



July - September

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 July- 30 September 2010, Quarters, Semester, and Life of Project

Concept or Purpose	Indicator	July- Sept 2010 Quarter Results			Planned Oct- Dec 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	0	0	0%	0	27	24	89%	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%	0	97,200	155,300	160%	
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	88% change in 2010	230%	←--- RESULT
E1	SCOPE Administered	Number of SCOPE Classroom Observations	0	0	0%	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	5350	535000%	0	8,154	31,999	392%	
E1	Teacher Support Systems	# of systems and structures in place to support teachers, including: TLCs, Clusters, LRCs and PDCs *	1	1	100%	4	145	216	149%	*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	1,800	5,064	281%	1,800	12,000	25,352	226%	
IR 22.2: Expand Equitable Coverage at K-12 Schools										
E1	Adult Literacy Provision	# of adults enrolled in AEA and AEA-supported CSO Adult Literacy classes in target idarras	40000	55270	138%	12,000	300,000	533,149	177%	
E1	Adult Literacy Provision	# of adults completing AEA and AEA-supported CSO Adult Literacy classes in target idarras	18500	59288	320%	5,000	135,000	305,118	182%	

Concept or Purpose	Indicator	July- Sept 2010 Quarter Results			Planned Oct- Dec 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	79% increase in 2010	207%	←--- 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	0	0	0%	150	1,000	5,957	596%	
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 muddiryia unit staff)	8	8	100%	8	435	461	106%	

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	M: 1527 F: 565 T: 2092	M: 2179 F: 847 T: 3026
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:91,628	M:47,551 F:44,077 T:91,628	M:47,551 F:44,077 T:91,628
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	M:50,343 F:61,406 T:111,749	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	M: 966 F: 460 T: 1426	M: 1631 F: 693 T: 2324
5. Number of Parent-Teacher Association or similar 'school' governance	228	228	0	0	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 25th Quarterly Report submitted to USAID for the Education Reform Program (ERP), to include its contributions toward USAID SO 22. It is also the seventh quarter EQUIP1 ERP has been responsible for the submission of the Quarterly Report.

Program Description

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 at 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 to achieve quality education. 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 the 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 can potentially 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).

During the first two quarters of this extension, ERP continued to support the Textbook Benchmark. ERP also provides support and capacity building to 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 (MOLD) 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

- ***Technical Support Units (TSUs) and Social Work Department (SWD) assume support for FOS and use schools as models for diffusion of SBR support models***

FOS district leaders have done a commendable job of providing support to the FOS and continue to use former ERP supported schools to serve as models for other schools. The district leaders have actively reviewed the TSU and Quality Assurance Unit (QAU) annual plans for 2009/10 to identify lessons learned and they have begun preparing plans for next year. District leaders understand their role in building the capacity of and supporting schools to develop and implement School Self Assessments (SSAs) and School Improvement Plans (SIPs). They still, however, have limited resources available to respond to the many challenges and needs of the schools.

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

- ***Interactive (CD based) Teacher Learning Circle (TLC) Manual Developed***

The interactive CD (TLC) manual is near completion. There will be 1,800 CDs produced; approximately six per idara and the rest will go to the Learning Resource Centers (LRCs).

- ***Results of Learning Resource Center (LRC) assessment used to support existing and new LRCs***

At the completion of ERP, 29 LRCs will have been established in 15 governorates.

As planned, the results of the LRC assessment are being used to support existing LRCs to strengthen their operations and to support the successful establishment of the remaining LRCs. In addition, experienced staff members from the original LRCs are sharing their expertise and knowledge by visiting the new centers and hosting exchange visits. Based on the results of the assessment, new centers are placing emphasis on early identification of teachers' needs and ensuring that support from the centers is focused on helping teachers develop teaching aids. In some cases, there is still a great deal of pressure to use the LRCs primarily as computer centers. Staff members of the new centers are also being trained in planning, marketing, and resource mobilization. Through these trainings and exchange visits, strong ties are being developed between the LRCs in "regional" groups.



TLC training, Menofiya

Finally, ERP teams are working to ensure that the relevant district and regional leaders play an active role in supporting the LRCs in order to maximize the potential of the LRC to support teachers to improve their practice.

1.1.4 Hubs are in use to serve the professional development needs of teachers in the FOS idara

- ***Capacity building in classroom assessment for teachers in at least four science hubs***

Dr. Saouma returned in July as planned. During this visit, he worked with the science hub teachers to provide guidance on how to use classroom assessment to support their instructional objectives. He also provided further capacity building for the teachers in facilitation and training of trainer (TOT) skills.

- ***Science kits produced***

The science kits are now in the final stage of production and will be distributed throughout the LRCs in November.

2.1 Decentralized Adult Literacy planning and implementation are instituted in nine Governorates through the Ministry of Local Development (MOLD) 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

- ***Regular coordination meetings held to review national progress on decentralized adult literacy (AL) programs***

Coordination meetings were held with MOLD at the central level to discuss and finalize the agenda and all logistics for the national workshop (Sakkara II). During these meetings it was also decided to:

- Send a request to the governorate general secretaries asking them to provide progress reports on the implementation of governorate AL strategic plans.
- Arrange a field visit for Gen Amr El-Desouky and Eng. Hanaa Abdel Monem to Qena Governorate to participate in the monitoring workshop for planning teams.

At governorate level, ERP facilitated regular meetings with the planning teams and Adult Education Authority (AEA) in order to help them monitor and track the implementation of governorate strategic and annual plans and to present governorate achievements.

The following examples highlight some of the achievements:

- Qena Mudiriya has offered 100 job opportunities to those who have become literate as a result of participating in AL programs.
- The Qena agriculture and health mudiriya has opened AL classes for the first time.
- A competition was held among the adult literacy learners in Aswan and appreciation certificates were awarded.
- Aswan Governor provided cash incentives from the MOE budget for the districts (Daraw & Edfu) who achieved their targets.

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

- ***Planning committees trained on monitoring and community mobilization of opening literacy classes***

ERP continued to provide training for the planning teams in Qalyoubia, Sharkia, Qena, Cairo, and Assuit Governorates on how to monitor the implementation of the governorate AL strategic and annual plans.

The training focused on:

- Monitoring concepts.
- Monitoring methods and tools.
- Difference between monitoring and evaluation.
- How to develop a plan for evaluating the performance in implementing the plans.



Planning Committee Meetings, Qena

By the end of these training workshops, the planning teams revisited their monitoring plans to make any necessary modifications.

Qena held a two-day workshop to develop a mechanism to monitor AL plans at all levels within MOLD. The Qena Governor, Gen Amr El-Desouky and Eng Hanaa Abdel Monem participated in the workshop to show support for adult literacy issues and the implementation of the governorate plan. Participants were successful in developing a proposed monitoring mechanism to support decision makers at all levels to improve implementation and outputs of AL activities.

ERP continued to provide training to the planning teams on how to mobilize communities to open and support literacy classes.

The trainings took place in Giza, Minia, Sohag, Luxor, Qalyoubia, and Behira Governorates and focused on:

- Community mobilization concepts.
- Types of community resources.
- How to design and implement a community mobilization campaign.

By the end of the training workshop, the planning teams developed a plan for mobilizing communities to support literacy classes.

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

- ***AEA/Planning Committees trained to support the implementation of their strategic and annual plans***

Based on training needs of the planning teams in ERP and non-ERP governorates, ERP designed and implemented a number of training workshops (as seen in the table below) to enable teams to support the implementation of their strategic and annual plans.

Training Workshop	Governorate
Networking: How to effectively network among the literacy stakeholders.	Giza, 6th of October, Fayoum, Luxor, Sohag, Qena, Dakahlia, and Gharbia
Social Marketing: How to promote literacy programs.	Cairo and Behira
Documentation: How to write effective documents and reports.	Aswan

In addition to the training workshops, ERP facilitated exchange visits between ERP governorates and non-ERP governorates. Assuit planning teams visited Minia to learn from the Jesuit NGO about opening literacy classes. Qalyoubia planning teams visited Fayoum in order to learn about resource mobilization and building partnerships.

- ***AEA idaras trained to support the implementation of the literacy strategic and annual plans***

ERP provided training to AEA branches in the non-ERP governorates to ensure that adult literacy classes maintain consistent quality. Training topics were designed to meet the unique needs of each governorate. For example, ERP trained AEA in Giza, 6th of October, Dakahlia, and Sohag governorates on active learning and classroom observation; trained AEA Dakahlia on facilitation skills; and trained AEA Gharbia in documentation and report writing. AEA also participated in the training offered to the planning teams.

- ***AEA Diwan developed plan for expansion of the Management Information System (MIS) system to other governorates***

The MIS system was presented to AEA Diwan in the previous quarter. As of yet, they have not developed any plans for scale-up to other governorates.

In order to maximize the benefit of the MIS for literacy (piloted in Beni Sueif) ERP introduced the MIS for literacy to the MOLD Information Technology (IT) unit (MOLD is responsible for opening MIS literacy classes according to the new law 131/2009.) ERP provided technical assistance to the MOLD IT unit to install and operate the MIS with support of a user guide and held a number of meetings to explain the content of the system. Currently, the MOLD IT team is studying the MIS to determine how best to use it.

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 capacity at idara level to use national standardized assessments for performance based on SCOPE and MAP (and other BOTAT,COF, etc.) built

- ***Mudiriya and idara staff trained in use of data for local decision making***

This training has been rescheduled for November 2010 due to coordination issues.

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***

In support for Dr. Reda Abu Serie's recommendation to scale up the BOT capacity building model for other non-ERP governorates, ERP worked with the central level SW office at the MOE and collaborated with Support to Egyptian Primary Schooling II (STEPS II) to provide technical and financial support for this plan. As a result, selected trainers from ERP and STEPS II SW training cadres (54 social work supervisors and social workers) implemented a seven-day workshop and four-day video conference for selected SW staff in the non-ERP governorates.

- ***Regional meetings are held to assess accomplishments and make recommendations to MOE***

Several regional meetings were held for district leadership teams to reinforce the importance of collaborating at the district level. The focus of these meetings was to review accomplishments and identify shared priorities at the district level and to share experiences among districts and governorates. As a result of these discussions, district teams have a clearer understanding of their shared role in supporting school improvement and also a better understanding of common challenges. Agreements were made to take into consideration the roles of other teams while developing individual team and/or unit plans in order to avoid duplication and to allow opportunities for collaboration. Mudiriya coordination team members have attended a number of these meetings and are committed to providing ongoing support to the district leadership teams.

3.1.2 Idaras in nine Governorates (seven plus Luxor and Ismailia) are able to support SBR effective school elements

- ***TSUs develop 2010/11 plan to support school improvement process***

Representatives from TSUs, QAUs, and SWDs held meetings in the nine governorates to develop plans to support ongoing school improvement efforts. The purpose of these meetings was to review accomplishments and lessons learned and to discuss how to address current and future challenges. This was the first time many district teams were able to review and plan in such a collaborative way, and despite some initial concerns they were able to contribute effectively to the discussions. As a result of these meetings, plans have been made to support schools to train new members for the school level quality teams. Strategies were also identified to work more closely with technical supervisors to provide follow up support at the school level.

Many districts, however, continue to face pressure to provide more support to the schools preparing for accreditation at the expense of other schools. They also face the challenge of identifying financial resources to allow for regular school visits.

- ***TSUs continue to coordinate work with other units within idara and mudiriya to address school needs. TSUs carry out assessment of their on-going professional needs and present report to MOE.***

Please see above.

- ***TSUs and idaras plan for possible replications of ERP professional development models***

As mentioned above, the diffusion of ERP professional development models continues in all governorates. Many districts have reinforced their commitment to the SRB models and have developed plans to increase support for improving reading and writing outcomes and to build the capacity of teachers and supervisors to establish more TLCs. Various districts have also requested support to train schools to activate the School-Based Training and Evaluation Units (SBTEUs) and to develop clusters. Numerous TSUs are supporting schools to include the establishment and/or the use of these models in the SIPs.

- ***QAUs develop 2010/11 plan to support school improvement processes***

Please see above.

3.1.3 Idara SWDs in nine governorates (seven plus Luxor and Ismailia) are able to support Board of Trustees (BOTs) towards achieving SBR community participation elements

- ***SWD supported to assure BOT elections conducted in all schools (if held)***

The SW BOT Support Teams in ERP and non-ERP governorates provided technical assistance to the school-based social workers in order to prepare for the general assembly meetings. On October 4th, the MOE issued a decree to extend the BOT term for an additional year. This means there will be no new

formation/election of BOTs. The general assembly meetings are still scheduled to take place to review the progress made during the past year.

- ***SWD in selected number of idaras receive in-depth support to ensure that up to ten percent of BOTs are well functioning***

Last quarter, ERP introduced its strategy to assist the SWD to focus on supporting up to ten percent of the BOTs in a selected number of idaras per governorate. Each field office has now selected one to two idaras and the SWDs have received extensive on-the-job support. A total of 103 schools in 12 idaras from the ERP governorates have been selected to implement this strategy.

After the selection was completed, the SWD, with assistance from ERP, assessed the current status of the selected schools by using the Board of Trustee Assessment Tool (BOTAT) and other tools. Based on the results of the assessment, the SWD selected a performance gap and developed a customized action plan for technical assistance. Plans have been developed in all of the selected idaras and implementation is underway.

- ***BOT support teams reflect on achievements and present recommendations for future actions to MOE***

ERP continued to assist the SWD to hold regular meetings at the idara level to review progress on the implementation and monitoring of their plans, and to share experiences and follow up strategies. ERP encouraged the collaboration among the SWD and other idara units such as TSU and QAU to coordinate idara joint meetings to share ideas and ensure that consistent support is provided to the schools.

3.1.4 Idaras in all other 20 governorates have basic skills to support SBR

- ***TSUs and QAUs develop 2010/11 plan to support school improvements processes. TSUs support schools***

Representatives from TSUs, QAUs, and SWDs have been meeting in most governorates to develop plans to support the improvement processes. They have reviewed accomplishments and lessons learned, discussed how to address challenges, and made plans to support schools to train new members of the school level quality teams. Many district teams continue to face pressure to give more support to schools that are preparing for accreditation at the expense of other schools. They also face the challenge of identifying financial resources to allow for regular school visits.

- ***Training supervisors on basic principles of comprehensive assessment***

ERP continued to provide support to the MOE at the central level in applying education comprehensive assessments. ERP engaged a team of two international consultants to prepare and train 150 MOE staff about "Introduction to Assessment Principles and Practices". Three consecutive, three-day workshops (Sept.21-23, Sept. 25 -27, and Sept. 28-30, 2010) were given to supervisors of Arabic, Math, Science, Social Studies, and English language for grades 2-9 from the 29 governorates.

The workshop topics included:

- Understanding major concepts of assessment.
- Identifying the content to be assessed.
- Creating a written assessment.
- Creating a project/activity.
- Developing rubrics for student feedback.
- Planning teacher training.

The workshop participants will train other teachers and supervisors on how to improve assessment practices with a focus on written tests and projects/activities in their governorates.

- ***SWD Training in non-ERP governorates***

Selected trainers from ERP and STEPS II SW training cadres (54 social work supervisors and social workers) implemented a seven-day workshop and four-day video conference for selected SW staff in the non-ERP governorates.



Video Conference on Advocacy for SWS, Damatta

The following topics were addressed during the workshop:

- Basic skills for trainers.
- BOT capacity building.
- BOT general assembly and election.
- BOT roles and responsibilities.
- BOTs role in SIPs and resource mobilization.
- BOTs role in community participation.
- BOTs role in realizing school governance and support for decentralization.
- BOT advocating for educational issues.

A total of 634 social work supervisors and social workers, in 161 educational idaras from Beheira, Gharbia, South Sinai, Dakahlia, Matrouh, Kafr El Sheikh, Damietta, Giza, 6 October, Sharqia, New Valley, Red Sea, North Sinai, Suez, Port Said, Qalubiya, Menoufiya, and Helwan governorates were trained with ERP support. STEPS II provided the technical and financial support for training a total of 79 social work supervisors and social workers in 20 educational idaras from Asiat and Sohag governorates.

The following **Table** demonstrates targeted and achieved numbers for each idara:

Governorate	Idaras	Total # of Trainees (Targeted)	# of Trainees (Achieved)		Total # of Trainees (Achieved)	The Program Providing Support
			Social Worker	Supervisor		
Beheira	18	72	38	35	73	ERP
Gharbia	10	40	16	24	40	ERP
South Sinai	4	16	12	4	16	ERP
Dakahlia	17	68	29	37	66	ERP
Matrouh	7	28	12	10	22	ERP
Kafr El Sheikh	10	40	16	24	40	ERP
Damietta	10	40	20	20	40	ERP
Giza	8	32	14	18	32	ERP
6 October	9	36	11	24	35	ERP
Sharqia	18	72	38	33	71	ERP
New Valley	5	20	1	19	20	ERP
Red Sea	6	24	15	8	23	ERP
North Sinai	6	24	19	5	24	ERP
Suez	3	12	3	9	12	ERP
Port Said	3	12	2	10	12	ERP
Qalubiyah	11	44	30	14	44	ERP
Menoufiya	10	40	21	19	40	ERP
Helwan	6	24	18	6	24	ERP
Asiut	10	40	29	10	39	STEPS II
Sohag	10	40	26	14	40	STEPS II
Total	181	724	370	343	713	

Feedback and observations about the workshops:

- Educational leaders from: mudiriya and idaras, members from TSUs and QAU, coordinating committees at the mudiriya level, and the central level SWD, provided excellent support to the training workshops.
- Trainees were committed and serious in attending the training workshops and video conferencing. The work groups were enthusiastic and interested in the topics and new training methods.
- Participants commented that the trainers were well prepared and introduced a variety of new training methods to support the technical package.
- ERP and STEPS II SW training cadres supported governorates to deliver the training, providing a good training model for the participants. It also created an opportunity to transfer field experiences of ERP and STEPS II governorates to non-ERP governorates. It emphasized that social workers have the potential to play an effective role in supporting the BOTs if they receive appropriate technical support.
- Some governorates developed initiatives during the workshops to support social workers' training plans.
- Participants expressed that more time is needed on these training topics, especially those delivered by video conference, to fully reap the benefits of the training.
- Facilitators present in the conference rooms during the video conferencing helped to make the training more successful.
- Participants confirmed the need for support from mudiriya and idara management and other departments to implement their plans for training the social workers.

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

3.2.1 National Center for Examinations and Educational Evaluation (NCEEEs) capacity built to use standardized national assessment of learning outcomes based on Critical Achievement and Problem Solving test (CAPS), and carry out first National Standardized Test (NST)

Build MOE capacity to conceptualize, define, and organize a National Assessment System- two workshops to follow up on content and on situational analysis and develop an action plan to be actualized later

NST Scoring and data entry of Arabic Constructed-Response Questions was completed for grade 4 test booklets

Scoring teams comprised of a NCEEE content specialist scoring leader, six to seven scorers from NCEEE staff, and MOE Arabic subject specialist supervisors conducted the scoring of 27,000 student responses to the constructed-response questions. Scoring rubrics were developed for the constructed-response questions to ensure standardization and scorers were trained in the standardized application of the scoring guides.

NST data analysis and reporting

NCEEE specialists and a psycho-metrician team worked on the data cleaning and analysis of the NST results for the national sample. They prepared a complete set of reports to be presented to the MOE minister and officials to tell about the overall performance of students in Arabic, Math, and Science in grades 4 and 8.

3.2.1 Professional Academy for Teachers (PAT) capacity built to implement a strategic framework

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 and monitoring an induction program for newly appointed assistant teachers, and (4) developing a system for certification of professional development providers, training programs, and trainers.

- ***Knowledge and Skills Matrices for Egyptian Educators***

Last quarter, ERP engaged a team of local and international consultants to prepare and develop a *Skills Matrix* for educators in Egypt. It will be completed by the end of October 2010.

The purpose of the document is to help the MOE and PAT to systematically design and certify courses for the professional development of educators to include: teachers of various content areas, school directors, librarians, social workers, and psychologists.

More specifically, this document is designed to:

- Provide a road map for the MOE to indicate what courses are available or need to be prepared.
- Provide guidance to professional development providers regarding the development of training courses.

- Help PAT to determine courses for certification.
- Help PAT develop performance assessment tools.
- Guide teachers in developing their professional development plans.
- Help the MOE coordinate the transfer of courses, developed by other projects, to the Ministry.

Section one of the document will cover 12 matrices that define the skills and knowledge educators should develop over the next 5-10 years and provide guidelines for future course development. Section two of the document will include a number of courses that can be certified and implemented immediately. These courses were developed by various education projects working in Egypt in recent years and are consistent with the long term goals as defined by the matrices in section one.

3.2.3 Support to MOE to develop capacity in Education Management Information System (EMIS) and in tracking National Education Indicators (NEIs)

- ***Finalizing the new Annual School Census EMIS, that collected NEI data. Provide extensive on-the-job training on different skills for indicator analysis from Policy and Strategic Planning Unit (PSPU) staff***

ERP has continued to support MOE in the development of NEIs and EMIS.

During this quarter, E1 enlisted the services of two international consultants: Mr. Adrian DeDomenico (August 29-September 10, 2010) and Dr. Haiyan Hua (August 2-14, 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 the ERP staff. The international consultant's scope of work included the following tasks: (1) Support the NEI team in the production of NE Indicator sheets through the process of analyzing and identifying implications for educational policies, (2) Support the NEI team in using Excel and Statistical Package for Social Sciences (SPSS) to generate sophisticated data presentations and relevant tables, as well as identifying implications for policy for the NEI report, (3) Provide training focused on the hands-on data-to-indicator production process and offer guidance for solving technical challenges and problems through coaching, mentoring, demonstration, and facilitated group work, and (4) Discuss data analysis results with ministry leaders and prepare a draft plan for a NEI review process to include how to use NEIs for planning and decision making.

During their subsequent consultancy visits, Mr. DeDomenico and Dr. Hua held extensive meetings with MOE's decision makers in addition to daily working meetings with the NEI and EMIS working teams. In August 2010, Dr. Haiyan Hua gave a presentation to H.E. the Minister of Education to present the main NEI findings to-date. H.E. stressed the importance of some NEI findings such as: gap analysis between the current situation and targets set in the National Education Strategic Plan (NESP), forecast analysis to identify resources needed to reach future targets, and international comparison with other developing countries having similar conditions to Egypt who are implementing education reform.

Progress achieved on NEI

Coaching and just-in-time training, provided by the two international consultants, focused on selecting the most appropriate data presentation for analysis and drawing policy implications based on data evidence.

The NEI team, comprised of eight MOE staff, has been semi-institutionalized with highly selected and trained personnel. They have produced and finalized 29 NEI sheets, 18 of which have been edited and translated into Arabic. Each sheet includes narrative sections describing purpose, context, data evidence, gender parity, international comparison, policy implication and recommendations, and technical notes. The narratives are supported by various graphs and/or tables which capture historic trends, current year comparisons, and gender parity.

Next Quarter

In order to ensure continuity of these assignments, E1 will continue to work with Mr. Adrian DeDomenico and Dr. Haiyan Hua and NEI and EMIS teams to finalizing indicator sheets for the additional number of indicators, toward the completion of NEI report: "Condition of Education in Egypt".

Recommendations to sustain and continue NEI development will be consulted with USAID and discussed with MOE senior officials. These recommendations focus on how to:

- Institutionalize MOE Monitoring and Evaluation (M&E) functions and routinely produce M&E products such as NEI reports, M&E and policy analysis briefs, and strategic plan monitoring reports.
- Develop local capacity in policy planning and M&E functions in governorates and idaras as decentralization continues.
- Develop policy on data and information sharing agreements.
- Strengthen policies relevant to data analysis capacity to answer policy questions and inform policy planning.

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

4.1.1 Promote the understanding of SBR and USAID support to Egypt in achieving SBR

There is no requirement this quarter.

4.1.2 Provide communication support to the opening of ERP schools, i.e., part of the school construction plan in ERP Governorates. Girls Scholarship (GS) activities and activities in other areas

- ***Support events according to USAID schedule***

There is no requirement this quarter.

4.1.3 Report to USAID on SO22

- ***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.

- ***Quarterly reports submitted***

This is the 25th Quarterly Report for the project. USAID's informational needs have been met on a timely basis.

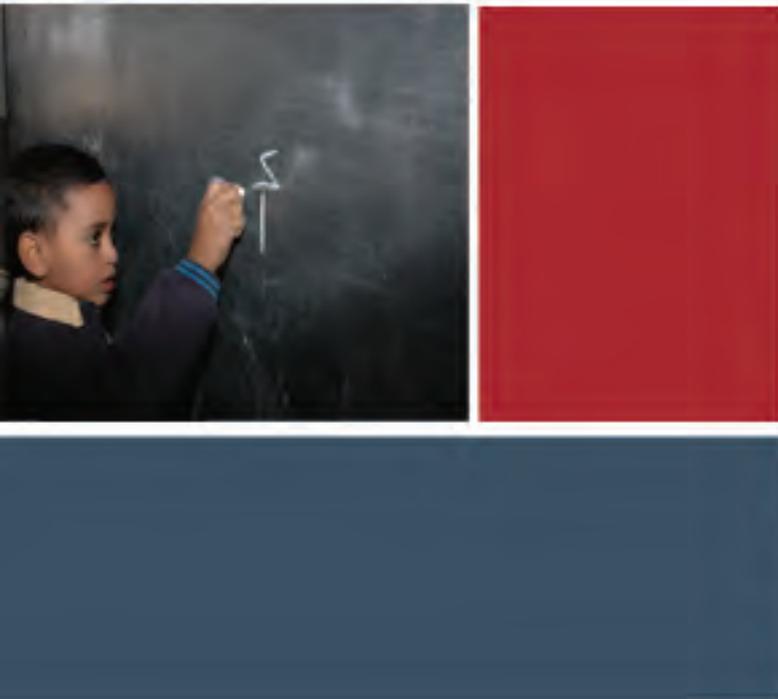
ERP submits web-oriented information to the EQUIP, the MOE, and American Institutes for Research (AIR) web-sites.

ACRONYMS/ABBREVIATIONS

AEA	Adult Education Authority
AIR	American Institutes for Research
AL	Adult Literacy
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
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
MA	Management Assessment
M&E	Monitoring and Evaluation
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
SSA	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
TOR	Terms Of Reference
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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