



January- March
2010

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 January- 31 March 2010, Quarters, Semester, and Life of Project

Concept or Purpose	Indicator	Jan- March 2010 Quarter Results			Planned April- July 2010	Life of Project through 2010				
		Planned	Achieved	Percent of Planned		Planned Life of Project	Cumulative Achieved To Date	Percent of LOP		
SO 22: Sustained Improvement in Learning Outcomes (SILO)										
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	9	6	66%	0	27	18	67%	Only for Grades 4, 8; Arabic, Science, Math. New tests with 1/3 new test items developed for 2010 implementation
E1	CAPS Administered	Number of Tests Administered	0	0	0%	15,000	97,200	139,800	144%	
IR 22.1: Improve the Quality of Teaching and Learning										
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	82%	<---- RESULT
E1	SCOPE Administered	Number of SCOPE Classroom Observations	1200	1095	91%	0	3,733	2,973	80%	
E1	Teacher Professional Development	# of teachers and administrators participating in training activities to improve teaching and learning in schools	0	2476	247600%	0	8,154	23,131	284%	
E1	Teacher Support Systems	# of systems and structures in place to support teachers, including: TLCs, Clusters, LRCs and PDCs *	0	10	1000%	13	145	196	135%	*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	3,500	4,595	131%	1,800	12,000	17,829	149%	
IR 22.2: Expand Equitable Coverage at K-12 Schools										
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	40000	97241	243%	43,000	300,000	419,363	140%	
E1	Adult Literacy Provision	# of adults completing AEA and AEA-supported CSO Adult Literacy classes in target idarras	18000	45904	255%	20,800	135,000	197,293	146%	

Concept or Purpose	Indicator	Jan- March 2010 Quarter Results			Planned April- July 2010	Life of Project through 2010				
		Planned	Achieved	Percent of Planned		Planned Life of Project	Cumulative Achieved To Date	Percent of LOP		
IR 22.3: Strengthen Management & Governance of K-12 Schools		---								
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	700	655	94%	200	1,000	4,337	434%	
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 muddirya unit staff)	12	12	100%	0	435	445	102%	

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	M:1,224 F:487 T:1,711		
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	M:47,551 F:44,077 T:91,625		
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	M:50,343 F:61,406 T:111,749		
4. Number of teachers/educators trained with USG support	T: 2,400	M: 1,694 F: 840 T: 2,534	M:1,515 F:961 T:2,476		
5. Number of Parent-Teacher Association or similar 'school' governance	228	228	0		
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 23rd Quarterly Report submitted to USAID for the Education Reform Program (ERP), including its contributions toward USAID SO 22. It is also the fifth 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.

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 (ES); 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 (ES); 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

Governorate field offices have held final meetings and celebration activities with MOE leaders and representatives of the FOS in order to enhance the potential for on-going commitments to ERPs work and the SBR model, as well as to honor the collaborative partnership of the past few years.

For example, in Kom Ombo, Aswan, the idara leaders have established a coordinating committee whose primary responsibility is to develop and implement an integrated work plan. This coordinating committee will take advantage of the trained cadres in the FOS to train other schools within the idara, and will also arrange cross-visits between schools to share learning experiences. Finally, the coordinating committee will provide follow-up support to the idara RW committee.

The Cairo office has worked closely with the Technical Support Unit (TSU) in El Basateen, Dar Al Salam. The TSU will continue to support the FOS and other schools in the idara to: develop SSAs and SIPs, provide teacher professional development, and prepare for school accreditation. In March, the Cairo office held a “graduation” ceremony for the FOS to recognize their readiness to continue their quality improvement efforts and their support to other schools in the idara.

The Qena team organized a meeting with the Doshna Idara leaders to provide an update about activities implemented by different entities of the idara. It was also an opportunity to assess interventions carried out in collaboration with ERP during the last quarter. Participants discussed the most effective activities and the challenges that emerged, and also provided suggestions for addressing these challenges. A follow-up meeting was held by the idara leaders to develop a plan to implement these suggestions and emphasize the importance of regular monitoring of activities to overcome challenges. The Qena team continued to collaborate with idara level counterparts through formal and informational meetings to further clarify questions and concerns regarding SBR.

1.1.2 FOS continues to effectively use Governance/ Board of Trustee (BOT) model. Elements of model finalized, disseminated

- ***School Improvement Plans (SIP) Monitoring Tools and approaches shared with TSUs and SWD in all Governorates***

All idaras have received ERP core training and capacity development support. ERP continues to work with TSUs and Quality Assurance Units (QAUs) to implement plans for training and supporting schools.

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

- ***All new Learning Resource Centers (LRCs) are implementing their activity plans and have developed sustainability plans***

The Wassat Idara, Alexandria inaugurated a new LRC on February 22, 2010. The ERP Alexandria team provided assistance for the election of BOTs and the selection of the LRC staff, and also worked with the new LRC staff to help them prepare orientation meetings for BOT members. ERP also supported the staff in developing LRC by-laws and developing an annual operational plan. Finally, the ERP helped to organize meetings with officials and stakeholders to develop a sustainability plan. As a result of these meetings, a decision was made to establish a mudiriya coordination committee to support the three LRCs in Alexandria.



Inauguration of new LRC, Alexandria, 2010

The ERP Beni Sweif team worked closely with MOE officials in East Tanta, Idara, Gharbia and in Edrat Elagoaza Idara, Giza, to finalize the establishment of two new LRCs. Equipment has been delivered and installed, internal by-laws have been developed, and educational materials and resources have been put into the libraries.

The ERP Aswan team continued to provide support to the Kom Ombo LRC to strengthen its data management system. They also worked closely with Aswan and Luxor district officials to begin preparations for establishing new LRCs. An agreement, for establishing the new LRC in Luxor, was signed between ERP and the mudiriya during a meeting attended by members of the mudiriya Coordination Team, other mudiriya leaders, members of the mudiriya BOT, and members of the Luxor City Council. Mudiriya leadership also took an active role in identifying staff for the Luxor LRC. The ERP Aswan staff also provided on-the-job training to staff in both LRCs. The training focused on how to develop a

plan for administrative and financial sustainability, and how to develop internal by-laws.

The ERP Cairo team actively supported the opening of the new LRC in Suez. After participating in an exchange with the LRC in El Basateen, Cairo, the Sayeda Zeinab Idara is proposing to establish an LRC using their own resources.

The ERP Fayoum team facilitated a workshop for 21 staff members from the Fayoum, Menofiya, and Damitta LRCs on how to prepare a strategic plan and develop internal by-laws. By the end of this workshop, each LRC drafted a strategic plan and internal by-laws. The Menofiya and Damitta LRCs were also supplied with furniture and equipment by ERP, and are already being used by TSUs and QAUs to conduct reading, writing, and other training programs.

The ERP Minia team worked closely with MOE officials in Bani Mahar Idara, Minia and in West Zakazik Idara, Sharkeya to establish new LRCs. The MOE, with some assistance from the ERP, made a significant contribution to equip and prepare both centers for operation.

The ERP Qena team continued to provide follow-up support to the Dakahlia Governorate to establish a new LRC in Manzala Idara. The team conducted frequent field visits to the new LRC site in order to follow-up on preparations and progress. The LRC is now ready to receive equipment and furniture, and a temporary committee has been formed to manage the start-up process until the BOT is elected and staff is selected.

As a result of on-going technical support from ERP Qena, the LRC in Dishna Idara organized several orientation events to introduce attendees to the purpose of and services provided by the LRC. The following events were organized:

- *Seminar on the Challenges of Teaching Science Curriculum at the Preparatory Level.* The seminar was facilitated by a science professor from Assuit University (Faculty of Education) and attended by 20 science teachers.
- *Seminar on the Challenges of Teaching English Curriculum at the Primary and Preparatory Level.* The seminar was facilitated by an English teacher from Dishna (holding a Masters degree in teaching English as a Second Language), and attended by 75 English teachers.
- *Educational Aids Workshop.* This two-day event was attended by 70 primary level teachers and students, and idara leaders. The aim of the workshop was to raise awareness of the importance of using educational aids to support teaching instruction and how to develop aids using simple, local materials. Participants used LRC materials to design and craft educational aids to support their lesson plans.



Producing Educational Aids, LRC, Qena, 2010

- *Seminar to introduce and discuss a professional development book focused on educational trends with regards to child development.* This book was selected from the LRC library. The event was attended by 15 primary level teachers, the idara director, and idara leaders. Participants discussed ways in which they could use their newly acquired knowledge in the classroom.
- *Teaching Aids Exhibition.* This exhibition provided an opportunity for Dishna teachers to see aids produced by their peers during previous events held at the LRC. The event lasted three days and was attended by over 50 Dishna teachers and supervisors. The exhibition included over 30 educational aids made from a variety of materials. Teachers who created these educational aids attended the event to talk about their experience in producing them and to encourage visitors to implement new ideas. By the end of the exhibition, awards were given for the best three educational aids.

LRC Assessment

The Effective Schools Communication and Data Management team coordinated a participatory assessment of the eight existing LRCs. The purpose of the assessment was to identify lessons learned to share with existing and new LRCs, and to enhance the centers' role in supporting improved teaching. Focus group discussions were held with LRC staff, LTC, BOTs, stakeholders (primarily teachers who use the center regularly), and potential stakeholders (primarily teachers in the district served by the LRC who have not taken advantage of LRC services). The findings were shared with each governorate team during a project-wide meeting. The outputs of the meeting included recommendations on how to: (1) strengthen planning of LRC activities, (2) increase the demand for LRC services, in particular the development of classroom teaching aids, (3) develop a standard format for LRC internal by-laws, and (4) develop standardized roles and responsibilities for LRC staff and BOTs.

Subject Area Learning Hubs (Science)

Dr. Saouma BouJaoude returned to Cairo from March 12 -15, 2010. The purpose of his visit was to make observations and collect information about science learning hub teacher performance in the classroom and science learning hub teachers as trainers, to help them improve their teaching and training skills, and to plan future activities.

Dr. Saouma made the following observations based on his visits with teachers and trainers and his discussions with ERP staff:

- All four teachers observed seem to have acquired the necessary teaching skills for implementing science inquiry-like activities for topics in physical and life sciences for grades 5 and 6. While the performance of the four teachers varied in quality, the lessons conducted were very effective, interesting to students, focused on teaching science concepts, addressed students' misconceptions, and encouraged students to think scientifically. In addition, these lessons were part of the required curriculum for this part of the year.
- All four teachers used local everyday materials to teach science concepts. In addition, many of them did not limit themselves to the activities provided in the manual but were creative in designing relevant and useful new activities.
- The teachers were able to design well-sequenced and thought-out lesson plans by using a variety of hands-on activities and graphic organizers, such as concept maps. It was apparent that the teachers have understood the logic behind the teaching activities presented in the manual and are now using this understanding to incorporate the activities into meaningful lesson plans.
- The science hub teachers seemed to be enthusiastic about sharing their experiences with other teachers. Consequently, a number of them are working individually with other teachers in their schools to help them adopt the approaches advocated in the manual. Moreover, they are working as a team to support other teachers through formal workshops.
- Science hub training teams still need support in developing training skills to: (1) ensure that the focus of the training activities is on developing students' critical thinking skills and understanding of science concepts; not only on involving students in entertaining and fun hands-on activities; (2) make sure that classroom discussions are not controlled by one vocal participant thus depriving other trainees from participating; and (3) ensure the trainer pays attention to dialogue taking place in the training room and classroom to correct, in a sensitive manner, any misconceptions.
- The activities being conducted by the science hub teams in the four governorates seem to have generated interest and momentum that has attracted the attention of teachers in other governorates. As a result, a staff member from the Fayoum ERP office accompanied ERP and Dr. Saouma during the first two days of his visit in an attempt to learn how to start a science hub in Fayoum.

Dr. Saouma will return in July to provide guidance to teachers on how to use classroom assessment tools in order to support their instructional objectives. Based on observations made this quarter, he will also provide further capacity building for teachers in facilitation and training-of-trainer (TOT) skills.

1.1.4 Supervisors effectively support teachers for improved teaching practices

Training Supervisors in Active Learning and Comprehensive Assessment

At the request of MOE officials, some ERP governorates continued to support supervisors who train teachers in “Active Learning and Comprehensive Assessment”. For example, in collaboration with the mudiriya active learning team and the idara TSUs, the Cairo team assisted supervisors to train more than 4,000 teachers in 14 idaras and also provided guidance on how supervisors can give follow-up support.

In response to the recommendations made by mudiriya leaders last quarter, ERP Qena organized a three-day workshop for 28 math supervisors from all 11 Qena Idaras. The aim of the workshop was to reemphasize certain active learning and comprehensive assessment techniques. Participants applied the techniques by designing a simulated training day and presenting it for other groups. Active learning strategies for the next quarter were discussed by working groups.

1.1.5 Reading and writing skills of students are enhanced

The ERP teams continued to facilitate workshops with newly formed district RW committees in a number of governorates. The workshops focused on presenting the steps to implement RW initiative and identifying different ways to mobilize resources needed to serve the initiative. Other workshops focused on how idara committees can support school committees to carry out RW initiatives. In support to the workshops, ERP teams provided on-the-job training to idara committees to help them move forward with their plans to work at the school level and to help identify strategies to overcome challenges which they have encountered.



Reading and Writing Training, Fayoum, 2010

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

- ***29 Governorate-based plans developed, reviewed, and approved by National Steering Committee***

ERP supported the planning teams from each ERP governorate (except Fayoum) and non-ERP governorates (except Ismailia) to go through the strategic planning process to be completed by the end of April. In light of these strategic plans, the planning teams will develop the new annual plan for July 2010 - June 2011.

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

- ***Planning process implemented for decentralized Governorate plans for Adult Literacy; new targets set***

Strategic planning for governorate literacy planning committees is critical to systematically reducing illiteracy and ensuring that those responsible for the decentralization process have the requisite skills to sustain and expand improvements. However, establishing a planning process that ensures both quality and timeliness is not an easy task due to the complexity of the planning process, especially for those new to strategic planning.

The strategic planning process in the seven ERP governorates (excluding Fayoum and Ismailia) and nine non-ERP governorates followed the steps of the framework that was piloted in Beni Sweif governorate during the last quarter:

- Step 1: Orientation of the Steps and Developing the Vision and Mission
- Step 2: Collecting Data from the Approved Sources
- Step 3: Data Analysis
- Step 4: SWOT Analysis of the Governorates' Illiteracy Situation
- Step 5: Developing the Objectives and Goals
- Step 6: Developing the Plan for Major Activities
- Step 7: Developing the Monitoring Plan
- Step 8: Developing the Budget

Throughout this quarter, ERP supported the planning teams in both ERP and non-ERP governorates to proceed with Steps 1-5 of the above strategic planning framework. This was done through a series of workshops and meetings. It is envisioned that the process will be completed by the end of April, including the revision of the strategic plans by the General Secretary. The final step will be to obtain approval from the governors for the strategic plans and to begin the process of developing annual implementation plans.

Outcomes:

- Involvement of the General Secretary in the planning process resulted in increased commitment of stakeholders.

- Stakeholder participation in the planning process increased awareness and commitment towards illiteracy issues in the respective governorates, and built a sense of ownership towards the governorate's plan.
- Decentralized planning process and the participation of stakeholders helped to identify more available resources previously unknown to the Adult Education Authority (AEA).
- Decentralized planning deepened the understanding of literacy issues and the new literacy law at the AEA and stakeholder level.
- Planning workshops and meetings provided a venue for dialogue among the stakeholders about literacy for the first time.

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

- ***Local Steering Committees monitor on-going plans for Adult Literacy; produce reports on progress***

Regular meetings were conducted at the governorate level to assess and document the progress in the implementation of the governorates' current annual plans.

- ***Local administrative unit capacity building plans implemented***

As a result of the on-going delay in the issuance of the executive regulations for the new Literacy Law (no. no 131/2009), ERP could not implement a number of planned activities such as:

- Identify local capacity needs.
- Develop and implement capacity building plans for the District Local Units.
- Support the governorate and District Local Units to build partnerships with local governmental and non-governmental partners.
- Form coordination committees to coordinate, with the units, the implementation of literacy plans.
- Provide capacity building to the training and monitoring team.
- Support AEA to perform their new roles to assist the newly established units.
- Develop transition plans to support the newly established units.

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

- ***Introduction and orientation to new Supervision Tools conducted in nine Governorates***

Due to the issuance of the new literacy law (no. 131/2009) leading to changes in the role of AEA versus MOLD and the delay in issuing its executive regulations, there is uncertainty about the role of AEA and MOLD regarding topics such as MIS and supervision. Therefore, ERP revisited its work priorities for adult literacy and decided to focus the program's efforts on supporting the literacy decentralization process. The decision was made to drop activities concerning AEA training on supervision tools, manuals, and systems from the adult literacy plan.

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 Technical Support Unit (TSU), Quality Assurance Unit (QAU), Social Work Department (SWD) and other entities

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

ERP governorate teams provided support to TSUs and QAUs in all ERP and non-ERP governorates to develop their school plans and budgets in line with the MOE ministry guidelines announced in November 2009.

The release of funding to implement TSU and QAU plans has been put on hold, due to the appointment of a new senior Minister in the MOE. It is likely that no funding will be released for the support of TSUs and QAUs now or in the future. In spite of ERP's success at the local level, if the central MOE is not willing to fund mechanisms to assure financial support of these units it is doubtful that they will be sustainable.

- ***TSUs coordinate work with other units within the idara and mudiriya to address schools needs***

TSUs and QAUs have shown significant progress over the last few months in their efforts to coordinate their work with other teams in the idara and mudiriya. The following are some examples of these efforts:

- Workshops were held, in Giza and Gharbia, with idara directors, TSUs, QAUs and SWD to analyze SIP data from a number of schools to develop practical and effective support plans.
- The Cairo team organized meetings between TSUs, QAUs, SWD representatives and the Cairo, Ismalia, Suez, and Qalubia Idaras. The meetings focused on roles and responsibilities and how they can better integrate their efforts to support quality SIP implementation.
- Heliopolis, Manshat Nasser and Nozha Idaras, Cairo formed an alliance in order to work together to support schools in their SIP.
- ERP Fayoum organized a meeting between TSUs, QAUs, and SWD at Abshaway Idara, Fayoum in order to develop a plan to activate community participation in the six schools nominated for accreditation.

- ***QAUs support on-going documentation and carry out M&E functions***

A two-day workshop on documentation was held in Cairo, Matrouh, Behira, Qena and Dakahlia Governorates to enhance documentation and reporting skills of QAU members. The training also helped the QAU members to develop an action plan for providing technical support to the quality teams inside schools.

The QAUs in all governorates conducted regular visits to A-level schools to help them prepare the required documentation for applying for accreditation.



QAU documentation training, Beni Sweif, 2009

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***

Following are examples of cross-visits organized by the ERP teams with the aim of deepening idara (particularly TSUs and QAUs) understanding of the ERP models:

- TSU and QAU members from Dakahlia Governorate paid a cross-visit to Gharbia Governorate to share their experiences and exchange ideas on how to support schools in developing and applying a SIP in order to enhance education quality.
- 13 TSU and QAU members from Al-Dakahlia paid a cross-visit to Al-Gharbia Governorate, in collaboration with the Beni Sweif office, to share experiences and ideas on how to develop idara plans to support schools based on school SIP analysis.
- 12 members representing three RW committees in Al-Dakahlia, Mudiriya went to Al-sharkia Governorate to share experiences of increasing community participation and involving the business sector in supporting RW initiatives.
- TSUs from 6 October and Dametta made a cross-visit to the Fayoum LRC to deepen their understanding of the ERP model.
- Eight TSU members from Fayoum conducted orientation workshops on the successful SBR models for 6 October Governorate.
- 138 participants (from TSUs, QAUs, idara training units, subject supervisors and idara leaders) from 24 ERP idaras in Qalubia, Port Said

and Suez attended a three-day orientation, held in Ismailia, to improve their understanding of the ERP models.

- Workshops were also held in Alexandria, Behira, and Marsa Matrouh with representatives from mudiriya and idara leaders to defuse the ERP model.

- ***Social Work Support Teams support SWD to support BOTs***

ERP continued training the SW BOT Support Teams on the remaining training modules (governance, increasing parental involvement, and advocacy). The SW BOT Support Teams developed and implemented plans to train school level social workers on these modules.

The SW BOT Support Teams in some governorates supported the social workers in their implementation of the Board of Trustees Assessment Tool (BOTAT) with the BOTs. ERP provided on-the-job training to the SWD at the idara level to analyze the results of the BOTAT and developed a capacity building plan for the BOTs. The plans were developed with the participation of the SW Supervisors and Support Teams.

ERP supported the SWD to hold regular meetings at the idara level. These meetings provided an opportunity to review progress on idaras' implementation and monitoring plans, and to reflect on their experiences. Discussions were held among supervisors on how to monitor the performance of the SW teams who provide capacity building to the BOT and how to ensure that the BOTs receive support from the school social workers.

ERP finalized the development of a software program to assist the idara SW Supervisors and school social workers to capture and analyze data related to: (1) the results of the BOTAT that reflect the capacities of the BOT; (2) parental participation in general assembly meetings and election of BOT members; and (3) resources mobilized by BOTs. ERP will train the BOT Support Teams on the use of the software to enable them to train the social workers.

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

A central level meeting among the heads of the SWD of the nine Governorates will be conducted during the next quarter.

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

- ***TSUs coordinate with other units within the idara and mudiriya to respond to schools' needs; TSUs use available data for planning***

See section 3.1.1

- ***QAUs collect and analyze SCOPE and MAP in a set of pilot schools; QAUs use available data for planning***

All ERP offices supported the ERP and non-ERP governorates in conducting training workshops for data collectors to use SCOPE and MAP tools of the I-Plan. A total of 2,920 data collectors received the training nationwide. In April 2010, data collectors will administer these standardized tools and tests in all

governorates to measure performance of students, teachers and school management boards.



I-Plan data collection training, Qena, 2010

- ***Social Work Support Teams from nine ERP governorates provide training and orientation to Heads of SWDs; BOT Support Teams provide “on demand” training to Social Work Supervisors***

In order to continue to provide quality support for the SWD, ERP has decided to focus its support in the nine ERP governorates only.

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

Following are examples of training workshops provided to TSU, QAU, and other idara leaders to develop their capacity to train and support schools implementing SIPs:

- 320 TSU and QAU members from Fayoum, Damietta, 6 October, and Menofiya were trained on facilitation and presentation skills to improve their ability to support school quality teams.
- 80 TSU and QAU members from Damietta and 6 October were trained on coordination and networking skills to enhance their ability to network within the idara and with external partners to support schools implementing SIPs.
- 205 TSU and QAU members from Fayoum, 6 October, and Menofiya were trained on forming effective teams.
- A two-day workshop on change management was held for 592 TSU and QAU members representing idaras from Cairo, Ismalia, Qaluyia, Port Said, and Suez. By the end of the workshop, participants had developed their plans to foster “change” in their idaras and schools.
- A coaching skills workshop was piloted with TSU and QAU members from Qena and Luxor Governorates. The training aimed at building the

coaching skills of TSUs and QAUs and providing support to school quality teams in implementing SIPs.

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

3.2.1 Technical assistance to meet textbook benchmark

- ***Award Issued***

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 has completed the Item Kit and it has been translated into Arabic. It will be shared with the MOE in the next few weeks to determine how they plan to make use of it.

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

ERP will make recommendations on Comprehensive Assessment when working with PAT on the professional developmental skills matrices.

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 staff worked with an AIR consultant, local consultants, and subject specialists to finalize the school sample for the I-Plan and the USAID-funded education reform activities of the TILO program.

Meetings were held with local and international consultants, MOE, and NCEEE staff and the committee for test specification. The objective of these meetings was to finalize and agree on the model and process 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.

MOE has approved the recommended blueprints for the assessment model allowing NCEEE to finalize the design and assemble the test forms which will be ready for implementation in 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, steps have been taken by the central MOE to announce the modified tools to be used for the SCOPE and MAP data collection process. Continued support has been given to the data enumerators to carry out data collection from their assigned sample schools at the governorate level and for end users to do the required analyses nationwide.

ERP, in collaboration with MOE officials nationwide, worked to facilitate training sessions and provide support to data collectors.

3.2.2 PAT's capacity built to implement a strategic framework

- ***Plans implemented***

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 staff worked with a local consultant to lead the PAT strategic planning team in developing their long term strategic plan. They held an awareness raising conference, 10 data collection meetings, and 15 working meetings. The team's work resulted in: forming working teams; conducting a SWOT analysis; developing a revised vision, mission, and values statement; identifying strategic directions; selecting priority programs; setting strategic and operational objectives; developing activities; identifying timeframes and responsibilities; and finally, drafting the performance indicators for the various programs.

As part of the licensure process, ERP supported PAT in finalizing a national plan to build capacity of supervisors and school principals in using standardized performance assessment tools, to evaluate the performance of Assistant Teachers. ERP prepared a cadre of 80 more trainers in addition to the previously prepared 110 trainers. National training has already started in 23 governorates and will continue to include the remaining governorates.

ERP staff has reviewed the promotion system, analyzed feedback from various stakeholders, and produced a final version of the promotion system. Implementation scenarios were added to the proposed system to help decision makers choose the optimal implementation strategy. A general action plan was developed that will help implementers create local implementation plans. The promotion system is now ready to be presented to PAT Board of Directors for final review and approval.

ERP conducted a second focus group discussion with professional development providers from the public and private sector, universities, and education reform programs to review and give feedback on the Professional Development

Certification Manual. ERP staff edited and finalized the manual and incorporated feedback from the all stakeholders. The manual was shared with PAT directors and external reviewers and a final version of the manual was produced. ERP staff is currently leading a task force with PAT staff in piloting the program certification standards. The task force is using the training programs developed by ERP in their pilot.

Finally, ERP staff reviewed and finalized the training programs for Psychology Specialists, Social Workers, and Technology Specialists as part of the modified induction and mentoring program for newly hired specialists.

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 NEIs and EMIS. ERP enlisted the services of two international consultants, Mr. Adrian DeDomenico (January 27 – February 9, 2010) and Dr. Haiyan Hua (March 7- 20, 2010) to work with selected staff from the MOE's General Department of Information Statistics and Computing (GDISC), MOE's Policy and Strategic Planning Unit (PSPU), MOE's quality department, senior MOE leaders, and ERP staff. The international consultants' scopes of work included the following tasks: (1) support the NEI team in the production of 36 NE Indicator Sheets; (2) support the NEI team in using Excel and SPSS to generate sophisticated data presentations and relevant tables, as well as identifying policy implications for the NEI report; (3) provide technical assistance to manage issues related the data integration process; and (4) support the EMIS team in assessing the validity and reliability of the new census data and provide guidance for the design of better report modules and school report cards.

During their subsequent consultancy visit, Mr. DeDomenico and Dr. Hua held extensive meetings with MOE's decision makers (the Minister, Dr. Reda About Serai, and the MOE's Chief Information Officer, Dr. Ahemd Tobal) to discuss the above tasks. In addition to daily working meetings with the NEI and EMIS working teams, Dr. Hua conducted a site visit to an idara and primary school in Beni Sweif Governorate to see the running mechanism for data collection and entry using the current data base and Information System of the ministry in the field which will support their work to manage the data integration process and assess the validity and reliability of the data collected at the field level

Progress on NEI

- New members were added to the NEI working teams to include: one permanent member, three temporarily members, a PSPU data analyst, and a PSPU financial analyst.
- The NEI team's basic capacity to manipulate and analyze data has improved, however, they need to develop more sophisticated analysis techniques and receive training on how to write effectively for policy analysis. Technical assistance will be provided during the next consultancy visit to address each of these competencies.
- Six indicator sheets were completed and shared with the international consultants for policy clarity and further refinements.
- Ten indicator sheets were drafted. Drafts are in varying degrees of completion.

- Based on the progress to-date, the NEI process timeline has been modified. The “Condition of Education in Egypt” (an every other year publication reporting on the 36 indicators analyses for identifying trends over time, variation analysis among mudiriyas, and bi-variant analysis results) should be produced in draft form by Fall 2010.

Progress done on EMIS

Technical Training delivered to the MOE’s EMIS Programmers

Technical training is essential for the development of web-based reports extracted from the Annual School Census EMIS, and for expansion of the features of the system itself. Therefore, ERP provided a series of three tailored training courses for ten key programmers of the MOE’s GDISC; JAVA training (February 21-25, 2010), Building Java EE applications (February 28 - March 4, 2010), and Oracle ADF (March 21-25, 2010).

An evaluation was conducted after the first two courses to assess the trainee’s satisfaction and provide recommendations. The evaluation results confirmed the success of the course and made a strong recommendation to:

- Extend the training duration, and
- Tailor the content of the training to include practical application of the work of the EMIS department.

Based on these recommendations, an additional ADF training week will be conducted in April 2010 for the same ten EMIS programmers.

New Annual School Census EMIS Data Verified

A data verification process for the data collected through the Web-Oracle Based School Census EMIS, was completed during this quarter. Aggregated data for schools, students and teachers was entered into the system by idara statistical officers and reviewed and verified by each muddiriya. This included school financial and facility data, collated for the first time. Collated data was necessary to assess the reliability of the new system, and ensure the quality of data used to generate NEI.

Policy Implications

Preliminary results of the NEI analysis revealed issues concerning some of the MOE’s policies. The following issues were discussed with MOE decision makers:

- Primary students who have not been at school for years are kept in school records and promoted automatically by law. This data results in a underestimated dropout rate. In order to present a more accurate drop-out rate, a recommendation was given to conduct a study to check a random sample of attendance records of students and teachers.
- Recording school daily attendance is time consuming and not reliable due to the low rate of data reporting (less than 20%). A recommendation was given to discontinue reporting daily attendance from schools and idaras.
- Data integration between different affiliations of MOE needs to be strengthened to ensure data availability for NEI in future years.
- The School Management System (SMS), piloted by the MOE in Alexandria, is too sophisticated to be used at the school level. It requires intensive training and does not respond to most of the needs of school

principals. Recommendations were given to consider a system that more effectively uses existing school infrastructure and is tailored to respond to the information needs at the school and idara level.

Next Quarter

In order to ensure continuity of these assignments, ERP will enlist the services of Mr. Adrian DeDomenico (April 18-29, 2010) and Dr. Haiyan Hua for an additional two weeks in May 2010 to work with the same NEI and EMIS teams. The purpose of their visit will be to: (1) work with the NEI team to finalize the NEI indicator sheets for the additional number of indicators, leading toward the completion of NEI report; (2) provide two days of hands-on *Analytical Writing* training for the NEI team; and (3) support the EMIS team in the new design of the EMIS report modules.

As mentioned above, ERP will also provide additional technical training on Oracle ADF for the EMIS programmers.

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 fifth quarter EQUIP1 ERP is submitting its Quarterly Report in a timely manner. It is the 23rdnd 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***

Based on USAID request, the study will not be carried out.

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 up-dates 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***

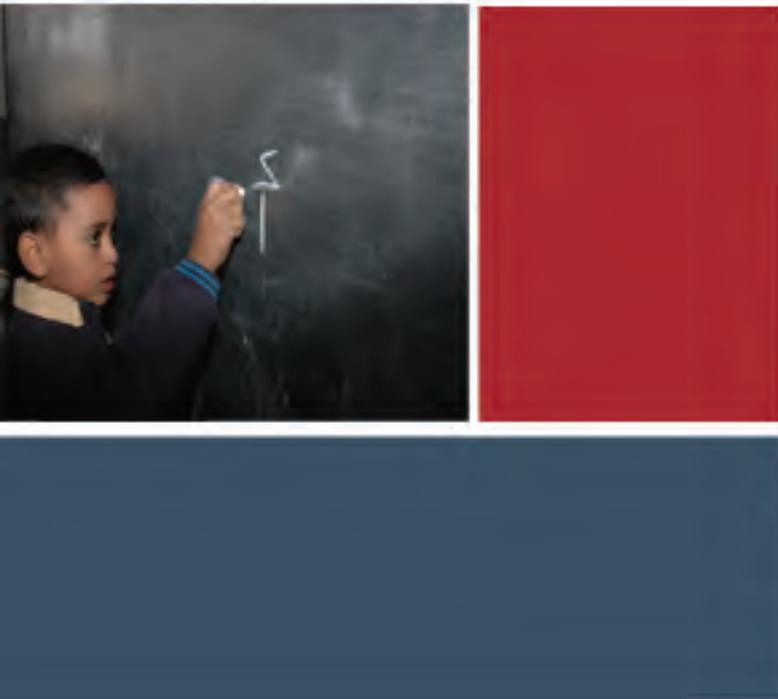
The Data Management and Communications Division applied DEC criteria to identify and select documents produced by ERP over the past quarter.

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
BOTAT	Board of Trustee Assessment Tool
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
NEI	National Education Indicator
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
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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FROM THE AMERICAN PEOPLE
من الشعب الأمريكي

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