met with members of the TSUs and Quality Assurance Units (QAUs) to support their plans to assist these schools to carry out their SIPs. During monitoring and planning meetings, ERP strengthened the capacity of the Board of Trustees (BOTs) to monitor and follow up on the SIP implementation in these schools.

As part of the model diffusion process, the Beni Sweif team worked with officials from the FOS idaras, in particular the TSU members, to organize cross visits between schools in order to share lessons learned and to brainstorm solutions to common problems. Each governorate team worked closely with the idara Training Units and other officials to support the SBTEUs through the development of cluster-based training plans. Some governorates facilitated cross visits between cluster groups. The Cairo team collaborated with district officials in El Basateen and Dar Es Salam to share the models with non-FOS schools.

District officials outside of the FOS, within the ERP governorates, have taken steps to begin replicating some of the professional development models. For

example, the Bani Mazaar Idara in Minia has developed plans to launch four new TLCs this year and will also be the site for one new LRC. El Wayli Idara in Cairo has planned to establish new TLCs.

In addition, many idaras outside the FOS have received orientation and training in the RW model.

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

- ***Parental Involvement Model shared with SWDs***

The Parental Involvement Guide was revised and finalized based on the feedback collected during the pilot phase. This Guide aims to provide the school with practical ideas on how to increase parental involvement. To begin the process of increasing parental involvement, an orientation was organized with the SWD leaders of the nine governorates and central level to share the Guide.

ERP, in collaboration with the SWD leaders, plans to introduce the Guide to the SW BOT Support Teams in the nine Governorates either through a one-day workshop or as a sub-module to the training in the Community Participation section of their Procedures Manual. The SW BOT Support Teams will train all school level social workers on the Guide.

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

- ***Lessons learned process continued***

#### **Models Diffusion Workshops**

The Effective Schools team organized three workshops with clusters of ERP governorate teams in order to deepen and broaden staff understanding of the professional development models (TLC, LRC, SBTEU, and RW) as preparation for wider diffusion in non-ERP governorates. During the workshop, draft presentations of the models were presented to the staff. The staff then worked in small groups to: (1) review the documentation (“How - to...” manuals, skills development training packages, etc.) associated with each model, 2) share experiences with the models, and 3) revise and enhance the presentations based on the discussions. Following this, staff then simulated giving the presentations to MOE counterparts and received feedback and answered questions from their peers related to the presentations. Each team developed its plan for diffusing the models to the non-ERP governorates.

#### **Learning Resource Centers**

The LRC Procedural and Operational Manual was reviewed one final time before distribution to the governorates. As previously mentioned, the manual documents the ERP experience in establishing and managing LRCs in the FOS. The manual focuses on lessons learned that existing LRCs can draw upon and provides guidance for the establishment of the new LRCs.

The Effective Schools and Communication teams collaborated with the Cairo office to pilot the revised LRC assessment tool. Based on the results of the pilot, it was decided to adapt the data collection process. The assessment team will now carry out three focus group discussions with the following stakeholder

groups: teachers who have used the LRC, teachers who have not used the LRC, LRC staff and BOT members. Plans have been set to carry out the assessment during January and February 2010.

Use of the LRCs picked up slightly with the start of the school year. A total of 3935 teachers and other education professionals used the LRCs during the period from October to December 2009.

#### Teacher Learning Circles

The Qena team provided a training workshop for 24 new TLC facilitators. The training focused on facilitation skills and management of the TLCs. Lessons learned from existing TLCs were shared. To date, TLCs have been established in three new schools; two for science and one for Arabic. The Beni Sweif team documented their TLC experiences which will be stored in LRC library. They also arranged cross visits between TLCs to identify best practices.

There are currently 63 functioning TLCs in the FOS and more than 373 teachers participating. Due to the delay in the start of the academic year, existing TLCs had limited activity during this quarter's reporting period. TLCs carried out preliminary planning and organizational meetings for the new school year.

The Teacher Learning Circle "How-to..." manual has been completed and is being prepared for distribution. The manual provides guidance to others on how to establish and run a TLC and is based on lessons learned from the ERP experience. Three other manuals are also being distributed along with the TLC Manual. These manuals focus on facilitation skills, item writing, and data analysis skills for TLCs.

#### School Based Training Units and Clusters

The SBTEU and Clusters Manual is ready for distribution as part of the diffusion process. The manual is based on lessons learned from ERP and provides guidance to school leaders on how to activate a SBTEU, in line with the MOE's requirements, and how to organize opportunities for teacher professional development at the school and school cluster level.

SBTEUs and Clusters in most of the FOS have begun the development of their training plans for the upcoming school year. ERP teams worked with cluster representatives in the FOS idaras to identify strengths and weaknesses from the past year and have made adjustments for the coming year. The SBTEUs continued to use the results from the Classroom Observation Form (COF) to update these plans as necessary.

#### Other

Based on the recommendation following the previous training, ten of the science teachers associated with the Science Subject Area Learning Hubs from Cairo, Alexandria, Minia, and Beni Sweif met in December with Dr. Saouma for three days to review the draft training materials. The recommendations for adapting the training materials were based on experiences the hubs teachers had while applying them in the classroom and while training other teachers during the past few months. The materials will be finalized in the upcoming quarter during the next visit with Dr. Saouma.

- ***At least two new LRCs open. At least three new LRCs are implementing their activity plans***

The ERP governorate teams worked closely with MOE counterparts in 13 mudiriyas in order to establish and carry out a process to identify idaras that will establish new LRC's. Each MOE mudiriya designed and carried out their own process, based on the ERP guidelines, to select idaras. All proposals, prepared by the selected districts in the 13 mudiriyas have been reviewed and given final approval by the ERP headquarters. By the end of the upcoming quarter the new LRCs should be equipped and ready to provide services to stakeholders.

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

- ***Lessons learned continue to be shared with non-ERP idaras***

As expected, idaras in the seven ERP governorates carried out their plans to train all primary school teachers.

ERP teams provided follow-up with idara officials regarding the training in active learning and comprehensive assessment for primary school teachers. For example, Qena discovered that Math teachers needed additional training teachers to fully understand the assessment approach . Fayoum organized a refresher training based on teacher demand and worked with representatives from each of the idaras in the governorate in order to develop a follow-up plan to reinforce what was learned in the training.

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

- ***Lessons learned process continues***

ERP governorate teams have identified 40 idaras that are receiving funding to support reading and writing initiatives. The idaras have developed reading and writing plans and have begun to implement them using the available funds. These plans emphasize preventive (i.e. training of early grade teachers in phonics) and remedial support (i.e. reading camps and after school programs).

### **2.1 Decentralized Adult Literacy planning and implementation are 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**

- ***National Review of Governorate Achievements in Adult Literacy, Recommendations for Planning distributed to governorates***

During November 2009, ERP organized a three\_day orientation in Ismailia for all Adult Education Authority (AEA) branches and representatives of the Ministry of Local Development (MOLD). The orientation focused on developing a strategic plan for adult literacy and presented ERPs recommendations on how to prepare the strategic plan for the governorates. On-going progress regarding the

coordinated (MOLD/AEA) response to decentralization was also discussed during the orientation.

### **2.1.2 Provide direct support to nine ERP Governorates to decentralize planning and implementation for Adult Literacy programs**

- ***Annual review of progress on targets conducted***

This activity is on-going.

- ***Collective reflection, support, and on-the-job-training for decentralized governorate staff***

ERP has worked closely with governorate level planning committees to consolidate feedback on progress towards achieving planning targets set forth in the current annual plan.

ERP will continue to support AEA and the Governorate Planning Committee (which reports directly to the General Secretary) to oversee the implementation of its governorate annual plans.

The Executive Regulation outlining the roles and responsibilities of various stakeholders (AEA/MOLD) and the establishment of governorate and idara Literacy Units has not yet occurred. Consequently, ERP's support to new Literacy Units has not been activated. ERP is awaiting the final approval of the new Executive Regulation for the Amended Literacy Law to move forward with these deliverables.

- ***Capacity Building for Training and Monitoring teams conducted***

As the Executive Regulation has not been finalized or approved, no new decentralized units have been established. As a result, ERP has not yet begun to work with Training and Monitoring Teams in the new decentralized context.

### **2.1.3 Support eight governorates with highest number of illiterates in Egypt to decentralize planning for Adult Literacy**

- ***Governorates oriented to best practices and existing models for adult literacy; Planning produces decentralized governorate plans for adult literacy***

ERP initiated its support for the development of strategic plans by the governorate planning committees. The committees were headed by the General Secretaries within the ERP nine governorates, along with an additional eight governorates having the highest number of illiterates.

With support from World Education in Boston, a strategic planning framework and process was developed to be used by ERP offices in supporting governorates to develop strategic plans for adult literacy. The framework outlined the steps and processes, data sources, participation requirements, and a realistic timeline for the development of the strategic plans by ERP supported governorates.

The framework was revised in-country and a training package was developed to orient ERP staff to its contents. The framework and process was pilot-tested in Beni Sweif and further revisions were made during this quarter.

Local strategic planning consultants have been engaged to support ERP office staff in leading the strategic planning process currently underway in 15 governorates.

- ***Local capacity needs identified to support on-going adult literacy planning, coordination, and implementation***

ERP finalized the documentation of its core Adult Literacy Technical Package. This package contains the ERP materials, tools, and guides that AEA and/or new Governorate literacy units can use as they implement their strategic plans. It is a collection of ERP best practices that will also be used to orient new stakeholders involved in implementing literacy programs for the first time (i.e. Ministry of Agriculture, Ministry of Health, new NGOs, etc.).

#### **2.1.4 Ensure that Adult Education Authority (AEA) plays an effective and supportive role to decentralized governorate-based implementation for Adult Literacy**

- ***Piloting the new administrative system in nine governorates***

ERP engaged the services of Dr. John Strucker, an international adult literacy and testing expert from World Education. In close collaboration with AEA, Dr. Strucker visited Egypt during the month of December 2009 to:

- Meet with Dr. Radwan and senior AEA testing officials to gain understanding of their vision for testing in a decentralized manner.
- Review current tests - comparing them to what is being taught in the literacy classes.
- Evaluate the current tests and explore alternative mechanisms for assessment.
- Explore other approaches to assessment that go beyond basic reading writing, and numeracy to other learning outcomes. This may also require examining the standards and criteria for reviewing and scoring the tests by AEA.
- Identify issues preventing learners from taking tests and seeking certificates, including exploring some of the technical problems related to the tests.
- Presenting some successful international test practices for test stakeholders.
- Explore options for measuring literacy at large (district, governorate and national) by meeting with the American University of Cairo's (AUC) Social Research Center.
- Identify next steps including developing training a package for AEA governorate-based staff.

Dr. Strucker submitted a report to ERP outlining his recommendations to re-design the current AEA test to more accurately assess numeric numeracy or numeric comprehension, reading and comprehension, vocabulary, and the decoding of the Arabic script. The report outlines a plan to develop new tests,

pilot the tests, revise them and train AEA staff to administer the new tests in the future. The report will be discussed with Dr. Raafat Radwan early next quarter.

- ***Comparison report on literacy enrolment and testing rates completed***

No comments made this quarter.

## **2.2 Girls' Scholarships and support to One Classroom Schools (OCRs) activities continue in FOS and needy communities in Cairo. Program was completed in the third quarter of Year 5.**

This is a completed objective and the final report was submitted to USAID.

## **3.1 Education idaras understand ERP and SBR and provide the needed support to implement SBR.**

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

- ***Follow-up continues as needed***

Following a number of preparatory meetings with ERP, Dr. Reda Abu Srie and Dr. Hassan Elbilawi led a Video Conference with all Egypt's mudiriya and idara leaders who are involved in the SIP (November 17<sup>th</sup>, 2009). During this video conference it was announced that the MOE has allocated 13.6 Million Egyptian Pounds for supporting the work of TSUs and QAUs.

Recommendations made from the video conference for future direction on working with schools towards improvement and applying for accreditation were conveyed as follows:

- Idaras' human resources should not only be directed toward working with the best schools but all schools should be included in variable levels of improvement and support from idaras and mudiriyas.
- All schools in Egypt, for the purposes of getting ready to apply for accreditation and upcoming financial decentralization, need a well developed SIP by September 2010.
- Schools scheduled for accreditation will be supported for two years on how to implement SIPs and achieve quality. They will receive intensive on-the job support on documenting school improvement prior to submitting their accreditation requests.
- Starting this school year, with adequate financial resources for idaras and continued support for TSUs and QAUs, the MOE will be able to support all Egypt's schools towards quality improvement and accreditation in seven years.
- All idaras are to submit their 2009/2010 implementation plans and budget for supporting all schools based on these recommendations, to the central MOE by end of this semester (January 2010).

- ***TSU support schools revise/update their SIPs***

Using the new allocated funds, TSU and QAU members will be able to carry out their duties of supporting schools in their idaras to develop and update their SIPs in preparation for accreditation.

- ***QAUs assess school readiness and support schools to effectively document their achievements***

Schools scheduled for accreditation will be supported for two years by the QAUs at their idaras and mudiriyas on how to implement SIPs and achieve quality. They will receive intensive on-the-job support documenting school improvement prior to submitting their accreditation requests.

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

- ***TSUs in some idaras in nine governorates have made cross visits to learn about ERP models***

Idaras and schools in the nine ERP governorates continued to serve as a model and resource for other mudiriyas and idaras across Egypt in support of SBR. Cross visits between these governorates and non-ERP governorates continued to be organized offering opportunities for visiting and learning about SBR models particularly LRCs and RW. As a result 13 new LRCs are currently being established and 10 idaras beyond the nine governorates are planning their own reading and writing programs.

- ***TOT guides and ‘How-to...’ manuals finalized and disseminated; SW Teams support SWD to support BOTs***

ERP, in joint effort with USAID/GILO started to produce a set of “How-to...” manuals to serve as procedural and reference guides for the BOT members. These manuals will complement the technical package that ERP developed for the SWD to build the capacities of BOTs. The topics of these manuals will be based on the content of the SW procedural manual.

The TOT Guides for the eight units of the SW procedural manual have been completed and are in the process of dissemination based on the training plan of the SW BOT Support Teams.

- ***Quarterly meeting held with SWD heads to discuss and review performance measures***

A quarterly meeting with the leaders of the SWD at the central and governorate level was held to:

- Discuss the new BOT decree No 220 and clarify any needed articles in order to build common understanding of the new decree.

- Share experience among the nine governorates regarding the capacity building of social workers and BOTs.
- Identify common issues that require central level support.

Qena Governorate received a field visit by Dr. Reda Abu Serei and Dr. Hassan El Bilawy to get an orientation about the ERP strategy to build the capacities of the SWD to support BOTs. A number of issues were identified as a result of meeting with SWD representatives such as: workload of BOT Support Teams, need to review job descriptions to enhance the SWD role within BOTs, and design a pre-service training course for social workers on BOT capacity building.

ERP, jointly with CIDA/STEPS II, provided technical assistance to PAT in the revision of job descriptions for the six levels of the SWD jobs. A small task force of representatives of the various levels of the SWD was formed to revise the draft job descriptions, followed by meetings with PAT and MOE to discuss this revision.

### **3.1.3 Idaras in all governorates have basic skills to support SBR.**

- ***TSUs support schools to develop SIPs and other idara and mudiriya units to support school needs***

This activity has been delayed for non-ERP Governorates due to roll out of program to all ERP idaras.

- ***QAUs trained in administering SCOPE and MAP and analyzing results***

Training members of QAUs and TSUs to be able to support their idaras and mudiriyas to administer standardized tests to assess performance, such as SCOPE and MAP tools, will be implemented in all governorates in February 2010.

- ***SW Support Teams from nine governorates provide training and orientation to heads of SWDs; BOTs Support Teams provide "on Demand" training to SW Supervisors***

ERP held regular meetings with SWD at the governorate level to reflect on the implementation of the SWD capacity building strategy and performance of BOT Support Teams. One of the issues that was highlighted in these meetings was the need for more technical support for SW Supervisors at the idara level, to enable them to offer assistance and follow up with their schools' social workers.

In response to this issue, ERP decided to provide technical assistance to all SW Supervisors of all idaras in the nine governorates on three specific topics: (1) new BOT decree and role of SWD in building capacities of BOTs, (2) how to monitor training impact, and (3) BOT Assessment Tool (BOTAT) implementation and analysis.

To begin this process, ERP has now facilitated a one-day workshop for all SWD Supervisors on the new BOT decree and the role of SWD in building the capacities of the BOTs. ERP has also trained SWD in a number of governorates on the implementation of the BOTAT and development of tailored BOT capacity building plans.

In addition, ERP trained SW BOT Support Teams on one of the units of the SW procedural manual based on each governorate plan and organized two TOT workshops for Minia Governorate BOT Support Teams to enhance their training skills. These two workshops were the last round of this TOT training that was conducted for all BOT Support Teams in the nine Governorates.

- ***TSUs plan for and support implementation of training***

In order to move the support to idaras beyond the basic SSA and SIP TOT, ERP provided training, on-the-job support, and held discussions with members of TSUs and QAUs from 160 idaras in the following areas:

- Basic training and facilitation skills
- Team work and team building
- Networking and coordination skills
- Monitoring schools progress in SSA and SIP
- School documentation of progress

In addition, ERP facilitated governorate level meetings with the MOE Undersecretary, Idara heads, TSUs / QAUs / SWDs heads, and the Mudiriya Coordination Teams (MCT) to discuss progress and challenges they face in their implementation of the SIPs. Forums for building awareness about quality improvements issues were initiated in Beni Sweif, Giza and Gharbia Governorates. Workshops for disseminating SBR models (SBTU, LRC, TLC and RW) were held for 27 Governorates.

ERP worked with all of the 241 idaras in 27 governorates (not including Assuit and Sohag<sup>1</sup>) to help them prepare their 2009/2010 plans and budgets for working with all school towards school quality improvement.

- ***Other activities/initiatives***

ERP started to work more closely with the MCT in order to activate their role in coordinating quality improvement efforts at the governorate level.

ERP has observed, during this quarter, more involvement by TSUs and QAUs in providing on-the-job support to schools in planning, implementing, and monitoring SIPs.

Despite progress on allocating financial resources for TSUs and QAUs work, TSUs and QAUs continued to face the challenge that teaching staff who have been assigned as TSUs or QAUs members cannot leave their school for more than two days a week otherwise they lose the benefits of the cadre. This is currently resulting in a considerable turn-over of trained TSUs and QAUs staff.

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<sup>1</sup> Assuit and Sohag governorates are being supported by STEPS II Program funded by CIDA

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

### **3.2.1 Technical assistance to meet textbook benchmark**

- ***Win Awarded***

No progress has been made since the last report. It is our understanding that the MOE will not meet this benchmark as USAID had decided not to give them an additional extension of time.

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

- ***Support Provided as Needed***

ERP held a 10 day workshop for approximately 35 MOE and NCEEE staff. The purpose of the workshop was to develop a set of approximately 150 sample items in each subject area (English, Math, Science, Arabic, and Social Studies) for each grade level (1-7 and 9). The ERP team is working on the design of a tool kit or guidebook which will enable teachers to:

- Develop better test questions
- Understand how to test for the three levels of the cognitive domain
- Develop learning objectives, if they are missing from their textbooks, for upper level domains

- ***If appropriate, recommendations of teacher professional development in this area submitted to PAT***

PAT is the entity tasked with the implementation of the Teacher's Cadre and the enhancement of teaching professionalism. It is responsible for defining the competencies that are specific to teaching, determining the criteria for members to join and advance in the teaching profession, and conducting research that will enhance the set of knowledge, skills and attitudes for educators in Egypt. It is also tasked with setting the policies and strategies for professional development provided to educators.

ERP continued to provide support to PAT in four main areas (1) developing a strategic plan, (2) developing a system for certification and promotion of teachers, (3) developing a system for certification of professional development providers, trainers and training programs and (4) developing a monitoring and induction program for newly appointed Assistant Teachers.

ERP assisted PAT in implementing the Teacher Licensure System by preparing materials for training supervisors and principals to assess the performance of Assistant Teachers (using standard based tools). ERP prepared a cadre of 110 trainers from all governorates who will be able to train school principals and supervisors to use the standardized tool to assess teachers' performance. It also helped PAT prepare for the national implementation of the training of supervisors and principals.

ERP supported PAT in conducting a series of focus group meetings with teachers, supervisors, principals, deputies, and specialists to discuss the

proposed promotion system and essential professional development competencies. An additional focus group was held with experts and providers of professional development services to update and refine the proposed promotion system.

ERP engaged a group of Mudiriya Training Unit Managers, Idara General Directors, and Idara Training Managers in a discussion about the most effective way to implement the Induction Program for newly hired Assistant Teachers. The group developed a mechanism for local implementation of the program. The next step is to meet with all Undersecretaries and share the proposed mechanism so they become responsible for local implementation of the program at their governorate level.

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

- ***Build MOE capacity to conceptualize, define, and organize a National Assessment System- two workshops; one focuses on situational analysis and another one to develop an action plan to be actualized later***

NCEEE, MOE staff members from the Policy and Strategic Planning Unit (PSPU) and Statistics Unit worked with an AIR consultant, local consultants, and subject specialists, to draw a school sample from the list of schools nationwide to implement the:

- Institutionalization Plan (I-Plan) of the standardized tests to assess performance nationwide in order to be able to report on the Educational Indicators and the Strategic Plan of MOE.
- Data collection for performance assessment of other USAID funded education reform activities, e.g., GILO, TILO.

Changes in school shifts and schedules have occurred this year as measures to prevent the spread of H1N1. As a result, ERP discussed with the AIR consultant alternatives for administering the CAPS exam on a later date and the impact this would have on statistical representation.

Meetings were held with local and international consultants, MOE, and NCEEE staff to discuss the process and capacity to develop and implement the National Standardized Test (NST) as part of the I-Plan to measure the achievement (knowledge skills and abilities) of students in grades 4 and 8 as required by the NEI.

As part of I-Plan framework, ERP and NCEEE formed a committee of subject specialists, curricula experts, statisticians and psycho-metricians to:

- Review the National Curriculum to identify student learning outcomes and/or objectives that should be assessed for each grade and subject.
- Propose an assessment model to be used in the implementation of the NST.

During the next quarter, NCEEE will prepare a document containing these findings and recommendations and will submit the blueprints to MOE for approval. Upon approval of the recommended blueprint, in February 2010, they

will design and assemble the test forms to have them ready for implementation in March/April 2010.

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

- ***MOE analyzes experience and considers revisions of SCOPE and MAP tools. Revisions made as necessary.***

ERP staff and consultants worked together with MOE officials and decision makers to finalize SCOPE and MAP tools, training materials and plans for implementing the (NST). In addition, actions have been taken to announce the modified tools to be used for the SCOPE and MAP data collection process. ERP has also given support for the data enumerators to carry out the data collection from their assigned sample schools at governorate level and for the end users to do the required analyses nationwide.

ERP, in collaboration with MOE officials nationwide, worked together to facilitate awareness raising sessions and discussions to provide a clearer idea of the plan and process for data collection in the field.

Consultants worked with ERP staff to finalize the materials for a TOT and training manuals for conducting standardized performance assessments based on the modified tools. Consultants facilitated the TOT nationwide for a selected team of trainers. During next quarter, these trainers will provide training for data collectors from all governorates to collect data using the modified tools to measure performance of students, teachers and school management board.

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

- ***Plans implemented***

ERP engaged a local consultant to lead PAT staff through a strategic planning process that will produce a long term strategic plan. ERP also led an orientation session with newly delegated PAT staff to orient them on their potential roles and responsibilities and prepare them for the strategic planning process.

ERP also supported PAT in piloting the Professional Development Certification (PDC) manual. The findings from this pilot helped refine and finalize the manual. A training module was developed to train external evaluators on using the manual. A focus group discussion is planned next quarter with stakeholders to share the manual in preparation for official approval and dissemination.

### **3.2.3 Support to MOE to develop capacity in Education Management Information System (EMIS) and tracking of NEIs**

- ***Training plan implemented***

ERP has continued to support MOE in the development of NEI and EMIS. ERP enlisted the services of Dr. Haiyan Hua (October 17 - 29 and December 1 -19, 2009) to work with selected staff from the MOE's General Department of Information Statistics and Computing (GDISC), MOE's PSPU, MOE's Quality Department, senior MOE leaders, and ERP staff. The international consultant's

scope of work included the following tasks: (1) delineate plans for the Ministry's future overall M&E efforts, (2) organize the utilization of NEIs, and (3) address the implementation of the MOE's EMIS.

During his consultancy visits, Dr. Hua held extensive meetings with the MOE's decision makers; the ex-minister, Dr. Hassan Billawy, Dr. Reda Abou Serai, Dr. Ahmed Fahmy, and Dr. Medhat Fakhry, the advisors to the minister for Information Systems (IS), as well as the MOE's technical staff (NEI and EMIS working teams).

#### Progress on NEI

The NEI work team, comprised of two Quality Department staff, five GDISC staff, and one PSPU Staff, was officially assigned by MOE decision makers to work full time for the next nine months on indicator analysis. The working team was divided into three sub-groups; each responsible for analyzing a number of indicators. In order to take full advantage of their contribution to the NEI analysis, the team members were transferred to work in the PSPU office. This ensured daily meetings and knowledge exchange within the NEI working team.

The NEI working team received extensive on-the-job training to develop skills for indicator analysis. All team members are now demonstrating confidence and familiarity with: Data Manipulation Techniques, Descriptive Analysis, Indicator Charting and Interpretation and Statistical Analysis.

A prototype indicator sheet was completed, including full analysis of the indicators of the NEI. The prototype includes the following sections: Purpose Current Development; Data Evidence; Tables and Graphs and accompanying narrative illustrating the indicator analysis; Policy Implications; and Technical Notes.

The analysis of only nine indicators was done and the prototype sheets for three indicators were finalized. The NEI work team is continuing to finalize the rest of the NEIs.

A nine month plan was set to launch the Quality of Education in Egypt report which will include the analysis and policy implication for the 36 National Education Indicators. The main phases of the plan are as follows:

#### January 2010

- Complete the data manipulation, indicator analysis and indicator sheet drafting for nine indicators.
- Involve the Analysis and Projection Model for Financial analysis (AMPRO) staff of the PSPU in the analysis of financial indicators, while debriefing them on work progress of NEI analysis.

#### February 2010

- Finalize the indicator sheet for nine indicators and complete the indicator sheet of an additional nine indicators.

#### March 2010

- Conduct Multi-Variant analysis for 15 indicators and start the interpretation of the results for three policy briefs.

#### May 2010

- Finalize the analysis and the indicator sheets for the indicators ready to be launched this year.

#### June 2010

- Plan for printing and launching of NEI Analysis Report.

#### July 2010

- Produce “Condition of Education in Egypt”, an every other year publication, reporting on the 36 indicator analyses for identifying trends over time, variation analysis among mudiriyas, and bi-variate analysis results.

#### September 2010

- Interpret and write the results for policy implications.
- Produce four “Policy Briefs” (A Policy Brief provides detailed analysis of a selected indicator or group of related indicators for long term policy development and monitoring and evaluation agenda in the Ministry).

#### Progress on EMIS

##### *New Annual School Census EMIS Developed.*

An EMIS Web-Oracle Based school census was developed by the MOE’s GDISC. Yearly aggregated data of schools, students and teachers are currently being entered by idara’s statistical officers into the system.

##### *School Report Card Designed.*

The school report card is a one-page card presenting multi-level indicators comparing the school with its corresponding idara and mudiriya.

Next quarter, in order to ensure continuity of these assignments related to the progress on EMIS, ERP will enlist the services of Mr. Adrian DeDomenico (January 27- February 9, 2010) to work with the same NEI and EMIS teams on: (1) Supporting the process of Data Manipulation and Indicator Analysis, (2) Guiding the NEI working group in analyzing and identifying implications for policy to follow the prototype of indicator presentation sheets why is this in brackets) set by the group, and (3) Support the EMIS team in the design and use of the EMIS report modules.

ERP will also support a technical training on Web Development, Oracle ADF, and Java for the EMIS developers.

#### **3.2.4 Teacher Cadre Benchmark verified**

- ***Documentation carried out and presented to USAID***

This has been completed.

## **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**

- ***Quarterly reports submitted***

This is the fourth quarter EQUIP1 ERP is submitting its Quarterly Report in a timely manner. It is the 22<sup>nd</sup> Quarterly Report for the project. USAID's informational needs have been met on a timely basis.

ERP submits web-oriented information to the EQUIP, MOE, and AIR web-sites.

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

(There is no requirement for information about this issue for this quarter.)

### **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**

(There is no requirement for information about this issue for this quarter.)

### **4.1.4 Study of CAPS with a focus on lessons learned in the effort to measure learning outcomes**

- ***Study carried out***

The study is under development.

### **4.1.5 SO22 data collected/verified and properly stored in a database**

- ***Data verified and entered in database***

The process of data collection, verification and storage is maintained and controlled on a regular basis as planned. The Data Management and Communication Division continually updates data about events and participants in the secured MS SQL server database at ERP Head Quarters and USAID Tri Net.

- ***Specific experiences and materials to be documented identified. Responsibilities of ERP Communication and Senior Management staff identified***

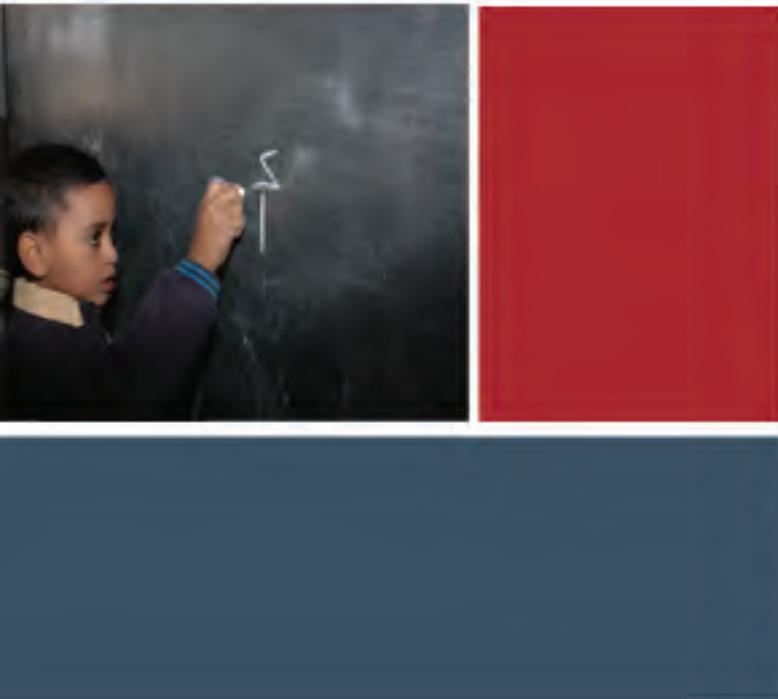
The Data Management and Communications Division applied DEC criteria to identify and select documents produced by ERP over the past quarter.

## 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
BOT ST	Boards of Trustees Support Team
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
DMC	Data Management and Communication Division
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
I-Plan	Institutionalization Plan
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
MCT	Mudiriya Coordination Team
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
NST	National Standardized Test
OCR	One-Classroom Schools
OP	Operational Plan
PAT	Professional Academy for Teachers
PD	Professional Development
PI	Parental Involvement Guide
PMC	Project Management Committee

PMP	Performance Monitoring Plan
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
QAU	Quality Assurance Unit
RFP	Request for Proposal
RI	Reform Initiative
RW	Reading and Writing
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
SWD	Social Work Department
SWS	Social Work Supervisors
TA	Technical Advisor
TILO	Technology for Improved Learning Outcomes Program
TLC	Teachers' Learning Circles
TORs	Terms Of References
TOT	Training of Trainers
TSU	Technical Support Unit
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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