



October - December

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

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INTRODUCTION

This is the 26th 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 B:

Table 1: ERP Quarterly Report Quantitative Table of Results and Outputs
1 October- 31 December 2010, Quarters, Semester, and Life of Project

Concept or Purpose	Indicator	Oct- Dec 2010 Quarter Results			Life of Project through Dec 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%	1 % improvement	0	---	<---- RESULT: could not calcu
E1	CAPS Test Development	Number of Tests Developed	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%	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%	3% change	1%	33.0%	<---- RESULT
E1	Teachers with improved skills	% of ERP teachers using reform-based teaching methods – based on SCOPE	0	0	0%	38% change	88% change in 2010	230%	<---- RESULT
E1	SCOPE Administered	Number of SCOPE Classroom Observations	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	1564	156400%	8,154	33,563	412%	
E1	Teacher Support Systems	# of systems and structures in place to support teachers, including: TLCs, Clusters, LRCs and PDCs *	4	4	100%	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	45,722	2540%	12,000	71,074	592%	
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	12000	59365	495%	300,000	592,514	197%	
E1	Adult Literacy Provision	# of adults completing AEA and AEA-supported CSO Adult Literacy classes in target idarras	5000	23120	462%	135,000	328,238	243%	

Concept or Purpose	Indicator	Oct- Dec 2010 Quarter Results			Life of Project through Dec 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%	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%	268	268	100%	
E1	MOE Capacity Building: Data Collection	Number of Data Collectors and Others Trained	150	0	0%	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 muddirya unit staff)	8	8	100%	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	Y 7 Q 1
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	M: 1636 F: 668 T: 2304
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	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	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	M: 1087 F: 477 T: 1564
5. Number of Parent-Teacher Association or similar 'school' governance	228	228	0	0	0	0
6. Number of classrooms constructed with USG assistance	0	0	0	0	0	0

*Includes:
 Lower (prep) &
 Higher
 Secondary*

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. During this extension year, ERP's primary effort with the MOE focuses on the issue of supportive systems. We 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 also focuses 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) assures effective reporting and management of the data needed to report on and verify USAID's S.O.22 and supports the documentation of program products, and accomplishments. In addition, the DMC coordinates ERP's work with MOE in the area of National Education Indicators (NEI), Education Management Information Systems (EMIS) and institutionalization of the standardized performance measurement tools such as the Critical Thinking, Achievement, and Problem Solving (CAPS) Test, 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***

ERP continued to provide support to FOS to act as models, for other schools, on how to implement the ERP effective school initiatives.

Teams from TSUs, QAUs, SWDs, ERP staff, and FOS leaders collaborated to conduct a series of training workshops nationwide. The training was designed to develop the capacity of school teachers and subject supervisors to adopt the TLC model for Arabic, Math, and Science. Participants learned about the importance of the TLC as a model for professional development, roles and responsibilities of TLC members, data collection methods, and how to design rubrics for formative assessment to improve learning outcomes.

School principals, social work supervisors, and subject supervisors were trained on how to implement School Self Assessments (SSAs) and monitor their School Improvement Plans (SIPs).

Efforts were directed towards the schools, outside the family of schools, that were considered for accreditation this year and meetings were held to review and finalize their documentations. These schools, however, still have limited resources available to respond to the many challenges and needs of each school.

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 has been completed and disseminated nationwide. A total of 1,800 CDs were produced; approximately six per idara and the rest will go to the LRCs.

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

Workshops, in all ERP and sister governorates, were conducted to share the results of LRC assessment, train idara staff on LRC bylaws and roles and responsibilities, and enhance their management and marketing skills to enable staff to manage their own LRC and implement strategic marketing plans.

In Beni Sweif, staff members were trained in the monitoring and evaluation process to assess the performance of their LRCs. They received a capacity building workshop which focused on the development of tools to monitor and evaluate the LRC's activities and staff performance for future planning of their annual plans.

1.1.3 Reading and writing skills of students are enhanced

The reading and writing (RW) initiative has been expanded to schools in sister governorates outside the ERP-FOS, with the help of community participation and support from Non Government Organizations (NGOs) and Board of Trustees (BOTs). TSUs worked with schools and their RW committees to follow up on their implementation plans for RW campaigns for all idaras. ERP continued its support, in collaboration with idara staff, to identify the challenges in implementing RW campaigns and to empower efforts to improve student performance.

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

- ***Science kits produced and Subject Learning Hubs for Science model disseminated***

The science kits were produced and distributed throughout the LRCs in November 2010. Meetings were conducted in different governorates to present the product and discuss work plans for LRCs staff, committees and teachers' trainings and dissemination of the training kits nationwide.

The Subject Learning Hubs for Science (SALH) model was disseminated, in cooperation with SALH MOE members, to science supervisors, science teachers, LRC committees, and the FOS in seven pilot governorates. The dissemination was delivered through a half day orientation to outline the approach and introduce the materials.

The SALH model is supported by three training manuals; a science kit to include equipment such as a digital balance, voltmeter, medical thermometer, different types of magnets, model of the human body, and tools of anatomy; and interactive science CDs covering the entire science curriculum and CDs for the human body.

During the orientation sessions the participants were introduced to:

1. Three to four science activities and experiments using active learning teaching methodologies.
2. The equipment included in the science kits.
3. The SALH guide, facilitator manual, and assessment manual for student learning outcomes.
4. The science CDs for primary and preparatory school to include the CD on the human body.

Next steps for MOE participants (science supervisors, teachers, and LRC committees) include:

- Providing science teachers, especially new teachers, with professional development opportunities focused on science activities and teaching methodologies to improve the quality of science learning for the students.

- Supporting the training units, at the school and idara level, to organize professional development activities related to science.

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

During this quarter, meetings were held, with AL district committees and the Adult Education Authority (AEA) leaders, to discuss the sustainability plans of the program initiatives and ensure the availability and implementation of the national planning guidelines based on best practices and lessons learned.

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

ERP, in all governorates, worked with Adult Literacy teams to review, monitor, and implement their annual plans at the idara level. They met with different decision making levels to discuss partnership opportunities and challenges for implementation and coordination between AEA and partners for community mobilization.

2.1.3 Support 8 governorates with highest number of illiterates in Egypt to decentralize planning for adult literacy programs

- ***A documentation of AEA-Civil Society Orgnaization (CSO) partnership model.***

The BOT study on how to build the capacity of BOTs to support decentralization has been completed

ERP worked with the AEA leadership and governorate branches, and CSO partners to conduct a study in Cairo, Minia, and Beni Sweif governorates in order to document the AEA-CSO partnership model.

The below five criteria were identified for the successful formation of AEA-CSO partnerships and serve as a sustainable partnership model for other government entities seeking partnership with independent providers.

1. Potential partners should agree on, and establish a common goal.
2. Potential partners must believe they can accomplish something together which they cannot accomplish alone.
3. There must be a “convening party” that can facilitate cross-sector dialogue and partnership. ERP acted as the convening party for this initiative. In the future, AEA Diwan or the Ministry of Local Development (MOLD) could play this role.
4. There must be financial and human resources to support the process of developing partnerships, agendas, and programs.

5. Partners must be willing to explore the potential of their working relationships and be creative in finding solutions to challenges that arise.

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***

ERP offices organized workshops in different idaras for adult education planning committee members. These workshops aimed to improve knowledge and skills required to conduct technical follow up, monitoring, evaluation, documentation, and effective report writing.

More specifically the workshops included:

- Activities for supervisors and monitors regarding their roles and responsibilities and how to conduct effective monitoring. Participants had the opportunity to discuss some of the challenges they face for effective supervision.
- Tools and approaches for evaluating teacher performance were reviewed, such as observation cards, professional achievement files, daily notes, and self assessment forms.
- Approaches for documentation such as the reporting concept (contents, type, and features) and its importance were discussed.
- Learning the steps for writing effective reports and providing an opportunity to practice these steps.

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 was conducted in a limited number of idaras and governorates due to coordination issues with MOE at the central level. The main objective of the training was to get involved with the details of the available data in order to extract and identify relevant background information to inform decisions related to planning and implementing instructional strategies at the mudiriya, idara, school, classroom, and individual student level.

Using the SCOPE, MAP, BOTAT, and other studies and tools, the following questions were asked to gather the baseline information:

- *Who* collected the data?
- *What* are the data about?
- *Where*, were they collected (if that is important?)
- *Why* were they collected?
- *When*, were they collected (if that is important?)
- *How* were they collected?

The training also emphasized the importance of using available data for decision making. Research shows that if instructional plans, at the idara, school, classroom, and individual student level, are based on assessment information relevant to the desired learning outcomes, the probability that they will attain these desired learning outcomes is increased. *The key is to identify the policy factors that policy makers can do something about.*

3.1.1 MOE at central level is supporting decision making necessary for functioning of TSU, QAU, SWD, and other entities Leadership support and capacity building workshops to be conducted

ERP offices conducted a series of meetings and capacity building workshops for the heads of TSUs and QAUs nationwide. The aim of this support was to help facilitate the exchange of experiences and review the mudiriya and idara annual plans, in order to ensure sustainability of the reform efforts. Committees were formed and they identified roles and responsibilities for each team member. They also developed a draft monitoring tool to be used to monitor the progress and achievements made by the committee members.

- ***Decentralization workshops for TSU and QAU members to be conducted***

A one-day TOT workshop on Practical Mechanisms for Linking SBR, decentralization, SIP, and School Expenditures Plan (SEP) was jointly conducted by GILO and ERP (31st October 2010). Each ERP office, in collaboration with the decentralized trainer cadres, developed a plan to cascade the training countrywide. This training will ensure that, (1) TSUs and QAUs at the idara level understand the relationship between SBR, decentralization, SIP, and SEP concepts; (2) TSUs and QAUs at the idara level have the mechanisms and understand the procedure for linking SIPs with SEPs, in light of financial decentralization, and (3) TSUs and QAUs at the idara level are aware of activities that directly support improving learning outcomes which could be covered by Section II (Bab II) on decentralization money.

As a result, a series of workshops (38 training days) were conducted in all governorates attended by 1420 participants representing: TSUs, QAUs, coordination committee members, a financial decentralization person in charge, idara directors, and mudiriya representatives in 268 idaras in 29 governorates. Through these workshops SBR, SIP, SEP, and financial decentralization concepts and procedures were presented and a mechanism for linking both SIP and SEP was developed. In addition, plans for a 2nd round of cascading workshops, to reach all basic education schools, were developed.

TSU members in 69 idaras in 9 governorates have also succeeded to deliver the training to 4748 schools and support 2591 schools to update their SIPs using the new templates to facilitate linking them to SEPs.

During the workshops, the participants developed a list of suggested activities to improve learning outcomes, to be financed by the decentralization budget. They exchanged experiences about the different needs that could be covered by the budget, other than maintenance, which is the main item to be supported by the decentralized budget.

In many governorates, the participants developed a system to make direct links between SEPs and SIPs on the one hand and with the TSU on the other. This is to ensure there is a coherent system of data flow and follow up of implementation.

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

ERP worked with the mudiriya in Fayoum to use the BOTAT tool to measure the improvement in BOT performance for 10 percent of the schools who are applying for accreditation this year. An orientation and refresher meeting was conducted with the idara manager, SW supervisors, and TSUs representatives on the tool and the instructions for application. Selected staff members from the BOT Support Team were nominated to use the tool on the sample schools, work on the analysis, and present the results. The strengths and weaknesses were highlighted in order to develop recommendations for improvements.

The final report will be presented to decision makers to help them develop an interactive plan for future improvements.

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

Several meetings were held with different levels of the governorate leadership and management teams to exchange experiences and highlight achievements. During these meetings, the importance of the coordination efforts with idaras and other entities was confirmed by the success of various reform initiatives, such as the reading and writing initiative, teachers' professional development, and active learning strategies. The participants also shared their achievements in collaborating with the business sector and communities for resource mobilization to support schools with internet connections and required IT equipment.

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

Nothing is to be reported on this quarter.

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

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

ERP and BOT Support Teams, in many governorates, held several meetings to disseminate manuals for the SW and RW initiatives, and to discuss achievements made during the last few years. They also discussed the financial guide with the finance department designed to support school BOTs to accomplish their roles.

- ***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 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.

Meetings were held with BOT Support Teams to develop and review plans for the next period to provide capacity building, monitor performance and implementation, and discuss current challenges.

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.***

Refresher meetings and workshops were conducted with school teams, in all idaras nationwide, on the SSA and SIPs. Teams worked on planning their SIPs, taking the financial decentralization into consideration, to support their activities and implementation of SIPs.

Several training workshops on the TLC model (formative assessment, item writing, facilitation skills, documentation, and data analysis) were conducted with the objective of discussing the concepts related to TLC in the main subject areas of Arabic, Math, Science, English, and Social Studies.

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***

ERP met with MOE decision makers at the central level to present the progress made in the National Assessment System over the last years and highlighted the achievements at all levels in the training cadre (test developers, item writers, data collectors, scorers and psychometric, and IT staff). The cadre will be able to carry out future implementation of standardized testing.

MOE staff showed interest in using the collected data for decision making and to make links with the central data base of the ministry. They recognized the importance of data collection and understood the correlation between student performance disaggregated at different levels, and policy recommendations based on data analysis.

A complete set of data collection tools, manuals for implementation, training materials for field staff, data entry screening, and the generated reports were presented to MOE officials and the advisory team for the minister, for their Information Systems and Strategic planning.

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.

- ***Editing all PAT documents***

ERP engaged a team of Arabic consultants to review and edit all PAT documents. The final documents will be presented to MOE in January 2011.

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***

Support to MOE to develop capacity in Reporting National Education Indicators (NEIs)

During this quarter, ERP supported MOE in launching the final draft of *The Condition of Education in Egypt 2010*. This is the first publication of its kind by the Ministry of Education (MOE) in Egypt. The publication provides a comparable and contextualized analysis of 29 National Education Indicators (NEI) that identify recent trends and variation in education development within the country and discrepancies against international benchmarks. NEI is a set of national education key performance indicators that have been defined, approved, and adopted by the MOE through a process of consensus and capacity building. This launch came as a result of three years of ERPs continuous support to MOE in the development of NEIs.

The main objectives of producing the *Condition of Education in Egypt* are to (1) establish new "baseline" evidence for the next round of the strategic planning cycle in the education sector, (2) further monitor and track all major progress and changes of the education development, (3) stimulate further policy dialogue and inquiries as well as research and analysis, and (4) build an institutional tradition of transparency and evidence-based decision making.

The *Condition of Education in Egypt* features analyses of historical trends, uneven development across local educational authorities, and comparisons against international and domestic standards in five educational domain areas; *Student Achievement, Participation, Teacher Characteristics, School Environment, and Educational Finance*.

The *Condition of Education in Egypt* enhances the overarching monitoring and evaluation function of the central MOE by providing crucial information in three important ways.

First, it produces a clear and consistent reference point, using national MOE data, to monitor progress and outcomes of reforms in the "program areas" of the NESP. It uses unified standards for measuring education performance, as established in the *National Education Indicators Technical Guide*, enabling trend analysis, and benchmark setting. Additionally, the release of the first edition coincides with a MOE review of national policy as the current NESP draws to a close. As a result, it serves as a baseline for future educational assessment and evaluation.

Second, its powerful comparative analysis reveals development inequities and deficiencies, which are critical to target planning, resource allocation, and investments to address pressing education problems according to their relative importance. The *Condition of Education in Egypt* also highlights disparities among mudiriyas, idaras, and schools, by gender, and other categories which may be flagged for action and monitored over time.

Third, the *Condition of Education in Egypt* provides extensive data required to measure Egypt's global competitiveness relative to other countries with comparable characteristics and economic outcomes. By tracking international comparisons, the *Condition of Education* enables ongoing assessment of Egypt's readiness to compete and strengthen its position in the global market.

During the remaining period of ERP, the project will provide technical assistance for the finalization, launching, and publication of several products:

- The Condition of Education in Egypt-2010 (English and Arabic editions)
- Education at a Glance. – A summary of findings and policy implications (English and Arabic editions)
- Sustainability and Next Steps. Recommendations for MOE to ensure seamless continuity in the yearly production of *The Condition of Education in Egypt* report.

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

A new LRC was established in 6th October governorate and will be inaugurated in January 2011.

In preparation for the establishment of the Qalubia LRC, 44 prospective LRC employees and 10 BOT members participated in a workshop to develop the LRC internal bylaw. In December 2010, they also received training on LRC marketing and participated in a workshop on activating the make-and-take department.

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 26th 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
DEC	Developing Experience Clearinghouse
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
LPC	Local Popular Council
LPC- EC	Local Popular Council- Education Committee
LRC	Learning Resource Centers
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
NESP	
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)
SEP	School Expenditures Plan
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
SWD	Social Work Department
SWOT	Strengths, Weakness, Opportunities, and Threats
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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