Arab Republic of Egypt
Ministry of Education

National Strategic Plan For Pre-University Education Reform In Egypt

2007/08 – 2011/12

Excerpts from The Speech of H.E. President Mohammad Hosni Mubarak on the Occasion of Promulgating Teachers Cadre's Law 21 June 2007

"Continued reform of our educational system is indeed a major and timely prerequisite for Egypt's development. All our policies and endeavors have to envision the Egyptian citizen, being the engine and ultimate goal of our national development."

"Quality improvement is the most pressing challenge to our national action in its entirety. It even goes beyond the quality of education to cover all the other aspects of performance."

"We will take further steps to expand access to basic education and upgrade its quality. These include, but are not limited to, the development of technical education and vocational training centers, promotion of Public-Private Partnerships, and involvement of the civil society in the educational sector. We will also enlarge the scope of decentralization in managing the educational process at governorate-level and beyond; and we believe that we are taking the right way towards goal attainment."

Preface by
His Excellency Prof. Dr. Yousry El Gamal
Minister of Education

One crucial reality in Egypt is the firm belief of the political leadership that education is a democratic human right for all the Egyptian citizenry; and that it is the gateway to progress, engine of development, and instrument for the state to improve the quality of life for the entire society.

This reality manifests itself in a set of important historical documents which constitute the foundation of any genuine national action to reform education in Egypt. These are:

- The Electoral Program of His Excellency President Mohamed Hosni Mubarak, 2005:
  In his electoral program, His Excellency the President presented an all-inclusive vision for reforming the multifarious aspects of socio-economic, cultural, and political life in Egypt. Education reform was at the heart of that vision. The President's program covered all aspects of education, including up-grading teachers' socio-economic and professional status - through the enactment of a Special Cadre for the teaching practice - school construction; creation of an autonomous National Authority of Educational Quality Assurance and Accreditation; a greater focus on remote areas and pro-poor educational policies to ensure equal access to quality education.

- **Government mandate made by His Excellency the Prime Minister at the People's Assembly:**
  His Excellency the Prime Minister presented the implementing plan to accomplish the Presidential election program, reaffirming the special significance of education in the government's action plan.

- **NDP's Policy Papers:**
  The NDP has, throughout its successive conferences since 2002, produced a number of strategic papers on education reform, reflecting the ruling party's vision for reforming Egypt's education.

- **Best practices, previous experiences, reports, and plans** at the Ministry of Education.

- **Reports of Egyptian Councils and Educational Bodies:** recommendations of the National Specialized Councils, studies and recommendations of the People's Assembly and the Shoura Council, teacher syndicate studies, and research.

- **International Education initiatives;** international agreements that Egypt is committed to, reports and studies of international agencies.

In light of its historical emphasis on education, Egypt has successfully established the infrastructure for the largest educational network in our region. This is evidenced by the fact that gross enrollment rates (GER) in basic education are fast approaching the international average. Now, Egypt is, more than ever, predisposed to focus on education **quality**, without compromising **access**, to ensure equal opportunities to education for all.

Two historic events can attest to the ongoing change in Egypt, with a view to achieve a paradigm shift in Egypt's education quality:

First, the establishment of the National Authority of Educational Quality Assurance and Accreditation. The founding Law No. 82 of 2006 provides a framework for this authority to start as soon as practicable.

Second, promulgation of the Special Cadre Law and the related establishment of a professional academy, coaching for teachers' professional development needs on the basis of crystal-clear and objective norms. The cadre and academy have been realized through amending certain provisions of the Law of Education No. 139 of 1981 by way of Law No. 155 of 2007.

In view of the foregoing, and with the magnanimous support of our political leadership, our Ministry feels duty-bound to pursue its endeavors towards a comprehensive reform of Egypt's Pre-university education, at all levels of the system.

It is, therefore, my singular honor to present the five – year National Strategic Plan For Pre-University Education Reform in Egypt (2007/08 – 2011/12), which reflects the electoral program of His Excellency the President and the citizenry's aspirations for better education. It has taken almost 18 months to construct the plan, following the issuance of "the National Framework for Education Policies in Egypt" in March 2006 and setting up the Policy and Strategic Planning Unit within the Ministry by Ministerial Decree No. 97 of 23 March, 2006.

This National Strategic Plan for Education is the fruit of multi-disciplinary team work. It reflects all aforementioned foundations, and constitutes a new educational philosophy, themes, and features. It includes clear programs, specific objectives and modalities, with accurate time-frames and costing requirements. With this in mind, we sincerely hope that the paradigm shift we plan to achieve will be realized in all the three domains of reform, namely, access, quality, and system efficiency, and will effectively contribute to economical, cultural, and social development in Egypt.

The Ministry of Education has received every possible material and moral support from the government and the NDP throughout the process of building this Strategic Plan. This was crystallized in the initial approval of the Strategic Plan by the Cabinet in its meeting on April 17, 2007. Another boost was the approval of the plan by the Governors' Council on May 16, 2007. The plan has been also widely discussed in the Shoura Council on September 12, 2007. This, in itself, has motivated the working teams to exert the utmost effort to complete the process of strategic planning with excellence. We cannot fail to place on record our appreciation for the support provided by the civil society, the business community, and educational leaders at all levels.

The Ministry of Education also appreciates the unrelenting technical efforts exerted by its own Policy and Strategic Planning Unit personnel who have shown a high level of professionalism. Likewise, special thanks are due to the national working groups both within and outside the Ministry. Research and analysis included in international and national reports and studies, provision of focus groups with the stakeholders and designing the programs and statistical models are but some examples of such sincere national efforts. More than 200 members participated in the specialized and multi-disciplinary teams, with a total of 230,000 working hours.

It is with profound gratitude that we refer here to the fine technical support provided by the IIEP of the UNESCO whose highly efficient team has contributed to the capacity building of our national working groups. By the same token, we appreciate the contributions made by other international partners including UN specialized agencies and development agencies working in Egypt who have sincerely supported and strengthened our national efforts.

Because this five-year Strategic Plan provides a conceptual framework of action, and is tantamount to a national road-map to education reform, it is expected to render any partnership with the international development community or with the Egyptian private and cooperative sectors or with the civil society effective, well-calculated and transparent. This, of course, is to be buttressed by clearer indicators of monitoring and evaluation, accountability, and more precise definition of roles and responsibility.

The plan is set to achieve three major objectives: 1) Higher quality of education; 2) Enhanced system efficiency, institutionalized decentralization, and community participation; and 3) Equitable access to education.

Guided by these objectives, the working teams have successfully developed: 1) Egyptian Analysis and Projection Model (ANPRO), which assisted in calculating the cost and funding of the various components of education reform in Egypt; and 2) Twelve priority programs, each of which has its own general and operational objectives, targets and related activities, together with time-frame and line item estimates.

Implementation on the ground will be decentralized to the governorates, educational districts, down to the school level. Therefore, the National Strategic Plan should be seen as a general framework of action, through which plan implementation will be carried out by local administration units. Immediate technical support will be provided to the governorates so as to help them set their priorities and tailor their own plans to be in conformity with the National Strategic Plan.

Program-based costing is used to cope with performance budgeting, as a preliminary step to moving from Financial Chapters to program-based budget.

Finally, a concerted effort of such magnitude is intended to help Egypt raise new generations who possess integrated personal skills and abilities. These include creative and critical thinking skills, ability to exercise democracy, appreciate citizenship rights and duties, and succeed in one's own academic and practical life. It is also intended to promote a new culture to help Egypt enter the new era of the knowledge economy and competitiveness.

May Allah, the Omnipotent, grant us success in our endeavor to build a better future for our sons and daughters.

Prof. Dr. Yousry El Gamal
Minister of Education

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Abbreviations & Acronyms

AGFUND	Arabian Gulf Program for Supporting United Nations Development Organizations
ANPRO	Analysis and Projection Model
BER	Basic Education Reform
BoT	Board of Trustees
CAOA	Central Authority for Organization and Administration
CAPMAS	Central Agency for Public Mobilization and Statistics
CBE	Community Based Education
CCIMD	Center for Curriculum and Instructional Material Development
CDIST	Central Department for In-Service Training
CIDA	Canadian International Development Agency
DAC	Disability Accessibility Code
ECEEP	Early Childhood Education Enhancement Project
EEI	Egyptian Education Initiative
EEP	Education Enhancement Program
EMIS	Education Management Information System
ERP	Education Reform Program
EU	European Union
FY	Fiscal Year
GAEB	General Authority for Educational Buildings
GAISC	General Administration for Information, Statistics and Computers
GASE	General Administration for Special Education
GDP	Gross Domestic Product
GER	Gross Enrollment Rate
GFER	Governors Forum for Education Reform
GOE	Government of Egypt
HDI	Human Development Index
HR/ PD	Human Resources and Professional Development
ICT	Information and Communication Technology
IIEP	International Institute for Educational Planning
KFW	German Development Bank
LAN	Local Area Network
M&E	Monitoring and Evaluation
MCIT	Ministry of Communication and Information Technology
MDGs	Millennium Development Goals
MENA Countries	Middle East and North Africa Countries
MOE	Ministry of Education
MOF	Ministry of Finance
MOHE	Ministry of Higher Education
MOLD	Ministry of Local Development
MSAD	Ministry of State for Administrative Development
MSED	Ministry of State for Economic Development
MSS	Ministry of Social Solidarity

MToT	Master Trainer of Trainers
NAEQAA	National Authority of Educational Quality Assurance and Accreditation
NCCM	National Council for Childhood and Motherhood
NCEEE	National Center for Examination and Educational Evaluation
NCERD	National Center for Educational Research and Development
NDP	National Democratic Party
NGO	Non Governmental Organization
NIB	National Investment Bank
NST	National Standardized Test
NSP	New School Project
NESP	National Education Strategic Plan
NSSA	National System for Student Assessment
OECD	Organization for Economic Co-operation and Development
PAT	Professional Academy for Teachers
PISA	Program for International Student Assessment
PPMU	Policy Planning and Monitoring Unit
PPP	Purchasing Power Parity
PPP	Private Public Partnership
PSPU	Policy & Strategic Planning Unit
QAU	Quality Assurance Unit
RCAE	Regional Center for Adult Education
SBM	School Based Management
SBR	School Based Reform
SEEP	Secondary Education Enhancement Program
SIP	School Improvement Plan
SMS	School Management System
SQTU	School Quality and Training Unit
STEAP	School Team Excellency Award Program
STEPS II	Support to Egyptian Primary Schooling Project
SToT	Senior Trainer of Trainers
TDC	Technology Development Center
TIMSS	Trends in International Mathematics and Science Study
TS	Teacher Syndicate
TVET	Technical and Vocational Educational Training
UBE	Universal Basic Education
UN	United Nations
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
USAID	United States Agency for International Development
WB	World Bank
WEF	World Economic Forum
WFP	World Food Program

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Special Thanks and Acknowledgments

- The Ministry of Education would like to acknowledge the remarkable efforts, sincere cooperation, and technical support of the International Institute for Education Planning IIEP/UNESCO, which they offered to the national working teams.
- MOE also appreciates the special contribution of: UNICEF, UNESCO, Ford Foundation, USAID/ERP, CIDA, EU, KFW, WB, and WFP.

Strategic Plan for Education Reform (2007/08 - 2011/12)
Preliminary Note

This preliminary note reviews certain technical issues relating directly to the Ministry of Education's strategic planning approach, which rests on cumulative historical experience. One particular example of such experience is the design of an annual national plan for the "Education for All" Initiative of the UNESCO (Dakar Framework - 2000). However, this National Strategic Plan for Education Reform represents a paradigm shift, not only in work scope and Level of Effort but also in its very approach to education reform. The National Strategic Plan has been associated with a wider circle of national aspirations, including the electoral program of President Mubarak - 2005. It provides a proactive, rather than reactive, instrument to Egypt's entry into the era of knowledge economy and competitiveness. This is why the plan is goal-oriented and inclusive of all aspects of the educational process, including inputs, outputs, system efficiency, teacher model, and educational leadership, among others.

Following is an overview of the National Strategic Plan approach, phases, general features, philosophy, and critical assumptions:

I. Approach to Planning for Reform

To accomplish this present plan, the following approaches/principles were established:

- Participatory Approach, involving all the stakeholders (e.g. policy makers at the central level, educational directorates/districts, schools, faculties of education, civil society, other competent ministries, and international development community).
- Sector-wide Approach, studying the current situation across all sectors and at all levels (i.e. Bottom-Up and Top-Down).
- Knowledge-based Approach, relying on precise, properly validated data and careful analysis of the current situation in pre-university education.
- International - National Experience Continuum together with the other international development agencies working in Egypt; IIEP of the UNESCO has been instrumental in building the capacities of our national teams.
- Skills Development and Institutional Support: Learning by doing, throughout the entire planning process, has been the major principle governing the efforts exerted by the national teams. As a result, leadership training is just a feature of the strong support provided to our institutions.

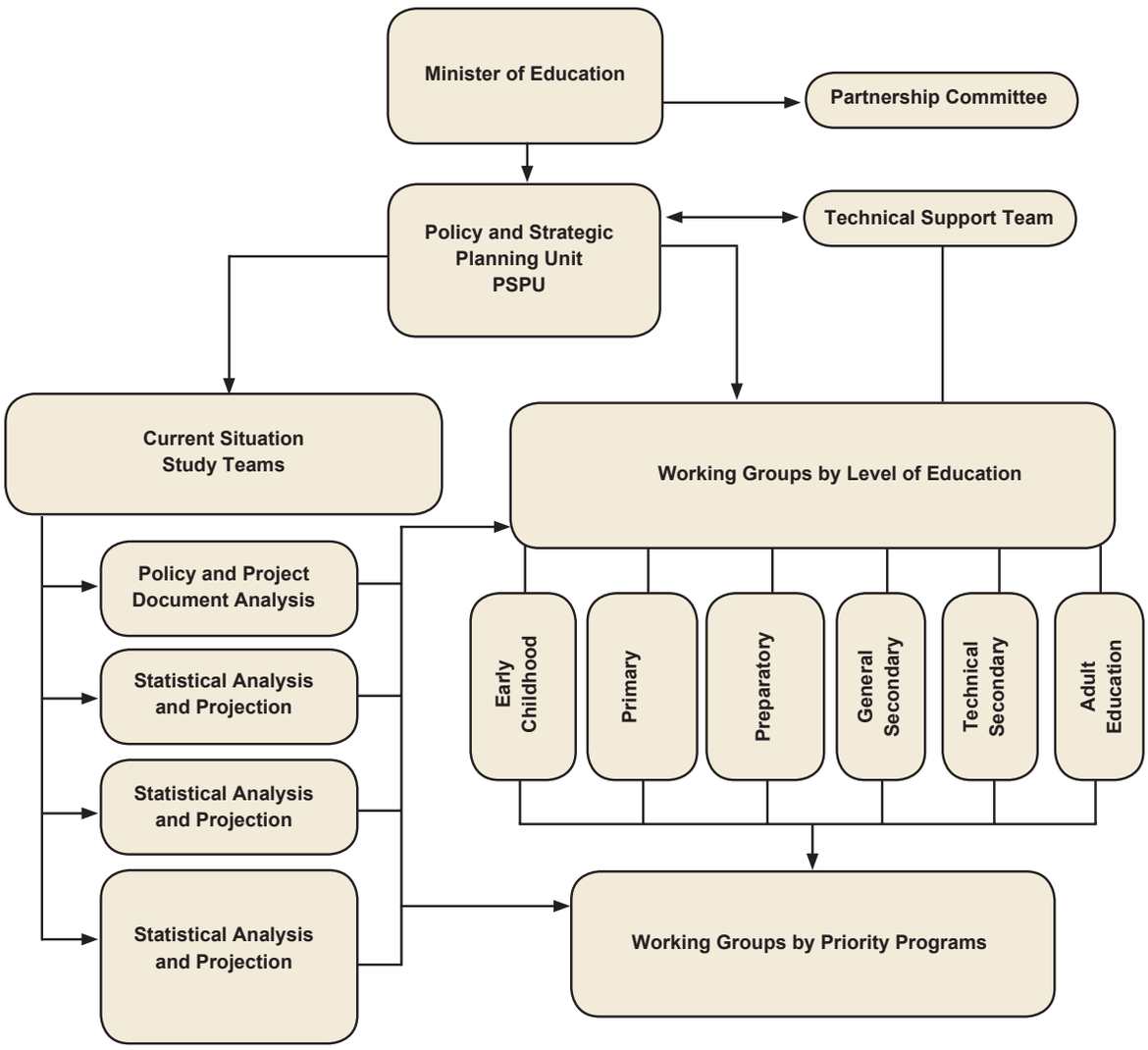
II. National Strategic Plan's Design Phases

The National Strategic Plan for Education Reform (2007/08 - 2011/2012) is the fruit of the following efforts:

1. Building a "General Framework for Future Educational Policies" in March 2006. It identified MOE's vision and mission statements, together with key values, principles, and directions for the future. It also set certain policy objectives, namely quality, system efficiency, equitable access, institutionalized decentralization, and quality for all.

2. Establishing the PSPU within MOE: The Unit has been entrusted with the task of transforming the above mentioned conceptual framework into a tangible national strategic plan to realize the above-cited objectives. Figure (1) illustrates the structure and functions of the PSPU and explains its operational relationships, starting with assessment studies, including base-line, and ending up with priority reform programs.

Figure (1): PSPU's Organizational Structure



3. Analysis of Current Situation in the Five Levels of Pre-University Education, with the intent of monitoring the challenges and identifying the issues (i.e. strengths, weaknesses, opportunities, etc.). This process was of particular importance to the phrasing of the general and operational objectives and the setting of quantifiable targets. It resulted in the production of five basic files, precisely analyzing the current situation across Egypt's pre-university education systems (see annex 2).

The current situation analysis was conducted according to the following scheme:

- Compiling, validating, and analyzing the available data and statistics according to the internationally-accepted indicators;
- Studying the domestic reports published by the official or semi-official organizations, as well as those published by the competent international agencies; and
- Organizing numerous intensive meetings with stakeholder groups, created purposely from inside and outside the educational system.

The analysis has always envisaged, for the sake of policy formulation, certain vantage points, namely the electoral program announced by President Mubarak, GOE statement at the People's Assembly (the Egyptian Parliament) for the realization of that program (2005), policy papers discussed by the National Democratic Party (NDP) during its annual conferences (2002-2006), recommendations of the People's Assembly, Shoura Council, National Specialized Councils, other academic bodies, and Egypt's obligations stipulated in the international agreements, historical experience, and the successful practices of the Egyptian Ministry of Education.

4. Constructing the Egyptian Analysis and Projection Model (E-ANPRO): The ANPRO Model is an international model designed originally by the UNESCO and employed by various countries for the purpose of strategic planning. Egypt adopted the model, in recognition of its precision and efficiency; but adapted it to the Egyptian context in terms of logical and mathematical relationships. The PSPU got those changes approved by the IIEP of the UNESCO. The model has been utilized for all the variables, including cost and finance (see Annex 3 for detailed data and projections).

5. Determining and Designing Priority Programs: Based on quantitative and qualitative analysis of the current situation; and guided by the vision, mission, values, and objectives, twelve coherent reform programs have been designed in the light of the **three pivotal themes: quality assurance, system efficiency, and equitable access to pre-university education**. Those are:

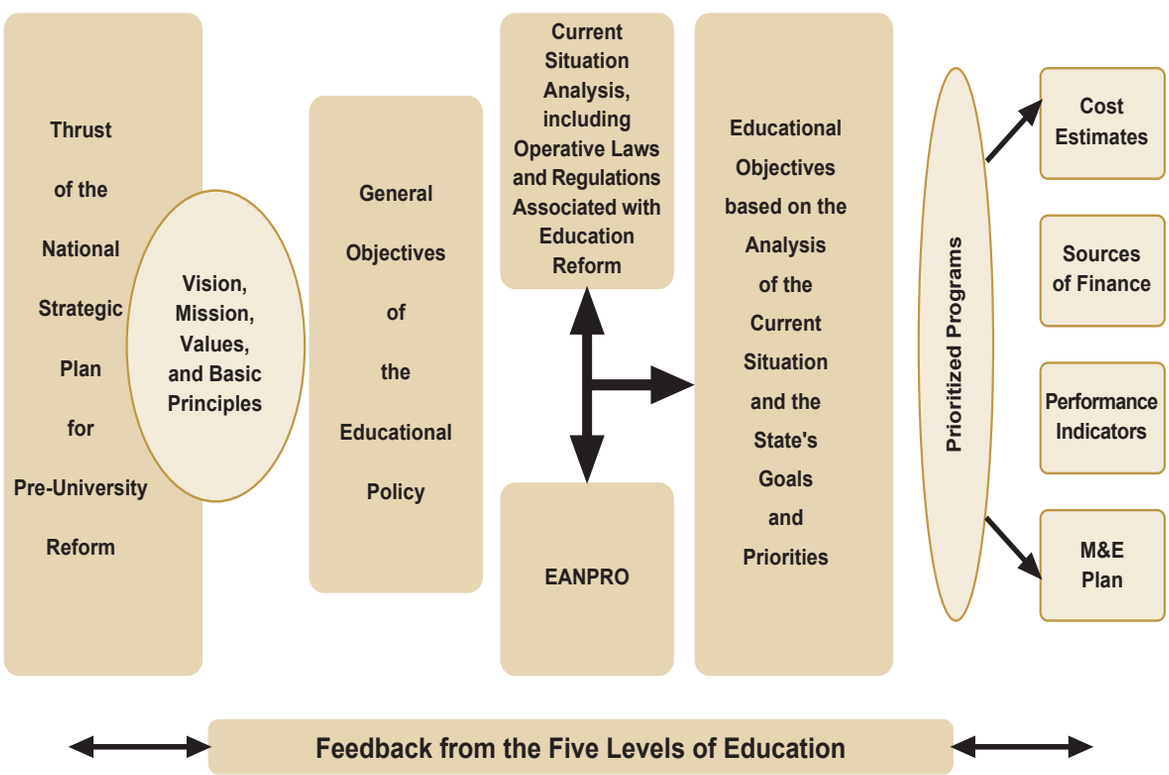
1) Comprehensive reform of curriculum and integration of ICTs;
2) School-based Reform, with a view to predisposing the Egyptian public schools for accreditation;
3) Upgrading human resource base, including professional development;
4) Institutionalization of decentralization;
5) Technological development and information systems (EMIS & SMS);
6) Modernizing M&E systems;
7) Developing school construction and maintenance;
8) Developing Early Childhood level;
9) Reforming Basic Education;
10) Modernizing Secondary Education (general and technical);
11) Community-based education, for girls, dropouts, and out-of-school children, and
12) Education and inclusion of the children with special needs.

6. Analyzing Previous Budgets and Making Projections for the Future: This step was undertaken in light of cost estimates of each individual program using E-ANPRO Model.

7. Establishing National Strategic Plan's Implementation Systems, Performance Indicators, and M&E Modalities: This final step was intended to facilitate plan implementation, define roles and responsibilities (who is responsible for doing what), follow-up with the progress, and evaluate performance at all levels according to a specific timeline that follows the fiscal year.

Figure (2) illustrates the National Strategic Plan's structure, phases of design, pivotal themes of action, and logical relationships among its components.

Figure (2): National Strategic Plan's Structure



III. NATIONAL STRATEGIC PLAN's Major Features

1. Decentralization
2. Quality
3. Comprehensiveness and Integration
4. Compliance with International Agreements
5. Program-based Resource Allocation

1. Decentralization

Decentralization is a major feature of continual public sector reform. Within the state's general trend, MOE is attempting to make education the prime service sector to institutionalize decentralization.

National Strategic Plan seeks to increase devolution of administrative functions and responsibilities from the central to the other lower administrative levels, down to the school, being the focal unit of reform efforts. National Strategic Plan objectives can only be attained through pertinent actions taken at local levels. In other words, the only way for the plan to succeed is to translate it into carefully-tailored local educational plans. It is, therefore, imperative for governorates to work out their own plans for decentralized implementation. To do so, they are required to adjust the National Strategic Plan objectives to their own local needs through decentralized planning processes.

The National Strategic Plan incorporates national goals that apply to the state as a coherent whole. It also implies objectives for each individual educational sub-sector. However, the strategy team underlines the fact that national objectives are but national averages summarizing the diversity of situations and conditions at governorate level. Differences do exist, not only in the educational state of affairs but also in the reforms to take shape in the future. The team also calls upon governorates to use the National Strategic Plan as a guideline in formulating their own plans, so as not to lose sight of the national objective and policies.

This will eventually require role re-definition from the central level and all the way down to the school level. Program No. 4 **(Institutionalization of Decentralization)** clearly defines the roles and responsibilities at each level, so that decentralization is gradually institutionalized during the plan implementation.

2. Quality

The national effort is currently dedicated to improving the quality of education. This particular National Education Strategic Plan (NESP) considers “improved quality of public education” a major policy objective. The twelve priority programs provide strong evidence of such an assertion. **School-based Reform Program** is the heart of the whole body of the set of programs. The school is, indeed, the action and change unit. It is the arena where quality manifests itself. The National Strategic Plan is, therefore, a gateway to move with the Egyptian education from the classical to the modern system, reflecting the new world trends, methods, ICTs, evaluation, teacher's professionalism, HR development, leadership pattern, and system efficiency. **But emphasis on quality is equally correlated to equitable access to education. As such, the National Strategic Plan is an instrument for the state to achieve social justice, alleviate poverty, and promote social mobility and community participation, including partnership with private and cooperative sectors and civil society.**

3. Comprehensiveness and Integration

Quality cannot be achieved separately nor in isolation from the other related variables, such as incentive, regulatory, and accountability systems. Those are critical assumptions for the realization of educational reform, without which such efforts cannot bear fruition, regardless of their magnitude.

This feature manifests itself in Programs No. 2 and 6 (School-based reform & M&E) as well as Program No. 3: **Human Resources and Professional Development**, which may imply the new Cadre Law and the establishment of Teachers' Professional Academy.

4. Compliance with International Covenants and Initiatives

There exists a consensus around a number of international initiatives, some of which are directly focused on education, while others are closely associated with it. In the field of the environment, the “Tokyo Protocol” is an initiative with an educational dimension that acquired a great deal of unanimity. The MDGs, Growth and Poverty Reduction Strategy are other examples of initiatives closely associated with education. In the immediate field of education, the “EFA, Dakar -2000”, the United Nations Initiative for “Girls Education,” and Child Rights Treaty are few examples of initiatives focused directly on education.

The National Strategic Plan has, in all its components, mirrored the objectives of those initiatives and treaties, since Egypt is an active member of the world community abiding by such initiatives and covenants which support global progress.

5. Program-based Resource Allocation

National Strategic Plan for pre-university reform is a medium-term plan (2007/08 - 2011/12). Its overall cost has been calculated on the basis of programs and, as such, requires new forms of resource allocation. Medium Term Expenditure Framework (MTEF) is one of those appropriate forms of resource allocation, i.e. program-based budgets for a specific number of years (normally three years), contrary to the classical one-year budget. The plan has specified the requirements for program budgeting, in terms of detailed estimates for each component and cost of implementing the related activities. This may be especially suitable for Ministry of Finance's trend to shift from the traditional financial division budgeting. Of course, the National Strategic Plan is flexible enough to adapt, during a transitional period of one to two years, to any form of resource allocation (traditional or otherwise) during the shift to performance-based budgeting.

The central and local educational authorities will soon work together to manage and allocate resources. Education plans will be inputs to the local MTEF, which will, in turn, affect the annual budget. The budget will not be the one and only tool for resource allocation, since the MTEF will be prepared within the local education plans. The MTEF is considered a tool to commit resources to the long term local education plans, to be funded from the corresponding annual budgets[1].

Budgetary support, being targeted, is intended to help realize the National Strategic Plan's set objectives. For example, equitable access to and improved quality of primary education could be designed as a special program and budget. This program implies all the related activities and budgetary outlays, including teacher

(1) Decentralized Planning of Education, UNESCO 2005; the Arabic version of this publication has been sponsored and published by the Education Reform Program, Egypt, 2007.

training and employment, school construction and equipment and provisioning of supplies and other inputs to teachers and students alike. The budget will be allocated for the program in a separate line item (or complete budgetary section).

IV. Educational Principles Observed in Designing the National Strategic Plan

The National Strategic Plan rested in a set of fundamental concepts and principles which functioned as philosophical vectors, steering the planning process. Those are:

1. Every Student is Capable of Learning in a High Quality Educational Setting

High quality education is the essence of reform. The National Strategic Plan is established on a firm belief that all the children are capable of attaining the highest possible level of learning, regardless of poverty, ethnic group, or religious beliefs. Therefore, this present plan seeks to support all the children in realizing the highest possible learning levels; and its outcomes are measured by performance-based evaluation systems or standardized national and international tests.

If provided with a proper educational setting and learning atmosphere, all the children are capable of achieving the highest possible learning outcomes.

2. Enhancing the Quality of Education Inside the Classroom and Promoting Non-Traditional Ways of Teaching and Learning

This principle is clearly manifested in Program No. 1: **Comprehensive Curriculum and Instructional Technology Reform**, and Program No. 3: **Human Resources and Professional Development**. It particularly requires the following to be ensured:

- Restoring to the school director the original function of an educator, in addition to the administrative dimension of his/her post. His/her prime responsibility is to help improve the teaching and learning process in the classrooms. As an educational leadership, the school director, together with the teaching and support staff, is accountable for the school's academic achievement.
- Continual training, coaching, and mentoring for teachers, with a view to improving their teaching methods. Therefore, professional development is the core of Program 3 of the National Strategic Plan.
- Improving content presentation techniques, starting with the textbook down to teacher's applications. To this end, the integration of ICTs and choreography is fast becoming crucial to teaching and learning and is a salient feature of the National Strategic Plan.
- Providing well-performing teachers, through BOTs, with wider opportunities to apply varied pedagogical models so as to promote creative diversity among learners. In this context, critical thinking and creative approaches must be encouraged.

3. Establishing the Culture of Ongoing Evaluation and Assessment, based on Clear Standards for both Teachers and Students

This principle requires sustained development of student performance so as to reach the national and international standards and to establish a comprehensive assessment system. The ongoing assessment

culture is the only way to verify the attainment of the required standards by all the students. Therefore, the National Strategic Plan underscores the significance of bequeathing the teachers such skills needed to efficiently use continual and comprehensive assessment techniques. The ongoing assessment is meant to prove that all students have reached the required learning outcomes. In the event that one or more students lacked a skill, remedial procedures must be applied at school to ensure acquisition of all the needed skills.

The inculcation of continual assessment culture necessitates to be accompanied by another principle; namely accountability. The two principles require a transparent working environment that enables the student to know what is expected of him/her in different situations, academic or otherwise, at school. This working environment should also enable the teacher to appreciate what is expected of him/her towards the students, i.e. what he/she is supposed to teach, what standards to use and on which scale to evaluate.

4. Clear Responsibility at Workplace, Based on Genuine Partnership with the Stakeholders

The National Strategic Plan (2007/08 - 2011/12) rests on a strong belief that, in order for any action to succeed, there should be a champion to lead it and to ensure genuine partnership with the stakeholders. The latter should dedicate ample time to co-manage and evaluate the planned work so as to realize reform objectives.

Partners must agree to the set objectives. If, for example, the objective is to promote the right of each child to excel, at least 50 percent of the partners must agree on commitment to excellence, in what could be likened to a “social contract.” A clearly-defined responsibility and wider partnership generate a sense of ownership. The success of a school, as an educational institution, hinges on the partners' sense of ownership, within a framework of responsibility and accountability. Therefore, the school-based reform program upholds the principle of school-based management and **good governance** through BOTs and local community participation.

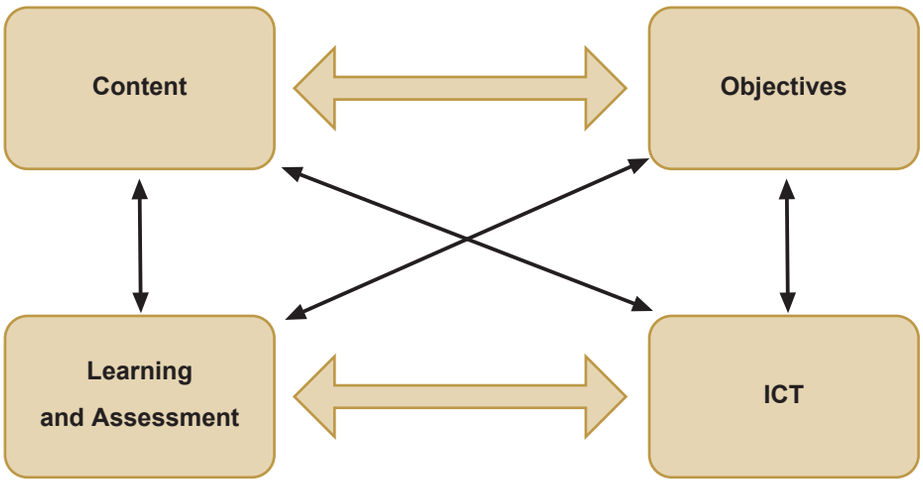
5. Creating a Coherent Structure for Each Education-Related Action

The National Strategic Plan provides a clearly-structured framework for education reform. **By structure here, we mean coherent components and efforts, designed to attain specific objective(s)**. In other words, successful reform is a function of an integrated structure where each part supports the other.

This principle expresses itself well in the efforts being exerted by MOE to reform education in the first three grades of the primary stage. The following elements are now in a state of structured coherent interaction inside the primary school classrooms:

- Education objectives;
- Content;
- Active learning;
- Comprehensive assessment; and
- Use of ICTs.

Figure (3): Coherent Pedagogical Structures Inside Classrooms



Those elements constitute a coherent whole inside the classroom, and are used to achieve one objective, i.e. provide learners with the psychological aptitude, cognitive abilities, and skills to read, write, do simple arithmetic operations, and practice active learning and creative thinking. This is but one example that attests to the concept of this principle.

The fact that the programs constitute one matrix is, by itself, good evidence of the significance of this integrated coherent concept, which is a critical assumption for the success of the National Strategic Plan and a crucial component of the philosophy behind it.

6. Creating a Supportive Social Environment at School, for Students and Teachers Alike

The crux of this principle is to pay greater attention to the low-performing and the underprivileged children. It also means that special attention should be given to the schools located in poor areas. Such a social support is indeed important to reduce dropout rates.

The National Strategic Plan is established on a firm belief that remedial programs are not sufficient by themselves. A supportive and inclusive social environment is needed to complement the remedial effort. Therefore, the Ministry of Education encourages various forms of cooperation with the Ministry of Social Solidarity in its programs to support poor households to improve poor children's enrollment and retention in the school system. Involvement of the local community and promotion of community participation, promoted by the National Strategic Plan, are the off-shoots of this principle. Community participation is the basic safeguard for the continuity of such a supportive social set-up at school; and is, as such, a critical assumption for the National Strategic Plan success. A supportive social environment also observes the concept of “full inclusion” of the children with special needs. The National Strategic Plan's Program 12 attends carefully to those aspects.

Teachers' supportive environment is attainable through social welfare programs, improved economic conditions, and sustainable professional development. The new Cadre Law provides transparent basis, linking teachers' economic level to professional performance. The Teachers' Professional Academy's founding law mandates it to enhance professionalism of both teachers and school leadership. School directors, who are supposed to have possessed distinct leadership skills, are called upon to make the teachers' supportive environment a major objective of school-based reform, in view of the fact that it constitutes a salient feature of the National Standards for Education.

V. Critical Assumptions for National Strategic Plan Success

In order for the National Strategic Plan (2007/08 - 2011/12) to be successfully implemented, all national efforts should come together to achieve the following:

1. **Change-friendly Culture**, to move from a traditional educational model which, for many years, promoted rote learning to a model that associates Egypt with a broader future by promoting critical thinking and creative approaches to problem-solving. This paradigm shift requires supportive media to vouch for change.
2. **Economic Support to Meet the Funding Challenge**. This, indeed, is a shared responsibility. Education is no longer a sole responsibility of the government, but an entire societal undertaking. Therefore, an all-out support is expected. In addition to the state's budget, the business community and civil society are invited to stretch a helping hand. The private and cooperative sectors should assume greater share in education.

3. **Wider Community Participation**, with a view to a) promoting a sense of ownership; and b) creating social solidarity to rise up to the socio-cultural and financial challenges and foster citizenship values inside the educational set up and beyond.

4. **Institutionalized Decentralization**, including role re-definition at all the administrative stratums within the educational system, i.e. from the central level down to the school. The concept includes academic, administrative, and financial dimensions. Within their new roles and responsibilities, the local levels must assume an effective role in educational reform. A structured and gradual shift to decentralization will certainly ensure success of the new educational paradigm which seeks to enhance the individual's ability to carve his way in life and be a good citizen. It also should help establish novel levels of accountability and civil society participation in reform.

Executive Summary

First: Rationale

With this document, the Egyptian Ministry of Education (MOE) presents its National Strategic Plan, 2007-2012 to ensure a modern pre-university education system which promotes the sustainable growth of the economy and consolidates democracy and freedom, as well as a successful dialogue and competition with other countries in an era of knowledge-based economies and globalization.

This Strategic Plan represents the culmination of the several important attempts made in the past to engage all stakeholders (including teachers, education managers, parents, pupils, NGOs, communities, academics, and intellectuals) to share in the reform process, in order to establish an inclusive dialogue and nurture good faith among the various parties.

This document has been produced through an exhaustive effort and a broad participatory approach, which included various national experts and teams, allied ministries, and representatives from governorates, whose work has been consolidated through the Policy and Strategic Planning Unit (PSPU/MOE). Experience of experts from the International Institute for Educational Planning (IIEP/UNESCO) and support of international development partners have also been utilized. The plan has been structured by a clear vision and mission of the MOE, with the intention to achieve high quality education for all Egyptian children according to national and international standards.

Second: The Vision for the Ministry

The Ministry of Education in Egypt is committed to reform the pre-university education system in Egypt, in order to promote equity and serve as an innovative model in the region, through: (1) providing high quality education for all, as a basic human right; (2) preparing all children and youth for healthy and enlightened citizenship in a knowledge-based society, under a new social contract based on democracy, freedom, and social justice; and (3) adopting a decentralized educational system that enhances community participation, good governance, and effective management at the school level as well as at all administrative levels.

Third: The Mission for the Ministry

The Ministry of Education fosters equal opportunities for all Egyptian students to realize quality education that empowers them to become creative, life-long learners who are tolerant critical thinkers with strong values and a wide range of skills for active citizenship and dynamic participation in an ever-changing global society.

Fourth: Key Principles and Values

The key principles and values upon which this strategic plan is based are: social justice, excellence, student and school empowerment, human development, citizenship, creativity, participation, public-private partnership, tolerance, enhancing civil society and co-operative sector, democracy, accountability and transparency, and decentralization.

In compliance with its mission, the MOE developed three fundamental policy goals which have been identified as priorities within the reform process.

The three fundamental policy goals of the plan

1. Ensure high levels of quality education performance;
2. Ensure efficient system of management, effective community participation, and decentralization; and
3. Ensure equal education access for all.

Fifth: The Main Documentary References of the Plan

- The election program of President Mubarak, 2005;
- The cabinet mandate at the People's Assembly, 2005;
- Policy Strategic Papers: the National Democratic Party, Education Committee;
- The National Framework for Education Policies in Egypt, Ministry of Education, March 2006;
- Historical experiences and best practices in education in Egypt;
- National studies and reports;
- International initiatives and agreements: the National Plans for EFA goals (2004) and MDGs (2005); and
- International studies and reports (WB, UNESCO, UNICEF, EU, etc.).

Sixth: Structure of the Plan

The plan contains four major parts, each of which is discussed in brief below.

Part One: "Current Situation" describes the current geographic, economic, political, and social contexts of contemporary Egyptian life. It demonstrates that the current government is committed to decentralization and sees the education sector as the test bed for decentralization in all government sectors. This part includes a summary of the Human Development Index (2006) which shows the progress made by Egypt on this Index from 1975 through 2004. While doing so, it makes clear the centrality of education to human development. This part outlines the strengths and weaknesses of the pre-university education system in Egypt and the possible actions which could be taken to enhance the strengths and eliminate the weaknesses. The pre-university education system consists of three levels: primary, preparatory, and secondary. Basic education, which comprises nine years (a six-year primary and a three-year preparatory level), is intended to include all children aged 6-14. Basic education is compulsory and has been guaranteed as a right of every citizen under the Egyptian Constitution. Secondary education, which generally comprises three years, is divided into general and technical, with some technical education schools having a five-year system.

Part one deals also with the Situation Analysis of the Education Sector Performance (2000-2006). Since the early 1990s, President Mubarak has inaugurated a sustained education initiative which made education a top priority in Egypt. Concerted efforts have been made to ensure equal opportunities for education for all children in Egypt. Those efforts resulted in a 240 percent increase in the education budget during the 1990s. A total of 14,000 schools were built between 1992/93 and 2005/06. This number is more than twice the number of schools that were built in the preceding 110 years (now approximately 40,000 schools are operating).

This growth in schools was accompanied by an increase in enrollment in basic education for both boys and, especially, girls. Since 2000, the concept of quality in education has crystallized with the publication, in 2003, of the National Standards for Education in Egypt. The plan is based on a paradigm shift in pre-university education with a main focus on quality issue.

Part Two: "The Way Forward" emphasizes three key areas of the plan, i.e. the quality of education, the innovation of education delivery mechanisms, and the need to continue to bridge education gaps for girls and in economically disadvantaged areas and overcrowded urban areas. The part develops a framework and principles on which the reform process will be conducted to achieve Egypt's mission and realize the vision of quality education for all as a basic human right. It also demonstrates the Egyptian version of the ANPRO Model which was developed in reflection of Egypt's current situation, to make use of different scenarios created through this model. The model produces reliable projections (financial and statistical) and suggests various alternatives in order to suit user and situational needs, based on the available resources.

Part Three: "Priority Programs" identifies 12 priority programs which need to be addressed as part of the pre-university educational reform process in Egypt. Descriptions of these programs include discussions of the strengths and weaknesses in the education system, which were extracted from the narrative description of each respective priority program (see Annex 2). The program descriptions indicate possible actions designed to enhance the strengths and eliminate the weaknesses. These actions are summarized in two separate matrices for each priority program: (a) the policy matrix, which includes objectives, targets, sequence of activities, and timelines for implementation; and (b) the logical framework matrix, which includes performance indicators, means of verification, and critical assumptions.

Part Four: "Budgeting and Implementation of the Plan" contains details of the financing and implementation of the plan. Plan implementation will be organized in a flexible way, on the basis of Annual Operational Plans. A general annual review of the National Education Strategic Plan as well as quarterly reviews of the Operational Plans will be carried out in order to assess progress made and problems encountered during the time period under review. A National Education Plan Implementation Committee (NEPIC) has been set up by the Minister of Education and will be supported by PSPU. It is clearly stated that if the National Strategic Education Plan is to succeed, it has to be translated into governorate education plans. The implementation of the National Strategic Plan at the decentralized level will be undertaken by transposing the plan into the governorate context. In order to undertake the extended planning task required at the governorate level, governorate planning capacity will be strengthened by establishing a Governorate Educational Planning and Implementation Committee (GEPIC), which will be responsible for monitoring and implementation of the Strategic Plan at the Governorate level (Muddiriya, Idarra and schools).

Seventh: The Twelve Priority Programs

The twelve Priority Programs that are included in the National Strategic Plan 2007/2008 - 2011/2012 are classified into three groups; the first group is Quality Programs. It consists of three programs with school

based reform as the core program in this group, and Curriculum Reform and Human Resource Development as supportive programs that will ensure the success of school based reform. The second group is System Support and Management Programs, which provide technical support for system reform. This group includes the following four programs: Institutionalization of Decentralization, ICT for Management, Modernization of Monitoring and Evaluation System, and School Construction. The third group is level based programs, which are centered on levels of schooling. They are: Early Childhood Education, Basic Education, Modernization of Secondary Education, Education for Girls and Out-of-School Children, and Children with Special Needs.

These programs are interrelated and complementing to achieve the planned paradigm shift in Egyptian education. By adopting school based reform, Egypt is shifting from an input-driven development approach to comprehensive reform, namely the school level, which also supports the overall policy of decentralization.

Eighth: Goals and Objectives of the Twelve Priority Programs

The twelve Priority Programs of the Strategic Plan are expected to have positive outcomes and impacts on the education system during the coming five years.

1- Comprehensive Curriculum and Instructional Technology Reform

The overall goal of this program is to enhance the quality of the curricula, instructional technology, and teaching methodology for all students in all levels (Early Childhood, Primary, Preparatory, and Secondary) and maximize the use of such technology to achieve high quality education. The program objectives are: (1) introduce a modern standard based curriculum and syllabus, (2) develop and produce blueprint and/or guideline for the new textbooks and instructional materials in line with the new developed curriculum, (3) enhance instruction of Arabic language, (4) enhance the performance of staff for implementing the new curriculum, (5) develop the process of textbook authoring, (6) improve the efficiency of procurement procedures, printing, and delivery of textbooks, (7) restructure the CCIMD, and (8) develop a professional cadre of curriculum and instructional materials design.

The plan sees the implementation of the national standards and performance indicators for curriculum as the essential way of ensuring equity of learning opportunities for all students. The curriculum reform plan also highlights the issues which will need to be addressed:

- A new curriculum framework;
- Scientific preparation of textbooks and teachers' guides through new publishing and delivery mechanisms;
- Book piloting before scaled-up implementation, and the establishment of links between teacher training and follow-up in the classrooms;
- New teaching methods and learning styles inside the classroom which aim to:
  - build up a variety of contexts able to generate links to other fields related to the subject matter studied;
  - promote diversity in approaches to problem-solving;
  - organize diverse learning activities;

- build up learning sequences; and
- enable exploration of concepts studied.

- New assessment procedures based on performance indicators and benchmarks;
- New skills required for teachers;
- New school management culture;
- Participation of all stakeholders in the planning and delivery of education;
- A coherent, decentralized plan for continuous teacher training (using a cascade model) and an integrated monitoring and evaluation system; and
- Development and implementation of the National Standardized Test (NST) for the purpose of monitoring learning achievement and aptitudes and providing feedback on various elements of the educational system and process.

2- School-based Reform, Accreditation, and Accountability

The plan calls for establishing systems whereby a school is recognized as the heart of any reform process. The adoption of a **performance-based approach** will ensure that all staff, regardless of their positions, are accountable for the work they have been assigned for. An important issue will be the use of work targets to motivate staff at all levels in the school to deliver better quality education services to the community. The school-based reform depends also on **good governance and effective partnership**. The main theme of this program is to support schools to fulfill all the requirements for accreditation through the relevant authorities.

- Educational processes within governmental and private institutions are to be promoted. This is done through standards to measure the structures, systems, educational programs, staff performance, resources, and management methods in these institutions.
- Comprehensive evaluation for these institutions is to be carried out, followed by accreditation. Self-assessment is also supported.
- Competition among educational institutions is to be encouraged so as to raise both the quality of education and performance levels.

The overall goal of school-based reform is to cultivate a paradigm shift in management of the educational enterprise at the school level, while the program objectives are: (1) prepare schools to ensure quality and readiness for accreditation, (2) prepare schools to practice school based management, (3) ensure good governance through community participation and stakeholders, and (4) ensure school buildings, spaces, equipment, and resources that are conducive to authentic pedagogy.

3- Human Resources and Professional Development (HRD/PD)

The third angle for achieving quality under this plan is the establishment of a Human Resources and Professional Development system. This new system would improve the employees' standards in light of national and international competitiveness by providing them with opportunities to become more skillful, motivated, and able to respond flexibly to new challenges and opportunities.

The overall goal of this program is to establish professional development management systems, effective incentives, and career ladders to provide and improve qualified teachers and administrators, while the programs objectives are: (1) set-up an up-to-date decentralized HR system, (2) detect, attract, and train promising administrative leaders, (3) develop a system for the preparation of qualified cadre based on the needs of the strategic plan, (4) implement teachers' new cadre according to five promotion levels, and (5) establish a professional academy for teachers.

The plan suggests that the HRD/PD strategy will concentrate on:

- The establishment of a Teachers' Academy to issue licenses for the teaching profession;
- Capacity building of a new training sector within the new HRD/PD system;
- The establishment of a new training system for educators, especially on new curricula, for all levels of education;
- The strengthening of distance training; and
- Training directed to the actual needs of individuals as scheduled in the plan.

4- Institutionalization of Decentralization

Decentralization of the education sector is a key issue in the plan, whose implementation is intended to ensure expanded participation and increased effectiveness of stakeholders at the planning stage as well as during their subsequent implementation. Accordingly, the plan calls for consultation with other line ministries (MSAD and MOF) and support from national and international agencies to devolve authority, responsibility, and accountability for education governance to governorate education offices (Muddiriyas, Idarras, and schools).

The plan emphasizes that the successful realization of the school autonomy involves changes to be made to some parts of the legislation. This will involve changing legislations to allow new practices and procedures to be implemented and supported, as the current legislations do not encourage parents or school directors to take the initiative to improve the conditions in their schools.

The overall goal of this program is to support the institutional capacity of the educational system to achieve systems efficiency, effectiveness, and institutionalization of decentralization, while the program objectives are summarized as follows: (1) support the institutional capacity of the MOE in decision making, public relations, and evaluation; (2) restructure/merge the supportive authorities, entities, and centers; (3) support training centers in governorates, (4) support school-based management; (5) develop an administrative supervision system; (6) support school administrative authority; (7) increase the effectiveness to implement laws and decisions; (8) support the institutional capacity of the MOE in financial and administrative affairs; and (9) develop an institutional system for financial decentralization at school that links budget to performance.

5- Technological Development and Information Systems (EMIS and SMS)

Improving the quality of the education system requires adequate data to facilitate the development and implementation of the formulated policies and procedures. EMIS does not just provide data for statistical

analysis by a computer; it is a tool for conceptual research to support decision-making mechanisms. The plan aims at empowering people at different levels in the education system to: have access to a valid system of data; manipulate the data reliably; and consider the information collected as institutional property and, therefore, place it at the service of the system.

The overall goal of the program is to develop and install the ICT infrastructure and technical support needed to implement and sustain modern pedagogy and effective education management and planning, while the objectives are summarized as follows: (1) modernize and strengthen the technology infrastructure in all schools; (2) activate the role of information system management in the educational process; (3) support the best use of technology in distance learning and training; (4) build capacity in ICT domain; and (5) merge different technology departments in one sector to achieve unity and efficiency.

6- Establishing a Monitoring and Evaluation System

Within the overall framework of the education reform, the M&E component will involve the establishment of an independent system to evaluate the performance of all educational entities. Monitoring and evaluation reports produced by this system will then be disseminated to and discussed with all stakeholders.

The overall goal of this program is to develop an integrated and effective system for monitoring and evaluating all aspects of educational process at all levels, while the objectives are summarized as follows: (1) monitor and evaluate learners' growth and performance in light of achievement indicators; (2) monitor and evaluate school performance according to the effective school indicators; (3) monitor and evaluate administrative and financial systems at all levels; (4) restructure the monitoring and evaluation system; and (5) support the institutional capacity of the NCEEE.

7- School Construction

The overall goal of this program is to build the required number of classrooms and achieve the decentralization of school construction and maintenance systems to ensure equality of access and quality, while the objectives are summarized as follows: (1) design schools according to specific standards; (2) improve the school building planning procedures; (3) improve decentralization through a mechanism for site selection, school construction, and maintenance; (4) set up a plan to manage school construction at decentralized level; (5) establish a system to engage private and public sectors in school construction process; and (6) decentralize the school construction system across the entire cycle.

An important feature of the reform process adopted in this strategic plan is to move towards decentralization in all aspects of education, including the school construction process. In light of this, it is important to reconsider all factors influencing efficiency of school construction (location, design, and construction activities) and explore alternative systems for school construction, and maintenance, involving identification of new roles and responsibilities at central, governorate, and community levels.

8- Early Childhood Education

Provide quality education for children (four to five years) to reach 60 percent gross enrollment rate GER by the end of the plan through: (1) enhancing the quality of the educational process, and (2) developing an early childhood management system.

9- Basic Education Reform

Establish universal enrollment in basic education to reach a GER of 100 percent by the end of the plan through: (1) enhancing quality of pupils' life in basic education, (2) developing a basic education flexible curricula and instructional materials in light of the national standards, (3) completing the ongoing modernization of pedagogical methods and assessment, (4) solving the problem of teachers' shortage and uneven deployment, and (5) developing societal awareness of the basic education reform.

10- Modernization of Secondary Education

Modernize the secondary education and reach a balance in the enrollment in general and technical secondary education by the end of the plan through: (1) transforming general and technical secondary education systems into an open system based on current global trends, (2) modernizing the secondary education curriculum, (3) achieving pedagogical paradigm shift, (4) enhancing the quality of secondary education students, (5) providing professional development for secondary teachers, (6) building the institutional capacity of secondary education schools, (7) improving the general secondary education certification system, (8) improving the examination and assessment system of the technical secondary education, (9) integrating specializations into the technical secondary education, (10) integrating the vocational secondary schools into the technical secondary schools, and (11) providing innovative models to be the bases for the future technical secondary education.

11- Education for Girls and Out-of-School Children

Expand the establishment of community schools/classrooms for girls and out-of-school children through: (a) establishing schools in cooperation with local communities; (b) providing sufficient number of trained managers, supervisors, facilitators, and workers; (c) producing instructional materials within the national curriculum; (d) providing school feeding program for all children; and (e) developing an effective management system.

12- Education for Special Groups - Children with Special Needs

Provide quality and equal educational opportunities to ensure inclusion of ten percent of children with special needs in mainstream basic education schools by the end of the plan through: (a) including ten percent of children with mild disabilities in mainstream basic education schools, (b) improving quality of education in existing special education schools, and (c) establishing supportive inclusive environment within mainstream basic education schools.

Ninth: Performance Indicators of Strategic Plan Implementation

1- The Socio and Economic Impact Indicators of the Strategic Educational Plan:

Diminish the private tutoring, which is considered to be a social educational phenomenon. This is due to creating a modern educational paradigm through implementing the Strategic Plan, which creates an unconventional educational environment. This will be achieved through:

- Increasing the confidence of parents towards the new schooling environment.
- Enhancing community participation and deepening the ownership and responsibility at the local community level through the implementation of decentralized systems.
- Supporting country`s policy that tries to overcome poverty, realizing the cultural integration and social justice, and contributing to establishing the culture of citizenship and dialogue within the Egyptian society.
- Supporting the establishment of Good Governance system to reduce the corruption. This is due to policies of enhancing civil society and institutionalization of decentralization.
- Supporting the rewarding policy and build a culture of accountability in education sector to provide a supportive environment for the quality policies.
- Increasing the sense of ownership of the school community.

2- The Expected Outcome Indicators:

Quality Improvements

- Enlightened citizenship, democracy, freedom, and social justice among learners.
- Curriculum harmonized with the national and international standards.
- Improved learning achievements of students.
- National Standardized tests applied.
- Equal opportunities for individual development provided.
- Increased self-esteem of teachers, senior teachers, and supervisors.
- Increased enrollment, especially for girls, or those in deprived areas and children.
- Professionalized teachers and school leaders.
- Increased number of schools ready for accreditation.
- Reduced class density through increasing the number of well-equipped schools.

System Efficiency and Decentralization

- An accurate Education Management Information System (EMIS) established.
- Relevant functional entities merged.
- The planning process and budget execution transferred to the local educational institutions level.
- A comprehensive and accurate set of baseline data, especially for administrative and organizational structures, established.
- A well-coordinated system for monitoring and evaluation developed.
- Performance indicators and benchmarks at all levels formulated.
- National Standardized Tests (NST) at all levels developed.

Equal Access

- Increased net enrollment rates, especially in deprived areas, early childhood, and general secondary education.
- Enhanced and strengthened community participation to support children education and Education for Girls and Out-of-School Children.
- Promoted equity of quality, especially in poor and remote areas.

Part I

Current Situation

Chapter 1

Socioeconomic and Demographic Contexts for Education Reform

Chapter 2

Education Sector Performance, 2000-2006: A Situation Analysis

Chapter One
Socioeconomic and Demographic Contexts for Education Reform

In order to set the scene for the 2007-2012 Strategic Plan for the Education Sector, socioeconomic and demographic contexts need to be described. In this chapter, information about the geographic, economic, political, and social contexts of contemporary Egyptian life will be presented.

Egypt's strategic geographic position, long and rich history, and current size of population have made it a regional leader, politically, culturally, and economically. Egypt is located in the northeastern corner of Africa, and is bordered by Libya, Palestine, Israel, Sudan, the Mediterranean, and the Red Sea. Over 95 percent of Egypt's land is desert, with the remaining land comprising the Nile Valley and Delta. Approximately three percent of the land is arable, with permanent crops on 0.5 percent of the land. The Nile Valley above Cairo is not more than 20 kilometers wide at any point, while the Delta is 250 kilometers wide (150 miles) at the seaward base and about 160 kilometers (96 miles) from south to north.

During Egypt's long history, the Nile River has played a dominant role in Egyptian life. It extends for some 1500 kilometers through the length of the country. Approximately 98 percent of the population lives along its banks, as they have for more than 6000 years. While the population of ancient Egypt experienced declines as well as increases, in modern times the population has only increased. In 1975, the population was estimated at 45 million; in 2006, at 76 million (CAPMAS, 2007). At the same time, there has been a noticeable drop in annual population growth rates, from 2.1 percent (1975-2004) to an anticipated 1.8 percent (2004-2015). These drops are also reflected in a declining fertility rate, from 5.7 births per woman in 1970-75 to 3.3 births per woman in 2000-2005[1].

In spite of these significant declines in birth and fertility rates, the most conservative figures still put the anticipated population by 2050 between 115-125 million Egyptians, or an increase of some 51 million children between 2007 and 2050.

The urban-rural population split remained fairly stable between 1975 and 2004, with around 43 percent of the population living in urban areas and 57 percent in rural. The most important demographic trend is the young age of the Egyptian population, where people under age 15 represent about 34 percent of the population. This trend is expected to drop only slightly (to 31.4 percent) by 2015[2].

The Nile Valley cannot be expected to continue to support the anticipated population increase. This situation presents one of the main challenges for development in Egypt: how to provide adequate resources (especially water), infrastructure, and services outside the Nile Valley so that several million citizens would be willing to relocate to reclaimed desert settlements. Additional environmental challenges stem from the fact that almost all Egyptians are crowded into the Nile Valley. These include the loss of agricultural land to urbanization and desertification; increasing soil salination; air, water and noise pollution; and lack of adequate fresh water relative to population and economic needs.

(1) Human Development Index, 2006. Available at: http://hdr.undp.org/statistics/data/indic/indic_48_1_1.html
http://hdr.undp.org/hdr2006/statistics/indicators/39.html.
(2) Human Development Report, 2006. Available at: http://hdr.undp.org/hdr2006/statistics/indicators/44.html.

These realities impact the lives of all Egyptians and pose challenges for the government in every sector. In education, for instance, changing conditions in agricultural areas requires new and different technical training for secondary school students.

According to the Egypt State Information Service[3], there are 40 seaports in Egypt, with an overall capacity of 66.8 million tons (2005/06). There are a total of 9435 kilometers, 796 stations, 1800 trains, and 28 railway lines. There is also a paved highway network of about 48,100 kilometers. There are 30 airports around Egypt, through which an estimated 21.7 million passengers pass annually (2005/06 figures). In addition, some 311.4 million tons/kilometers (2005/06 figures) are transported by air annually. It is anticipated that these facilities will need to be increased and maintained in order to meet the needs of the growing population and the country's economic goals.

Cairo, one of the world's mega-cities, is the largest city in the Middle East and Africa, with a population difficult to estimate (probably around 18 million), due to the continuous development of urban sprawl. Almost all nations have diplomatic representatives in Cairo, which gives a cosmopolitan atmosphere to the city, alongside its many popular quarters. It is also home to some of the finest Islamic monuments in the world, not to mention its proximity to ancient sites. However, its size and its near-constant growth present challenges to those in charge of development in the greater Cairo area. In education, school construction is particularly difficult, given the scarcity of suitable sites for new schools, and will require innovative solutions.

Egypt has a long history of a highly centralized government (Mayfield, 1996), from ancient times through the present day. The current government is committed to instituting a high level of decentralization of services; in fact the education sector may serve as a pilot for decentralization of other government sectors.

In the past, Egypt was often ruled by external powers, which it finally succeeded in ousting (although it took several decades) in the early 1950s. Since then, Egypt has had a republican form of government, with an executive president. The Parliament is in the form of the People's Assembly (Maglis El-Shaab), which has the power to issue legislation. There is also an upper house; the Shoura Council (Maglis El-Shoura) which serves as a debating chamber. Both of these chambers include elected members as well as a number of deputies appointed by the president. Egypt is a multiparty system, with the largest number of seats in the Maglis El-Shaab being from the National Democratic Party. Citizens aged 18 and over are eligible to vote in elections and referenda. Clearly, a functioning democracy depends on the basic literacy and numeracy of the electorate: ensuring the success of democratic rule is one of the most important “public good” outcomes expected from education.

The current regional structure includes 26 governorates plus Luxor City, with governors appointed by the president. The current constitution was promulgated on September 11, 1971 and amended on May 22, 1980, May 25, 2005, and April 2007. The latest amendments are an indication of liberalization in politics and reflect moves toward more involvement by multiple parties in political life. One concrete result is the rapid

(3) Available at: http://www.sis.gov.eg/En/Economy/Sectors/trans&communi/050304000000000001.htm.

and significant development of school-based Boards of Trustees and other mechanisms that foster community and parental participation in education.

The political situation in the Middle East has created instability over the past six decades, a situation which has impeded development in Egypt in a number of ways. Recent international developments have added to this instability. Egypt has another fundamental political necessity beyond the Middle East and North Africa (MENA) region: to take a leadership role in relation to control of Nile basin water. This task is naturally an extremely high priority for the government. Egypt also has a number of different refugee populations; educating these people effectively and with dignity poses unique challenges. There are also a number of economic migrants who use Egypt as a base for their business operations, given its central location in the MENA region.

Until the recent spread of satellite dish technology, Egypt was the unrivalled media leader and the predominant cultural voice across the Arab countries, a place where notable media figures from across the Arab world would gather. Now other regional nations, particularly the Gulf countries, are working to establish themselves as market leaders in the media field, especially those media based on digital technology. Egypt will now have to work harder to recapture its position in this area. The effective use of technology in public schools-both as a pedagogical aid and as a subject to master-will no doubt prove pivotal in this effort.

According to World Bank figures, Egypt currently has the second largest regional Gross Domestic Product (GDP) after Saudi Arabia. In 2006, the GDP was estimated at 618 billion Egyptian pounds[4]. This is an increase over GDP for 2005 (LE 558 billion) and 2000 (LE 340 billion). The economy grew by an estimated 6.9 percent in 2006 and is expected to grow by about 7.5 percent in 2006/07.

It should be noted that during this time, government subsidies of fuel (especially petroleum products), basic foodstuffs (especially bread), and basic goods increased significantly, from LE 25 billion in 2001 to LE 68.5 billion in 2006. The continuing need to subsidize basic commodities reveals a serious and chronic challenge to the government: the need to reduce poverty, and thereby, the gap between the rich and the poor in Egypt[5].

The labor force comprises about 21,971,430 people (CAPMAS, 2007), with some 19 million people employed in services, agriculture, and industry sectors. Approximately two million people (or 9.3 percent of the labor force) are currently unemployed, according to preliminary results from the 2006 National Census (CAPMAS, 2007). This number is up slightly from 1996 (when 8.95 percent of workers were unemployed). The service sector of the economy employs about 38 percent of workers and represents about 49 percent of GDP. Obviously, improving the quality of education for all students is a necessary condition for improving the economic and employment prospects of the nation.

(4) GDP at Market Prices (Current Prices) http://www.presidency.gov.eg/html/economic_indicators.html.
(5) See Al Ahram Weekly 26 January - 1 February 2006, Issue No. 779, More Efficient Subsidies; AmCham Egypt - Egypt Watch Bulletin - August 1st, 2006.

Agriculture has been the traditional activity engaged in by the vast majority of Egyptians since ancient times. The warm weather and constant supply of Nile water make multiple annual harvests possible. Main agricultural products include cotton, rice, corn, wheat, sugar cane, sugar beets, onions, and beans. While efforts have been made since the 1970s to introduce desert-based agriculture, the gains in cultivated land have often been off-set by loss of fertile land to urbanization as well as erosion. Currently, about 40 percent of Egyptians are employed in agriculture, representing about 15 percent of the GDP. Education regarding new agricultural techniques cannot alone mitigate this situation, but it will be an important feature of sector development, and will require coordination with other Ministries. In addition, on a practical level, school-based management can help coordinate both the school calendar and parts of the curriculum with the needs of the local agricultural population (Infoplease.com, Pearson Education, 2006, World Bank, 2007).

In addition to agriculture, another important sector of the economy is industry. Among the main industries are textiles, food processing, tourism, chemicals, pharmaceuticals, hydrocarbons, construction cement, metals, and light manufacturing. About 22 percent of Egyptians are employed in these industries, producing about 36 percent of the GDP. Education must provide key support to industrial development in cooperation with other Ministries-for instance, in opening up the regulatory environment for doing business in Egypt. It is clear that in almost every developmental activity, mutually supportive inter-ministerial coordination will be critical (Infoplease.com, Pearson Education, 2006, World Bank, 2007).

A key industry is the tourist sector, where Egypt should be one of the world's leaders, as it possesses more of the world's known antiquities than any other country (and the majority of its artifacts are still to be excavated). In addition to cultural tourism (i.e. visits to antiquity sites), since the 1990s, Egypt has become a world-class player in the leisure tourism market, with the development of seaside resorts, such as Sharm El Sheikh and Hurghada. However, tourism is a sector sensitive to political events, and, given the potential for instability in and around Egypt noted above, its obvious potential is often overshadowed by incidents that cause sector declines beyond the control of those working in this industry as well as the government. The tourism sector is heavily dependent on the education system, from preparing Egyptian archaeologists to fostering a well-trained, multi-lingual work force for the hotel and hospitality industry.

In 2006, about $24.22 billion worth of goods were exported, including crude oil and petroleum, gas, cotton, textiles, metal products, and chemicals. Imports ($35.86 billion) included machinery and equipment, foodstuffs, chemicals, wood products, and fuels. Egypt's major trading partners include Italy, the United States, Syria, Germany, Spain, China, the United Kingdom, and Saudi Arabia (Infoplease.com, Pearson Education, 2006).

While known oil reserves have been in decline since the mid-1990s, natural gas is in plentiful supply and Egypt is one of the leading regional exporters of this commodity. At the same time, the government has introduced a number of measures to try to insure that domestic consumption of gas increases (so that demand for oil decreases and Egypt will not have to become an oil importer). These include conversion of houses from bottled to piped gas and of taxis from gasoline to natural gas. Here, too, the education sector must play a role by educating all students about conservation (and other environmental issues) and preparing workers and citizens capable of understanding the forces behind diverse and complex energy issues, such as climate change.

In addition to these geographic, demographic, political, and economic indicators, there are a number of frameworks which may be used when reviewing Egypt's current socioeconomic contexts. Some of them provide “snapshot” overviews, while others go into greater detail. The most prominent snapshot approach is the Human Development Index (2006), which contains comparative data for Egypt from 1975 through 2004. Table (1) shows progress on this index over this period, while Table (2) shows overall performance on each of the nine indicators for 2004. Table (2) also makes clear the centrality of education to human development.

Over the last three decades, Egypt has been making slow but steady progress, rising from an HDI of 0.439 in 1975 to an HDI of 0.702 in 2004. Since the maximum possible score is 1.0, it may be seen that Egypt has moved from less than halfway to human development in 1975 to nearly 3/4 of the way toward achieving this complex set of goals. In terms of their overall rank, in 2004 Egypt was 111 out of 177 countries. This ranking has steadily improved since records began in 1975, when Egypt was 75 out of 101 countries.

When the data are reviewed in relation to regions, clear differences in the level of human development emerge across the country. Coastal cities such as Ismailia, Port Said, Suez, Damietta, and parts of metropolitan Cairo and Alexandria show the highest levels of development, while parts of Upper Egypt show lower levels of development. These regional differences are reflected in much of the data contained in this chapter, with Upper Egypt often showing significant developmental lags compared to other regions. Educational inequities must be addressed in the context of these broader regional inequities; education is but one part of the complex process of fighting poverty.

Table (1): Human Development Index Trends 1975 - 2004

Human Development Index, 1975	0.439
Human Development Index, 1980	0.488
Human Development Index, 1985	0.541
Human Development Index, 1990	0.580
Human Development Index, 1995	0.613
Human Development Index, 2000	0.654
Human Development Index, 2004	0.702

From: http://hdr.undp.org/hdr2006/statistics/indicators/10.html

An examination of the detailed indicators (Table 2) shows mixed improvement across indicators. For example, life expectancy for children born between 2000 and 2004 is 70.2 years, while for children born between 1970 and 1975 it was 54 years. This is not only a distinct improvement, but it puts Egypt on par with worldwide average life expectancies. On the other hand, adult literacy has only reached 71.4 percent for children 15 years and over, which is still well short of a key goal of all national systems: full adult literacy.

Table (2): Human Development Index, Overall and 8 Indicators, 2004

Human Development Index (HDI) Value, 2004	0.702
Life expectancy at birth (years) (HDI), 2004	70.2
Adult literacy rate (% ages 15 and older) (HDI), 2004	71.4
Combined gross enrollment ratio for primary, secondary and tertiary schools (%), 2004	76
GDP per capita (PPP US$) (HDI), 2004	4,211
Life expectancy index	0.75
Education index	0.73
GDP index	0.62
GDP per capita (PPP US$) rank minus HDI rank	- 2

From: http://hdr.undp.org/hdr2006/statistics/indicators/10.html

This brief review of the socioeconomic and demographic backdrop to the 2007-2012 Educational Sector Strategic Plan reveals that slow but steady progress has been made, as reflected in the improvement in the overall HDI between 1975 and 2004. Notable improvements are seen in such key areas as lifespan, which has increased over the past decades, and infant mortality, which has decreased significantly. However, in terms of other indicators, such as adult literacy, results have been less satisfactory. Clearly, serious challenges lie ahead as strategic reforms of the educational sector are implemented. The important gains made in the quality of life for many citizens now need to be matched in the education sector. Priorities for strategic planning in this sector are based on the detailed situation analysis of education contained in Chapter 2, where the focus is on access to quality education for all Egyptian learners within a system that is efficiently administered throughout the country, at national, regional, district, and school levels.

Box (1) Sources of Data Calculations

"Sources: Calculated on the basis of data on life expectancy from UN (United Nations). 2005a. Correspondence on life expectancy at birth. Department of Economic and Social Affairs, Population Division. March. New York. Data on adult literacy rates from UNESCO (United Nations Educational, Scientific and Cultural Organization) Institute for Statistics. 2005. Correspondence on adult and youth literacy rates. March. Montreal. UNESCO (United Nations Educational, Scientific and Cultural Organization) Institute for Statistics. 2006a. Correspondence on adult and youth literacy rates. April. Montreal. Data on combined gross enrollment ratios from UNESCO (United Nations Educational, Scientific and Cultural Organization) Institute for Statistics. 1999. Statistical Yearbook. Montreal. and data on GDP per capita (2000 PPP US$) and GDP per capita (PPP US$) from World Bank. 2006. World Development Indicators 2006. CD-ROM. Washington, D.C."

Chapter Two
Education Sector Performance, 2000-2006: A Situation Analysis

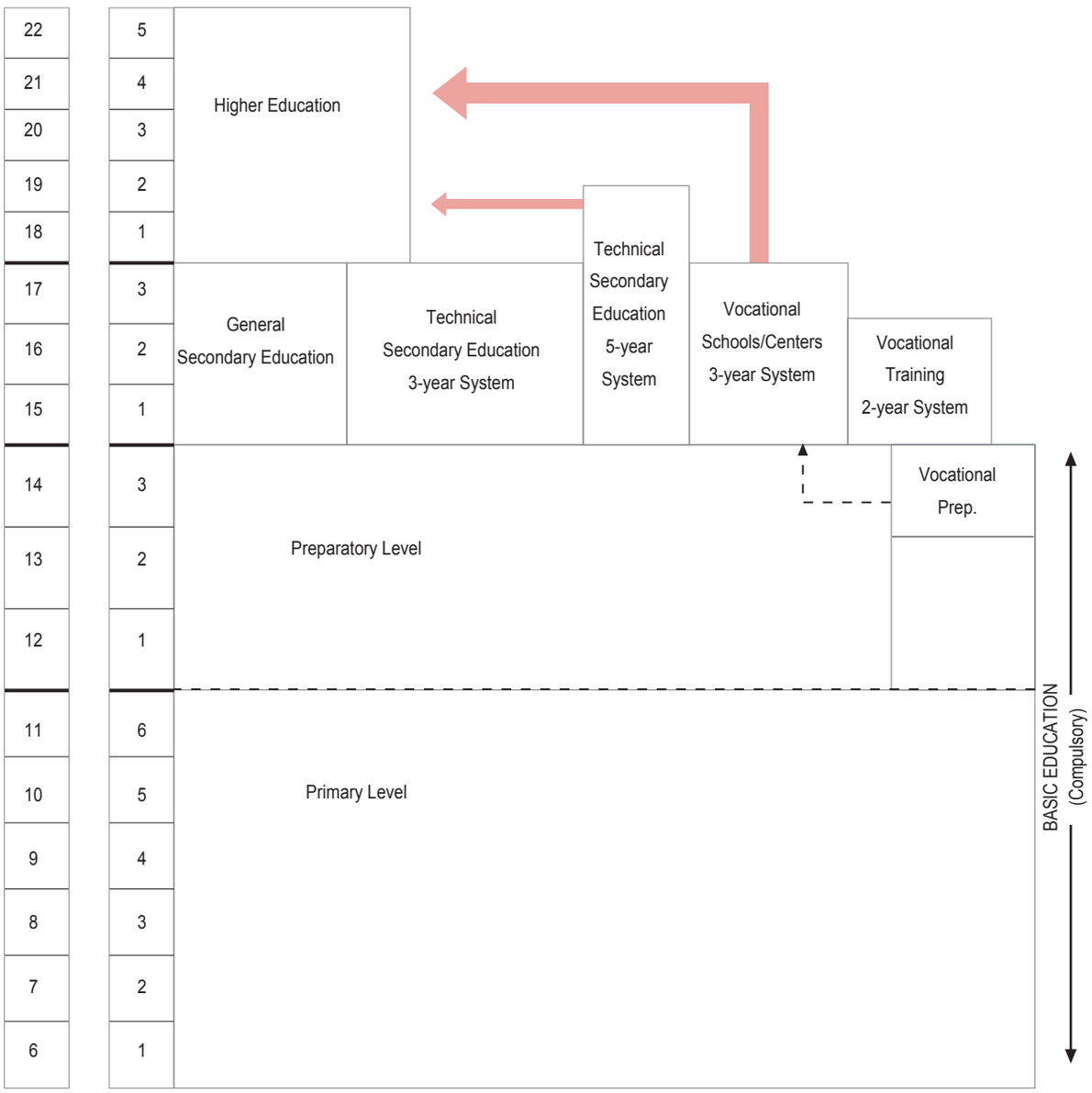
1. Introduction

Since the early 1990s, President Mubarak has made education a top priority in Egypt. A key event which sparked this concern was the 1992 earthquake, which affected many educational buildings. A large number of buildings were not safe to use. Concerted efforts were made to make up for these losses and, at the same time, to provide the infrastructure necessary to insure equal opportunities for education for all children in Egypt. Those efforts resulted in an increase in the education budget by 240 percent during the 1990s. A total of 13,709 schools were built between 1992/93 and 2005/06. This number is more than twice the number of schools that were built in the preceding 110 years. This growth in schools was accompanied by an increase in enrollment in basic education for boys and, especially, girls. Basic education is now nearly universal. Secondary enrollments also rose in the past decade, but have now stabilized at lower than desired levels, and, thus, now require additional attention. These achievements place Egypt at the forefront of countries that have made significant progress in access to education since the Education for All initiative was established in 1990.

While the main focus during this period was on access, the concept of quality also existed in the form of teacher training programs and in the project to equip all Egyptian schools with computers for educational purposes. Since 2000, the concept of quality in education has crystallized with the publication of the National Standards for Education in Egypt in 2003. Based on these National Standards, the concept of school-based improvement was introduced in 2004 through a number of pilot projects. Building on this historical process, in March 2006, an Education Management Information System (EMIS) was introduced, based on the concept of decentralization (which was included in the National Policy Framework of Education in Egypt that the Ministry of Education (MOE) issued in March 2006). Thus, over the past 15 years, the three inter-dependent areas of access, quality, and systems management have emerged to serve as the foundation stones of the current National Strategic Plan. While all three areas continue to be important to the achievement of the country's education goals, quality is now the focus[1].

(1) Note that improving quality is likely to improve access, while at the same time better quality depends upon, and is one of the primary reasons for, improved systems and management.

Figure (1): The Egyptian Education System, 2007



Source: MOE, PSPU

2. Overview of the Egyptian Education System

The Egyptian pre-university education system is the largest in the Middle East and one of the largest in the world. With some 17 million students and approximately 40,000 schools (public and private) in the different educational levels, the pre-university education system is expected over the longer term to make a significant contribution to Egypt's economy and to play an essential role in increasing its national income. 90.2 percent of all students in Egypt are included in the public and private education sectors (83 percent and 7.2 percent, respectively). Together, public and private sectors have approximately 821,000 teachers, 711,000 administrators, and 105,000 workers together constituting some 1.6 million employees. The remaining 9.8 percent of students attend Al Azhar[2] schools.

The pre-university education system consists of three levels: primary, preparatory, and secondary (See Figure (1)). Basic education, which comprises nine years (a six year primary and a three year preparatory level) is intended to include all children aged 6-14. Basic education has been guaranteed as a right of every citizen under every Egyptian Constitution since 1923. Primary school education has been compulsory since the 1930s.

Students who pass the primary end-of-level exam move on to preparatory school. Those who do not pass after two attempts move to vocational preparatory or withdraw from education. Based on their performance in the preparatory level exam, a student may go to general secondary, technical secondary, or withdraw from formal education. Graduates from general secondary schools may be eligible to enter university, depending on their score on the secondary end-of-level exam; while almost all technical secondary graduates enter the workforce (the top five percent may attend Higher Institutes or university for further training).

At present, pre-primary education is not part of the formal education system. There are a number of providers involved in this level of education, including the Ministry of Education, the Ministry of Social Solidarity, the National Council for Childhood and Motherhood (NCCM), Al Azhar pre-university education, a number of international and local NGOs, and the private and cooperative sectors.

3. Situation Analysis

The following situation analysis of Egyptian education is presented in three sections: (1) Equality of Access to Education; (2) Quality of Education Inputs; and (3) Management of the Education System.

(2) Al Azhar is a government-funded, Islamic education system parallel to the public education system. It educates about 10 percent of the pre-university students in Egypt.

1. Equality of Access to Education: Insure that all children in Egypt have equal access to quality education

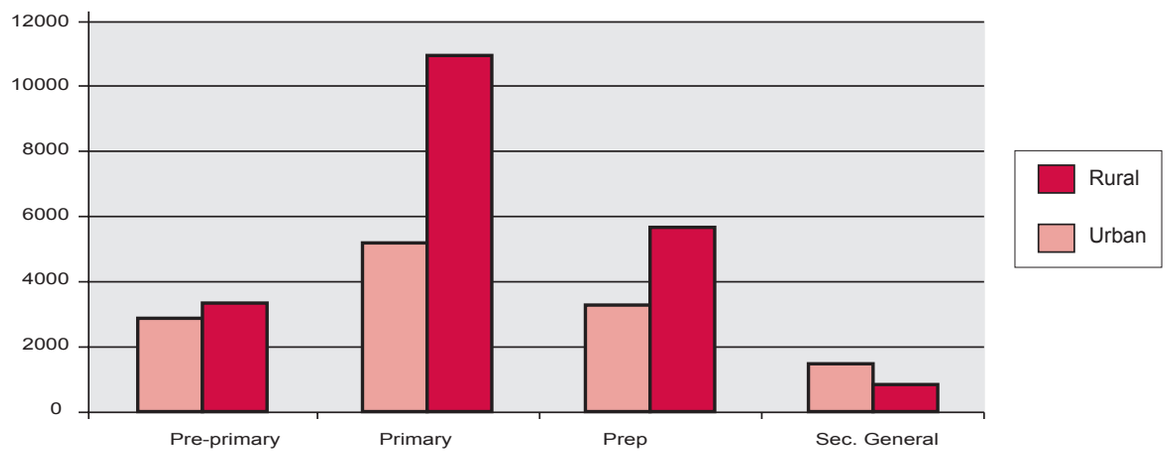
Key Issues

- *Increase the capacity of the system to absorb all potential students, wherever they may be located.*
- *Enhance the level and quality of attention that the system pays to ensure that all students are able to attend.*

a. Number of schools and classrooms

Overall, there were a total of 39,926 schools in 2005/06, representing a 14 percent increase over the number of schools in 2001/02. It may be noted that while there are more schools for pre-primary and basic education levels, as well as girls' education, in rural areas than in urban, schools for all types of secondary education, as well as special education, are more numerous in urban areas (Figure 2).

Figure (2): Urban and Rural Schools, by Level, 2005/06

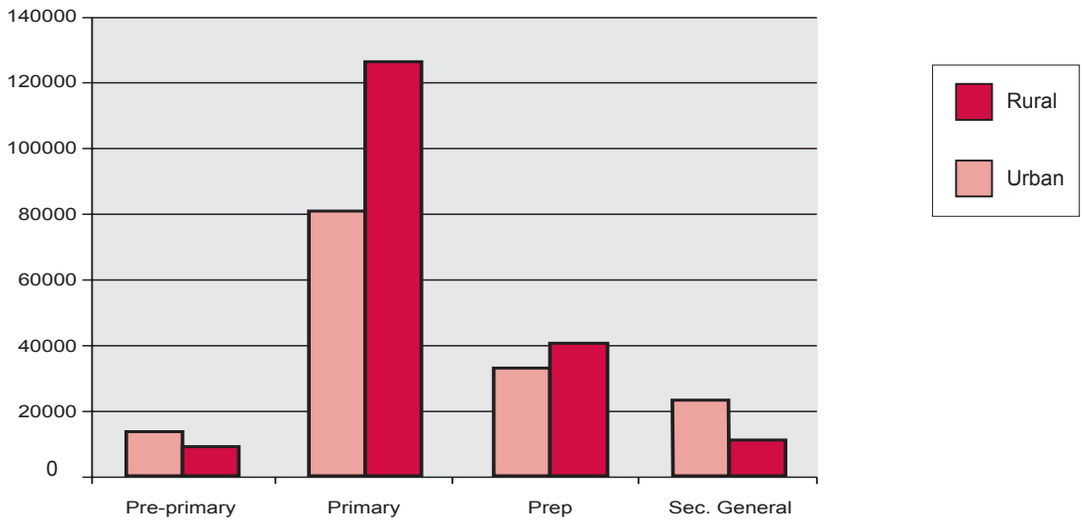


Source: MOE, PSPU

In all levels, the pattern of classroom distribution between urban and rural areas follows that of schools, except in the preschool level where there are more schools in rural areas, but many more classrooms in urban areas (Figure 3). Almost all One Classroom, Community, and Girls' Friendly classrooms are in rural schools, while the majority of special education classrooms are in urban schools.

While this increase in the number of schools is of course a positive step, it is also necessary to consider what percent of current students are served by these schools. While primary and preparatory levels are nearing full coverage, KG level facilities are only able to accommodate a small portion of students in the age group four through five (18.1 percent) in 2005/2006 (including Al Azhar).

Figure (3): Urban and Rural Classrooms, by Level, 2005/06



Source: MOE, PSPU

Existing general secondary schools accommodate 27.9 percent of the students at general secondary level, while technical secondary schools accommodate an estimated 44.2 percent of students. Another 6.3 percent of potential students are accommodated in Al Azhar. This leaves some 21.6 percent of secondary school age students outside of the education system.

b. Gross and net enrollment rates

Over the past decade, the government achieved remarkable success in increasing and stabilizing enrollment rates (Figure 4). Enrollment in primary and preparatory (basic) education for both girls and boys is now nearly universal, with the most significant gains coming at the preparatory level, where in just five years (1996-2001) enrollments for both boys and girls gained 21.2 and 20.6 percentage points, respectively. In the next five years, the gender gap was closed to an insignificant level(3). Gross enrollment rates (GER) for both primary and preparatory education are above 100 percent, and have been stable since 2001/02. The GER for the secondary level (grades 10-12) is just below 80 percent, nearly 14 points above their 1996 level(4). These rates are robust compared to similar middle income countries (especially those in MENA).

(3) The GER for girls is 100 percent and for boys about 2 percentage points higher. Given the nature of gross (as opposed to net) enrollment rates, this difference is minimal and may even indicate that girls repeat fewer grades or are otherwise more often at an age-appropriate grade level. Note that the preparatory GER reported is for students in government, Al Azhar, and private schools combined. Al Azhar data are unavailable before the 2001/02 school year. Thus, part of the jump after 2000/01 is due to the inclusion of this available data. But the basic story does not change if these data are excluded from the analysis of preparatory school enrollments.

(4) Once again GERs reported are for students in government, Al Azhar, and private schools combined. Al Azhar data are unavailable prior to the 2001/02 school year.

Technical secondary schools also showed a decrease in net enrollment (-3.6 percent), while general secondary showed a slight increase in net enrollment (1.7 percent). This decrease and gain in net enrollment for the two secondary levels is expected, given the conversion of 201 technical secondary schools to general secondary schools.

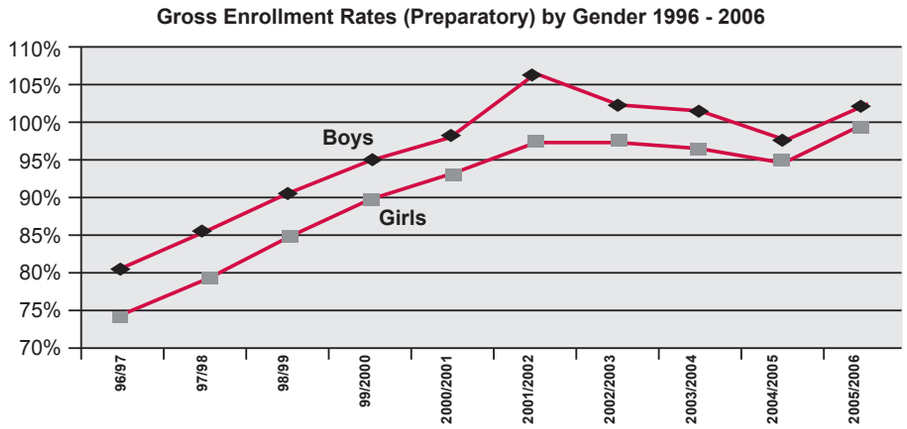
The enrollment rate is an important indicator for children aged between four and five years, as this is the time when children are supposed to enter formal schooling. The enrollment rate for KG in 2005/06 was 18.1 percent including Al Azhar, which represents a very low figure compared to similar countries (E-9, 2003). The government is committed to increasing this percentage up to a GER of 60 percent four to five-year-old children during the plan and aims at universal coverage by 2015/16, thus achieving in the next decade for pre-university education the kind of dramatic and historic gains witnessed over the past decade for basic education.

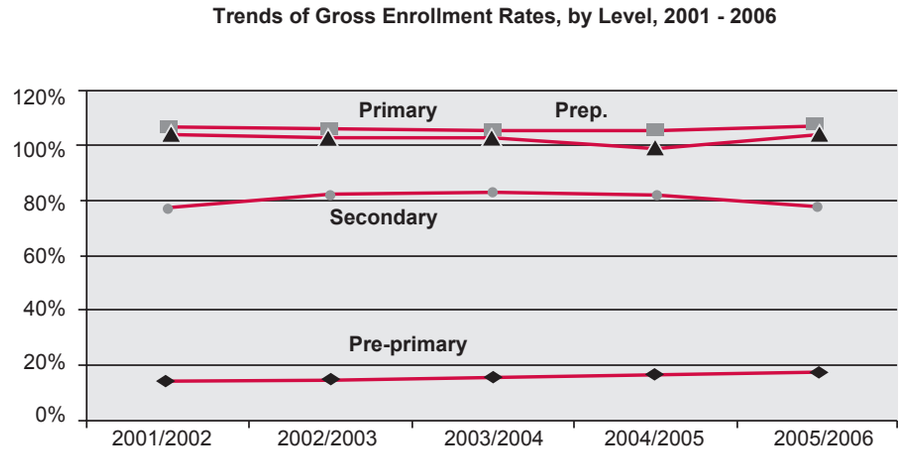
The intake rate for primary level fell slightly between 2001/02 and 2005/06 (0.6 percent). As explained in relation to the drop in net enrollment, this lower intake rate is mirrored by an increase in intake rate by Al Azhar primary schools of 3.5 percent during the same years. Overall, there was a total gross intake rate of 104.6 percent. However, there were areas with lower than average intake, especially in Upper Egypt, where enrollment in first grade has traditionally been lower than in other parts of the country.

Another area for concern is the gap between the gross and net enrollment figures for primary and preparatory levels (8.9 percent and 36.2 percent, respectively). This gap could be explained by either or both of the following: a) low internal efficiency of the education system (e.g. repetition rates tend to increase gross enrollment while they do not have the effect on net enrollment); and b) the fact that some students enter regular primary and preparatory levels at a relatively older age than their age group (such as students from One Classroom and Community Schools). In fact, repetition rates decreased in primary education to less than four percent, which is better than some middle and low income countries[5]. At the preparatory level, the repetition rate was 8.5 percent, which is still relatively high. The best improvement, though, was in secondary education where the repetition rate fell from nine percent to two percent between 1995/96 and 2003/04.

(5) The best repetition rate among these countries is in the Philippines (2.3 percent).

Figure (4): Trends of Gross Enrollment Rates, by Level, 1996 - 2006





Source: MOE, PSPU

c. Percentage enrollment in full day schools

The long-term target of any school system is enrollment of all students in schools with full day schedules. In common with public education systems worldwide, the Egyptian educational system deals with very high density, mostly in poor urban areas, by having "shifts" at a school rather than a six or seven hour full day. There are currently three types of shifts in Egyptian schools in addition to the full day: morning (four to five hours), evening (four hours), and double (four hours each shift).

The educational system has been trying to phase out these practices, especially double shifts, with some success. As Table (1) shows, there was a decline in the proportion of schools with double shifts across all educational levels between 2001/02 and 2005/06. In addition, there was a decrease in evening shifts for all levels except technical secondary, which saw a slight rise (2.8 percent). There was also an increase in the number of full day schools at primary (3.8 percent), preparatory (7.4 percent), and technical secondary (2.5 percent) levels. The only decrease was a drop (of -1.2 percent) at the general secondary level.

Table (1): Percent Full Day Schools and School Shifts 2001/02 - 2005/06, by Level of Education

Level	Full Day		Morning		Evening Shifts		Double Shifts	
	2001/2002	2005/2006	2001/2002	2005/2006	2001/2002	2005/2006	2001/2002	2005/2006
Primary	39.5%	43.3%	44.6%	44.7%	11.5%	8.4%	4.4%	3.6%
Prep	37.3%	44.8%	34.5%	40.4%	16.3%	11.7%	11.9%	3.1%
Gen. Sec.	63.3%	62.1%	25.4%	30.5%	1.7%	0.8%	9.6%	6.6%
Tech. Sec.	24.9%	27.4%	22.7%	22.9%	9.7%	12.5%	42.7%	37.2%

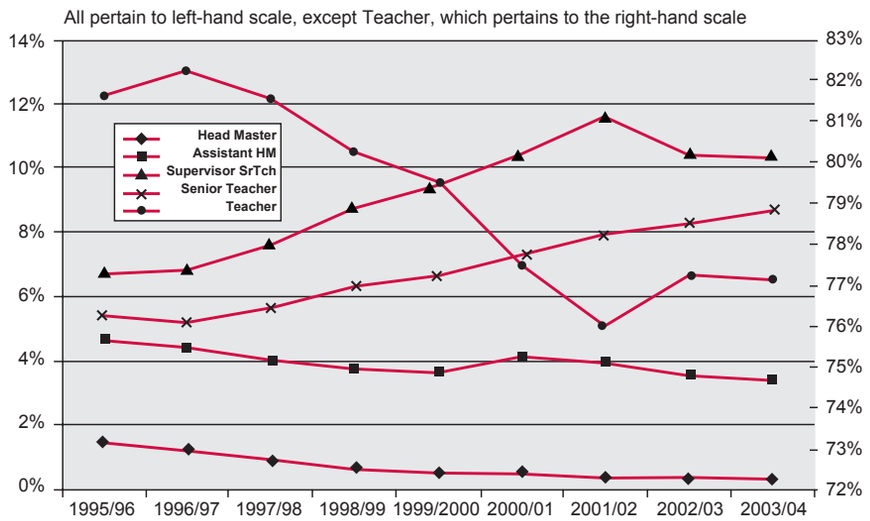
Note: Based on figures provided by MOE, PSPU

d. Number and distribution of qualified teachers

In spite of the fact that the growth of both teaching and non-teaching staff outpaced the growth of the relevant student population at all school levels, class sizes remain relatively large, especially in disadvantaged urban areas. This may indicate that there are issues concerning the efficiency of distribution.

Both primary and preparatory schools have nearly one member teaching staff for each members teaching staff, while in Jordan, for instance, the ratio is one non-teaching staff member for each six teaching staff member. Figure (5) shows the decline in the proportion of regular teachers and the rise of Senior and Supervisor Senior Teachers.

Figure (5): Proportion of Teaching Staff, by Type, 1995/96 - 2003/04

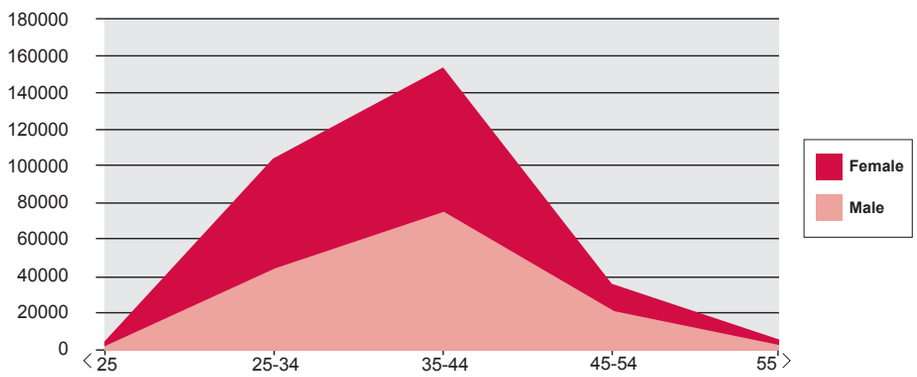


Source: World Bank, Education Sector Note, 2007

Another dimension of the problem is that some geographical areas are overstaffed, while other areas do not have enough teachers. There are also particular shortages in some subject areas such as Arabic (27.7 percent shortfall), English (8.4 percent), and Math (8.1 percent) in the primary level(6).

It is also important to note that the majority of teachers in the primary level belong to the age group 35-44 (Figure 6), which suggests they will remain in the education system for many years to come. This demographic reality necessitates that comprehensive in-service training schemes for all teachers, especially non-specialists, are in place.

Figure (6): Distribution of Primary School Teachers, by Age Bracket



Source: MOE, PSPU

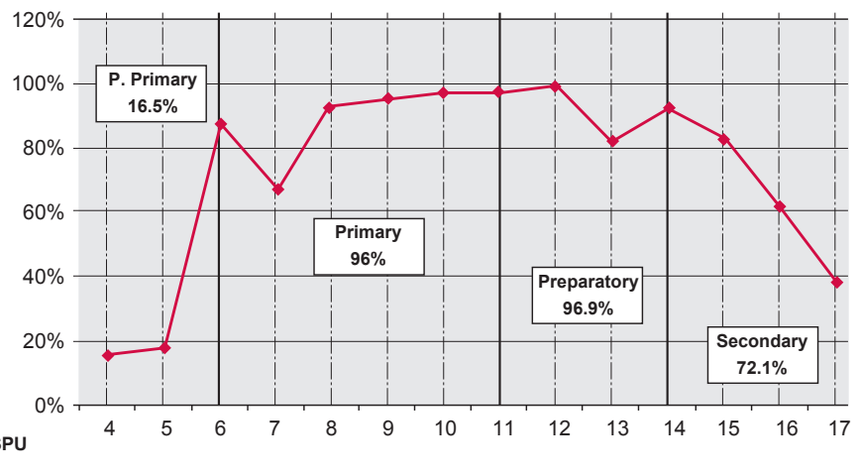
(6) The shortfall figures are generated at the school level based on the application of norms regarding the national curriculum, the number of students, the number of teachers in each subject, and the prescribed workload per teacher.

The options available in the short/medium-run to solve the problem of the misdistribution of teachers is to: a) provide incentives to encourage teachers to teach in remote and disadvantaged geographical areas; b) provide transformational training programs for teachers in overstaffed subject areas to change their specialization into the understaffed subject areas; and c) provide training for otherwise qualified non-teaching staff in order to return them to teaching. In the longer term, planning needs to take into account demographic trends, population distribution, and initial distribution of university students into specialized fields based on sector needs.

e. Age-specific enrollment rate (ASER)

Age specific enrollment rate ASER refers to the percentage of the population enrolled at a specific age, irrespective of the level of education. Figure (7) shows the ASER for the school year 2005/06. It shows that most pre-primary children (ages four through five) targeted by the Early Childhood programs remain outside of the education system, as reflected in a GER of 16.5 percent for pre-primary level (without Al Azhar). The figure also shows that more than 90 percent of 8-13-year-old children are accommodated by the education system. However, a noticeable decline of the ASER starts at age 14 (the typical age of completion for the basic education level) and reaches its lowest value at age 17. This group may include dropouts (it has a dropout rate or about three percent) and un-enrolled individuals. These figures suggest that significant efforts are required to accommodate more young children (ages four through five) on one hand, and to provide feasible options (e.g. community-based schooling) for out-of-school youth (ages 14 and above), as well as to retain students after the completion of basic education. The average expected years of schooling for six-year-olds is about 9.9 years.

Figure (7): Age-specific Enrollment Rate, 2005/06 without Al-Azhar



Source: MOE, PSPU

f. Dropout rates

If students leave the system before completing their education, it is a sign of low internal efficiency. The dropout rates for each level of education included in Table (2) reveal almost no change from 2001/02. Primary level, with a dropout rate of 0.22 percent, showed only a slight increase (0.65 percent), while preparatory (2.9 percent dropout rate) and general secondary (4.3 percent dropout rate) showed small declines (0.6 percent and one percent, respectively).

Table (2): Dropout rates, 2005/06, and Percent Change from 2001/02, by Education Level

Level of Education	Dropout Rate 2005/06	% Change From 2001/2002
KG	NA	NA
Primary	0.22%	+0.65%
Prep[7]	2.9%	-0.6%
Gen. Sec.	4.3%	-1%
Tech. Sec.	3.1%	--

Note: Figures from MOE, PSPU

g. Existence of two tracks at preparatory and secondary levels

i. Preparatory Level. Currently, there are different tracks at the preparatory level, i.e. academic/general and vocational, which are socially and educationally unequal. In 2001/02, 3.7 percent of preparatory students were placed in vocational schools, which rose to 4.3 percent in 2005/06. Evidence related to the preparatory vocational track indicates that almost none of these students chose this track. Nearly all of those students either could not pass the primary level or could not pass first or second preparatory. Since failure to pass primary or preparatory levels is not a typical (or acceptable) school outcome, the fact that vocational preparatory exists at all may be an indication that these students have undiagnosed learning problems or are from households which cannot provide the resources required to succeed in formal education. In addition, the testing and exam system itself may not properly assess relevant student abilities, thus leading to misplacement of some students.

The MOE plans to deal more decisively with the vocational preparatory track. The likely decision to phase out and eventually eliminate the vocational preparatory track is based on both the fundamental inequities that this type of schooling creates and the fact that all students must obtain at least the cognitive and academic skills of the preparatory school curriculum to function in society and the labor market as life-long learners. Instead of vocational preparatory schools, emphasis will be on preparing and implementing remedial courses with the goal to improve their basic skills and raise the performance of these students to the level that would enable them to join general preparatory schools.

ii. Secondary Education. The existence of general (academic) and technical/vocational (T/V) tracks at the secondary level has also raised concerns in relation to inequities underlying enrollment in the general secondary track. This track usually leads directly to tertiary education, while T/V track almost inevitably leads to the labor market or marks the end of students' education. As shown in Figure (8), Egypt has a very high proportion of secondary students in technical and vocational education, compared to other

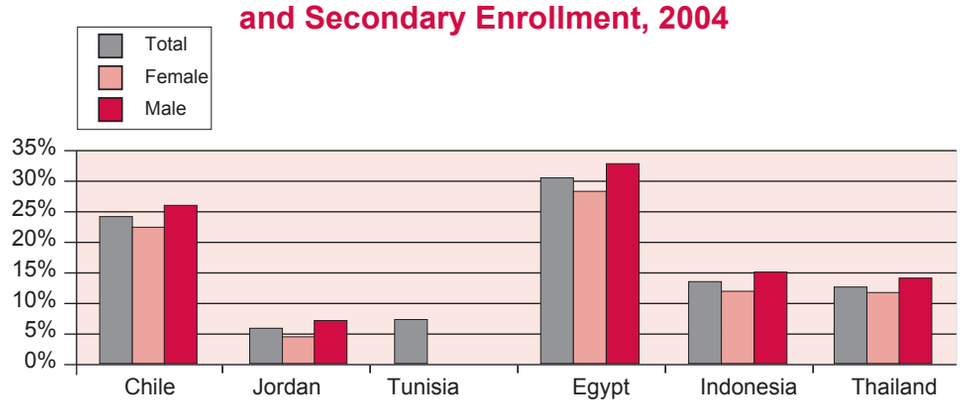
(7) The dropout rate in the preparatory level was calculated according to 2004/05 data because in the base year 2005/06, second preparatory did not exist due to the retrieval of sixth primary grade.

countries with similar income levels[8]. Worse, however, is the problem that this education is of questionable quality and many students do not appear to learn the trades for which they are being trained.

Enrollment in general secondary clearly favors students in urban governorates. The social value of a general secondary education is prized by many Egyptian families as it implies upward mobility. So to achieve equality of quality and access at the secondary level, the MOE will follow a three-pronged strategy: 1) develop a core curriculum between general and technical education that would guarantee that students in both tracks have a common base of knowledge, culture, and skills; 2) develop secondary T/V schools and improve the quality of the academic, technical, and vocational education and the services they provide; 3) explore the development of a blended "third way" in which the two tracks are better integrated and students have a range of choices at various times in their school careers that better suit their needs and goals (while also better serving the needs of Egypt's labor market).

This solution would require a number of actions, including linking all secondary level outcomes-whether general or T/V-to labor market needs in a much more dynamic way than is presently followed. The quality of T/V schools would have to be dramatically increased, which means quality teachers, equipment, and raw materials would have to be supplied. Common perceptions of T/V secondary schools "as a second-choice alternative" (World Bank, 2007, 19) would have to be drastically altered. A high priority would be to change the way in which students enter T/V schools. Currently, all those with lower scores on the preparatory level exam enter T/V. These are only some of the changes that would have to occur (See Chapter 10, Modernization of Secondary Education, for more details). While it would take time and funding, the turn-around which has apparently taken place in primary education enrollment over the past two decades demonstrates that significant changes can occur in the education system once the larger system sets them as a real priority.

Figure (8): TVET Proportion of Total Preparatory and Secondary Enrollment, 2004



Source: World Bank, Education Sector Note, 2007

(8) Note that what Egypt calls "preparatory" education is more universally referred to as "lower secondary" in the international literature. Figure (8) combines the data for both these levels. In Egypt-as in many countries-these data differ dramatically, with the TVET proportion of preparatory generally about four percent while the TVET proportion of upper secondary has generally been around 60%. Overall, the story revealed in Figure (8) is not affected by these wide differences between preparatory and secondary TVET enrollments.

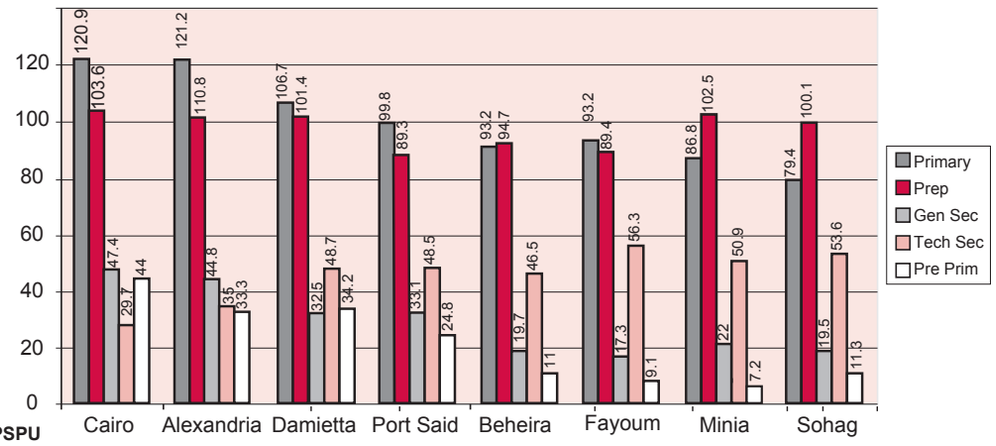
h. "At risk" learners

i. Girls' education. The main focus of girls' education from 2000-2006 was in the area of Basic Education, especially the initial primary level. Figures for this level show that the gender gap in primary education in 2005/06 was 0.7 percent, a clear improvement from the level of 6.4 percent in 2001/02. The gender gap at the preparatory level also improved, from seven percent in 2001/02 to 0.5 percent in 2005/06. The improved gender balance at the primary level is no doubt due to the efforts which have been underway in Egypt over the past several years. However, some governorates still experience a gender gap in specific pockets, particularly in seven governorates (Beni Sweif, Minia, Assiut, Fayoum, Sohag, Beheira, and Giza). Thus, the government is applying new approaches for girls' education with the aim of increasing enrollment rates to achieve the Millennium Development Goal (MDG) related to achieving universal primary education. Efforts led by the National Council for Childhood and Motherhood (NCCM) have resulted in the Girls' Education Initiative, which specifically targets those pockets. Community Schools, One Classroom Schools, Girls' Friendly Schools, and various schools affiliated with NGOs also address girls' education. These schools combined served a total of approximately 84,000 students, mainly girls, in 2005/06.

ii. Geographically/socioeconomically disadvantaged students. As noted above in relation to the gross enrollment rate at different levels of education, the GER for primary and preparatory levels is nearly universal at the national level. Secondary education, though, still needs improvement in GER nationally. In all cases, the national figures encompass disparities between different geographical areas, especially in governorates with low socioeconomic status. In addition, in governorates with higher socioeconomic status, many children from poor families do not enroll in secondary schools.

Figure (9) shows the GER in eight Egyptian governorates in 2005/06, four of which represent high socioeconomic status (Cairo, Damietta, Alexandria, Port Said), while the others represent low socioeconomic status (Beheira, Fayoum, Minia, Sohag), the majority of which are Upper Egyptian governorates. Looking at GER for those governorates, it can be seen that disparities between governorates exist at all levels of education. However, the widest disparities can be seen at both the pre-primary level and general secondary level. The gap between the highest GER in pre-primary (Cairo, 44 percent) and the lowest GER (Minia, 7.2 percent) amounts to 36.8 percent, and the gap between the highest GER in general secondary (Cairo, 47.4 percent) and (Fayoum, 17.3 percent) amounts to 30.1 percent. The highest GER in technical secondary education exists in the low socioeconomic governorates, which again emphasizes the fact that poorer and geographically disadvantaged areas favor technical secondary education, probably because of both historical patterns of available schools and the fact that they cannot afford general secondary education, the costs of which are very high due to private tutoring. In either case it is likely that their achievement does not secure them a place in general secondary education. The overall picture suggests that there is a need to focus on the equality of access and improving quality of education for the kind of students who now enroll in T/V, rather than the provision of access itself.

Figure (9): GER for Eight Egyptian Govenorates by Level of Education, 2005/06



Source: MOE, PSPU

iii. Special needs students. The main issues relating to the provision of education to children with special needs include the lack of reliable data on the number of those children in Egypt. If international guidelines were applied, there were an estimated two million Egyptian children with special needs in 2005/06. Seen in this light, it is likely that less than 1.8 percent of these children receive the educational services they need in Egypt.

The limited capacity of special education schools (which currently number 804) has resulted in the exclusion of the overwhelming majority of school-age children with special needs from access to specialized and/or appropriate education services. Moreover, the situation is complicated by the lack of clear guidelines on the implementation of an all-inclusive education policy within the mainstream general education schools. Even if serving many special needs children in a “mainstream” environment is a goal, this must be done through properly diagnosing student needs and then properly providing appropriate support services for them. This picture is further confounded by the absence of educational services for certain types of special needs such as multiple disabilities, cerebral palsy, and autism. In reality, only a few hundred children with mild disabilities are systematically included in the education system(9).

Summary of access. There was an increase in the number of schools built at all levels of education between 2001/02 and 2005/06 (except for technical secondary, due to the conversion of these schools to general secondary schools). There was also an increase in the number of full day schools at most levels. However, fewer than half of the students enrolled in the critical basic education levels have access to full day schools. It would appear that the goal of enrolling all students in full day schools remains several years in the future. Although their needs are different, technical secondary schools should be put on par with general secondary institutions, both pedagogically and through campaigns, to win greater recognition of the potential contribution their graduates can make to the economy and the society.

The positive achievements in encouraging girls' education were noted. Now, other "at risk" students need to receive similar attention, including special needs students and students in geographically disadvantaged areas, especially those in Upper Egypt. Current enrollment issues have as much to do with quality as they do with access, which justifies an emphasis on equity and quality of access.

(9) Mild disabilities include all types of physical disabilities, low vision, mild and moderate hearing impairments, mild intellectual disabilities, and learning difficulties, such as dyslexic children and slow learners.

2. Quality of Education Inputs: Ensure the quality of instruction for all learners

Key Issues

- *Improve quality of education inputs: pedagogic elements, class size and teacher/student ratio.*
- *Increase student development and achievement.*
- *Rationalize the phenomenon of private tutoring.*

a. Pedagogic elements

i. Teachers' professionalization. There is currently no system in Egypt to certify teachers, as is the common practice in many countries. Although Standards for Teachers' Performance were developed as part of the National Standards of Education in Egypt, their use to monitor, evaluate, and improve teacher performance in fields of planning, teaching, classroom management, and professional evaluation is not yet mainstreamed. Therefore, it is necessary to establish a Professional Academy for Teachers that will be responsible for implementing a comprehensive system of professional development for teachers. Among its roles, the academy will be responsible for: a) setting up the national plan for teacher training, including pre-service induction training programs; b) ensuring sustainable professional development of teachers; and c) licensing teachers according to the National Standards and linking promotion to their ability to obtain their teaching license.

However, the academy would not be able to perform its role successfully without having a support system for improving the social and financial conditions of teachers. This is why the government is now taking serious steps to implement a special cadre for teachers. This new cadre will focus on linking promotion with performance and on improving the financial and social status of teachers.

When this comprehensive system is implemented, it should be easier to determine how successful pre-service teacher preparation has been, as well as to provide regular reports on teacher accountability, at the level of individual teachers as well as in the form of aggregated data. The educational system and general public must realize, however, that such changes will take time to implement successfully.

ii. Curriculum. The main issues related to quality of the curricula are the need to ensure that the curricula reflect the National Standards; to achieve a balance between academic and practical subjects; and to develop ways of linking classroom learning to workplace and societal needs. The challenges in the area of curriculum can be summarized as follows: a) the focus of the curriculum, and therefore learning, is currently on a narrow definition of knowledge and memorization only, with little or no assessment of high level cognitive skills such as analysis, synthesis, and evaluation; b) there is a lack of participation of teachers in critical discussions about the curriculum and skills needed; and c) there is an over-emphasis on test-taking skills at the expense of learning how to apply knowledge.

iii. Learning / teaching materials and methods. Current issues relevant to learning and teaching materials include the drawbacks of focusing solely on the textbook as the source of information and the need to

integrate ICT resources into teaching and learning. Due largely to the traditional assessment system, textbooks are the sole focus of the instructional process, as students work toward total mastery of content chiefly through memorization of those portions which teachers have emphasized during the class. Attempts to introduce extra materials into the learning process inevitably fail, as students are only interested in what will be on the exam. Ultimately, Egypt will have to upgrade, modernize, and revamp its entire exam system, including the Thanawiya Amma.

Among the other challenges in the area of textbooks are the privately produced books available on the market, which are used in conjunction with private tutoring. Another issue is the timeliness of textbook distribution, including copies of teacher's books. Often they arrive after the start of school.

The introduction of innovative teaching methods has focused on incorporating "active learning" since 2004/05, beginning with the primary level. Active learning refers to implementing a "student-centered approach," in contrast with the previous traditional methodology where learning depended solely on the teacher. Accompanying this approach are two techniques: group work (or peer work) and cooperative learning.

iv. Assessment. A number of issues have been raised in connection with assessment of student achievement, including the need to integrate assessment practices into learning and teaching to insure that students can go beyond both the textbook in their application of learning and beyond rote memorization to become strategic learners.

Recently, attempts have been made to introduce change at the early primary level in the form of a combined assessment approach, based on National Standards, namely Comprehensive Assessment. The final grade in primary grades one through three is based on an exam score combined with performance on activities and an on-going student portfolio. It is hoped that this model will serve as a prototype for reform of assessment method at higher levels.

While it is not yet clear whether or not this model could serve the rest of the system, what is obvious is that the changes in other areas of pedagogy, such as teacher preparation or curriculum reform, can be seriously introduced only if the assessment system is overhauled. As part of this overhaul, the assessment process must be embedded within the instructional process itself, in the form of ongoing assessment of progress. In the end, the method and measures used as the criteria of success (whether exams, portfolios, or year's work) will be the focus of attention for students and parents. Everything else, no matter how intrinsically interesting, will be of less importance. Thus, the system has to carry out changes in other pedagogic areas with great care, so that the assessment really reflects the learning the students need to achieve.

b. Class size and teacher/student ratio

An important input to educational quality is the number of students in a class. Table (3) shows the class size data for each level of education in 2005/06, as well as the changes since 2001/02. These figures

reveal that private schools at all levels have lower numbers of students per class than do public schools. The largest class size in both systems is found in primary schools, with an average of 43.8 pupils per class in public schools and 33.5 in private. This represents an increase of 2.4 percent in the former and a decrease of 2.5 percent in the latter.

Table (3): Average Class Size, 2005/06, and % Change from 2001/02, by Level of Education

Level of Education	Class Size, 2005/ 06			% Change From 2001/02		
	Public	Private	Total	Public	Private	Total
KG	30.8	27.7	29.8	0.3	-3.9	-0.9
Primary	43.8	33.5	42.8	2.4	-2.5	1.8
Prep	38.9	29.2	38.3	-5.3	-3.6	-5.2
Gen. Sec.	39.8	27.9	38.5	-2.5	-7.0	-2.9
Tech. Sec.	38.5	23.03	38.5	0.3	1.2	0.2

Source: Figures from MOE, PSPU

The teacher/student ratio differs from class size in that it includes all educators available at the site, not just people who are actually teaching full time. In Table (4), it may be seen that there has been little change in the teacher/student ratio across the levels between 2001/02 and 2005/06. It remained steady for KG, increased by 3.5 percent for primary, decreased for general secondary by one percent, and decreased for technical secondary by 0.9 percent. In addition, as explored in more detail in the chapter on human resources, the gap between class size and teacher-student ratio indicates a large and inefficient proportion of non-teaching teachers.

Table (4): Teacher/Student Ratio, 2005/06, and Percent Change from 2001/02

Level of Education	Teacher/Student Ratio 2005/06	% Change From 2001/2002
KG	23.3	0.0%
Primary	26	3.5%
Prep	NA*	NA
Gen. Sec.	12.3	-1
Tech. Sec.	13.1	-0.9%

Source: Figures from MOE, PSPU

*** Numbers are not calculated for preparatory because the time period included in the analysis includes the year that sixth primary was reinstated in the educational system and, thus, the enrollment numbers for that year were not stable.**

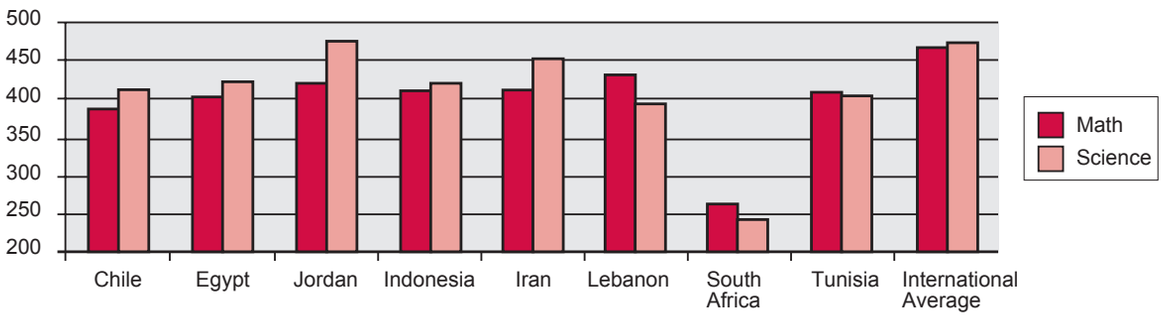
c. Student development and achievement

In spite of the fact that Egypt participated only once in the international Trends in Mathematics and Science Study (TIMSS) for eighth graders, in 2003, this participation provided an opportunity to view the quality of educational achievement in Egypt on an internationally comparative basis. Egypt scored a 406 in math and a 421 in science.

This placed the country's eighth graders below international averages (467 and 474, respectively), as well as below Jordan (424 and 475); on par with Indonesia (410 and 420) and Tunisia (410 and 404); and ahead of the Philippines (378 and 377) and all participants from Sub-Saharan Africa. Those results, though encouraging, suggest that Egypt's education system is not currently producing results sufficient for achieving international competitiveness.

Looking into the detailed analysis of Egypt’s results, it can be seen that Egypt has schools, particularly a group of experimental public schools as well as private schools, that are on par with or above international averages. Students from public experimental language schools scored 509 in math and 506 in science, which are well above international averages. Both experimental language schools and private schools are better housed and equipped than the regular schools. Instructional time is longer and they pay incentives to recruit better teachers. All of these findings combine to indicate that the main focus of the Egyptian Public Education System should be on the equal distribution of quality as well as on the provision of quality.

Figure (10): International Comparison of TIMSS Scores, 2003



Source: World Bank, Education Sector Note, 2007

d. Private tutoring

One of the characteristics often cited as being at the root of many of the problems of the educational process in Egypt is private tutoring. While the practice of hiring a tutor is long established, it was originally intended to help the child during a very challenging course or for a short time. Now, private tutors are routinely hired for the entire year, for as many courses as the family can afford. An estimated 50 percent of basic education and up to 80 percent of general secondary students receive private tutoring (Handoussa, et al., (2004)).

Figures show that the cost of private tutoring often place preparatory, secondary, and tertiary levels out of reach of lower SES households. This high level of private tutoring is due to a number of factors, both inside as well as outside the education system, namely: a) the low economic return on investment that characterizes the educational system; b) traditional pedagogy; c) the learning and teaching methods as well as methods of assessment; and d) the low level of teacher performance. All of these represent de-motivations for continuing education, particularly for students from poorer households, thus increasing the likelihood of these students dropping out of school.

Summary of quality. The education system has turned its attention to issues related to quality in education relatively recently. Thus, there only has been time to identify the problem areas, explore their scope, and begin to clarify how these areas relate to each other and what the possible root causes of the problems are. Clearly, the problems are complex, for a number of reasons. One is the lack of integration of existing data systems into the daily practices of all educators. Another is the relatively low efficiency of the system: duplication of training and uncertainty as to outcomes of programs due to lack of follow-up. A third is the low level of involvement in the educational process by most parents and communities. Although the system has a lot of potential resources, their utilization remains piecemeal and uncoordinated. All of these problems point to the need to upgrade the ways in which the system is managed.

3. Management of the Education System: Institutionalize Decentralization

Key Issues

- *Inefficient management of resources and lack of participation in control of resources.*
- *Bureaucratic routine impedes smooth implementation of policies.*
- *Ineffective public services, which are often expensive compared to the quality of the service.*

a. The Egyptian Management System

Centralized governance has deep roots in Egyptian history, having been practiced during periods of Egyptian, as well as external, rule for more than 5,000 years (Mayfield, 1996). The cumulative effects of the traditional tight control were summarized by the Human Development Report (2004) as all-encompassing: "the central government combines the roles of planning, budgeting, financing, resource allocation, regulation, monitoring/evaluation, and service delivery."

In recent years, a number of critical systemic issues in terms of central control and management have been highlighted. First, sole dependence on central management of resources, without significant input from local voices, does not lead to efficient use of those resources, either at the planning stages or during implementation. Second, the bureaucratic routine that invariably accompanies resource delivery hinders the kind of easy and rapid service delivery which today's citizens require. Third, these ineffective public services are often more expensive with insufficient quality, and many supposedly “free” services are plagued by “hidden” costs.

The Ministry of Education has long been characterized by centralized practices shared by other parts of the government. In recent years, though, the government has taken some steps towards decentralization. For example, each governorate now prepares and negotiates its own educational budget with the Ministry of Finance and the Ministry of Planning. However, there are still strict regulations that prevent flexible movement and reallocation between budget lines.

b. Financial Effectiveness

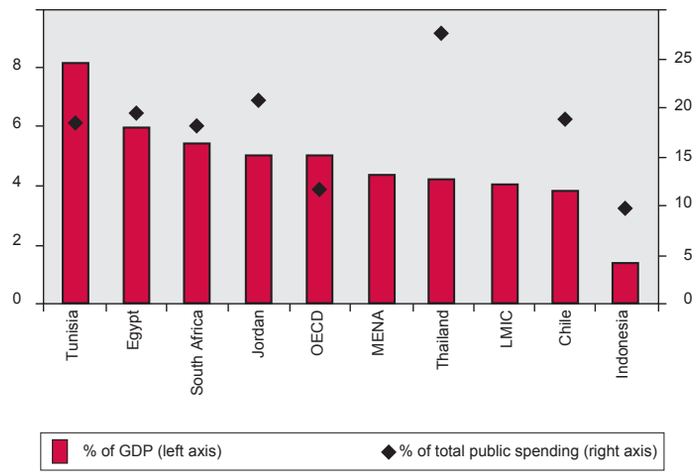
i. Expenditure on Education. Egypt's overall public expenditure on education reached 4.9 percent of the GDP in 2002/03 and 4.8 percent in 2004/05[10]. These levels of expenditure are similar to those of other lower/middle income countries, as well as OECD countries.

However, expenditure on pre-university education is relatively lower than in similar countries. While Egypt allocates 70 percent to pre-university education, Jordan, for instance, allocates 80 percent, while Indonesia allocates 76 percent.

(10) Both years reflect the same level of expenditure, once the increase in GDP is taken into account.

Egypt's expenditure on primary education is 30.2 percent of total expenditure on education, compared to 43.3 percent in Jordan, 60.4 percent in Philippines, 48.4 percent in Turkey, and 40.4 percent in OECD countries. Expenditure on pre-primary, general secondary, and technical secondary is two percent, 11 percent, and 17 percent, respectively.

Figure (11): International Comparison of Public Expenditure on Education



Source: World Bank, Education Sector Note, 2007

Allocations for tertiary education, on the other hand, amount to 28-30 percent of total public expenditure, although it only represents 13 percent of the total number of students enrolled in the Egyptian Education System at all levels (pre-primary through tertiary).

Private expenditure on education (mainly on private tutoring) represented an estimated 3.7 percent of GDP in 2004/05. Over 60 percent of private expenditure goes to private tutoring and fees. This is mainly due to the end-of-secondary-level exam; the system of distributing general secondary graduates to tertiary education (i.e. based solely on their leaving-exam score); and the lack of trust in the pre-university education system. Some writers have indicated that the combined public and private level of expenditure on education implies that education in Egypt as a whole is not under-funded, but rather suffers from misallocations of funds, meaning that both some areas are under-funded and expenditure is ineffective. The question thus is how to reallocate those funds in light of a relatively low level of participation by parents, communities, and local and regional agencies in the educational process, a situation which is itself a reflection of the long-standing central control of education. In addition, while targeted investments may be necessary (e.g. teacher salaries) and may in fact increase the level of spending, such investments must be made in such a way as to improve efficiency and accountability in the medium and long terms.

Table (5): Private Spending on Education, by Income Quintile, 2005/06

Annual HH Spending	Poorest Quintile	2nd	3rd	4th	Richest Quintile	All Egypt
Total HH Spending on Education Tutoring and Fees (LE)	172.49	269.63	356.51	558.72	1828.01	637.80
Total HH Expenditure on education (LE)	358.93	531.31	682.56	997.13	2677.48	1051.04
% of Tutoring and fees out of total HH Expenditure	2.52	3.20	3.75	5.23	10.95	5.71
% of Total HH Expenditure	5.25	6.31	7.17	9.34	16.04	9.42

Source: World Bank, Education Sector Note, 2007

Table (5) shows that the level of private spending increases, in both absolute and relative terms, as household income increases. The richest quintile spends more than eight times as much as the poorest quintile overall(11) and more than ten times as much on tutoring and fees. As mentioned above, private expenditure in the aggregate is about 3.7 percent of GDP, and this figure has been steadily growing. It was 2.98 percent in 1995/96 and 3.22 percent in 2000.

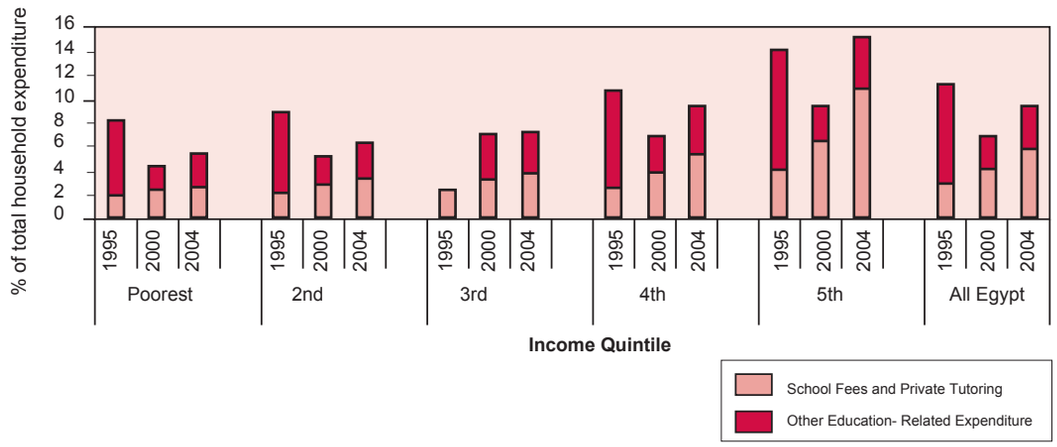
Examining the trends over time is also instructive. Figure (12) below shows household education-related expenditure by income quintile over time, and distinguishes between school fees and tutoring, on the one hand, and all other expenditures on the other (e.g., uniforms, transportation, books, supplies, backpacks, etc.). First, it is clear that fee and tutoring expenditures are both rising and “crowding out” other educational expenditures across all income groups. Second, there is clearly inequality that is growing over time.

There is a significant variation in spending on tutoring between the lowest and highest income households, which gives children from higher income households an advantage in terms of being selected in better schools or more desirable types of education.

(11) In addition to tutoring and fees, total household expenditure includes a wide range of items from school uniforms, to supplies, to backpacks. Indeed one lesson that emerged from the analysis is that donors could make a significant contribution to the poor by supplying backpacks, which are a surprisingly large expenditure item.

ii. Textbook Expenditure. Curriculum and textbooks are prepared by the Center for Curriculum and Instructional Materials Development (CCIMD). Textbooks are then printed in governmental and private printing houses through the Book Sector within the Ministry. The standards that are followed to produce and print textbooks are consistent with international standards. While enrollment rates in Egypt increased by only three percent over the past six years, textbook production increased by 15 percent, and expenditure on textbook printing increased by 63 percent. Textbook expenditure represented six percent of the total public expenditure on pre-university education in 2003/04. This indicates that the policy for textbook and instructional materials preparation, printing, and distribution needs to be reviewed, as it represents a significant financial and technical drain on the Ministry. The number of printed textbooks and expenditure on textbook production should be rationalized in light of international textbook production rates that are typical of similar income countries, which are generally lower than Egypt's production rates.

Figure (12): Trend of Share of Education in Total Household Expenditure (%), by Income Quintile



Source: World Bank, Education Sector Note, 2007

c. Financial Management

International practices have shown that an educational system is more efficient if it uses the individual school as the unit for costing. The current budgeting system does not allow the school to perform this role. It is thus imperative to establish a sound decentralized system based on sound accountability principles.

Implementation of such a locally-based system requires that responsibility for budget expenditure be transferred to school and district (Idarra) levels. Risks affiliated with this step can be minimized by activating such checks as having a Board of Trustees in each school which shares responsibility for oversight of budgetary spending.

Summary of management systems. The long-standing, highly-centralized form of governance in Egypt has not allowed for the development of authentic local voices which are enabled to participate in service delivery processes in significant ways. The cumulative effect of this situation has led to inefficient and unequal allocation of public resources, while the longer-term impact of strong central control has been the relatively low quality of educational outcomes.

In conclusion, the key challenges facing the Egyptian Education System can be summarized in the following goals:

1. Increase secondary education enrollment while maintaining the high level of enrollment rates already achieved for primary and preparatory levels;
2. Improve the equality of access and quality at all educational levels;
3. Improve the efficiency of budgeting and expenditure allocation in education;
4. Reallocate private tutoring monies to serve the overall paradigm shift which this strategic plan is intended to represent in Egyptian education. This will involve a complex combination of enforcement (in the short term) and improving accountability and performance incentives for teachers (in the medum and long terms), thus winning the confidence of parents and students in the improved school system;
5. Establish accountability in administrative and institutional functions;
6. Set up a modern system in monitoring and evaluation based on transparency and accountability in the context of a national frame of clear, objective performance indicators;
7. Set up an effective system for human resources, and achieving sustainable professional development, and preparing distinguished leadership programs; and
8. Enhance community participation and move toward decentralization.

Part II

The Way Forward: 2007-2012

Chapter 1

Statistical Analysis and Expected Quantitative Outcomes of the Plan

Chapter 2

The Thrust of the National Strategic Plan, and the Expected Qualitative Impact

Chapter One
Statistical Analysis and Expected Quantitative Outcomes of the Plan

1. Introduction

Modern education planning is a data-based process which functions mainly through the availability of analytic and projected information. These types of information are required throughout the planning process, as they are essential for situation analyses, target setting processes, formulation of priority programs, implementation monitoring, and formulation of the education plan.

In order to produce data which can be used in analyses and in making projections that are integral to the planning process, the planner needs a data management tool in the form of an analysis and projection model. The ANPRO Model, which was adapted for use in the development of the Egyptian strategic plan, is such a model.

The ANPRO Model was originally developed as a tool for EFA planning, and was applied by several countries in the MENA region when they designed their national EFA Plans. The ANPRO Model, which is based on Microsoft Excel, is easy to use. It is not a generic model; instead, it is a template that can easily be adapted to a specific country context. The Ministry of Education/ PSPU adopted the ANPRO Model for use in the planning process across education sectors and sub-sectors(1). The model links supply to demand, as well as to human and financial inputs, and provides horizontal and vertical data analyses.

The MOE/PSPU has modified the ANPRO Model to fit the Egyptian education system. Initial application of the Egyptian ANPRO Model showed the consolidation of the information and inputs of all statistical baseline data; public, private, and Al Azhar. At the same time, calculations of Unit Cost for all educational inputs were completed. The funds needed for priority programs implementation were calculated according to a number of proposed scenarios.

The Egyptian ANPRO Model provides the information needed to accomplish the objectives of the plan, including:

- analysis of how the education sub-sectors function at present;
- identification of possibilities for improving the functioning of the sub-sector through different (e.g. more cost-efficient) utilization of resources;
- projections of likely future developments of major components of the sub-sectors;
- projections of the resources needed to attain the goals and targets;
- assessment of the feasibility of these goals and targets in terms of human, material, and financial resources;
- setting of implementation priorities; and
- setting of indicators for monitoring the plan implementation.

(1) This model was conceptualized by Dr. Klaus Bahr and designed by Dr. Fadi Abillama; both are experts from UNESCO. They guided the PSPU through the adaptation of this model to the Egyptian Education system. For more details, see the Handbook for Decentralized Education Planning, English version: Bangkok, UNESCO Asia and Pacific Regional Bureau for Education, (2005); Arabic version, Cairo, ERP (2007).

There are two types of users of the ANPRO Model: (1) the education planners who work with the model and produce the analysis and projection information needed by (2) the decision-makers. The knowledge of the planners and that of the decision-makers complement each other and must be shared in order to achieve a successful outcome.

The ANPRO Model comprises six specific sub-sector models covering the entire range of governorate education sub-sectors:

SUB-SECTOR MODEL 1	Early Childhood (ages 4-5)
SUB-SECTOR MODEL 2	Primary Education (ages 6-11)
SUB-SECTOR MODEL 3	Preparatory Education (ages 12-14)
SUB-SECTOR MODEL 4	General Secondary (ages 15-17)
SUB-SECTOR MODEL 5	Technical Secondary (3 years or 5 years) (ages 15-17 or 15-19)

Each of the sub-sector models comprises four sub-models:

Pupil sub-model	for intake, enrollment, internal efficiency, and output;
Teacher sub-model	for total number of teachers, recruitment needed (by level and by type), and classes and schools;
Recurrent Expenditure sub-model	for personnel, teaching-learning materials, in-service teacher training, and a range of special activities and programs (such as curriculum development, programs for special target groups, etc.); and
Capital Expenditure sub-model	for construction, equipment, and major repairs.

In addition, the MOE/PSPU worked on completing the structure, content, and presentation of the model, taking into account the structure of the plan. The PSPU attained the essential level of competence required that helps them prepare plan scenarios, and analysis and projection tables to be included in the plan; develop new Excel worksheets for preparatory and technical secondary sub-sector models, including objectives and targets for each sub-sector and girls' sheet; and develop different scenarios for financing. Modification of an Excel worksheet for the school construction component in order to facilitate matching data came from GAEB and the Information and Computer Administration. The total cost of the seven priority programs and the priority activities of the level-specific programs have been calculated in separate Excel sheets outside the ANPRO model. The total cost estimate for each priority program was linked to the priority programs sheet, while the total cost estimates for the priority activities were linked to the level-specific sheet within the original ANPRO model. The logic behind this process is to accumulate the total cost of the five year plan in the original copy of the model.

This chapter will present a brief description of five educational indicators for each of the five educational levels:

1. Gross Enrollment Rate (GER): the total number of pupils enrolled in a given level of education (e.g. Primary Education), irrespective of age, expressed as a percentage of the total population of the corresponding (e.g. Primary) school-age population;
2. Pupil/class ratio: the total number of students divided by the number of classes, to show how many students there are per class;
3. Pupil/teacher ratio: the total number of students divided by the number of teachers;
4. Expenditure per student: all student-related expenditures, direct and indirect, such as textbooks, teacher training, school feeding programs, and other related expenditures, divided by the number of students; and
5. Coefficient of Internal Efficiency: a measure of the internal efficiency of an education system, obtained by dividing the ideal number of pupil years required for a pupil cohort to complete a level or cycle of education (e.g. six years to complete the primary level) by the estimated total number of pupil years actually spent by the same pupil cohort (e.g. to complete the Primary level).

In this chapter, these indicators will be represented in a series of diagrams that reveal anticipated trends over the five-year planning period for each level of education, based on the application of the ANPRO model.

2. Levels of Education

a. Early Childhood

Figure (1): GER in Early Childhood

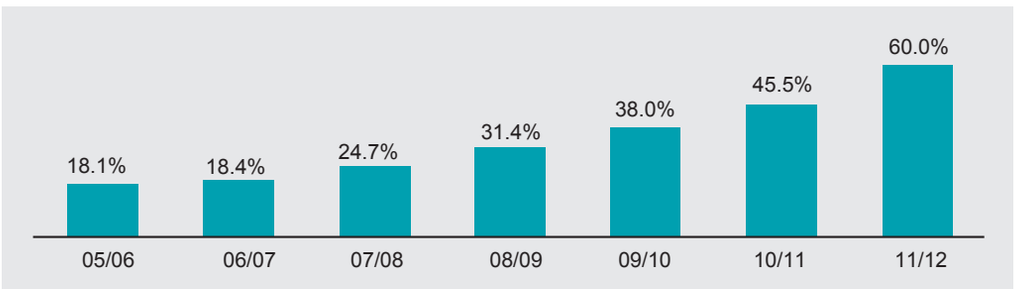


Figure (1) shows the expected increase in the Gross Enrollment Rate (GER) in Early Childhood, which will culminate in the five-year target of 60 percent GER by 2011/12.

Figure (2): Pupil/Class and Pupil/Teacher Ratios, Early Childhood

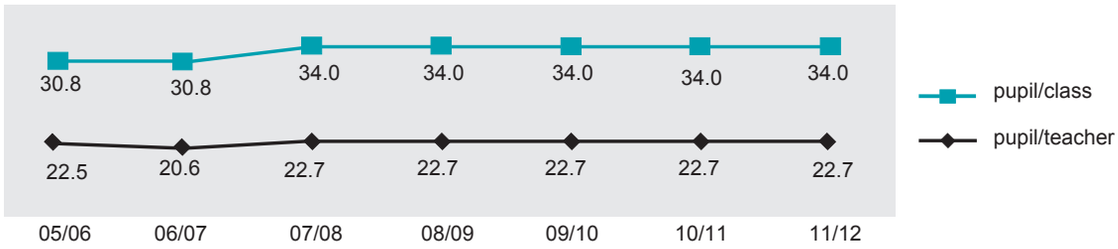


Figure (2) shows the average pupil/class ratio, which was 30.8 in 2005/06. This ratio will increase to 34.1 by the end of the plan period so that MOE would be able to achieve the targeted GER in Early Childhood (60 percent). Reallocating available resources and using them effectively will also help achieve this goal. The pupil/teacher ratio is expected to increase slightly, from 22.5 to 22.7, by the end of the plan period.

Figure (3): Expected Increase in the Number of Early Childhood Classrooms

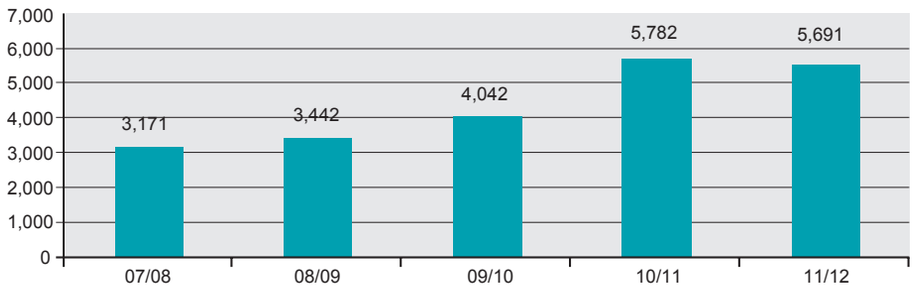


Figure (3) shows the expected increase in the number of classrooms needed to achieve the national goal of 60 percent GER of children aged four to five years by 2012.

b. Primary

Figure (4): Total Number of Pupils Enrolled in Primary Level (Public, Private, and Al Azhar)

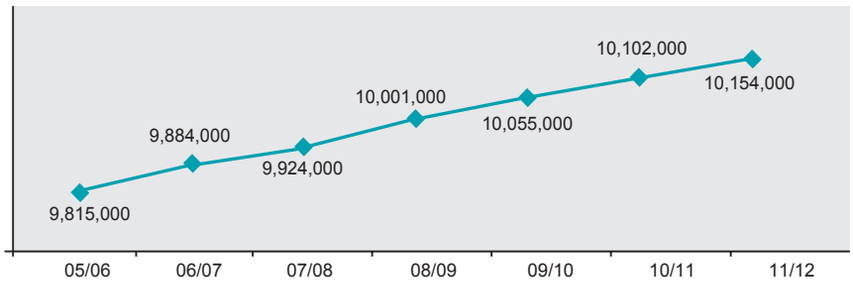


Figure (4) shows the expected increase in the number of students in the primary level. This increase is estimated at 3.5 percent between the base year, 2005/06, and the target year, 2011/12. The system's capacity to address the increasing social demand for primary education and to provide access for all children is also expected to increase as part of the goals of the strategic plan.

Figure (5): Gross and Net Enrollment Rates in Primary Level

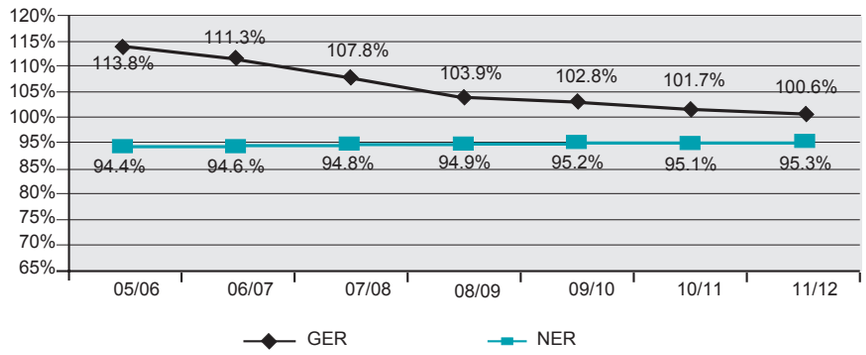


Figure (5) shows the expected decrease in the GER in the primary level by 13.2 percent, though the NER increases at the same level by about 1.0 percent. This is due to the way of calculating the GER, which is the total number of children enrolled in the primary level regardless of age divided by the number of children in the age group of 6-11 years, while the NER is the total number of children enrolled in the primary level in the age group of 6-11 years. The NER is one of the most important indicators that reflect the status of any educational system at any given country.

According to this figure, considerable improvement in the internal efficiency in the primary level will be achieved (increased success rates, decreased repetition rates, and decreased dropout rates), which is reflected in the increased NER ratio as compared to the decreased GER ratio.

Figure (6): Pupil/Class and Pupil/Teacher Ratios in Primary Level

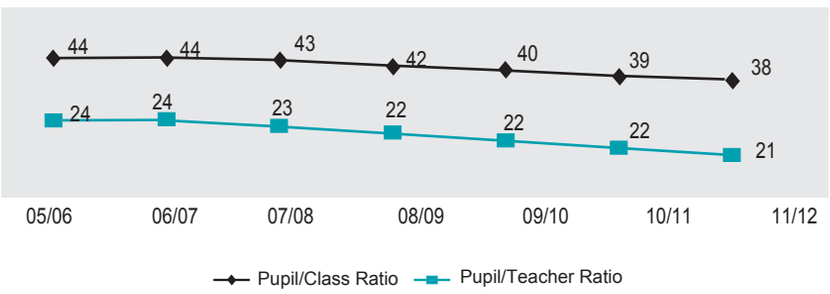


Figure (6) shows the expected decrease in the pupil/class ratio from 44 pupils/class to 38 pupils/class by the end of the plan period, which will be achieved through building more schools to reduce class density (with a ceiling of 40 pupils/class) and addressing the expected increase in the population. Pupils/teacher ratio is also expected to decrease from 24 to 21 by the end of the plan period, through: a) the redistribution of teachers according to geographical needs, and b) re-training of five percent of administrators annually to return to their teaching career.

Figure (7): Expenditure Per Pupil in Primary Level (LE)

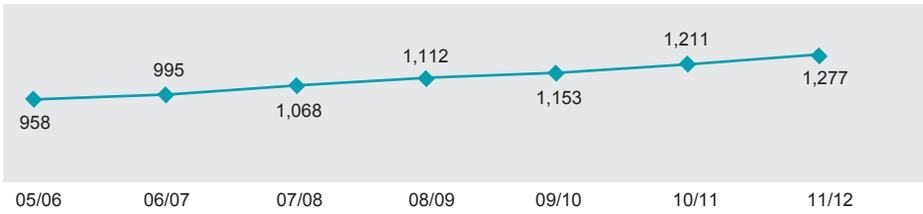


Figure (7) shows a considerable increase in the recurrent expenditure per pupil at the primary level. This increase will be reflected in improved quality at this level through teacher training, better technological equipment inside classrooms, school building, and maintenance, in addition to the implementation of the primary level priority activities targeted in the strategic plan.

Figure (8): Coefficient of Internal Efficiency in Primary Level

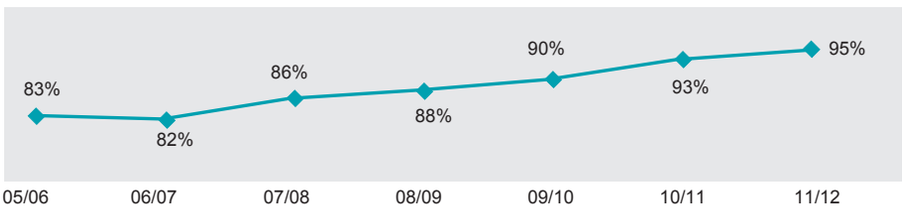


Figure (8) shows the expected increase in the internal efficiency of the system. This increase will be achieved through the implementation of planned development in the evaluation and examination systems and curricula, as well as the provision of remedial programs for students with low achievement, which will consequently increase promotion and retention rates and decrease repetition rates.

c. Preparatory

Figure (9): Number of Pupils Enrolled in Preparatory Level (Public, Private, and Al Azhar)

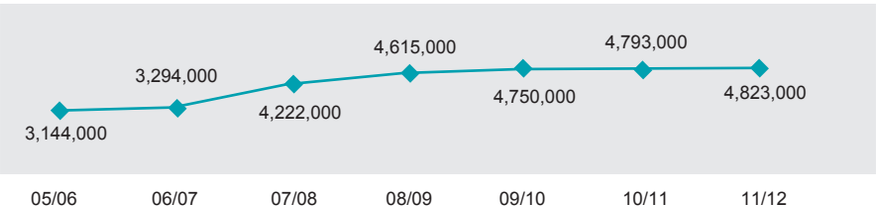


Figure (9) shows the expected increase in the number of students in the preparatory level, which will rise by 53.4 percent between the base year 2005/06 and the target year 2011/12. In the base year (2005/2006), the number of students in preparatory level was calculated using data of first and third graders only (due to adding a sixth year to primary level, which resulted in a gap in the preparatory level). This explains the large increase that will occur in later years of the strategic plan. Efforts made to promote the internal efficiency of primary education and to provide access to preparatory education will also help achieve this increase.

Figure (10): the GER and the NER in the Preparatory Level

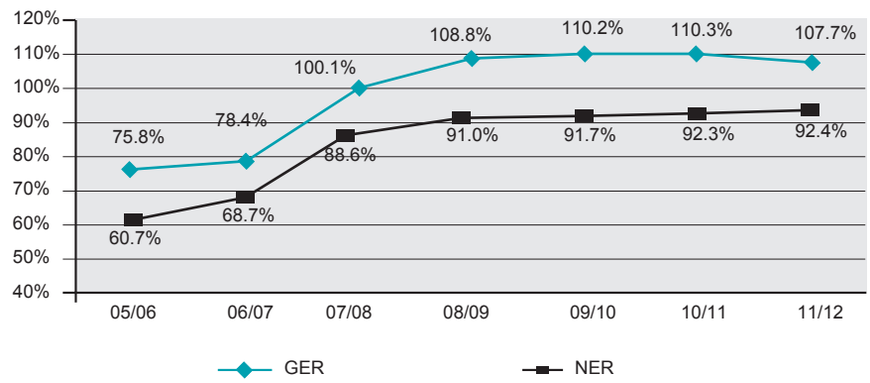


Figure (10) shows a GER of 76 percent in the Preparatory level in 2005/06. As explained before, this low ratio resulted from reinstating sixth primary beginning 2004/05. The GER was, thus, calculated using data of students enrolled in the first and third grades only. However, GER will increase again during the plan period because calculations will include second graders starting 2007/08. In the last year of the plan, GER is expected to fall, in spite of the increase of the number of students enrolled in the preparatory level, due to the increase of the internal efficiency of this level (higher promotion and retention rates, and lower repetition and dropout rates). A subsequent rise in NER from 60.7 percent to 92.4 percent by the end of the plan is expected to occur.

Figure (11): Pupil/Teacher Ratio and Pupil/Class Ratio, Preparatory Level

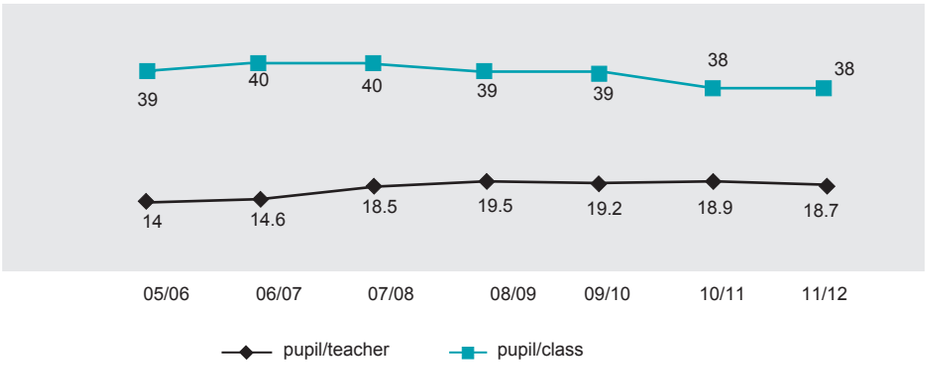


Figure (11) shows an expected decrease of pupil/class ratio from 39 to 38 pupils/class by the end of the plan period. This decrease will be achieved through providing the needed school buildings. The pupil/teacher ratio in 2005/06 was quite low (14 pupils/teacher). This low level was a result of reinstating sixth primary grade in 2004/05, which created a gap in the preparatory level and caused the pupil/teacher ratio to be calculated using data for students enrolled in the first and third grades only. This ratio will increase again by the first year of the strategic plan, since the gap in preparatory level will be filled. By the end of the plan, the pupil/teacher ratio is expected to reach 18.7.

Figure (12): Expenditure Per Pupil, Preparatory Level (LE)

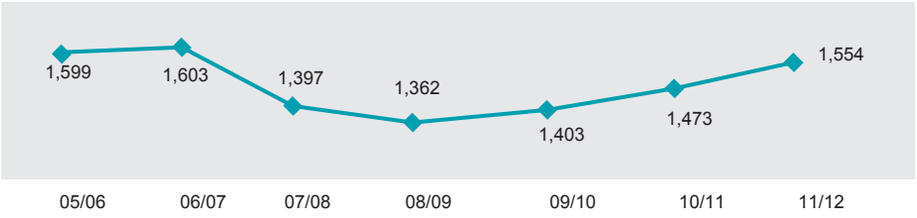


Figure (12) reflects that expenditure per student reached its highest in 2005/06 and 2006/07, due to the gap at preparatory level (see above). Expenditure per student, however, is expected to return to its normal averages starting 2007/08, and will increase gradually, as a result of the implementation of the priority programs and the improvement of educational quality at this level.

Figure (13): Coefficient of Internal Efficiency, Preparatory Level

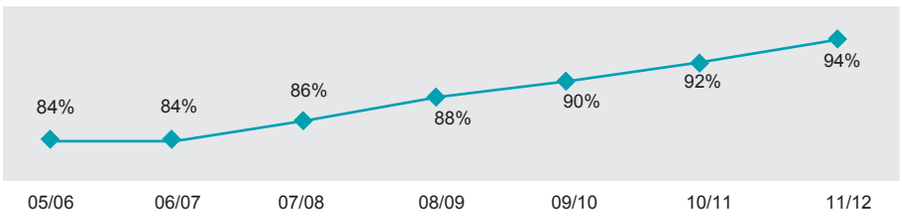


Figure (13) shows an expected increase in the internal efficiency of the preparatory level, due to the increase in the promotion and retention rates and the decrease in the repetition rate, in addition to improvements of evaluation and examination systems and curricula as well as the provision of remedial programs for students with low achievement.

Figure (14): Number of Classrooms Needed in Basic Education During the Plan Period

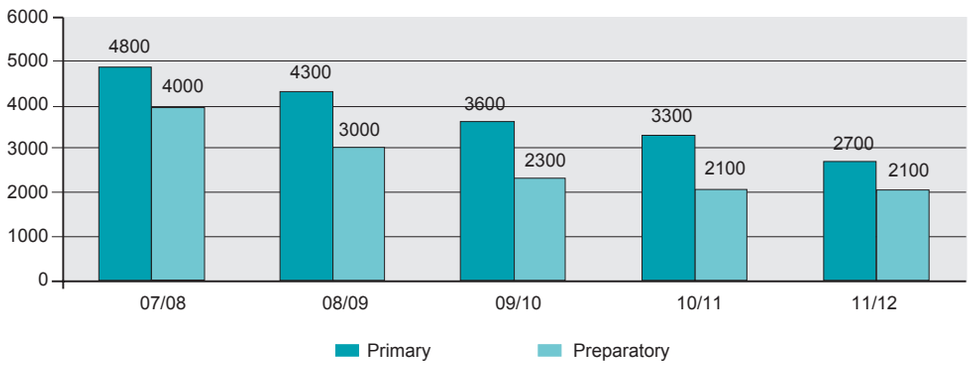


Figure (14) shows the number of classrooms needed in the basic education level during the five years of the plan. It is expected that the number of classrooms needed in primary and preparatory levels will decrease as of the first year of the strategic plan due to the targeted improvement of the internal efficiency of the education system, which will consequently decrease the repetition rates.

d. General Secondary

Figure (15): Number of Students in the General Secondary Level Without Al Azhar

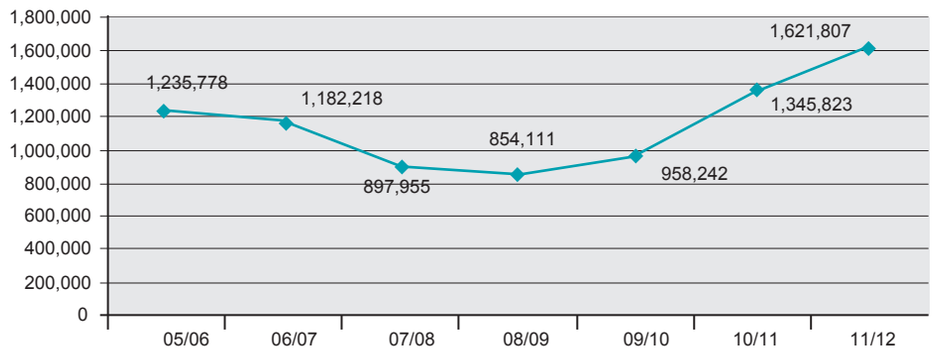


Figure (15) shows the expected increase in the number of students in General Secondary Level. It is expected that the number of students will decrease during the first three years of the plan due to the gap year that will occur in Secondary Education (as a result of adding a sixth year to primary level). The number of students, though, will increase starting from 2010/11 after the gap year is filled. The number of students enrolled in General Secondary will exceed that of students enrolled in Technical Secondary as part of the goals of the strategic plan, which aims at creating a balance between the number of preparatory graduates who join general and technical secondary schools. The increasing number of students who join Al Azhar secondary schools and private general secondary schools will also help achieve this goal, as will be shown in Figure (17A-B).

Figure (16): the Gross Enrollment in the General Secondary Level Without Al Azhar

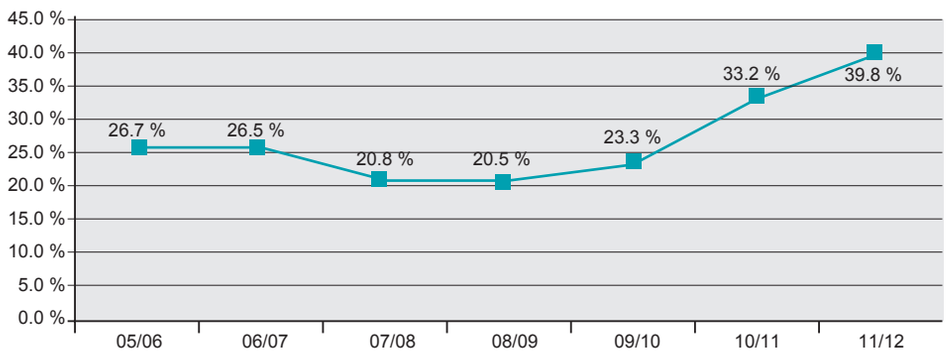


Figure (16) shows the gross enrollment in the General Secondary Level without Al Azhar. There is an expected decrease in this ratio in the first three years of the plan due to the gap year and the ratio will increase again starting from 2010/11, as the level will fully function (three full years).

Figure (17- A) Expected Increase in the Number of Students in Al Azhar Secondary Schools

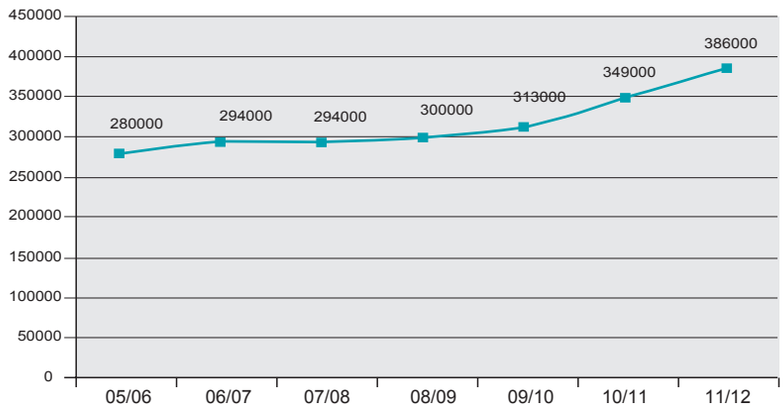


Figure (17-B): GER in General Secondary and Al Azhar Secondary Schools

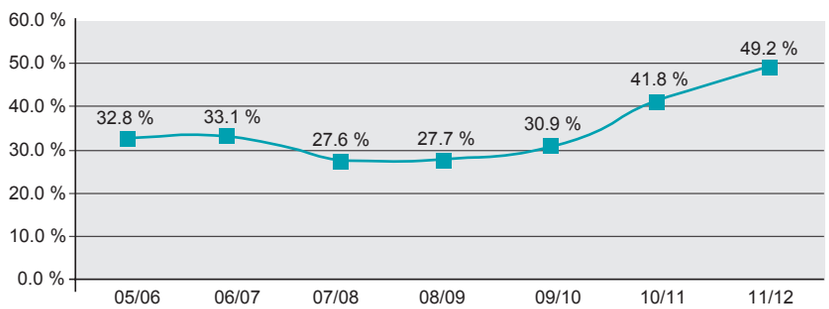


Figure (17A-B) shows that the GER will decrease from 32.8 percent in 2005/06 to 27.6 percent in 2007/08 due to the gap year in the secondary level (as a result of reinstating sixth primary). GER will then start increasing again beginning 2010/11 as the gap year will be filled and more preparatory graduates will be joining general secondary schools.

Figure (18): Student/Class Ratio and Student//Teacher Ratio, General Secondary Level

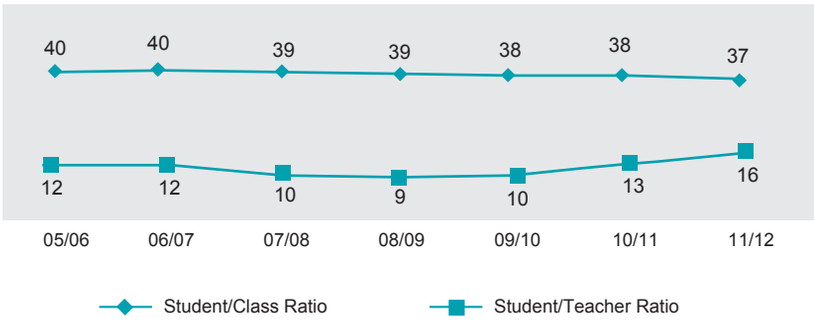


Figure (18) shows an expected decrease in student/class ratio from 40 students/class to 37 students/class during the years of the plan, as a result of the MOE's plan to build new schools at the general secondary level to reduce class density. The student/teacher ratio was 12 students/teacher in 2005/06. It will start decreasing in 2007/08 due to the gap year at this level. However, it will start increasing again in 2010/2011, when the three years of secondary level are fully functioning.

Figure (19): Expenditure Per Student, General Secondary Level

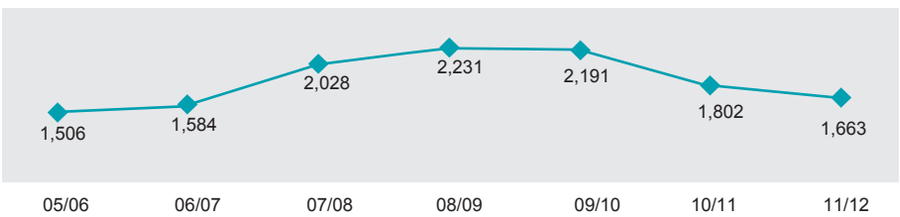


Figure (19) shows that the expenditure per student was LE 1,506 and LE 1,584 in 2005/06 and 2006/07, respectively. This level of expenditure is expected to increase during the first three years of the plan, due to the gap year. It is expected to continue to rise as all the three grades of the level begin to function. This expected rise in the expenditure per student will be a result of the implementation of priority programs and the quality improvement at this level. It will then start decreasing again in the last two years of the plan, when the three years of secondary level are fully functioning. Overall, expenditure per student will remain higher than the base year, in spite of the decrease expected in the final years of the plan.

Figure (20) the Coefficient of Internal Efficiency in the General Secondary Level

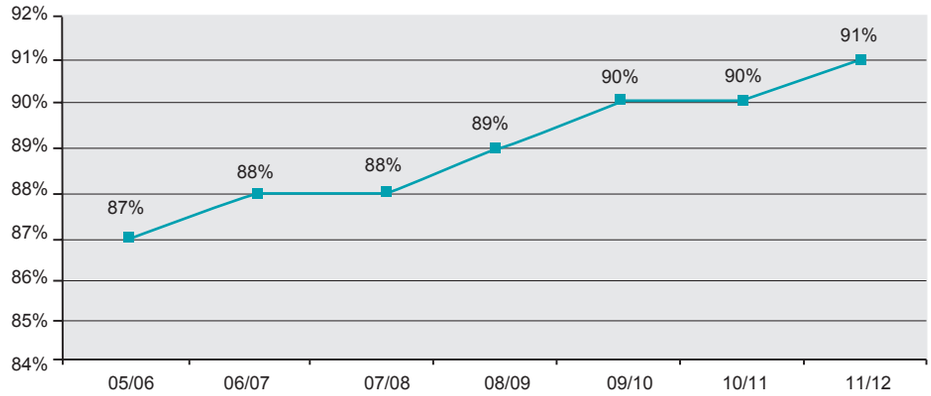


Figure (20) shows the expected increase in the internal efficiency of general secondary level, which means higher promotion and retention rates and lower repetition and dropout rates, through the implementation of planned development in evaluation and examination systems and curricula, as well as through professional development for teachers.

e. Technical Secondary

Figure (21) Number of Students in the Technical Secondary Level

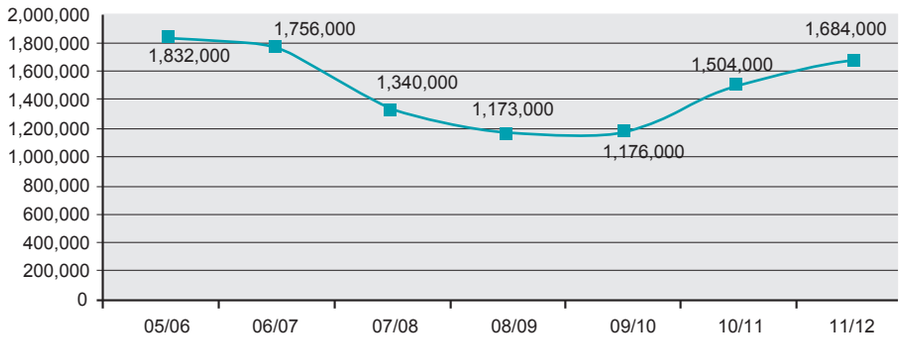


Figure (21) shows the expected decrease in the number of students in Technical Secondary Level during the first three years of the plan, due to the gap year that will occur in Secondary Education (as a result of reinstating the sixth primary year). The number of students, though, will increase starting from 2010/11 after the gap year will have passed. However, the number of students enrolled in Technical Secondary will be less than that of students enrolled in General secondary. GER of Technical Secondary will be 40.9 percent, while in General Secondary it will be 39.8 percent without Al Azhar, which will enroll another 9.8 percent of the students. This is included in the goals of the strategic plan, which aims at creating a balance between the number of preparatory graduates who join general and technical secondary schools. The increasing number of students who join Al Azhar secondary schools and private general secondary schools will also help achieve this goal.

Figure (22): Gross Enrollment (GER), Technical Secondary Level

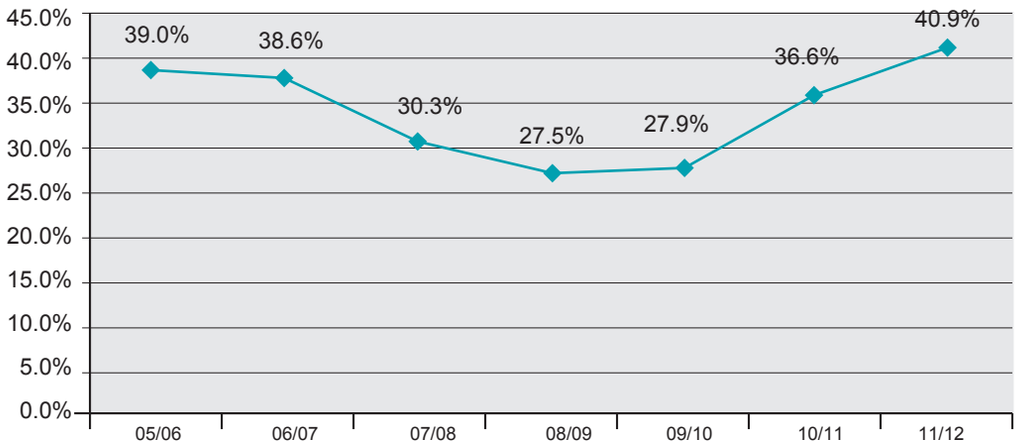


Figure (22) shows that GER in Technical Secondary will decrease from 40 percent in 2005/06 to 31 percent in 2007/08 due to the gap year in this level. GER will then increase again during the last two years of the plan, when the three years of secondary level are fully functioning.

Figure (23): Student/Teacher Ratio, Technical Secondary Level

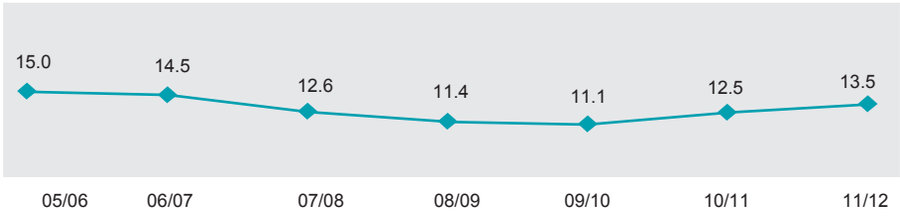


Figure (23) shows that the student/teacher ratio in 2005/06 was 15 students/ teacher. This ratio will decrease starting from 2007/08 due to the gap year in the level. It will start increasing again when the three years of secondary level are fully functioning. However, this ratio is not expected to rise to the same percentage at the base year, as the plan aims at creating a balance between general secondary and technical secondary levels.

Figure (24): Expenditure Per Student, Technical Secondary Level (LE)

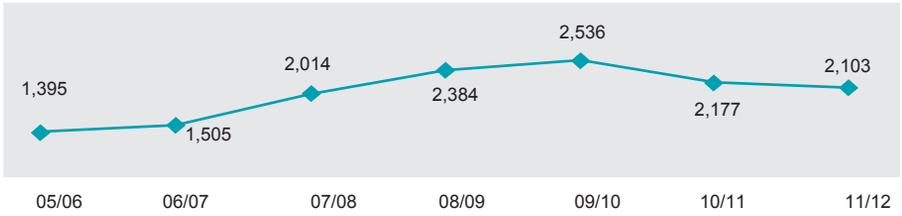


Figure (24) shows that the expenditure per student was LE 1,395 in 2005/06. This is expected to increase during the first three years of the plan, due to the gap year. Per student expenditure, however, will decrease again in the fourth year of the plan, when the three years of the level are fully functioning. However, expenditure per student will remain higher than the base year in spite of this decrease, due to the implementation of the priority programs and the improvement of educational quality at this level.

Figure (25) Promotion Rates, Technical Secondary Level

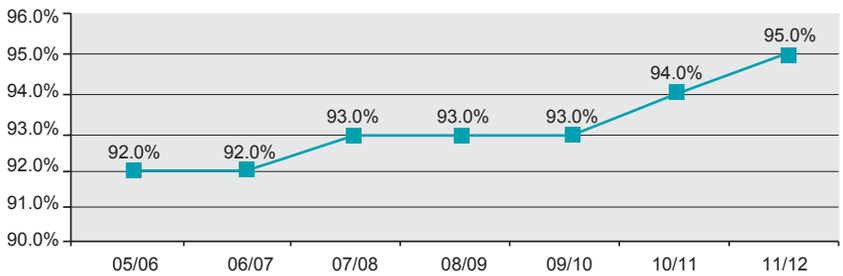


Figure (26) Repetition Rates, Technical Secondary Level

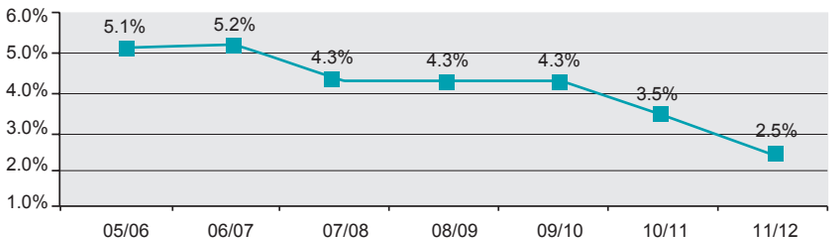
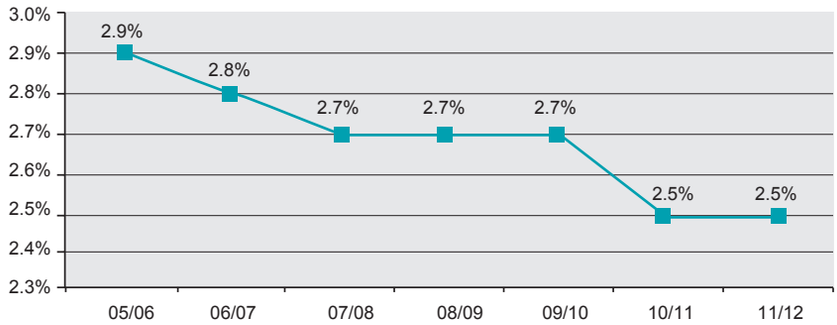


Figure (27) Dropout Rates, Technical Secondary Level



Figures (25-27) show a number of indicators that were taken into consideration while planning for the improvement of technical secondary level, as well as the expected improvement of the internal efficiency of that level. These indicators include the following:

- In 2005/06, the promotion rate was 92 percent, repetition rate 5.1 percent, and dropout rate 2.9 percent.
- In 2011/12, it is expected that the promotion rate, repetition rate, and dropout rate will improve to 95 percent, 2.5 percent and, 2.5 percent, respectively.

Figure (28) The Average Convergence in the GER Between the General Secondary Education and the Technical Secondary without Al Azhar

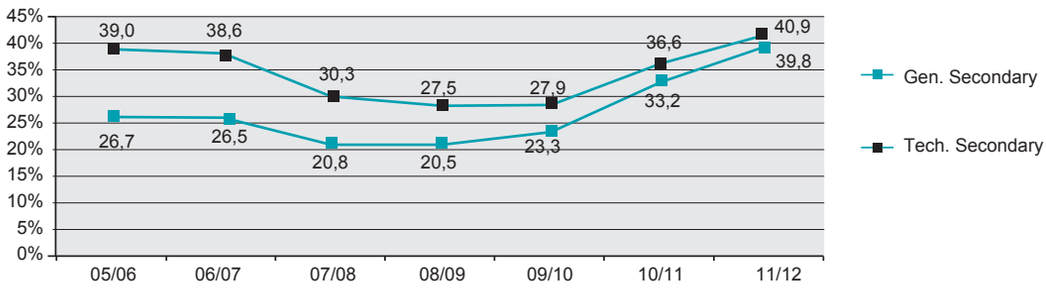


Figure (28) shows that there is an average convergence in the GER in the general secondary education (without Al Azhar) and the technical secondary due to the plan target which aims at creating a balance between the two streams of the secondary education (general and technical).

Figure (29): Number of Classrooms Needed for Secondary Level (General & Technical)

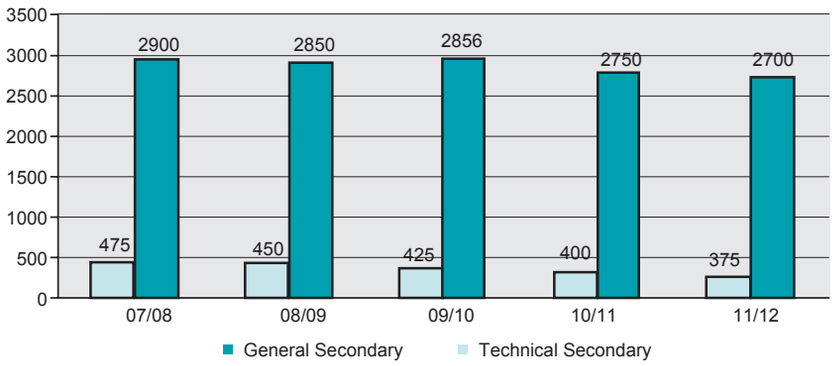


Figure (29) shows the number of classrooms that will be built for secondary level. The number of classrooms needed during 2007/08 and 2008/09 will be relatively low due to the gap year that will occur in secondary education starting from 2007/08. However, the number of classrooms will start increasing again when the three years of secondary level are fully functioning. More classrooms will also be built to enroll a larger number of preparatory graduates. The demand for classrooms will decrease once again in 2011/12 due to the fact that the number of students in the last year of the plan will not increase at the same rate as in previous years.

f. Teaching and Non-Teaching Staff

Figure (30): Increase in Number of Teaching Staff Versus Decrease in Non-Teaching Staff

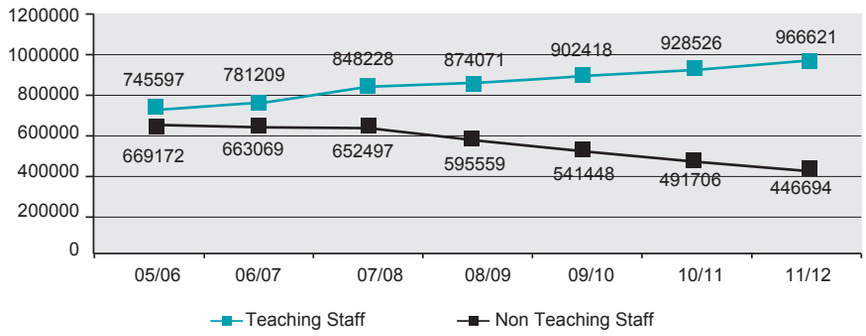


Figure (30) shows the expected increase in the number of teaching staff and the decrease in the number of non-teaching staff. This will be achieved through the implementation of the new Cadre of Teachers, which will encourage administrative staff inside the education system to return to their teaching career. It is expected that the number of teachers will increase by 30 percent during the years of the plan, while the number of non-teaching staff and school administrators will decrease by 33 percent during the same period.

These changes are expected to have positive effects on the quality of the educational system and improve the teaching and learning process.

Figure (31) Teaching/Non-Teaching Staff Ratio

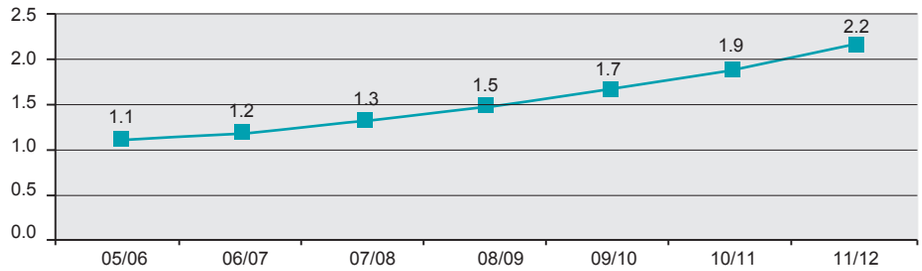


Figure (31) shows the teaching/non-teaching staff ratio which reflects the policy of rationalizing the use of human resources in the education system and consequently rationalizing the financial resources. The strategic plan aims at improving this ratio from 1.1 teaching staff per non-teaching staff to 2.2 teaching staff per non-teaching staff. Studies show that some countries with the same economic level as Egypt have achieved better improvements in this area reaching a ratio of eight teaching staff per non-teaching staff, and in some cases, reaching ten teaching staff per non-teaching staff.

Chapter Two
The Thrust of the National Strategic Plan and the Expected Qualitative Impact

Box (1) The Vision of Pre-university Education

The Ministry of Education is committed to reforming the pre-university education system in Egypt to serve as an innovative model in the region, through: (1) providing high quality education for all, as a basic human right; (2) preparing all children and youth for healthy and enlightened citizenship in a knowledge-based society, under a new social contract based on democracy, freedom, and social justice; and (3) adopting a decentralized educational system that enhances community participation, good governance, and effective management at the school level as well as all administrative levels.

1. Introduction

At the policy level, the Ministry of Education's concern has always been the three inter-related areas of access, quality, and system management. In the past fifteen years, Egypt has made enormous, even historic, progress in access. As a result of the situation analysis conducted by national and international agencies, it has been decided that the time has come to focus on quality, while recognizing that doing so requires continued achievement in improving access as well as major reforms in systems management. The National Framework for Education Policies in Egypt, thus, puts forward three areas of focus:

The first area concerns the *quality of education* for a changing world. Here, the National Standards will provide the basis for reform, as the education system moves toward developing and consolidating a learning environment which fosters life-long learning attitudes, as well as problem-solving and critical thinking skills.

The second area concerns *innovative mechanisms for delivery of quality education*, including the development of new paradigms for teaching, management, leadership, and education, which will be achieved through the institutionalization of decentralization and community participation in the education sector.

The third area concerns achieving *equal distribution of quality education, which requires continuous efforts to bridge education gaps* in terms of gender, geography, special needs, and socioeconomic background. This area will involve not only the traditional means of expanding access (building schools and classrooms), but also the bridging of divides between and within pre-university educational stages (e.g., general and technical/vocational education).

For these areas of focus, the National Framework for Education Policies in Egypt sets fundamental policy goals: (1) reform educational quality and achievement according to the National Standards of Education;

(2) decentralize system management, performance accountability, school governance, and community participation; and (3) foster equal educational opportunities for all children in Egypt.

Achieving all three goals will involve: (a) mainstreaming successful pilot projects and expanding their impact, and (b) developing new reforms within the framework contained in the strategic plan.

Under each of these policy goals, several priorities have been identified and analyzed in terms of each level of education (early childhood, basic, secondary, out-of-school children and children, with special needs), as well as their likely impact on the different levels of the education delivery system (school, Idarra, Muddiriya, Central Ministry).

The National Framework for Education Policies in Egypt also identifies the strategic approaches that will be followed in carrying forward the change process: Applying National Standards, School-Based Reform, Motivation for Excellence and Professionalization, Decentralization, Performance Accountability, Mainstreaming of Successes, Strengthening Partnerships, Encouraging Innovation & ICT, and Supportive Public Opinion.

The current chapter develops both the framework and the principles according to which the process of change will be carried out, in order to fulfill Egypt's mission and realize the vision of quality education for all as a basic human right. It also demonstrates the expected qualitative impact of the plan following the expected quantitative outcomes that were highlighted in the previous chapter.

2. The National Policy Environment

Egypt considers education to be a major pillar of economic and social development as well as national security; thus, it is seen as crucial in securing Egypt's role in the global economy. Therefore, the Ministry of Education sees the alignment of the Egyptian education system to the demands of a knowledge-based economy as a national priority. In order to seize the opportunities and mitigate the drawbacks that come with an increasingly globalized world, it is essential to instill flexibility and creativity in society and to encourage the sharing of information and the building of international partnerships.

Conducive to this process is a culture of good governance, based on democratization of society and dedication to inclusiveness and tolerance, with special attention to accountability, transparency, and sustainability as the basic principles underpinning it.

This implies that a rights-based approach must be put at the heart of inclusive policies towards vulnerable groups such as children, girls, women, the marginalized and deprived. Together with the national poverty alleviation strategy, these issues are foremost on the mind of government in putting forward its vision, its education policy, and the strategic framework that emanate from it in support of that vision.

Box (2) Policy References and Documentation of the Strategic Plan

The Ministry of Education has always shown its serious commitment to national and international priorities, agreements, and initiatives which have been considered key policy references and documents for the strategic plan. They are:

- The election program of President Mubarak, 2005
- The cabinet mandate at the People's Assembly, 2005
- Policy Strategic Papers: the National Democratic Party, Education Committee
- The National Framework for Education Policies in Egypt, Ministry of Education, March 2006
- Historical experiences and best practices in education in Egypt
- National studies and reports
- International initiatives and agreements: the National Plans for EFA goals (2004) and MDGs (2005)
- International studies and reports (WB, UNESCO, UNICEF, EU, etc.)

3. The Vision

The future vision of education in Egypt is driven by a mission built upon both a strong sense of social justice and a deep recognition of the nature of the ever-changing knowledge-based global society. It is guided by an understanding of effective schools as the cornerstone of a well-functioning education system, and it draws upon a wide range of actual education reform experiences-both in Egypt and internationally. In particular, it is derived from successful experiences in Egypt that have taken place in the framework of continuous efforts to develop education. Those efforts have been supported by the political leadership for more than two decades. The political leadership has continuously focused on providing access to quality education for all as a basic human right for citizens and a developmental necessity for Egypt's movement toward the future.

The Educational Vision is thus built upon a sector-wide, total quality approach, based on seven main domains. It stresses the importance of moving toward the *Effective School* that provides quality education for every learner, in an untraditional student-centered environment, using technology and active learning methodologies to enable the student to master independent learning, problem-solving, critical thinking, and life skills. In this vision, the educator should be an *Excellent Teacher*, at a high level of professionalism, capable of being an educational leader, reflective thinker, and active reform agent. *Curricula that are relevant* will be introduced. Based on active learning, they will support the development of critical thinking, problem-solving, life-long learning, and citizenry values in the knowledge society. This will be accompanied by *comprehensive assessment of active learning and new nationally standardized examination,* aimed at encouraging and measuring the development of cognitive skills, critical thinking, and problem-solving strategies required for life-long learning. *International student assessments* will also serve as benchmarks for measuring improvement, updating and refining goals and strategies for achieving them. *Advanced Education Technology* will be integrated into the educational processes (curricula, textbooks, and

school management). *Community Participation* will serve as a cornerstone, supporting improvement of educational quality and enhancing the culture of participation and democracy. *Educational Management Excellence*, based on knowledge sharing, transparency, accountability, and responsible enlightened leadership supported and facilitated by appropriate, accurate, and innovative monitoring and evaluation, will complete the reform process of the educational system.

4. Fundamental Policy Goals for the Development of the Education Sector

1. **Quality:** Continuous reform and improvement of educational quality according to the National Quality Standards.

Through applying School-based Reform, schools will be empowered to plan for their improvement and implement their plans. To qualify for accreditation, schools will be supported as they apply the National Standards and achieve the desired level of performance. Opportunities for ongoing training and professional development will be provided to educators at the central, local, and school levels. Local initiatives and partnerships with Higher Education will be encouraged to provide opportunities for further education to teachers and administrators. Innovation in terms of technology, curriculum, learning materials, and learner assessment systems will further consolidate the process at the different institutional levels in the system. Total quality ensures a product (i.e., a student) with essential critical thinking skills, who can continue learning throughout his/her life, and who has market relevant skills. The Ministry is keen to connect market needs with education content for potential employability.

Box (3) The Mission of Pre-university Education

The Ministry of Education fosters equal opportunities for all Egyptian students to realize a quality education that empowers them to become creative, life-long learners who are tolerant critical thinkers with strong values and a wide range of skills for active citizenship and dynamic participation in an ever-changing global society.

Box (4) Key Principles and Values of Pre-university Education

- Social Justice
- Excellence and continuous improvement
- Students and School Empowerment
- Professional Teachers and Leadership
- Human Development
- Citizenship, civil society, and NGOs
- Participation
- Dialogue, tolerance, and accepting the other
- Democracy
- Enhancing Egyptian values and culture
- Public-private Partnerships
- Accountability and Transparency
- Decentralization

2. Systems: Development of effective monitoring and evaluation systems based in part on the institutionalization of decentralization.

The Ministry of Education will adopt an incremental approach to decentralization. The Ministry's role will be redefined in light of a decentralized system. The new role of the MOE will center around: a) formulation of educational policies; b) establishment of national standards; c) support for local initiatives and mainstreaming successful pilots; d) monitoring and evaluation; and e) ensuring that education outcomes meet and are consistent with national goals and priorities. A plan of decentralized financial management that includes an effective accountability system will also be articulated, in consultation with a wide range of stakeholders at school, community, district, and governorate levels.

Essential to this reform is a budgeting system that links expenditures to result-oriented annual work plans with clear indicators for monitoring and evaluation. This type of budget will be developed in coordination with the Ministry of Finance and the Ministry of Administrative Development.

3. Equality of access and quality for all: Foster equitable educational opportunities for all children in Egypt, achieve inclusion of children with special needs, and provide second chance education opportunities for out-of-school children.

The MOE is committed to equity, with special emphasis on children in remote and economically disadvantaged areas, on one hand, and overcrowded urban areas on the other. A decentralized approach will be utilized to respond to local needs and priorities. Nontraditional and innovative approaches will be adopted to optimize the use of resources. Partnerships with civil society, the private and cooperative sectors, and donors will be explored and supported.

5. Major Strategic Approaches

1. Applying national standards

The Ministry of Education has for the past year and a half embarked on the development of national standards for education in order to achieve a set of consistent and objective measures for what “quality” of education entails. National standards have been developed for five domains selected by prominent academics, public figures, and educators from the field. To achieve these standards is currently the underlying rationale for the Ministry's vision. Several steps to validate those standards have been taken. Pilot projects have been implemented in a number of governorates to apply the standards, including the Effective School Project, which is implemented in 300 schools in ten governorates with the aim of improving school performance within the framework of the National Standards. Another project is the New Schools Project (NSP), through which the standards of the Community Participation domain and the Effective School domain have been applied. Other efforts to refine the standards and implement them on a larger scale in Egyptian schools are underway.

2. School-based reform

The Ministry of Education's approach to the current education reform is through supporting schools at the local level to carry out their own education improvement plans, including reforming the school environment, achieving ongoing professional development, and quality teaching and learning that have measurable impacts, with the assistance of the community. Schools will be supported to take up their own reform initiative, identify gaps, make decisions on how to address them, translate the national standards into a school improvement plan, seek the support and partnership of the local community to implement the plan, and be committed to accountability to achieve these goals.

3. Motivation for excellence and professionalization of career paths

The Ministry is planning to use this approach to provide incentives for all forms of excellence, to encourage teachers and other staff working in education to work more creatively, and to help students achieve their optimum potential. This will also require reform at the roots of the career path, namely during the pre-service training of teachers. This implies close coordination between the Ministry of Education and Ministry of Higher Education.

4. Decentralization and performance accountability

The education system in Egypt is one of the most centralized systems in the world. However, there is a commitment to new approaches toward realizing more decentralization, based on the Education Act of 1981. Decentralization will deepen the participation of local communities in managing educational institutions at different levels. The focus will be on school-based management and the ongoing empowerment and capacity building of the Boards of Trustees. Significant authority over decisions and resources will also be transferred to all levels of sub-national government.

5. The mainstreaming of successful models

Over the past years, a large number of models and pilots have been implemented by the Ministry of Education as well as by a number of donors and other agencies. A survey conducted on school-based pilot models shows that there are evident best practices and successes from these pilots that have achieved a clear impact and can, therefore, be successfully mainstreamed. Entire pilots may not be mainstreamed but the Ministry will adopt an eclectic approach to incorporate successful components into the mainstream.

6. Strengthening partnerships

The Ministry seeks to mobilize the capabilities of local resources for improving planning, organization, support, accountability, and monitoring purposes. As authority is delegated to the local level, the Ministry seeks to develop the role and responsibility of the local community to become more involved in supporting education improvement on the school level. One of the five domains of the national standards addresses Community Participation, which advocates raising community awareness for the importance and value of quality education to mobilize the community to support school improvement. The government alone cannot carry all the responsibility of education improvement and, hence, NGOs are encouraged to participate by providing support for this initiative at the local level.

The private and cooperative sectors in Egypt are one of the main employers of the product of the education system. The Ministry encourages and invites the private and cooperative sectors to participate in education improvement initiatives by providing different types of support for schools and by contributing to the improvement of student's market-required skills. School-to-work programs can be enhanced by private and cooperative sectors' participation and support. Ultimately, the education system must produce trainable graduates, and the private and cooperative sectors must increase their commitment to training. Rates of private and cooperative sectors' formal training in Egypt are very low. However, Egyptian employers report that they would hire more workers in the absence of regulatory and labor market restrictions. Thus, making it easier for the private and cooperative sectors to start and maintain businesses, including reducing the time and costs of business licensing, controlling corporate taxes, and making it easier and less costly to hire and fire workers will go a long way to improving employment opportunities for youth. International and national experiences of successful "school adoption" models can be adapted.

7. Encouraging innovation and ICT

The Ministry aims at vertical expansion in advanced technology in schools and continued deployment of modern equipment. The aim is also to diversify educational resources through video-conference facilities, producing advanced educational programs, e-education, and e-government. The ultimate goal is for the teacher to use technological resources as teaching tools. Innovations are an ongoing development based on the stream of new ideas and reform. There must be a structural custodian to diffuse management ideas and best practices as delineated in the national standards for education.

8. Supportive public opinion

All processes of change need to be managed internally and externally. Uncertainty needs to be limited, while at the same time change must not be too pre-determined so as to exclude participation and ownership.

Social marketing and public relations campaigns are tools that need development in Egypt. The Ministry will seek support to pioneer ways of preparing and mobilizing stakeholders (including MOE staff) for the creation of the future for the children of Egypt. Creating awareness, understanding, participation, and ownership will be the key objectives of such a strategy, coupled with the demonstrable effects of current examples of the changes already underway.

As mentioned before, the National Framework of Education Policies focuses on three areas that constitute the main policy goals of education in Egypt. The achievement of those policy goals is expected to strengthen values and attitudes which express Egyptian culture and history and prepare all students for active citizenship and responsible participation in the national efforts to ensure Egypt an important role in the region and in the global economy.

Those eight strategic approaches cut across the priorities that have been identified for each fundamental policy goal, thus they have each been embedded in the programs of the plan, as they actually represent mechanisms for achieving the objectives of each program.

6. Priority Programs for Policy Goals

Priority areas have been identified for each of the policy goals, and those have been translated into twelve priority programs that are included in the National Strategic Plan of Education 2007/08 - 2011/12. They are classified into three groups, the first of which is *Quality Programs*. It consists of three programs with School-based Reform at the core, with Curriculum Reform and Human Resource Development interrelating and complementing to achieve the planned paradigm shift in education. The second group is *Management Programs* which support the paradigm shift and offer system reforms, including ICT for management, Monitoring and Evaluation System Reform, School Construction Reform and Institutionalization of Decentralization. The third group is the *Level-based Programs* which are centered on levels of schooling (e.g., pre-primary, primary, preparatory, and secondary) and are affected by processes in the other two groups. The impact of change can be seen in the results of these programs, as they all take place at the school level. Figure (1) demonstrates the relationship between the twelve priority programs of the plan.

It is important to note that all programs within the strategic plan are interrelated in a way that supports the achievement of pre-university education policy goals. School-based Reform is not only a strategic approach but also the core program with which all other programs crosscut and complement. By adopting School-based Reform, Egypt is shifting from an input-driven development approach to comprehensive reform at the school level, which also supports the overall policy of decentralization.

7. Main Features and Impact of the Twelve Priority Programs of the Plan

Addressing priorities through programs of the strategic plan is expected to have an overall positive impact on the education system during the coming five years.

1. Curriculum development and student assessment

Curriculum development is the sole responsibility of the Ministry of Education. There is no question that it must reflect the unique cultural features of Egyptians. The Ministry is committed to the ongoing review and development of curricula so as to incorporate all aspects that induce critical thinking and cognitive skills, while building the knowledge base of the learner.

Through the provision of learning materials within the framework of promoting students' critical thinking skills and supporting relevant teaching methods, the Ministry seeks to develop learning materials that include such things as manuals and learning kits, to help students learn more effectively and use a more hands-on approach. More importantly, the Ministry seeks to build into in-service training the skills that teachers need to acquire in order to develop these learning aids by exploiting materials from the immediate environment. Such simple tools will greatly enhance the learning process and support students as they are developing critical thinking skills.

Assessment practices have a powerful impact on learning and teaching. Assessment can enhance learning when its criteria are valid, transparent, consistently applied, and when the assessment activities are educative, comprehensive, and integrated within the curriculum. The National System for Student Assessment (NSSA) includes four components:

1. Comprehensive/ongoing assessment;
2. Standardized tests;
3. National end-of-level exams; and
4. International tests.

When carried out effectively, reform of curriculum with enhanced use of ICT in the educational process, together with improved assessment systems, can lead to improved student performance and achievement. This enhanced status should be reflected in standardized test results and national end-of-level exams as well as in the improvement of student achievement in international tests and competitions. Educational outcomes will also be expected to be more suited to labor market and economic development needs. It would also be expected that the internal efficiency of the education system would increase. For example, textbook production, which currently overloads education expenditure, should be reduced as new ways of writing, printing, and distributing textbooks are introduced.

The main outcomes of curriculum reform can be seen in the following areas:

Learners: at the end of pre-university education cycle, learners will be able to:

- connect knowledge with application (connect knowing what with knowing how);
- deal with various information resources: selecting, analyzing, and evaluating;
- practice creativity, innovation, research, discovery, and problem-solving;
- use skills of effective participation, illuminated citizenship, the values of tolerance, and acceptance of social and human differences;

- deal with limitless and complicated situations in addition to unexpected problems;
- utilize technology and react successfully to its changeable nature; and
- use skills of independent learning, life-long learning, and sustainable self-renewal in their professional career, after they enter the labor market.

Pedagogy: at the end of the five-year plan (2007/08 - 2011/12), pedagogy will be reformed as follows:

- Learner-based active learning that focuses on individual educational needs;
- Comprehensive authentic assessment;
- Best use of ICT in teaching, learning, and evaluation;
- Continuous discovery of pupils' inclinations and abilities, their professional attitudes, and academic specialization routes;
- Developing critical thinking together with the pupil's ability of discovery and creativity;
- Developing a democratic climate and the values of dialogue inside classrooms and schools;
- Connecting education with daily life skills;
- Connecting education with practical applications in production and services; and
- Connecting teaching and learning with the social contexts of the community.

2. School-based Reform and preparing schools for accreditation

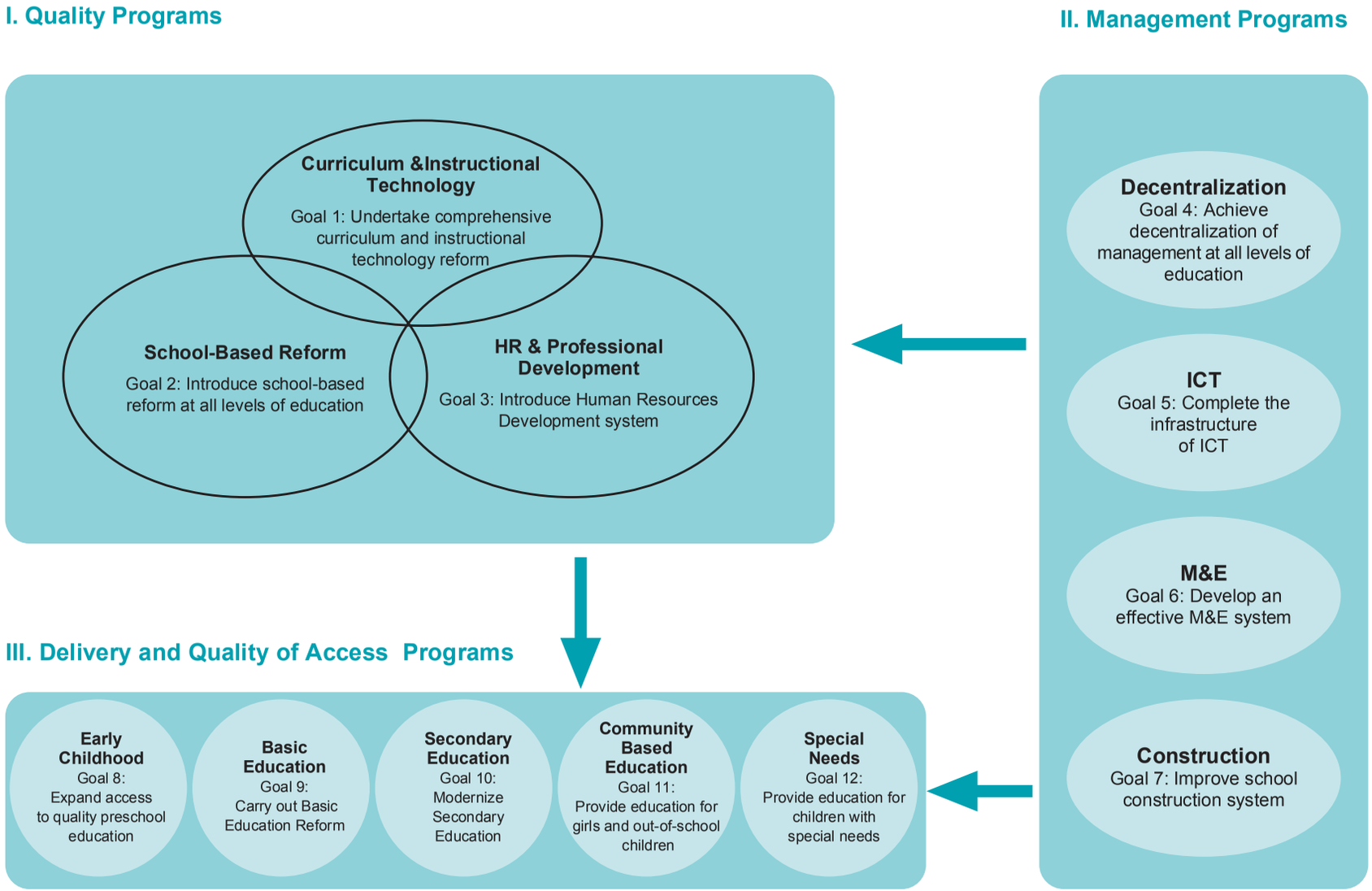
A law was passed last year (Law No. 82/2006) to establish the National Authority for Education Quality Assurance and Accreditation (NAEQAA), which has a titular character associated with the Prime Minister. The make-up and membership of this important new policy-making body is currently being established. The authority will have key roles highlighted in the following:

- Educational processes within governmental and private institutions are to be promoted. This is done through standards to measure the structures, systems, educational programs, staff performance, resources, and management methods in these institutions.
- Comprehensive evaluation for these institutions is to be carried out, followed by accreditation. Self-assessment is also supported.
- Encouraging competition among educational institutions so as to raise both the quality of education and performance levels.

An annual report will be delivered to the President of Republic, the prime minister, and the concerned ministers. In preparation for accreditation, the Ministry of Education will focus on School-based Reform, which is not only an approach but also a program that will provide actions to improve schools' self-assessment abilities and thus their overall performance. Schools will be exposed to a continuous improvement cycle, including self-evaluation and the development of a school improvement plan, which reflects a high quality of: school vision and mission, social climate, sustainable professional development, teaching and learning community, and ensuring quality and accountability.

A necessary approach for school-based reform is school-based management, which aims at transforming educational systems from an inputs-based approach of education improvement to school-based comprehensive outputs- and process-based reform, in the context of decentralization and community participation.

Figure (1) Programs of the Strategic Plan



Since school-based reform is at the heart of the development process, it is affected by other reforms in curriculum and assessment and, more significantly, system management reforms. It is expected that schools will have a great deal of autonomy and will be accountable for their processes and results. When this is achieved, accreditation for all schools will be carried out. This would mean that schools will be certified according to their performance, which will raise the competition between educational institutions in favor of quality education for all children in Egypt.

School-based reform will deepen the roots of good governance by involving the surrounding community in managing the educational process and in decision-making inside schools. This will involve a change in the cultural context of education. Community participation will be a main tool to help boost education and solve day-to-day as well as medium-term problems at the school level without much involvement of higher administrative levels. The interaction between community participation and accountability in context of standards and regulations will lay the groundwork for a culture of reward and punishment, which supports the reduction of corruption.

3. Human resource development

The Ministry of Education is embarking on a comprehensive strategy to develop the capacity of all educational staff, which will mainly be achieved through the establishment of a Professional Academy for Teachers, in the context of decentralization. The most important role of this Academy will be quality control of all training programs based on quality standards.

Amendments to Education Law No. 139 (1981) that establish a new teachers' cadre have been approved. The existence of a new cadre is aimed at improving the social and economic status of education staff. It will be implemented beginning in 2007/08, with beneficiaries to include all support staff inside schools (i.e. social workers, psychologists, computer specialists, and library specialists). The implementation of this cadre is expected to reduce the number of teachers who leave teaching in favor of administrative posts in order to improve their financial status and enhance their career; encourage excess administrative staff to become teachers; and enhance the quality of school life by providing a learning environment that is supportive of modern pedagogy in light of the National Standards. To ensure the professional quality of teaching and learning processes, the Ministry will gear the incentives and promotion towards performance.

In addition, human resource development in the education sector begins when teachers are initially learning their profession in the Faculties of Education within universities. Naturally, this pre-service training must be coordinated so that it dovetails with education reform in pre-university education.

When the Academy and the cadre are implemented, teachers' roles and responsibilities should witness a paradigm shift from being the sole source of information and a traditional instructor to a reflective practitioner who has mastered the foundation of a specialized content knowledge and has acquired professional knowledge about active learning and comprehensive evaluation as well as a wide range of general knowledge and culture, so that he/she will be a thinker who can guide students to identify suitable ways for their individual learning.

4. ICT for management

Besides using ICT in teaching and learning processes, it has become necessary to use ICT for managerial purposes as well. In view of its size and complexity, the Egyptian education system can no longer be managed effectively without having a strong computerized system that would guarantee the flow of information on all administrative levels to support decision-making. The availability of computers and ICT facilities in most Egyptian schools represents an initial basis for establishing such a system. The Ministry of Education is thus focusing on the activation of the role of the information technology in administration and management through the Education Management Information System (EMIS) and School Management System (SMS).

The EMIS will be strengthened to provide collective educational statistics, performance indicators, and projections to serve decision-making and quality control at the central level. It will be strengthened at both the Muddiriya as well as the central ministry levels to provide a clear picture of the system-quantitatively and qualitatively-to support education in the longer run as well as on a daily basis.

The SMS will also be developed in schools to provide detailed information on students, teacher, and administrators inside the school, and to facilitate the administrative work and provide quality control inside the school and the Idarra. This system will be strengthened at both the Idarra and the school levels. Such improvements should impact the overall performance of schools by saving much of the time and effort that is consumed in daily administrative tasks. They would also affect setting school priorities and defining areas for action based on the analysis of information available through those systems. Better links would also be established with the central ministry, which will help support decision-making at the national level and will enlighten the continuous reform process.

A main prerequisite for ICT enhancement is to set standards for using ICT for pedagogical and administrative purposes, so that the successful use of ICT applications in schools would be included in evaluating and accrediting schools and teachers.

5. Quality assurance and evaluation and monitoring system

In order to ensure quality, the MOE is reconsidering the existing monitoring and evaluation systems and working towards building information, monitoring, and assessment systems for quality assurance. The new monitoring and evaluation system will help achieve:

1. transparency and accountability by using a unified framework with clear indicators to evaluate the three components of the educational process:
   - The Student;
   - The School, including staff and leaders; and
   - The Financial and Administrative Performance at all levels.
2. active and strengthened Training and Evaluation Units at the school level to manage the self-evaluation process inside schools supported by SMS.
3. establishment of a Quality Department that will monitor and evaluate the educational process at the Idarra, Muddiriya and Ministry levels supported by EMIS.

6. Rationalization of expenditures within the educational system

The goal is to rationalize expenditures in curriculum and textbook production and achieve effective utilization of human resources in order to increase direct expenditures on students.

7. School construction

The Ministry of Education has been keen on increasing the number of schools at all educational levels. Responding to the needs of remote communities where education access is not fully achieved or sufficiently convenient and alleviating classroom density and eliminating double shifts are particularly important issues. Special emphasis is also placed on girls' access(1). New designs and models of schools will be adopted with a view to achieving optimum use of spaces and providing playgrounds and equipment for students. Criteria for selecting school locations will be revised. New methods of construction (in fact, the construction code itself) also will be revisited, along with new arrangements for contracting and constructing schools through Public-Private Partnerships. In light of decentralization, new roles and responsibilities for GAEB, the governorates, Idarras, and school communities themselves will be considered.

8. Institutionalization of decentralization

Decentralization is a government reform approach that needs to be addressed by the Ministry of Education. Applying this approach will require a redefinition of the roles and responsibilities of different levels of administration, including the central ministry. The National Strategic Plan will play a major role in ensuring the application of decentralization by providing the following basic guarantees:

- Identification and distribution of roles and responsibilities among the central and local management at all levels in ways that ensure the maximum participation of local societies and the maximum level of effectiveness and efficiency in implementation. The main focus of the Ministry is to look into ways of avoiding one-way top-down flows of instructions, and pursue horizontal as well as vertical two-way exchanges of information and views in order to enhance the decision-making process. This evolution will be crucial in supporting the paradigm shift from the provision of inputs by the system towards a system supportive of processes of leadership and responsibility in achieving the goals of equal educational opportunities and improving the quality of education.
- Setting up mechanisms to guarantee the flow of information to all concerned partners, from the central level to the school and vice versa.
- Strong accountability systems to link expenses with performance on the condition that such systems permit rewarding excellent performance and giving additional support to deficient aspects and management of local resources.

These guarantees would lead to deepening the culture of decentralization. More freedom will be given to developmental efforts at local levels, which would mean that development would more effectively correspond to specific local needs. The core role of the central ministry of education, hence, would be policy-making and monitoring and evaluation rather than managing the educational process.

(1) Second EFA goal - Second MDG.

9. Early childhood development[2]

The GOE has recently led an expansion in the quantity and quality of pre-primary programs, as well as in teacher qualification, class size, and curriculum development. Yet many children still face significant barriers to pre-primary enrollment.

Currently, an Early Childhood Education Enhancement Program (ECEEP) is being implemented in the Ministry of Education in cooperation with the World Bank, the World Food Program, and the Canadian International Development Agency (CIDA).

In addition to this, the Ministry of Education will focus on achieving a major breakthrough in the enrollment rates at this education level to reach 60 percent by 2012.

Through the implementation of such projects and through paying more attention to this important level of education, an increase in opportunities for four to five year-old children to join Early Childhood Education is expected. It is also expected that this level would become independent with separate funds and managerial systems, which would promote focusing on the quality of delivery and the specific needs of students and parents at the KG level.

It is also expected that focusing on this level will have a longer term impact on the way it is perceived:

- Parents will begin to perceive this level as essential to their children's education, and not a luxury or simply a child care mechanism, especially in remote and rural areas.
- The educational approach used in this level changes from a traditional approach to a modernized one that fosters the happiness and welfare of the child while providing building blocks for primary education by focusing on activities that involve arts, sports, music, and singing.
- Businessmen and NGOs maximize their contributions to this level to provide more opportunities and increase enrollment rates.

10. Basic education reform

The Ministry of Education has already achieved major strides in enrollment rates in basic education. The focus now, therefore, is shifting to improve both the overall quality level and the equality of quality in this crucial level of education by completing the curriculum reform process, integrating ICT in learning, and applying active learning and comprehensive assessment.

When Basic Education reform is carried out, the following outcomes are expected to be achieved:

1. The internal efficiency of this level should increase remarkably. Addressing individual needs of students would eventually lead to minimal repetition rates and thus there would be no need for other tracks in the Basic Education level (e.g. vocational prep).
2. Enable primary students to master reading, writing, mathematics, and critical thinking skills that will be evaluated through standardized tests, and empowering them to build their own portfolios.
3. Enable preparatory students to use their language skills to communicate and use their science and mathematics skills in real life applications, as well as to enhance their sense of belonging and citizenship and promote the quality of their school life.

(2) First EFA goal.

4. Mainstream the Comprehensive Assessment System in all grades of basic education and eventually in all levels of pre-university education. Comprehensive Assessment is expected to give a more authentic picture of students' performance and would give a chance for a reality-based improvement for each individual student.

11. Secondary education reform

The Ministry of Education is aiming at modernizing the secondary education system to support the competitive capabilities of students and to enable them to go on to higher education, to enter the job market, or to continue independent learning, self-expansion, and ongoing training. Good citizenship and enhancing students' ability to live in a democratic society are also considered in relation to this level of education.

The main expected outcome of modernization of this level is an increased number of students in general secondary education and a better quality education in both general and technical secondary, as well as a system that links both routes.

It is foreseen that the secondary education reform will mainly:

- Empower students to practice critical thinking and basic research skills and use knowledge resources informatively in different subject areas, so that they would be prepared to achieve good results on standardized tests, performance tests, and international tests.
- Build a common culture among all secondary students (general and technical) through the core curriculum and reach a balance between general and technical secondary in enrollment rates (1:1)-perhaps establishing a trajectory to promote even a higher proportion of general education courses in the longer term.
- Adopt a modern pedagogical approach that utilizes flexible curriculum, supports active learning, makes the best use of ICT in teaching and learning, increases student activities, and links all of these to comprehensive assessment.
- Provide the minimum technology required at all secondary schools, including internet connection.
- Use the School Management System in managing all schools.
- Reform all technical vocational schools to apply active learning and comprehensive assessment in order to evaluate students' practical skills in laboratories and workshops.
- Introduce seven new models for developing technical schools, one of which is the "Technical Cluster", which will serve as a center for excellence in several governorates and will include an industrial school, a training center, a higher industrial institute, and a faculty of technology.

12. Out-of-school children and girls' education

The Ministry is keen to promote girls' education especially in more deprived communities[3]. This reflects a strong belief in the role played by girls in achieving the target of human development. It also emphasizes the need to express women's rights as secured by the constitution in its guarantee of equal opportunities for education.

(3) Fifth EFA goal; Third MDG.

The Ministry aims to provide equal and varied educational opportunities for girls as well as for all children, especially for those who have dropped out of education or who have never been enrolled in any second chance programs.

This goal will be implemented through community-based education, which has proven to be successful in different pilot projects.

The most basic impact expected is to close a source of self-perpetuating illiteracy and social deprivation, which is particularly evident among rural Egyptian women. It will also help insure universal basic education for all Egyptians by 2015 and close enrollment gaps existing at local levels. It would also help fight poverty, as it has been demonstrated that education helps alleviate the poverty of poor families, especially those in remote areas.

13. Children with special needs

The Ministry promotes the welfare of children with special needs, helping them to adapt to society and achieve at high levels. It has taken steps to implement this support by establishing specialized schools for educating children with special needs, preparing and qualifying specialized teachers, providing the technology that suits their needs, and preparing curricula that suit their needs and circumstances. However, availability of such resources is at present very limited and thus must expand in order to achieve the aims. There is also a focus on the "inclusion" of appropriate sub-groups of those children in mainstream schools, providing them with high quality education and equal educational opportunities.

Supporting the gifted child is another reflection of the principle of enhancing diversity as an indicator of total quality in education. The aim of the Ministry is to care for the gifted in schools by introducing developed curricula and providing follow-up for teachers and students through a system based more on guidance rather than red tape or other obstacles that may hinder the emergence of talent.

On the other hand, illiteracy has been a major issue for the government as it prevents several millions of Egyptian citizens from contributing effectively to the economy of the country. Adult literacy, therefore, is a major area of focus.

Box (5) The National Plan for Adult Literacy

Egypt has a long history in the field of combating illiteracy. It is considered one of the most dangerous problems hindering the citizens' involvment in the knowledge society. The negative impact of illiteracy on individuals and society makes it a key obstacle that threatens our efforts towards achieving integral and comprehensive development.

Adult Education Agency

In 1991, Law No. 8 was issued to establish a General Authority for Literacy and Adult Education to act as a virtual authority. It has become, since then, the agency in charge of planning, coordinating, and following-up the implementation of literacy programs. It has 27 branches, which cover the whole governorates and Luxor city as well. The local bodies in each governorate are in charge of the implementation of literacy programs.

Illiteracy in Egypt

- According to CAPMASS Census in January, 2007, illiteracy rates decreased to 29.3 percent.

The National Plan for Adult Education

- The Board of the General Authority, chaired by the Prime Minister, has approved a national plan for eradicating illiteracy. This plan is based on innovative methods that reach beyond teaching illiterates reading and writing to integrating them in their societies, and equipping them with life skills that would increase their opportunities in leading quality lives.
- A comprehensive strategy based on cooperation between local authorities, government bodies, NGOs, and private and cooperative sectors will be used to carry out the plan.
- The plan focuses on three aspects:
- Closing the sources of illiteracy;
- Educating the current number of illiterates; and
- Improving post-literacy programs and enhancing skills of new literates.

Expected Outcome of the Plan

Decrease illiteracy rates to 17 percent in the age group under ten years by the end of the plan, through educating eight million citizens, giving priority to younger people and women in rural and poorer areas, especially in Upper Egypt.

8. The Expected Social and Political Impact of the Strategic Plan

1. Decreasing the prevalence of the social and educational phenomenon of private tutoring.

Within the plan, private tutoring is viewed not only as a social and educational phenomenon but as a symptom of an illness that has many causes. Aiming at curriculum reform, pedagogy that focuses on active learning and comprehensive assessment, integration of ICT into learning and teaching processes, reform of the student assessment system, and enhancing professional development by establishing a special cadre for teachers and enhancing accountability, the goal is to create a non-traditional learning environment where private tutoring would not be viewed as a necessity.

Enhancing students' school life through social activities, sports, health care, and nutrition is extremely important. Implementing these improvements should go a long way toward eliminating the need for private tutoring, which is seen as the root cause of many problems in the education process. A reduction in the need for private tutoring also relies on the success of enhancing community participation and good governance targeted in the School-based Reform and the Institutionalization of Decentralization Programs. Successful implementation of these programs would restore the faith of parents in the school environment and teaching and learning processes, thus gradually minimizing the pressure they feel to provide extra support for their children outside the school through private tutoring. The resulting increased level of trust, with its accompanying decreased use of private tutors, could eventually help close the social gap between richer and poorer students. Effective community participation is essential for enhancing teachers' dedication to their local communities and their student, and enhancing students' feeling of security inside their schools. Furthermore, research has shown that there are strong links between effective community participation and high levels of student achievement.

2. Supporting the alleviation of poverty and achieving social justice and inclusion.

The goal is to provide over 17 million students with the knowledge and skills needed for them to be competitive in a global knowledge-based economy, which in turn will drive higher economic growth. Another goal is to support poverty alleviation and social inclusion policies as follows:

- full inclusion of children with special needs.
- provision of educational opportunities for all children who are not included in the educational system due to poverty, including a focus on dropouts among underprivileged children in rural and urban areas.
- introduction of a core curriculum in secondary education to develop non-traditional and more relevant educational programs that meet the needs of modern labor markets.
- provision of flexible and relevant curricula that are based on active learning, developing critical thinking skills, and values of tolerance, good citizenship, and ability to dialogue.

3. Supporting policies of effective governance and combating corruption.

The reform of the administrative and financial systems will contribute to effective governance and combating corruption as follows:

- community participation in decision-making through the Board of Trustees of schools.

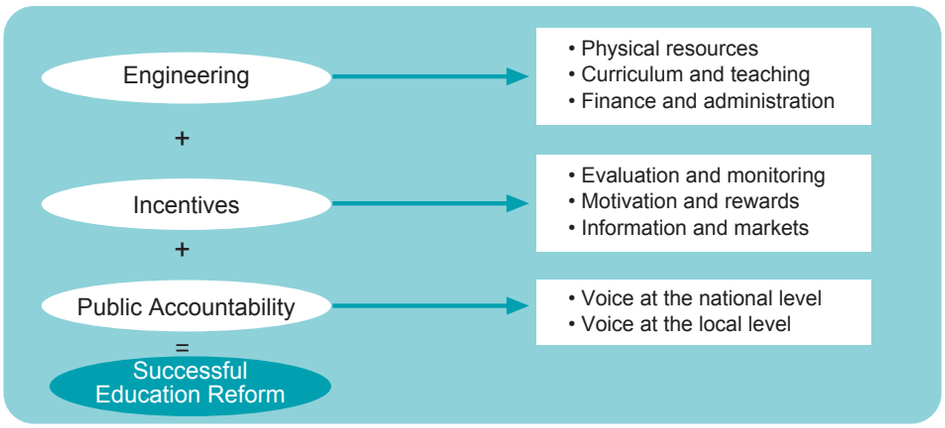
- giving more power to schools administratively and financially through community participation and decentralization.
- transparent procedures that focus on new challenges, roles, and responsibilities.
- develop effective leadership.
- train members of Boards of Trustees to move towards decentralization.
- establish better monitoring and evaluation systems.
- link school management information systems with the central education management information system.
- transparency of the school and education management information systems in the provision of educational, administrative, and financial data, and publication of results of the monitoring and evaluation system.
- community participation, effective management, Boards of Trustees, clear roles and responsibilities, effective monitoring and evaluation systems, and school and education management information systems will lead to quality education and provide tools for combating corruption.
- quality of education will be measured by accreditation of schools and improvement in student achievement; success in combating corruption will be measured by the following indicators: decreases in private tutoring, increases in direct expenditure on students, and rationalization of expenditures on textbook production and delivery.

4. Applying the Holistic Model of Education Reform in Egypt.

The MENA (Middle East & North Africa) Flagship Report on Education (2007)[4] produced by the World Bank presented a new framework for educational reform in the region. The proposed model consists of three elements: engineering, incentives, and public accountability as shown in Figure (2). Engineering reforms focus on increasing the quantity and quality of inputs of education systems. Incentive reforms deal with motivating all those involved in the education process and aligning rewards with education outcomes. Public accountability reforms address the ability of all stakeholders and beneficiaries to influence formation of education policies and resource allocation. The report points out that the MENA countries have only focused on the first element without paying much attention to the other two elements. This led to the failure of the education systems in these countries to realize their goals and to provide quality education to their children. A comparative study between MENA countries and other countries of similar public expenditure levels on education shows that similar countries achieve better socio-economic outcomes of education reflected in employment, production, and Public Income rates. MENA countries, however, do not achieve similar results. The report, therefore, recommends that MENA countries apply the holistic model with its three elements: Engineering (Quality), Incentives, and Public Accountability.

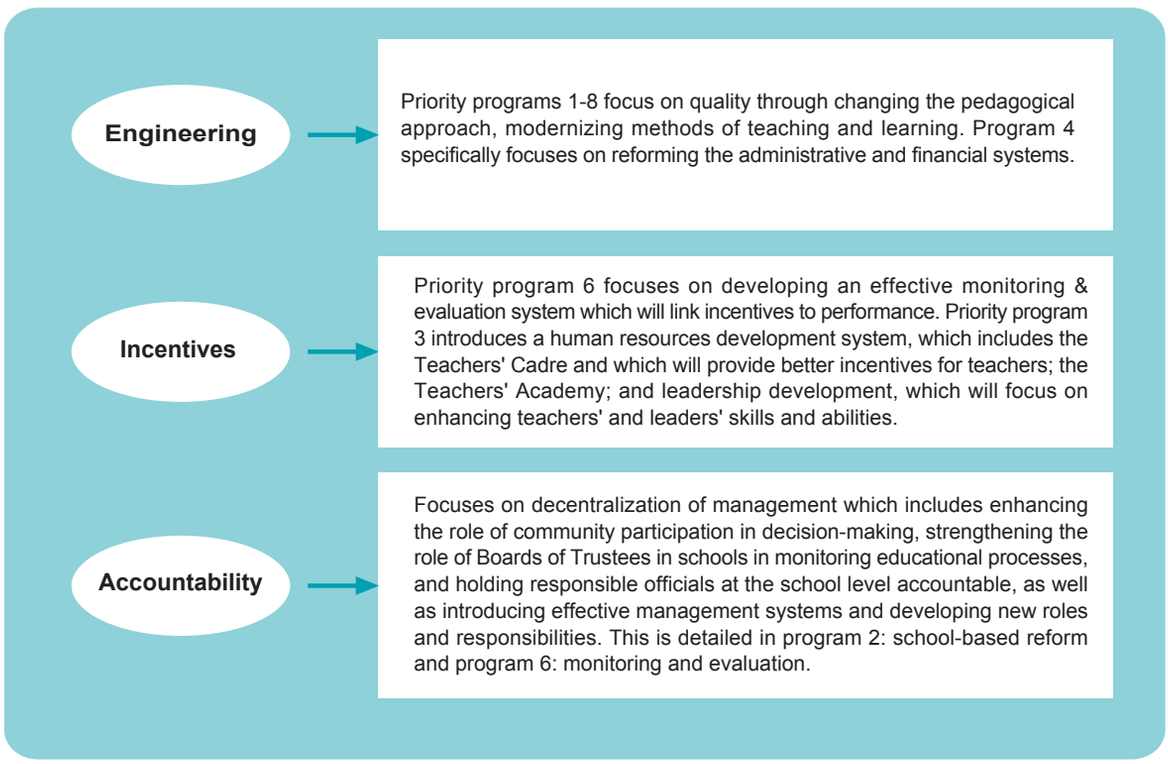
(4) World Bank, MENA Flagship Report on Education: "The Road not Traveled: Education Reform in the Middle East and North Africa," 2007.

Figure (2): The Three Building Blocks of the Analytical Framework



Egypt's educational strategic plan is not only aligned with this new framework but in fact has gone beyond it by including additional social and cultural elements that have not been included in the model. The plan includes all three types of reforms: engineering, incentives, and public accountability. The following categorization of the priority programs points out the relationship between the reforms of the plan and the holistic model of education reform:

Figure (3): The Three Building Blocks of the Analytical Framework in the National Strategic Plan



The previous explanation points out that the National Strategic Plan for Education in Egypt is actually focused around the Holistic Model of Education Reform that was included in the World Bank Report and acknowledged by countries of the region during the workshop that was held in Cairo in June, 2007.

9. Conclusions: The Logical Order of the Process for Change

In sum, the mission compels the vision. The vision drives the fundamental policy goals. The policy goals suggest strategic approaches, which must be conceived to work within a distinctly Egyptian context. The strategic goals and the situation analysis presented in the previous chapter imply a range of inter-related priority areas within which action can take place, programs can be developed, and the energies and efforts of both the government and the donor community can be channeled. The chapters that follow detail the programs and the actions within them, all of which have been developed within the principles established in this chapter for the process of change to improve education quality. Together these chapters form the strategic plan for educational development in Egypt for the next five years. But plans must be implemented, and implementation depends on a marriage of policy development and strategic management. The final chapter of the plan discusses Short- and Medium-Term Implementation Plans to operationalize the strategic framework developed in this document. What must be done right now? What must be achieved over the course of the plan? Most details, with specific targets and benchmarks, are found in the matrices of the plan program chapters and explained, supported, and justified in the chapters of the plan. Annual operational plans and budgets will be formulated and carried out within the framework established in this strategic plan, and will provide the ongoing connection between the short- and medium-term. At the end of the plan period, there must be an effort at analysis and reflection regarding the achievements of the plan, which will feed into the long-term development of Egypt, into the well-educated and ever-more successful society it will become.

Part III

Priority Programs 2007-2012

Chapter One
Comprehensive Curriculum and Instructional Technology Reform

Overall Goal:

Enhance the quality of curricula by integrating technology and comprehensive assessment at all levels to achieve a relevant and flexible curriculum that supports active learning and enhances critical thinking in order to prepare new generations able to contribute to a knowledge-based society.

1. Introduction

The provision of high quality and relevant education in order to enable the country to compete in the global knowledge economy remains a major challenge for the education sector in Egypt. Enhancing the quality of education is a necessity to advance economic productivity and human capital development and to prepare new generations not only to compete within the job market but also to face the challenges of the knowledge-based society.

In the education sector, it is necessary to reform the education and learning policy to focus on shaping the character of citizens to ensure that they are capable of innovation and utilization of modern technology. Pedagogy should move beyond transmitting information to students to producing students who can debate, participate in dialogues, and solve problems. Providing schools with technology means not only making hardware available, but also creating a culture of information processing which includes the skills of collecting, analyzing, and interpreting data. The process of knowledge acquisition must be done by the learners themselves, such that it becomes part of their conceptual framework and so they are able to connect it with previous knowledge. The guiding principal is the use of technology as a means of transforming the educational system.

There are four key factors in what and how students are taught that contribute to educational quality: standards-based content, integration of information technology, development and integration of appropriate assessment, and the practice of active learning pedagogy. Content and pedagogical characteristics of teaching need to change significantly; more active teaching and learning methodologies are needed; integration of information technology within the curriculum framework needs to improve; and the current student assessment system needs to become comprehensive and authentic. Although there have been revisions to the school curriculum in the past, much more is needed to support the optimum use of instructional technology and an active learning approach and to produce a paradigm shift in educational quality in curriculum and textbook developments.

There is a need for a paradigm shift in the quality, relevance, and currency of curriculum. This shift requires a change in the current roles played by both the teacher and the student and the content of curriculum, the assessment system, and the learning environment. There are two main sets of challenges that are facing the MOE in this area.

The first set of challenges relates to the production of a standards-based curriculum framework from the Early Childhood level to grades 1-12 that reflects recent research and best global practices. Currently, not all curriculum documents for all grades (1-12) and/or subjects are standards-based; for the early childhood level, national standards and the curriculum still need to be set. Furthermore, all curriculum documents must be revised to integrate new theories of learning, ICT, and comprehensive assessment.

With a standards-based curriculum, quality education means moving away from the traditional transmission model and toward new conceptualizations of how people learn. This approach reflects a new way of thinking about teaching and learning where the teacher creates conditions conducive to learning and is thus a promoter of meaningful learning. To successfully apply this new approach, several key components of the teaching and learning process must be integrated within the curriculum framework, including information technology (ICT) and comprehensive, integrated assessment approaches and tools.

Standards set out what students should know and be able to do as a result of their schooling from kindergarten through third secondary. This standards focus represents a major shift in school curricula from an emphasis on educational inputs and time allocation towards one that focuses on desired results of schooling. The paradigm shift in curriculum also implies the adoption of a pedagogic model that encourages students to play an active role in and take responsibility for their own learning.

Assessment practices also have a powerful impact on learning and teaching. The purpose of assessment is to collect information on students' progress towards the standards and desired learning outcomes in a fair way that leads to continuous learning. Assessment will enhance learning when its criteria are valid, transparent, and consistently applied, and when the assessment activities are educational, comprehensive, and integrated within the curriculum.

ICT can support both learning and assessment. Integration of ICT within the curriculum will ensure that the coming generation will understand and use technology to the full benefit of the society and the individual. The pedagogic use of ICT will focus on exploration and discovery, extending and transferring learning in real life contexts and self-assessment, and reflecting on process/products of learning. The use of ICT will be planned and designed by the team of authors who will develop instructional materials.

The second set of challenges is to revamp the entire process by which textbooks are designed, produced, delivered, and used by teachers. The new approach to learning and teaching must also be reflected in the authoring and production of textbooks.

A. Textbooks must be based on learning theory models and utilize visual frames to represent and organize learning information. In order to provide a challenging and enriched curriculum, textbooks must also include critical thinking tasks, assessment activities, and ICT-based activities when possible. The current process of producing textbooks by individual authors or content experts either in-house by the Centre of Curriculum and Instructional Materials Development (CCIMD) or via textbook contests is no longer adequate. Textbooks must be produced using teams that include instructional designers: pedagogic, ICT and assessment designers, editors, and textbook illustrators.

B. Provide quality textbooks at the lowest cost. Hence, alternative ways to develop textbooks by selective competition from publishers in the private and cooperative sectors need to be considered. A national curriculum does not mean that there should be only one set of textbooks to be used nationwide. There can be more than one approved textbook that meets the standards specified in the national curriculum. Thus, governorates will select the relevant and appropriate textbook from the list of approved textbooks. This approach of allowing the use of several textbooks matches the overall MOE policy of decentralization and the implementation of a relevant and flexible curriculum.

*C. Improve the management of textbook printing and the distribution of textbooks by the Book Sector to foster innovation and efficienc*y. Although student enrollment in grades 1-12 increased by only three percent between 1999-2004, the number of books provided to students increased by 15 percent, the unit cost of textbooks increased by 40 percent while the budgetary allocation for books increased by 63 percent (see the World Bank's 2005 Report, entitled Egypt Public Expenditure Review). The three main problems identified in the report were the lack of regulation of textbook requirements, an unreliable process for setting the annual demand of textbook printing, and lack of systematic monitoring of dates of delivery of textbooks and teacher guides in schools.

D. CCIMD should be responsible for leading the design and development of all instructional materials. At present, the curriculum and textbook development process is fragmented. Currently, CCIMD (1) produces curriculum documents that guide the writing of textbooks; (2) designs and produces some textbooks in-house; and (3) evaluates textbook manuscript entries that are received as a result of textbook writing contests. At the same time, the Technology Development Center (TDC) on its own produces CDs and web based materials to support the curriculum with no oversight from CCIMD, while the National Center for Educational Evaluation and Examinations (NCEEE) independently produces assessment guides for each grade with no input from CCIMD. The result is that there is no integration or coherence among textbooks, ICT, and assessment instructional materials since three different MOE entities produce these materials with little or no coordination or oversight. Therefore, it is necessary to restructure *CCIMD and redefine its role and functions in order to improve the quality of curriculum and textbook development*.

2. Main Issues

The following are the key issues that need to be addressed.

- Develop a curriculum framework that: (a) is standards-based with clear performance indicators and learning outcomes/objectives; (b) reflects the move away from a traditional rote memorization approach with a strong focus on content to one that is focused on application of skills and critical thinking and problem solving; (c) integrates information technology ICT; and (d) integrates a continuous and comprehensive assessment system that is not solely based on tests that focus on memorization of facts.
- Develop textbooks and instructional materials that: (a) integrate ICT and comprehensive assessment with content that focuses on critical thinking and problem-solving activities; and (b) are produced by publishers to enhance private and cooperative sectors participation in instructional materials production and printing.

- Enhance the performance of teachers, supervisors, and school administrators in implementing the new curriculum integrating active learning, comprehensive assessment, and ICT (See Chapter 2, School-based Reform and Chapter 3, Human Resources and Professional Development).
- Revise printing procurement processes and procedures to: (a) rationalize printing of textbooks and instructional materials; and (b) establish an efficient and effective mechanism to ensure that textbooks and teacher guides are delivered in a timely manner to all schools.
- Restructure the CCIMD to ensure an integrated and coherent production of curriculum framework, textbooks, teacher guides, ICT, and web-based materials.
- Train qualified cadres of textbook design teams who have expertise in various areas: pedagogy, ICT, assessment, computers, page layout, and graphic design to produce texts that are visually and academically interesting and effective.

3. Ongoing Programs

Curriculum reform and development efforts are ongoing. The first effort was the redesign of the curricula in primary education, especially for Grades 1-3, which focused on reading, writing, and mathematics, and saw the adoption of a student-centered active learning methodology and a comprehensive assessment system as of September 2006. The planned curriculum reform is an extension of this effort.

Second, the MOE has undertaken a revision of the overall curriculum for all subjects from Grades 1-12 in the general education stream and the design of teacher guides and resource books for the science subjects in the General Secondary Level (funded by the World Bank).

Third, the MOE decided to reduce the number of subjects studied in the first year of the secondary level to 16 subjects as of September 2006.

Fourth, the MOE is also providing training in curriculum standards to establish a standards-based culture of education, funded by Canadian International Development Agency (CIDA).

Fifth, the MOE has established a number of centers (30 branches in different governorates) for learning by discovery. These centers, known as Suzan Mubarak Exploratory Centers, aim at exposing students to different experiments to clarify complex scientific concepts. One of the main objectives of these centers is to take care of the gifted students in different areas such as electronics, languages, sciences, and the environment.

Finally, the MOE established a High Committee for Curriculum Development (HCCD) that will oversee the MOE's policies and reform strategies in curriculum development.

4. Policy Framework and Methodology

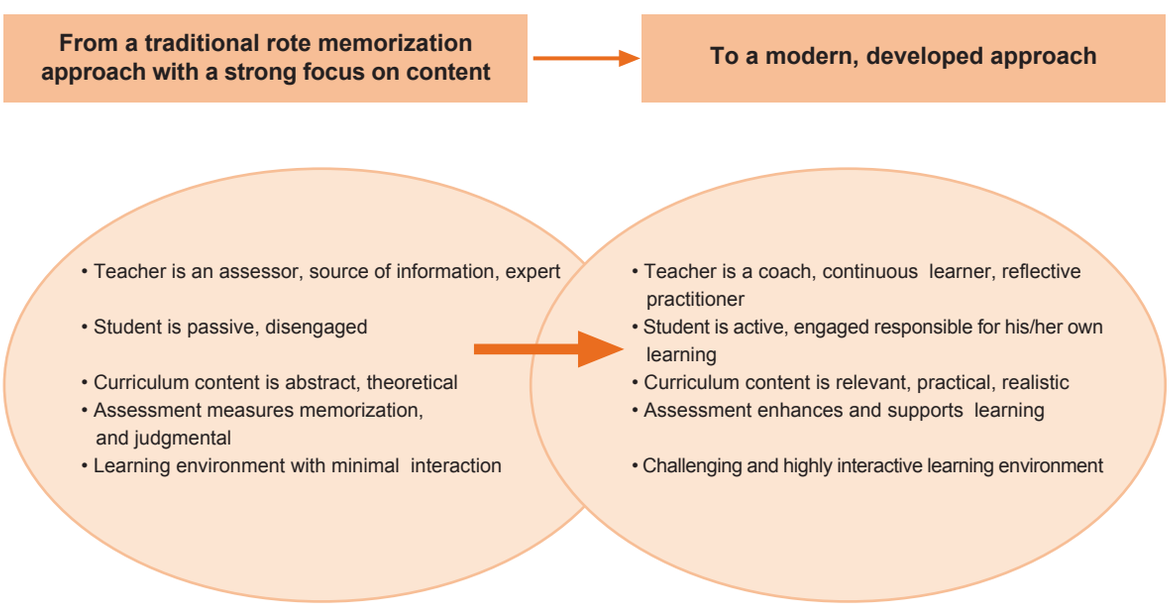
In line with the paradigm shift, Egypt's curriculum philosophy will be based on the following principles:

- Curricula in all subjects are standards-based. Such a strategy improves student achievement by setting clear expectations for performance in academic subjects.

- A curriculum that supports active and informed citizenship should provide students with opportunities to develop a set of knowledge and skills which will prepare them for success in the global knowledge-based economy and society. The curriculum approach needed implies the integration of literacy, ICT, and thinking skills across all subjects with a significant emphasis on the Arabic language.
- Curriculum delivery is based on a constructivist philosophy. The adoption of such a philosophy means that teachers use strategies that encourage student engagement and provide a learning environment that empowers students to take responsibility for their own learning. The integration of ICT and assessment in the curriculum are major factors in the creation of a learning environment where students are active, engaged, and challenged.
- A curriculum is not based on a textbook only, it should be translated into a variety of instructional materials that include: textbooks, workbooks, teacher guides, assessment guides, CDs, and web-based materials.

This shift requires a change both in the current roles played by the teacher and the student, and in the content of curriculum, the assessment system, and the learning environment. Figure (1) illustrates the changes needed to produce learners who are able to integrate knowledge, skills, and attitudes in order to perform adequately in a variety of roles and contexts. One of the approaches to be implemented in the classroom to achieve the paradigm shift is learning by discovery, to enable learners to link concepts and solve problems through inquiry learning.

Figure (1)
Paradigm Shift in Curriculum Development



A curriculum framework is much more than a syllabus. A syllabus outlines the content to be taught. A curriculum framework includes all the learning experiences provided for the student. It includes the standards and intended learning outcomes, the learning environment, teaching methods, the resources needed for learning, and the system of assessment. The framework sets out a series of outcomes, skills, and competencies that all students should achieve(1). These outcomes, skills, and competencies reflect what students need to learn in order to lead successful lives in the world of work outside school. Thus, the curriculum framework provides clarity of focus for students, teachers, and parents and provides a picture of the total span of students' schooling. The framework encourages a developmental and integrated approach to curriculum planning, teaching, and learning. It provides the basis of continuity and consistency in students' education and avoids disjunctions between levels of schooling.

Table (1) illustrates the model of organizing instruction from early childhood years through to the third year of secondary education:

(1) Note that skills and competencies are not the same. A competency is defined as "a capacity to act." It requires certain sets of skills. For instance, reading a financial statement is a skill. Knowing what decision to make based on one's reading of a financial statement is a competency. The distinction is important, and most leading curricula are now "competency based."

Table (1)

Model for Organizing Instruction in Pre-University Education System

Early Childhood	Basic Education Grades from 1- 9		Secondary Education Grades from 10-12	
	Primary	Preparatory	General	Technical
4-5 years	Ages 6-11 years	Ages 12-14 years	Ages 15-17 years	Ages 15-17-19 years
Self-contained classroom taught by two teachers focusing on activities based on children's interests	• Grades 1-3: self contained classroom with a single teacher who teaches all subjects supported by a specialized teacher in some subjects • Grades 4-9: Using interdisciplinary content design in math, science, and social studies taught by specialized teachers in each subject area • Languages and some activities are taught by specialized teachers		• Main component is the core curriculum subjects taken by all students in secondary education: 50% • Specialized curriculum subjects 40% • Electives 10% • Specialized teachers to teach curriculum subjects • Curriculum is organized based on disciplines in addition to subjects based on skills and interdisciplinary subjects	
Activities ⟷	Integrated and complemented study fields ⟷		Core Curriculum ⟷ Practical and scientific activities	
Attention should be paid to integrate Standard-Based curriculum with technology and comprehensive assessment and implementing active learning approach coping with each level.				

This approach to curriculum requires the transformation of schools into learning organizations. The new role of schools is to challenge and support student learning and to provide professional development for teachers. Schools will become institutions which are continuously monitoring themselves, and following-up new developments in the field of learning and pedagogy.

In line with the modern education paradigm, a student-centered teaching model is adopted, where students are active learners and develop themselves through activities which bring solutions to problems they face in real life. By reflecting on their experiences, students construct their own understanding of the world and then generate their own rules and mental models, which they use to make sense of their experiences. This will impact on teaching and learning, on textbooks and on the learning environment. Effective school and classroom practices will ensure that students achieve the outcomes included in the curriculum framework. Hence, the MOE's policy is to produce a standards-based curriculum framework for all grades starting from early childhood through grade 12.

Such a framework will be reflected in the authoring and production of textbooks which are based on learning theory models and utilize visual frames to represent and organize learning information. In order to provide a challenging and enriched curriculum, the MOE would like to ensure that textbooks present critical thinking tasks, assessment activities and ICT-based activities where and when possible. The textbooks will be produced using teams that include instructional designers: pedagogic, ICT and assessment designers, editors, and textbook illustrators.

The curriculum framework will provide the MOE with greater flexibility in producing and developing different blueprints for books and instructional materials within MOE and by the publishers. The framework will enable the MOE to develop different blueprints of books that will meet the needs of the community and specific needs of the students in the different governorates. The framework will give the governorates, districts, and schools flexibility and ownership of the curriculum in a global environment that is continuously changing. The HCCD will approve the curriculum framework while CCIMD will be responsible for producing a list of approved blueprints or books for each subject that meet the requirements specified in the curriculum framework.

Such policy principles will ensure that all curricula, from early childhood through grade 12, are standards-based with integrated ICT. The translation of these principles into action is depicted in Figure(2).

The figure shows the five basic principles guiding the curriculum reform: standards-based content; adopting an active learning approach; integration of ICT; integration of assessment; and integration of teaching and learning materials. It also shows the critical success factors.

The first factor is the restructuring of CCIMD, NCEEE, and TDC and that is to ensure:

- The integration of ICT and assessment into the developed curriculum.
- The supervision of Center for Curriculum and Instructional Technology Development (new structure) for the production of all ICT, web-based, and assessment materials.

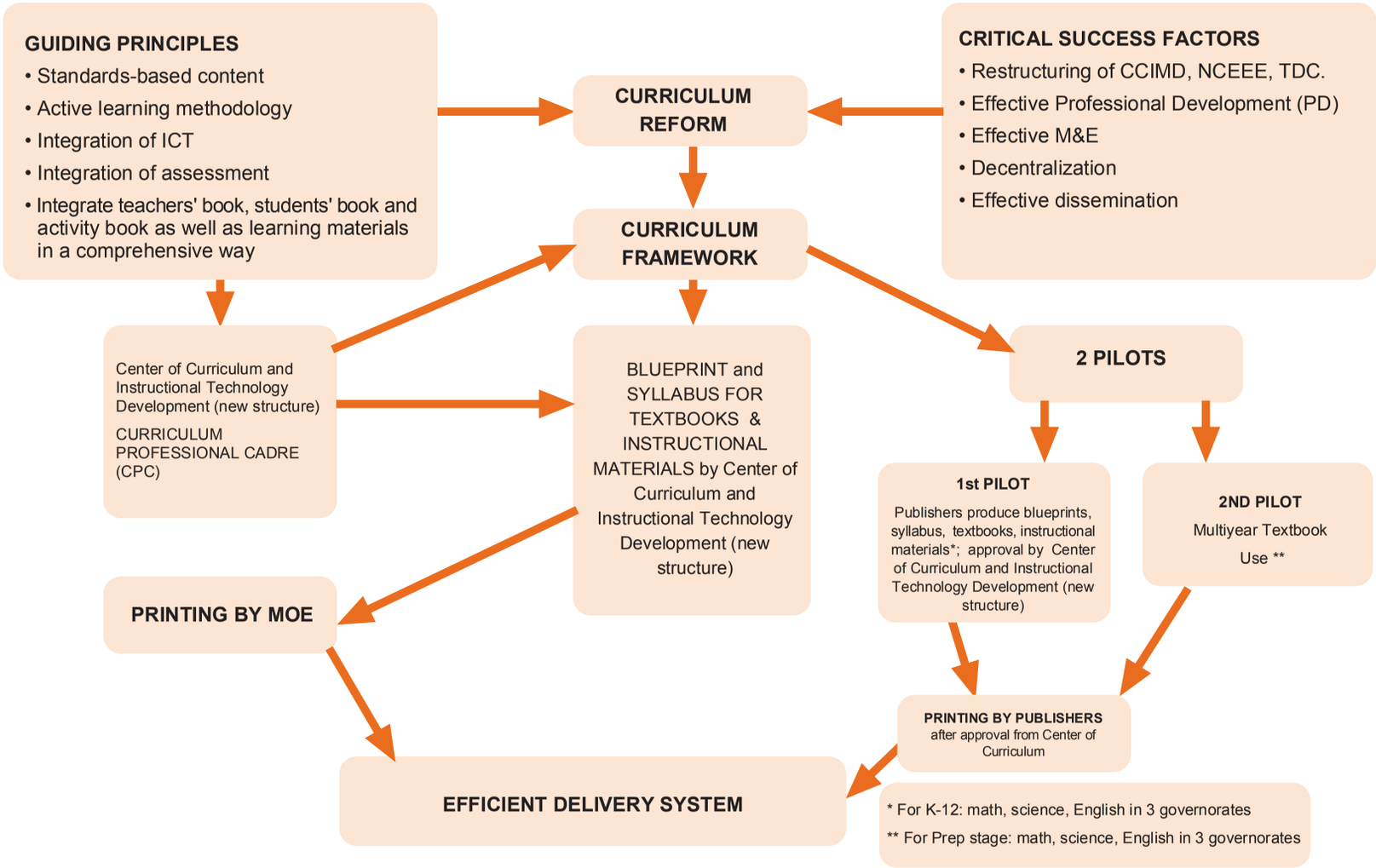
The second factor is the existence of effective teacher professional development programs in the areas of student-centered active learning approach and assessment to ensure proper implementation of the new curriculum and instructional materials.

The third critical factor is an effective monitoring and evaluation system, which includes the design of national standardized achievement tests to obtain data on student learning that can be used for detailed curriculum review and evaluation to support the continuous improvement of curricula and teaching. These tests should define student learning primarily as the development of cognitive skills, critical thinking, and mastery of basic subject matter.

The fourth critical factor is effective decentralization of the printing and delivery of textbooks and instructional materials.

The fifth factor is the effective dissemination of the benefits of the changes in the national curriculum to learners and parents so that they are aware and are supportive of reform efforts.

Figure (2):
Curriculum Reform Development: Relevant & Flexible Curriculum



The figure also shows that a professional cadre of instructional materials designers (the curriculum professional cadre) is needed for the development of the national curriculum frameworks and authoring guidelines. The production of new textbooks and instructional materials will follow two routes. The first route will be the two pilot studies and the second route will be the production of the new textbooks and instructional materials by the curriculum professional cadre within the Curriculum and Instructional Technology Development (new structure). An important part of the curriculum reform process is the efficient printing and delivery of textbooks and instructional materials to all schools. Hence, the MOE will pilot the experience of a relevant and flexible curriculum at the governorate and school level that will include a local component in addition to the national component. This local component will respond to local environmental needs and individual student differences at the school level, in light of the overall policy on decentralization.

The overall policy framework of the MOE is to ensure a comprehensive reform in curriculum and instruction that covers all related aspects of the learning process. The policy framework describes the learning outcomes and performance standards, strategies for curriculum development, the pedagogic model, scope and launching of the curriculum reform, the curriculum and instructional technology model, ICT access and standards for use, and the pedagogic use of ICT.

1. Learning Outcomes and Performance Standards

The framework of the new curriculum emphasizes that the education reform will result in the development of:

- the values of democracy, good citizenship, and ability to dialog;
- basic life skills that enable learners to deal with changes in practical life and society;
- learners' ability to effectively participate in the community;
- learners' research and life long learning skills; and
- communication skills by learners.

The framework will also include performance standards. Applying these standards of performance will have impact in six key areas: curriculum, assessment, educational media and school equipment, professional development, infrastructure, and budgets. Performance standards will be characterized as follows:

- Pre-defined levels of adequate performance in terms of competent (integrated) use of skills, knowledge, and attitudes in required realistic roles and contexts;
- Performance types and levels will be defined in standards of performance for learners, teachers, and organizations (management).

2. The Curriculum

The following strategies will be used in reforming the curriculum:

- develop a model showing the integration of the pedagogic model and methodology with specific content; objectives, activities, use of ICT, and the integration of assessment;
- review all school subjects and number of hours assigned;
- develop standards-based curriculum framework that integrates ICT and assessment;
- develop curriculum documents per subject: that define expected outputs, performance, and levels;

- develop new textbooks and instructional materials that focus on activity-based learning, critical thinking, research, and analytical skills;
- develop a process of more innovative textbook authoring through the implementation of two pilot studies: production of instructional materials by publishers, and multiyear textbook use;
- develop a professional cadre of curriculum/instructional materials designers; and
- develop a compulsory ICT curriculum for all learners as part of the curriculum framework.

3. The Pedagogic Model

The guiding pedagogic model adopts a pragmatic, eclectic approach, making good use of proven practice with other models, and is based on the following four key values:

- learners define their own learning questions;
- learning occurs by discovery;
- learners transfer learning into real life contexts; and
- learners reflect on (i.e. assess) process and products.

4. Scope and Launching of the Curriculum Reform

The curriculum reform will be prepared and announced in 2007 and implemented as of 2008/09. The reform covers grades EC-12. Table (2) illustrates the scope and timeframe of the launching and implementation of the curriculum reform with all its components.

5. Curriculum and Instructional Technology Model

Figure (3) illustrates the requirements of the curriculum development reform process (see Figure 2) including the guiding principles and the critical success factors in addition to the details of integrating instructional technology in the curriculum and classroom, the ICT classification system of schools (star-system), and the main objectives of the program: designing standards-based curriculum frameworks and instructional materials leading to better selection of textbooks that meet international curriculum standards; building the capacity of teachers, supervisors and school administrators; implementing two pilots of private publishers and multiuse of books; restructuring of CCIMD; and developing a professional cadre to develop curriculum.

Table (2) Timeframe for Curriculum Reform at Different Educational Levels, 2007/08 - 2011/12

Components of Curriculum Reform	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
1-Production of new books					
1-3 primary	Completed and evaluation needed				
4-6 primary	Partial Modifications for year 4	4	5	6	
7-9 prep.		7	8	9	
10-12 secondary		10	11	12	
2-Comprehensive assessment and active learning					
1-3 primary	Implemented and evaluation needed				
4-6 primary	4	5	6		
7-9 prep.		7	8	9	
10-12 secondary		10	11	12	
3-National standardized achievement test					
1-3 primary					
4-6 primary		4	6	4	6
7-9 prep.			8		8
10-12 secondary		10	11	12	
4- International assessments / tests					
TIMSS	8 TIMSS (2006-2007)			4 and 8 TIMSS	
PISA	A study is being done to find the best ways for students to participate in these tests				

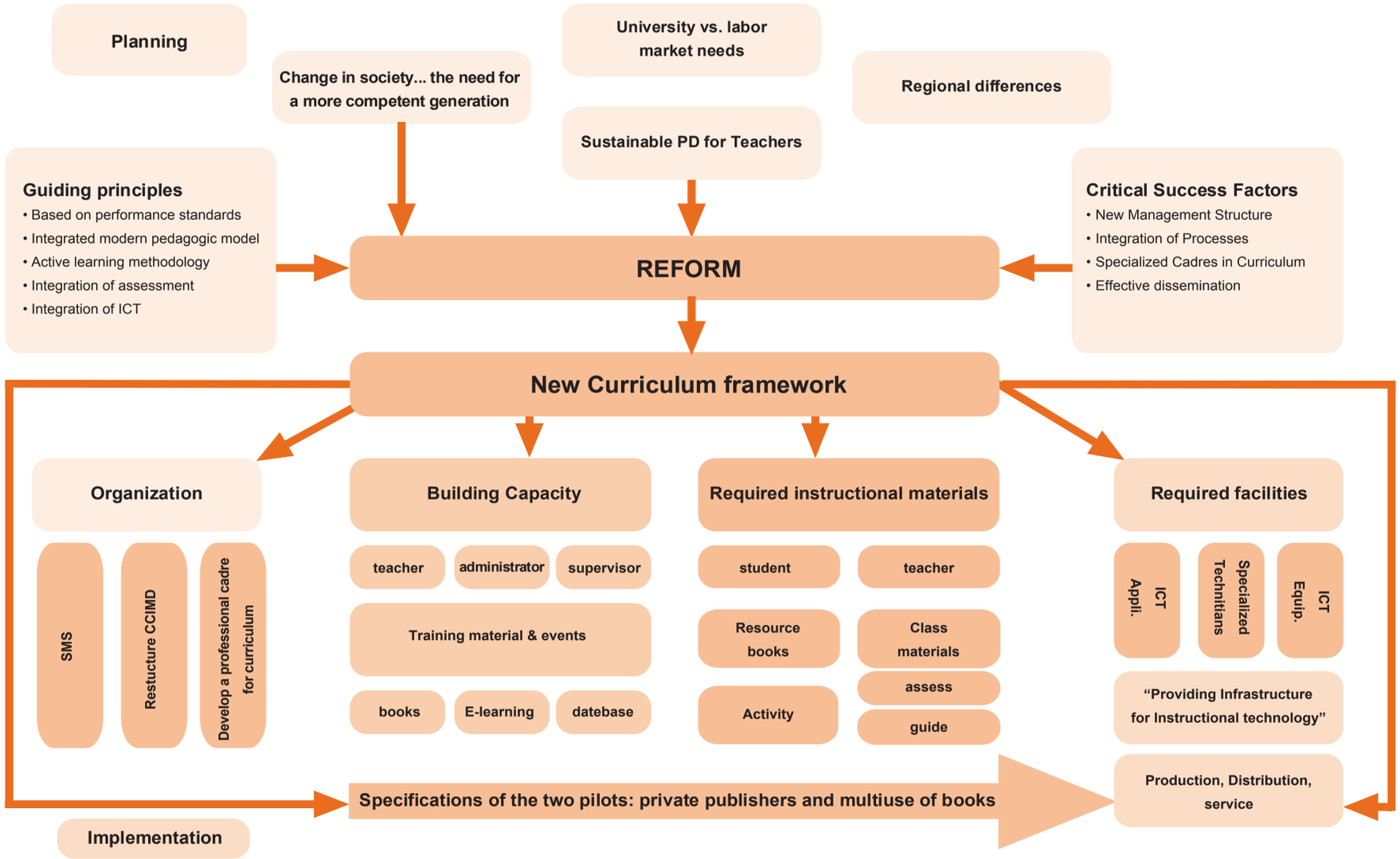
6. ICT Access and Standards for Use:

There are five standard uses of ICT:

- learning (pedagogic use)
- professional development
- school management
- information, service, and support
- assessment, monitoring, and evaluation

The ICT hardware and connectivity planning will depend on pedagogic use (what happens in labs, what happens with individual PCs, what happens frontal via projector or interactive whiteboards, what percent of activities is online, etc.).

Figure (3): Model of Integrating Curriculum and Instructional Technology



Schools will use ICT according to their capacities and facilities. The MOE will define *six levels of standards for ICT* use (five stars), (from 0=limited to 5=advanced) to which PD and ICT facilities will be related (See model in Technology program).

The ICT will be accessible for learners with special educational needs (where necessary special functionality will be added).

7. Pedagogic Use of ICT

The pedagogic use of ICT will focus on four applications for student learning:

1) *Revision* (students use ICT to review material and subject matter originally delivered through more traditional media-e.g., textbooks and class lectures-but the ICT allows them to do so in a different manner, thus reinforcing and aiding learning and retention);
2) *Exploration and discovery* (students use ICT to gain new perspectives, and discover subjects and ideas to which they might not have previously had access);
3) *Extension* (students use the applications of ICT facilities to solve complex problems in a creative manner and improve their capabilities for learning inquiry); and
4) *Self-assessment* (students use ICT to assess themselves-what they have learned, areas of strength, and those that require more effort and attention to master).

5. Program Presentation

Overall Goal

Enhance the quality of curricula by integrating technology and comprehensive assessment at all levels to achieve a relevant and flexible curriculum that supports active learning and enhances critical thinking in order to prepare new generations able to contribute to a knowledge-based society.

Strategy

The modern trend in curriculum development is to design curricular frameworks based on standards. This approach enables us to benchmark our national standards against standards in other countries. It also ensures that our curricula are aligned with international curricula and in particular with countries who are leaders in curriculum development. The standards-based movement reflects an increased focus on quality and accountability. Therefore, the reform strategy should focus on:

- **Designing standards-based curriculum frameworks that meet international curriculum standards, which will require better method of selecting textbooks**. These frameworks should also include guidelines for teaching approaches that ensure the achievement of the performance indicators and standards, through integrating ICT tasks (at different levels of the available technology) as well as assessment tasks. It is envisaged that the curriculum documents will specify three levels of integration of ICT activities: a no-tech option where students have no access to technology; a low-tech option where students have minimal technology facilities; and a high-tech option where students have the ICT facilities which will enable them to complete these activities.

- **Enhancing the instruction of Arabic language** so as to improve the students` performance, through acquiring essential Arabic language skills to enable them to deal with different daily life situations.

- **Enhancing the performance of teachers, supervisors, and school administrators** in implementing the new curriculum, integrating active learning, comprehensive assessment, and ICT.

- **Reviewing the approach currently used in textbook and instructional materials production**. The key strategies are to encourage partnership with the private and cooperative sectors and to seek ways to involve publishers in textbook authoring and printing and ensure that books enhance students' critical thinking, research, and life skills. Student books should be attractive, stimulating for student learning, and gender sensitive. The main pilot project that will ensure achievement of these targets is the trial production of new textbooks and instructional materials by private publishers.

- **Reviewing printing procurement procedures and identifying alternative ways to manage expenditure more efficiently**. Key strategies are to reduce the number of textbooks at the different levels and grades; enhance private and cooperative sectors participation, and to introduce a pilot project for multiyear textbook use at the preparatory level; set up an efficient system to obtain valid data on accurate reprint quantities needed by schools; and establish an effective monitoring system to ensure timely delivery of all instructional materials to schools.

- **Ensuring a coherent curriculum and textbook development process, which will be achieved through restructuring CCIMD, so it can assume additional roles and responsibilities**. CCIMD must directly oversee and be responsible for the production of all instructional materials, including ICT, web-based and assessment materials. Furthermore, CCIMD's role in evaluating textbooks and instructional materials must be strengthened in view of alternative ways of developing textbooks by selective competition from publishers in the private and cooperative sectors. The reorganization of CCIMD must also ensure that textbook production is efficient and effective with a variety of experts, such as instructional designers and ICT experts, working as a team to produce each textbook.

- **Establishing a professional cadre of instructional designers to ensure that books and instructional materials are of high pedagogical quality, so as to enhance students' critical thinking, research, and life skills**. The cadre will also be responsible for designing standards-based curriculum frameworks that integrate ICT and assessment.

Objectives and Targets

Objective 1.1

Introduce a modern standards-based curriculum framework and curriculum document for each subject that integrate ICT, assessment, critical thinking, research, analytical, and life skills.

Target

1.1.1 Prepare and apply national standards-based curriculum framework, based on performance indicators for each subject in each grade (K-12).

Objective 1.2

Develop and produce a blueprint, syllabus, and/or guidelines for the new textbooks and instructional materials in line with the new developed curriculum that:

- Integrate ICT
- Focus on activity-based learning, critical thinking, research, analytical, and life skills
- Integrate teachers' book, students' book, and activity book, as well as learning materials in a comprehensive way

Target

1.2.1 Develop and produce new textbooks and instructional materials for all subjects for grades K-12 in the areas of languages, sciences, mathematics, social studies, and religion (only learning activities for early childhood level).

Objective 1.3

Enhance instruction of Arabic language so as to enable students to use a critical thinking approach, research, analytical and life skills, and integrate ICT in learning the Arabic Language.

Target

1.3.1 Improve the students' performance through acquiring Arabic language skills in order to deal with different daily life situations and effectively use ICT in the learning/teaching process and scientific research.

Objective 1.4

Enhance the performance of teachers, supervisors, and school administrators in implementing the new curriculum and integrating active learning, comprehensive students` assessment, and ICT (see School-Based Reform and Human Resource Chapters).

Target

1.4.1 Build the capacity of 10 percent of all staff in each school to enable them to apply the new curriculum to be completed by 2011/12.

Objective 1.5

Develop a process of textbook authoring through implementing two pilot studies: a) production of new textbooks and instructional materials by private publishers; and b) multi-year use of textbook.

Targets

1.5.1 Pilot the production of new textbooks and instructional materials by publishers for grades 1-12 in mathematics, science, and English - with the approval of CCIMD (new structure) - in three governorates by 2009/10 and in another six governorates by 2010/11.

1.5.2 Pilot multi-year textbook use in mathematics, science, and English in the Preparatory Education Level in three governorates by 2009/10 and in another six governorates by 2010/11.

Objective 1.6

Improve the efficiency of procurement procedures in terms of reducing the number of textbooks, printing, and delivery.

Targets

1.6.1 Reduce the number of textbooks by a percentage that varies from 40 percent to 20 percent, according to the educational levels, by 2011/12 to be in line with international standards.

1.6.2 Rationalize and reduce the cost of printing textbooks and improve delivery system of all student textbooks, teacher guides, and assessment materials to all schools (100%) for each grade by 2010/11.

Objective 1.7

Review the mandate and structure of CCIMD to enable it to efficiently achieve the targets of the above objectives especially in integrating technology and comprehensive assessment.

Target

1.7.1 Review and revise the mandate, functions, tasks, organizational structure, and work-style of CCIMD with a view towards strengthening its effective role in: defining performance standards, setting up integrated designs of curriculum in terms of subjects, assessment and ICT use, developing manuscripts and design for all instructional materials, defining training programs, identifying specifications for instructional materials, and defining ICT facility requirements.

Objective 1.8

Develop a professional cadre of curriculum and instructional material designers.

Target

1.8.1 Select (and recruit if necessary) and train 150 curriculum and instructional material designers, editors, textbook illustrators, and desktop publishers for all subjects by 2007/08.

Policy Matrix for Curriculum Reform

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
1.1 Introduce a modern standards-based curriculum framework and curriculum document for each subject that integrate ICT, assessment, critical thinking, research, analytical, and life skills.	1.1.1 Prepare and apply national standards-based curriculum framework, based on performance indicators for each subject in each grade (K-12).	1.1.1 (a) Form, with the assistance of the Higher Committee for Curriculum Development, a sub-committee for each subject in each level of schooling (Early childhood to Secondary) by 2007/08.						• The new structure of CCIMD
		1.1.1 (b) Review standards and performance indicators for all subjects that are included in the national standards project by 2007/08.						
		1.1.1 (c) Set up new standards and performance indicators for all subjects that are not included in the national standards project, including the Early childhood level, by 2007/08.						
		1.1.1 (d) Prepare the new curriculum framework for each subject (that integrates ICT and criteria for its applications in the classroom) and link it to comprehensive assessment for students' performance.						
		1.1.1 (e) Evaluate and referee the curriculum framework by local and international experts.						
		1.1.1 (f) Prepare guidelines for authoring and producing textbooks and instructional materials.						
		1.1.1 (g) Set up a plan for the periodical revision of curricula, textbooks, and instructional materials.						
1.2 Develop and produce a blueprint, syllabus, and/or guidelines for the new textbooks and instructional materials in line with the new	1.2.1 Develop and produce new textbooks and instructional materials for all subjects for grades K-12 in the areas of languages,	1.2.1 (a) Set up the necessary procedures which enable CCIMD to develop, revise and evaluate textbooks in 2007/08 (see objective 6).						• The new structure of CCIMD
		1.2.1 (b) Establish textbook and instructional materials design teams for each subject within CCIMD in 2007/08.						

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
developed curriculum that: • integrate ICT • focus on activity-based learning, critical thinking, research, analytical, and life skills • integrate teachers' book, students' book, and activity book as well as learning materials in a comprehensive way	sciences, mathematics, social studies, and religion (only learning activities for early childhood level).	1.2.1 (c) Evaluate current textbooks and instructional materials in light of international and national standards to be completed by 2007/08.						
		1.2.1 (d) Author and produce textbooks, teacher guides, IT and assessment materials. 1.2.1 (e) Implement and evaluate the new textbooks and instructional materials.						
		1.2.1 (f) Review and finalize instructional materials in light of evaluation results.						
1.3 Enhance instruction of Arabic language so as to enable students to use a critical thinking approach, research, analytical and life skills and integrate ICT in learning the Arabic Language	1.3.1 Improve the students' performance through acquiring Arabic language skills in order to deal with different daily life situations and effectively use ICT in the learning/teaching process and scientific research.	1.3.1 (a) Implement specialized training programs to enable Arabic language teachers to acquire skills of different teaching methods.						• The new structure of (CCIMD, TDC) MOE and schools
		1.3.1 (b) Implement active learning approach and extracurricular activities in classrooms.						
		1.3.1 (c) Support the Arabic Language laboratory project which aims at: • Presenting the teaching/learning materials through the use of simulation. • Integrating technology, including the internet, into the learning process. • Testing the new teaching approaches.						
		1.3.1 (d) Link the Arabic Language to daily life situations through developing its curricula at all levels.						
		1.3.1 (e) Conduct a study to explore the feasibility of organizing an Olympiad of Arabic language for students and teachers.						
1.4 Enhance the performance of teachers, supervisors, and	1.4.1 Build the capacity of 10% of all staff in each school to	(See SBR and HR chapters)						• See SBR and HRD chapters

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
school administrators in implementing the new curriculum and integrating active learning, comprehensive students` assessment, and ICT. (see School Based Reform and Human Resource Chapters).	enable them to apply the new curriculum to be completed by 2011/12.							
1.5 Develop a process of textbook authoring through implementing two pilot studies: a) production of new textbooks and instructional materials by private publishers; and b) multi-year use of textbook.	1.5.1 Pilot the production of new textbooks and instructional materials by publishers for grades 1-12 in mathematics, science, and English - with the approval of CCIMD (new structure) - in three governorates by 2009/10 and in another six governorates by 2010/11.	1.5.1 (a) Solicit contests for textbooks and instructional materials authoring by 2008/09.						• The new structure of (CCIMD)
		1.5.1 (b) Set up a process and develop tools for evaluating proposals by 2008-2009.						
		1.5.1 (c) Evaluate contests and select approved textbooks and instructional materials by 2008/09.						
		1.5.1 (d) Pilot the new textbooks and instructional materials in three governorates by 2009/10.						
		1.5.1 (e) Evaluate and improve the pilot as appropriate in light of the obtained results.						
		1.5.1 (f) Expand the pilot study to another six governorates by 2010/11.						
		1.5.1 (g) Evaluate the results of the pilot to decide on up-scaling of the approach.						
	1.5.2 Pilot multi-year textbook use in mathematics, science,	1.5.2 (a) Define the criteria for multi-year textbook use in 2008/2009.						

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
	and English in the Preparatory Education Level in three governorates by 2009/10 and in another six governorates by 2010/11.	1.5.2 (b) Design and implement a pilot study in three governorates in 2009/10.						
		1.5.2 (c) Evaluate the results of the pilot in three governorates in 2010/11.						
		1.5.2 (d) Expand the pilot study to another six governorates in 2010/11.						
		1.5.2 (e) Evaluate the results of the pilot study in terms of cost and effectiveness to decide on up-scaling it to all governorates in 2011/12.						
1.6 Improve the efficiency of procurement procedures in terms of reducing the number of textbooks, printing, and delivery.	1.6.1 Reduce the number of textbooks by a percentage that varies from 40% to 20% according to the educational levels by 2011/12 to be in line with international standards.	1.6.1 (a) Review the current status of textbooks and set up a plan for achieving the reduction of textbooks (under target 6-2) to be as follows: - 40% in grades 1-3 primary (achieved). - 25% in grade 4 primary by 2007/08 as compared to the textbooks procured for year 2006/07. - 25% in grade 5 primary by 2008/09 as compared to the textbooks procured for year 2007/08. - 25% in grade 6 primary by 2009/10 as compared to the textbooks procured for year 2008/09. - 20% in each grade (7-12) from 2008 through 2011.						• Book Sector • the new structure of CCIMD • Muddiriyas • Idarras
	1.6.2 Rationalize and reduce the cost of printing textbooks and improve delivery system of all student textbooks, teacher guides, and assessment materials to all schools (100%) for each grade by 2011/12.	1.6.2 (a) Evaluate the functioning of the present system of textbooks production, in particular its cost-effectiveness, delivery, and procurement procedures by 2007/08.						
		1.6.2 (b) Establish a database for textbook stocks in schools by 2007/08.						
		1.6.2 (c) Estimate costs of implementing new printing and delivery procurement procedures.						
		1.6.2 (d) Propose and implement new procedures and mechanisms for printing, delivery, and monitoring directly through governorates.						

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
		1.6.2 (e) Evaluate efficiency and effectiveness of revised system in 2010/11.						
		1.6.2 (f) Review the new system in light of evaluation results in 2010/11.						
1.7 Review the mandate and structure of CCIMD to enable it to efficiently achieve the targets of the above objectives, especially in integrating technology and comprehensive assessment.	1.7.1 Review and revise the mandate, functions, tasks, organizational structure, and work-style of CCIMD with a view towards strengthening its effective role in: defining performance standards, setting up integrated designs of curriculum in terms of subjects, assessment, and ICT use, developing manuscripts and design for all instructional materials, defining training programs, identifying specifications for instructional materials, and defining ICT facility requirements.	1.7.1 (a) Form a working group to review and revise CCIMD functions.						• MOE
		1.7.1 (b) Review current organization of CCIMD, including rules, procedures and job descriptions.						
		1.7.1 (c) Propose new organizational structure, roles, and functions of CCIMD.						
		1.7.1 (d) Estimate costs of restructuring CCIMD.						
		1.7.1 (e) Obtain approvals of restructuring CCIMD within MOE.						
1.8 Develop a professional cadre of curriculum and instructional material designers.	1.8.1 Select (and recruit if necessary) and train 150 curriculum and instructional material designers, editors, textbook illustrators, and desktop publishers for all subjects by 2007/08.	1.8.1 (a) Estimate the number of individuals needed for each design team and for each subject (around 3-5 individuals each).						• The new structure of CCIMD
		1.8.1 (b) Select potential curriculum and instructional material designers who are content, IT and assessment experts, editors, textbook illustrators and desktop publishers (around 3-5 individuals each).						
		1.8.1 (c) Provide specialized training for all members of curriculum and instructional material design teams (around 3-5 individuals each).						

Logframe for Curriculum Reform

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
Objective (1) Introduce a modern standards-based curriculum framework and curriculum document for each subject that integrate ICT, assessment, critical thinking, research, analytical, and life skills.	• Curriculum framework improved • A document for each subject produced	• Curriculum framework	• Restructuring of entities involved in curriculum development process: -CCIMD -NCEEE -TDC
Target/Output (1) Prepare and apply national standards-based curriculum framework, based on performance indicators for each subject in each grade (K-12).	• A national curriculum framework and document which integrate IT, assessment, critical thinking, research, and life skills improved	• Curriculum frameworks/ documents	• Existence of professional cadres
Objective (2) Develop and produce a blueprint, syllabus, and/or guidelines for the new textbooks and instructional materials in line with the new developed curriculum.	• Pedagogical quality of textbooks and instructional materials improved	• New textbooks and instructional materials	• Restructuring of entities involved in curriculum development process
Target/Output (1) Develop and produce new textbooks and instructional materials for all subjects for grades K-12 in the areas of languages, sciences, mathematics, social studies, and religion (only learning activities for early childhood level).	• New textbooks and instructional materials produced	• New textbooks and instructional materials	• Effective monitoring and evaluation, decentralization, increasing public awareness for the importance of reform and change
Objective (3) Enhance instruction of Arabic language so as to enable students to use a critical thinking approach, research, analytical and life skills and integrate ICT in learning the Arabic Language.	• Pedagogical quality of the Arabic language improved • books improved	• M&E reports	• Restructuring of entities involved in curriculum development process • Effective monitoring and evaluation, decentralization, increasing public awareness for the importance of reform and change

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
Target/Output (1) Improve the students' performance through acquiring Arabic language skills in order to deal with different daily life situations and effectively use ICT in the learning/teaching process and scientific research.	• The Arabic language skills of students improved	• Students' scores in the Arabic Language exams	• High quality training programs for Arabic language teachers
Objective (4) Enhance the performance of teachers, supervisors, and school administrators in implementing the new curriculum and integrating active learning, comprehensive students` assessment, and ICT. (see School-Based Reform and Human Resource Chapters).	• Performance of teachers, supervisors, and school management in the following areas; new curriculum, integrating active learning, ICT and comprehensive assessment improved	• M&E reports	• Restructuring the entities involved in curriculum development process
Target/Output (1) Build the capacity of 10% of all staff in each school to enable them to apply the new curriculum to be completed by 2011/12.	• Number of school staff trained	• M&E reports	• Effective professional development, effective monitoring and evaluation, decentralization, increasing public awareness for the importance of reform and change
Objective (5) Develop a process of textbook authoring through implementing two pilot studies: a) production of new textbooks and instructional materials by private publishers; and b) multi-year use of textbook.	• Pilot studies implemented	• Documents of conducting two pilot studies	• Restructuring of entities involved in curriculum development process
Target/Output (1) Pilot the production of new textbooks and instructional materials by publishers for grades 1-12 in mathematics, sciences, and English - with the approval of CCIMD (new structure) - in three governorates by 2009/10 and in another six governorates by 2010/11.	• Science, mathematics, and English language textbooks according to the authoring guidelines produced.	• Documents and reports • Evaluation of experts for the printed books	• Effective monitoring and evaluation, decentralization, increasing public awareness for the importance of reform and change

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
Target/Output (2) Pilot multi-year textbook use in mathematics, science, and English in the Preparatory Education Level in three governorates by 2009/10 and in another six governorates by 2010/11.	• Multi-use of textbook in one governorate or more	• Report on how many times the textbook is used and number of users	• Acceptance of some governorates to use that pilot
Objective (6) Improve the efficiency of procurement procedures in terms of reducing the number of textbooks, printing, and delivery.	• Expenditures of printing textbooks and instructional materials reduced	• Comparative data of the new and old textbooks and instructional materials expenditures • Monitoring reports on delivery at central and governorate levels	• Restructuring of entities involved in curriculum development process
Target/Output (1) Reduce the number of textbooks by a percentage that varies from 40% to 20% according to the educational levels by 2011/12 to be in line with international standards.	• Number of textbooks and expenditures reduced	• Monitoring reports for delivery at central and governorate levels.	• Effective monitoring and evaluation, decentralization, increasing public awareness for the importance of reform and change
Target/Output (2) Rationalize and reduce the cost of printing textbooks and improve delivery system of all student textbooks, teacher guides, and assessment materials to all schools (100%) for each grade by 2011/12.	• Textbooks and instructional materials received on time • Expenditures of textbooks printing reduced		
Objective (7) Review the mandate and structure of CCIMD to enable it to efficiently achieve the targets of the above objectives, especially in integrating technology and comprehensive assessment.	• Reports of committees responsible for the new structure of CCIMD exist	• Documentation for the new structure of CCIMD	• Restructuring of entities involved in curriculum development process

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
Target/Output (1) Review and revise the mandate, functions, tasks, organizational structure, and work-style of CCIMD with a view towards strengthening its effective role in: defining performance standards, setting up integrated designs of curriculum in terms of subjects, assessment, and ICT use, developing manuscripts and design for all instructional materials, defining training programs, identifying specifications for instructional materials, and defining ICT facility requirements.	• Curriculum development system indicated in the plan improved	• Documents related to expanded mandate of the new structure of CCIMD	• Approvals from the concerned authorities • Availability of funds
Objective (8) Develop a professional cadre of curriculum and instructional material designers.	• Capacity of the new structure of CCIMD to design curriculum and instructional materials increased	• Documentation on professional cadre	• Availability of funds • High quality training programs
Target/Output (1) Select (and recruit if necessary) and train 150 curriculum and instructional material designers, editors, textbook illustrators, and desktop publishers for all subjects by 2007/08.	• 150 professional cadres able to design new curriculum and instructional materials		

Chapter Two
School Based Reform for Accreditation

Overall Goal:

Cultivate a paradigm shift in management of the educational enterprise at the school level by empowering schools and their communities to practice school-based management (SBM) as part of a process to use local know-how to meet national standards for accreditation, school performance, and student achievement.

1. Introduction

The concept of "school-based reform (SBR) in order to prepare schools for accreditation" is a school governance process which aims at managing educational resources at the school to improve school and student outcomes. The overall goal is to enhance opportunities to move towards a paradigm shift in the management of the education enterprise at the school level to meet students' needs and their utilization of knowledge in the contemporary knowledge-based society. This is done by making schools and their communities more aware of the need for effective and purposeful management and, at the same time, encouraging flexibility for schools to direct resources to meet perceived needs. SBR calls for greater participation by staff and parents in the policy- and decision-making processes of the school and emphasizes that decisions are to be made collectively and collegially by relevant stakeholders, not individually by the principal or centrally by the MOE or the governorate. This leadership role of decision-makers is enhanced with financial resources and enables financial support for school planning to ensure that resources are allocated to meet the priorities identified in the school's needs.

The reform is an evidence-based approach to education policy making, with learning outcomes at its heart. The reform is also a standards-driven approach to school improvement and quality of school provision in terms of classroom curriculum and instruction, educational management, school facilities and buildings, community participation, and learning outcomes within schools, in line with the agreed National Standards for Education in Egypt. Its proper application transforms the teaching-learning process that unfolds in the classrooms through replacement of the entrenched rote memorization model of teaching with an active-learning model of instruction, and the acknowledgement of the importance of professional craft knowledge, of comprehensive and authentic assessment, and of the integration of technology in the teaching and learning process. Such a transformation may be achieved by making schools professionally capable of assuming responsibility and accountability, and by providing schools with financial support to enable the schools to link resource allocations with performance and improved programs, meeting legislative and legal regulations, institutionalizing performance-based accountability, enabling each school's self-evaluation, and making reform plans in light of the National Education Standards.

2. Main Issues

Despite the numerous and concentrated efforts of the MOE in the last decades to improve access, equity, and quality in education, several issues remain. These problems are related primarily to quality and management issues, which influence the implementation of SBR, and which led the MOE to concentrate

its efforts strategically on SBR. These issues are: (a) the lack of vision, mission, self-evaluation, and a school development plan in each school; (b) the lack of authority given to school leadership to enable it to reform the educational process at the school level, which contributes to the inefficiency and ineffectiveness of school leadership in meeting reform requirements; (c) the top-heavy school organizational structure, the overabundance of administrative and non-teaching personnel, the prevailing centralization, and overlapping of responsibilities among management levels; (d) the centralized and inflexible administrative and financial legislations that regulate school work; and (e) the limiting of financial resources almost exclusively to government funding.

In terms of pedagogy and curriculum, the main issues relate to the: (a) predominance of traditional subject-centered teaching and learning methods; (b) predominance of traditional assessment techniques that emphasize memorization; (c) poor use of technology in the educational process; and (d) failure of national curricula to meet the needs of different geographical environments.

At the school level, the issues relate to the: (a) absence of monitoring and quality assurance system in schools; (b) ineffectiveness of the school-based training units; (c) ineffectiveness of the school management system (SMS, see ICT Chapter for more details); (d) inadequacy of some school buildings; and (e) a shortage of school facilities such as laboratories, libraries, and activity rooms, as well as a lack of advanced equipment.

At the school community level, the main issues relate to the: (a) lack of community awareness of the importance and necessity of school reform; (b) reluctance of some parents to get involved with their children's schools; and (c) lack of partnership between educational institutions and civil society.

3. Ongoing Programs

In September 2003, the MOE issued the National Standards for Education, leading to an emphasis on improving the quality of the educational process. The Standards became one of the milestones on which the quality of several aspects of the education process will be based. These aspects include the teacher, curricula and learning outcomes, community participation, effective schools, and excellent management. They also became the driving force for the reform efforts in Egypt leading to a shift from focusing on an input-driven approach to an evidence-based and standards-based approach of school improvement and educational quality.

At least six initiatives have been developed and implemented since the acceptance of these standards. **The first** is the "New School Project", which is being implemented in 100 schools distributed across three governorates (Fayoum, Minia, and Beni Sweif) in collaboration with USAID. **The second** is the "Mainstreaming of Interactive Learning" project, which is being implemented in 90 schools distributed across three other governorates (Sohag, Qena, and Assiut), in collaboration with UNICEF. **The third** is the "Education Reform Program," being implemented in 30 schools in each of seven governorates (Cairo, Fayoum, Minia, Beni Sweif, Aswan, Qena, and Alexandria) in collaboration with USAID. **The fourth** is the "Development of 100 schools in Cairo," being implemented by the "Association for Services in Heliopolis, Cairo" under the auspices of the First Lady, Mrs. Suzanne Mubarak, in the suburbs of El-Salam, El-Nahda, and El-Marg.

The fifth initiative is the "Effective School" project, being implemented in 400 schools distributed across ten governorates (Minia, Sohag, Beni Sweif, Qalyubia, Kafr El-Sheikh, Ismailia, Sharqiya, Daqahliya, Gharbia, and Qena), funded by the World Bank and the European Union. This project identifies the main domains essential for an effective school: a vision and mission, the school's social climate, sustainable professional development, teaching and learning community, and the quality assurance and accountability in the school.

These five projects are considered the real practical application of the National Standards for Education. Several important outcomes were achieved from these projects: the development of the education grading system and performance indicators(1), measurement tools, and know-how in school self-evaluation. An important off-shoot from these projects has been the development of "implementation frameworks" of the school-based reform as a successful experimental practice(2).

The sixth is the Alexandria Initiative, which implemented school-based reform and developed an evaluation process focused on results. This initiative is considered one of the strong indicators of the shift from an input-driven approach to the comprehensive evidence-driven school-based approach. The initiative focused on building a school's capacity to be the primary unit for educational improvement, and on enhancing its performance towards accreditation.

A guide for quality in Egyptian schools has been developed, based on the National Standards for Education, through the School Team Excellence Award Program (STEAP) in collaboration with USAID. The project selects 25 percent to 30 percent of primary schools and trains their teaching and non-teaching staff on the development of quality improvement plans. The project's impact can be seen in cultural reform and mobilization of schools towards improvement.

Despite all these efforts and available opportunities represented in successful experiences and initiatives, there are still more challenges and problems that limit the effectiveness of school outcomes. Hence, there is still a need to adopt a comprehensive school-based reform program to achieve effective quality in light of the current orientation towards decentralization.

4. Policy Framework and Methodology

Some issues should be taken into consideration to achieve school-based reform and academic excellence, and ensure a full transformation of the schools to be accredited according to the regulation of the National Authority of Education Quality Assurance and Accreditation. Policies, priorities, and strategies that will help achieve SBR are depicted in Figure (1).

I. Building capacities of ten percent of all staff in each school to:

a. Apply a standards-based school improvement approach through self-evaluation and developing an improvement plan;

(1) This system is sometimes referred to as " Rubrics. "
(2) For instance, guidebooks for schools on how to acheive school-based reform

b. Enhance the school ability to implement reform on the basis of national standards through implementing: active learning, comprehensive and authentic assessment, technology in teaching and learning; and
c. Adopt institutional management and effective leadership, manage human resources and quality assurance, manage school finance, and effectively mobilize resources, using SMS/ EMIS and effective communication.

II. Developing school–based management:

a. Adopt standards-based institutional management and effective leadership;
b. Manage human resources with a focus on quality assurance;
c. Manage school finance and effectively mobilize resources;
d. Use technology in management;
e. Utilize effective communication and reporting processes; and
f. Enhance the management of educational organizations.

III. Building capacity of leaders and managers:

Enhance all administrative and technical staff at all central, Governorate, and district levels, especially for those who have a direct role in supporting the school and its development plans.

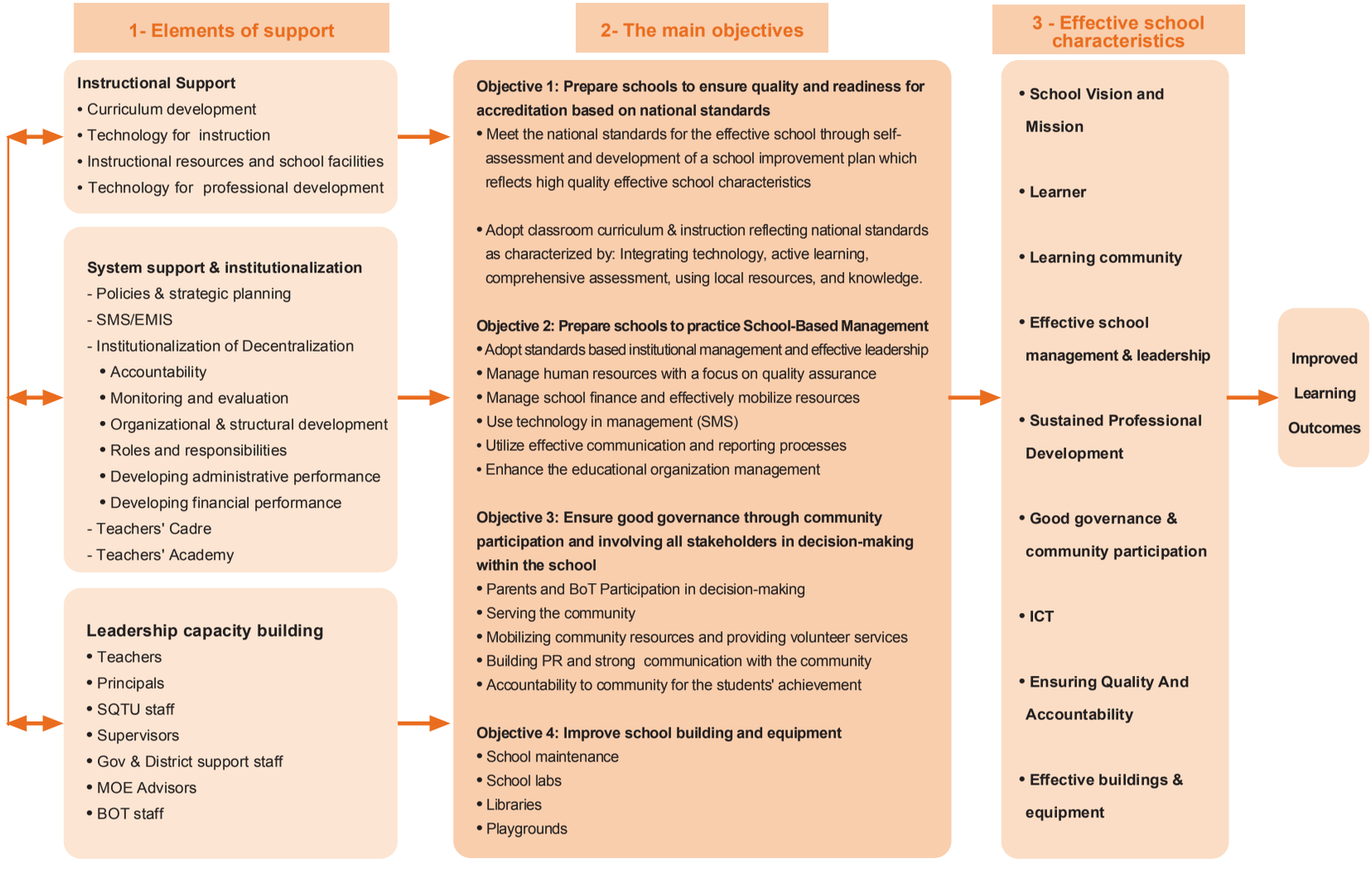
IV. Enhancing community participation:

Maintain good governance and increase parents' involvement and participation.

V. Improving school buildings through:

a. School maintenance;
b. Supply classrooms with active learning requirements;
c. Supply the activity rooms with necessary tools and equipment;
d. Prepare playgrounds;
e. Provide schools with labs (science labs, computers labs);
f. Library;
g. Connectivity (internet and intranet); and
h. School Management System (SMS).

Figure (1): School-Based Reform



5. Program Presentation

Overall Goal:

Cultivate a paradigm shift in management of the educational enterprise at the school level by empowering schools and their communities to practice school-based management (SBM) as part of a process to use local know-how to meet national standards for accreditation, school performance, and student achievement.

Strategy

- Developing authentic pedagogy: active learning, comprehensive and authentic assessment, and using technology in the educational process.
- Achieving the characteristics of the effective school through the school development plan.
- Establishing supportive systems and institutionalization of decentralization: monitoring and evaluation system, EMIS, policy and planning, school maintenance system, teachers' cadre, teachers' professional academy, and school based management.
- Building a sustainable professional development system based on the cascade training model to provide professional development for teachers at the school level, in addition to building the capacity of leaders at all levels (district, governorate, and central level).
- Supporting community participation and building up an operating system for school administration based on good governance, using all available resources, and raising community awareness and involvement.
- The program components will be implemented gradually in all schools during the five-year plan, scheduled as follows: 15 percent of schools in 2007/08; 20 percent in 2008/09; 20 percent in 2009/10; 20 percent in 2010/11; and 25 percent in 2011/12.

Objectives and Targets

Objective 2.1

Prepare schools to ensure quality and readiness for accreditation based on national standards through engaging schools in a continuous improvement cycle and improving the teaching and learning processes throughout the plan period.

Targets

2.1.1 Train ten percent of all staff in each school to meet the national standards for the effective school model through engaging schools in a continuous improvement cycle including self-evaluation and the development of a school improvement plan which reflects high quality of: school vision and mission, social climate, sustainable professional development, teaching and learning community, and ensuring quality and accountability, as follows: 15 percent of schools in 2007/08; 20 percent in 2008/09; 20 percent in 2009/10; 20 percent in 2010/11; and 25 percent in 2011/12.

2.1.2 Train ten percent of all staff in each school to enhance the school ability to implement the pedagogical component on the basis of the National Standards for Education through employment of: (a) technology in the instructional process; (b) active learning; (c) comprehensive assessment; (d) local resources and knowledge to enrich the teaching and learning process; and (e) reflective practice, as follows: 15 percent of schools in 2007/08; 20 percent in 2008/09; 20 percent in 2009/10; 20 percent in 2010/11; and 25 percent in 2011/12.

2.1.3 Assess and map schools with successful reform models and readiness for accreditation.

Objective 2.2

Prepare schools to practice school based management throughout the plan period.

Target

2.2.1 Complete the implementation of the school-based management system, focusing on the following: (a) reforming organizational and management structures; (b) reforming financial structures; (c) capacity building; (d) supporting SMS; and (e) implementing the new monitoring and evaluation system, as follows: 15 percent of schools in 2007/08; 20 percent in 2008/09; 20 percent in 2009/10; 20 percent in 2010/11; and 25 percent in 2011/12.

Objective 2.3

Ensure good governance through community participation and involve all stakeholders in decision making and support processes within the school.

Target

2.3.1 Provide three days of training for at least two BOT members in each school according to the list of schools included annually in the plan by 2012 as follows: 15 percent of schools in 2007/08; 20 percent in 2008/09; 20 percent in 2009/10; 20 percent in 2010/11; and 25 percent in 2011/12.

Objective 2.4

Ensure school buildings, spaces, equipment, and resources that are conducive to authentic pedagogy based on National Education Standards throughout the plan period.

Target

2.4.1 Improve school buildings, laboratories, libraries, and activity rooms, as follows: 15 percent of schools in 2007/08; 20 percent in 2008/09; 20 percent in 2009/10; 20 percent in 2010/11; and 25 percent in 2011/12.

Policy Matrix for School Based Reform

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
2.1 Prepare schools to ensure quality and readiness for accreditation based on national standards through engaging schools in a continuous improvement cycle and improving the teaching and learning process throughout the plan period.	2.1.1 Train ten percent of all staff in each school to meet the national standards for the effective school model through engaging schools in a continuous improvement cycle including self-evaluation and the development of a school improvement plan which reflects high quality of: school vision and mission, social climate, sustainable professional development, teaching and learning community, and ensuring quality and accountability, scheduled as follows: 15 percent of schools in 2007/08; 20 percent in 2008/09; 20 percent in 2009/10; 20 percent in 2010/11; and 25 percent in 2011/12.	2.1.1 (a) Prepare MToTs (30-150 experts) centrally for three days by 2007/08						• Quality sector (HR, PD and M&E)
		2.1.1 (b) Prepare 810 ToTs, centrally, at a rate of 30 persons from each governorate, for ten days using the experts trained above by 2008/09.						
		2.1.1 (c) Train ten percent of all staff in each school on each of the areas mentioned in target 2. 1. 1, either at the school or clusters of schools level according to the circumstances of each school.						
		2.1.1 (d) Train leaders in all schools (3 persons from each school or 120,000 persons) for ten days on school self-evaluation and development of school improvement plan by 2012.						
	2.1.2 Train ten percent of all staff in each school to enhance the school ability to implement the pedagogical component on the basis of the National Education Standards through employment of (a) technology in the instructional process,	2.1.2 (a) Prepare 150 expert trainers in each of the following areas: standards-based curriculum (three days), using interactive learning (three days), integrating of technology in the teaching and learning process (three days), implementing comprehensive assessment (three days), better use of local resources and knowledge in teaching, and training of teachers on reflective practice (three days) centrally by 2007/08.						

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
	(b) active learning, (c) comprehensive assessment, (d) local resources and knowledge to enrich the teaching and learning process; and (e) reflective practice as follows: 15 percent of schools in 2007/08; 20 percent in 2008/09; 20 percent in 2009/10; 20 percent in 2010/11; and 25 percent in 2011/12.	2.1.2 (b) Prepare 2,700 SToTs in each of the areas mentioned in activity 2.1.2 (a), centrally, according to the weight of each governorate by 2007/08.						
		2.1.2 (c) Train 10 percent of all staff in each school on each of the areas mentioned in activity 2.1.2 (a), either at the school level or clusters of schools level according to the circumstances of each school. This training becomes an essential component of the teacher's portfolio to be considered as one of the prerequisites for promotion by 2011/12.						
		2.1.2.(d) Design and implement professional development programs for supervisors (at least 30 in each governorate) according to its size (810 MToTs) to train the supervisors in each participating school in SBR.						
		2.1.2.(e) Train all supervisors on supervision skills, supporting school based reform, and reflective practice.						
		2.1.2(f) Provide each school with LE 10,000 annually to support school reform activities.						
		2.1.2(g) Provide each school with LE 1,000 / classroom annually.						
		2.1.2(h) Visit the school twice a year by two educational experts to support reform processes as follows: • One for the improvement process; and • One for pedagogical development.						
	2.1.3 Assess and map schools with successful reform models and readiness for accreditation.	2.1.3 (a) Monitor and evaluate the successful models of school reform in each governorate through the quality departments.						
		2.1.3 (b) Identify the schools ready to be accredited.						

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
2.2 Prepare schools to practice school based management throughout the plan period.	2.2.1 Complete the implementation of the school-based management system, focusing on the following: (a) reforming organizational and management structures, (b) reforming financial structures, (c) capacity building, (d) supporting SMS, and (e) implementing the new monitoring and evaluation system, as follows: 15 percent of schools in 2007/08; 20 percent in 2008/09; 20 percent in 2009/10; 20 percent in 2010/11; and 25 percent in 2011/12.	2.2.1 (a) Establish MOE committee to review: - the administrative structure and financial system at the school level during 2007/08; and - the ministerial decrees that determine the administrative and financial aspects at the school, as well as those related to school funding.						• Quality Sector
		2.2.1 (b) Define the new roles and responsibilities of school leadership within the framework of the accreditation philosophy, and determine its relationship with other management levels.						
		2.2.1 (c) Restructure the “School-based Training and Evaluation Unit” to be changed to “School Quality and Training Unit"(SQTU).						
		2.2.1 (d) Design and implement professional development programs in leadership to train staff at the governorate level (550 persons according to the governorate size).						
		2.2.1 (e) Train two staff members from each school locally on the optimal use of technology in management, in particular SMS (see ICT chapter).						
		2.2.1 (f) Prepare 810 MToTs to train supervisors on instructional and transformational leadership and in reflective practice (according to the governorate size).						
		2.2.1 (g) Pilot the school based budget in three Idarras in three governorates in the third year of the plan.						
		2.2.1 (h) Establish schools management information system (SMS) and operationalize it in school decision making (See ICT chapter).						

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
2.3 Ensure good governance through community participation and involve all stakeholders in decision making and support processes within the school.	2.3.1 Provide three days of training for at least two BoT members in each school according to the list of schools included annually in the plan by 2012 as follows: 15 percent in 2007/08, 20 percent in 2008/09, 20 percent in 2009/10, 20 percent in 2010/11,and 25 percent in 2011/12.	2.3.1 (a) Prepare MToTs for three days on aspects of activating community participation by 2007/08.						• School • Idarra
		2.3.1 (b) Prepare 810 SToTs for four days on aspects of activating community participation by 2007/08.						
		2.3.1 (c) Train all BoT members from each school for three days according to the list of schools included annually in the plan.						
2.4 Ensure school buildings, spaces, equipment, and resources that are conducive to authentic pedagogy based on National Education Standards throughout the plan period.	2.4.1 Improve school buildings, laboratories, libraries, and activity rooms as follows: 15 percent in 2007/08, 20 percent in 2008/09, 20 percent in 2009/10, 20 percent in 2010/11, and 25 percent in 2011/12.	2.4.1 (a) Provide 50 percent of libraries with advanced equipment and tools during the five-year plan period.						• Idarra • schools in coordination with GAEB
		2.4.1 (b) Provide 50 percent of primary schools with simulation labs during the five-year plan period.						
		2.4.1 (c) Provide 50 percent of preparatory and secondary schools with science labs during the five-year plan period.						
		2.4.1 (d) Provide 80 percent of activity rooms and playgrounds with advanced equipment and tools during the five-year plan period.						
		2.4.1 (e) Provide schools with the internet connectivity (See ICT chapter).						
		2.4.1 (f) Provide 100 percent of schools with internal network (See ICT chapter).						

Logframe for the School Based Reform

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
Objective (1) Prepare schools to ensure quality and readiness for accreditation based on national standards through engaging schools in a continuous improvement cycle and improving the teaching and learning process throughout the plan period.	• Increasing number of schools that have been improved and qualified for accreditation	• List of qualified schools • Report of the Quality Assurance and Accreditation Authority	• Supporting and adopting ministries deal with required structural and organizational changes.
Target/Output (1) Train ten percent of all staff in each school to meet the national standards for the effective school model through engaging schools in a continuous improvement cycle, including self-evaluation and the development of a school improvement plan which reflects high quality of: school vision and mission, social climate, sustainable professional development, teaching and learning community, and ensuring quality and accountability, as follows: 15 percent of schools in 2007/08; 20 percent in 2008/09; 20 percent in 2009/10; 20 percent in 2010/11; and 25 percent in 2011/12.	• Number of trained staff • Number and quality of training programs	• Self-evaluation reports of each school • External evaluation reports (experts) • Training evaluation reports.	• Providing necessary funding.
Target/Output (2) Train ten percent of all staff in each school to enhance the school ability to implement the pedagogical component on the basis of the National Education Standards through employment of (a) technology in the instructional process, (b) active learning, (c) comprehensive assessment, (d) local resources and knowledge to enrich the teaching and learning process; and (e) reflective practice, as follows: 15 percent of schools in 2007/08; 20 percent in 2008/09; 20 percent in 2009/10; 20 percent in 2010/11; and 25 percent in 2011/12.	• Number of trained staff • Number and quality of training programs	• Training evaluation reports. • Students' achievement	• Providing necessary funding. • Training material. • Training experts.
Target/Output (3) Assess and map schools with successful reform models and readiness for accreditation.	• Number and location of schools with successful reform models	• Reports and results of these models	• Availability of data and information concerning these models.

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
Objective (2) Prepare schools to practice school based management throughout the plan period	• Gradual increase in the number of schools using school-based management	• Monitoring reports • Lists of schools that have been qualified	• Issuance of decisions and regulations supporting school-based management.
Target/Output (1) Complete the implementation of the school-based management system focusing on the following: (a) reforming organizational and management structures, (b) reforming financial structures (c) capacity building, (d) supporting SMS, and (e) implementing the new monitoring and evaluation system as follows: 15 percent of schools in 2007/08; 20 percent in 2008/09; 20 percent in 2009/10; 20 percent in 2010/11; and 25 percent in 2011/12	• Increasing school management competences in administrative and financial aspects, monitoring and evaluation systems, and using school management systems (SMS)	• Monitoring reports • Self-evaluation of each school regarding SMS	• Issuance of supportive ministerial decrees that facilitate school reform.
Objective (3) Ensure good governance through community participation and involve all stakeholders in decision making and support processes within the school	• Increasing the contribution and participation of BoT members in school management	• Monitoring reports • BoT meeting minutes	• Availability of fund. • Training material. • Ministerial decrees.
Target/Output (1) Provide three days of training for at least two BoT members in each school according to the list of schools included annually in the plan by 2012 as follows: 15 percent of schools in 2007/08; 20 percent in 2008/09; 20 percent in 2009/10; 20 percent in 2010/11; and 25 percent in 2011/12.	• Number of trained BoT members • Gradual increase in the number of trained BoTs	• Trainees' database • BoT records	• Availability of fund. • Training material. • Training experts.
Objective (4) Ensure school buildings, spaces, equipment, and resources that are conducive to authentic pedagogy based on National Education Standards throughout the plan period.	• Gradual increase in the number of schools provided with infrastructure, equipment, and activities	• Monitoring reports • Lists of schools that have been improved	• Provision of adequate finance.
Target/Output (1) Improve school buildings, laboratories, libraries, and activity rooms, as follows: 15 percent of schools in 2007/08; 20 percent in 2008/09; 20 percent in 2009/10; 20 percent in 2010/11; and 25 percent in 2011/12.	• Maintenance of school building annually • Providing 50 percent of the labs, libraries, and activity rooms with advanced equipment during the plan years	• Monitoring reports • Self-evaluation reports of each school	• Provision of adequate finance.

Chapter Three
Human Resources and Professional Development

Overall Goal:
Establish professional development management systems, effective incentives, and career ladders to provide adequate numbers of qualified teachers and administrators who will be able to achieve the Ministry of Education's mission.

1. Introduction

The success of the MOE in developing and implementing the strategic plan depends, to a great extent, on two basic pillars in human resources and professional development. The first is effective development, support, deployment, and management of all available and related human resources-in the classroom, in school administration, in administrative units in government, and in the community. The second is the implementation of a developed administrative and management system, as the tool by which strategic goals can be monitored, supported, and achieved on different levels: nationally, regionally, and locally-at all levels of pre-university education. Human resources are, in the end, the foundation upon which all education systems are built. Pedagogical and curricular reforms take place through people-ultimately teachers and administrators for the most part. At the core of their work is teaching and learning, which are highly decentralized activities that depend heavily on human interaction between students and teachers, teachers and school administrators, and the like. Education is based on personal interactions, on continual feedback, and on the knowledge, skills, and experience of teachers. Most of the necessary “technology” skills and resources are (or should be) in the school itself, at the bottom of the organizational hierarchy. All administrative and bureaucratic structures above the classroom and school level should exist almost exclusively to facilitate, support, and (where necessary) improve the human interactions and teaching relationships that take place in classes and schools.

A human resource management system should provide, improve, and empower the capacities of educational staff and administrative leadership necessary to achieve the strategic plan's goals.

2. Main Issues

This program tackles a set of key issues correlated directly with developing educational structures and systems at the Ministry-on the central level-and the Muddiriya, Idarra, and school levels.

There is a need for more efficient management of human resources at the MOE, Muddiriyas, and schools; management of current human resources is limited only to recruitment and professional development. There is no system for motivating the employees to fulfill their commitment to systems, or to insure their loyalty in order to achieve the goals of the Ministry. There is a lack of educational and administrative leaders who have a clear vision and ability to take the lead of education reform programs. Leadership plays an essential role in creating the visions, developing strategies, identifying goals and tracks, and consequently

in investing and directing human and financial resources to achieve the desired educational objectives. Achieving the strategic goals necessary to ensure teaching/learning quality requires the existence of leaders able to comprehend and support the desired reform. This reform needs leaders more than administrators. Currently there are very few qualified cadres able to train others in order to achieve the widespread professional development needed to make the plan a success. In addition to making sure that all professional development training modules include strategies for training other colleagues, achieving expanded diffusion of all new professional development programs will often include using technology (e.g., the internet and even email or telephones).

Teachers are the cornerstone in any education reform process, and achieving success requires careful consideration of both their skills and needs, and their social role and position in society. Improving teacher performance requires developing standards for their practices in the teaching domain, classroom management, planning, and evaluation. A teachers' cadre for licensed and accredited teachers was approved on June 20, 2007 according to the latest modifications on the Education Law 139 for 1981. The cadre links skills and performance within the promotion process which requires teachers to pass specific professional tests in order to get licenses. The teacher's participation in professional development programs, at the school level within the school-based reform program or at the Muddiriya and Idarra levels, is also considered necessary for their career promotion. The implementation of the cadre requires the availability of evaluation instruments and performance monitoring and evaluation programs.

The human resource management system needs to establish a Professional Academy for Teachers (PAT). The practical and strategic role of the academy can be summed up in: (i) designing and implementing a system for providing licenses for teachers, trainers, and evaluators and (ii) a system for accrediting training and professional development programs and agencies.

3. Ongoing Programs

Strategic planning process stems from the current status and depends on the current programs and initiatives in directing efforts towards achieving the strategic goals of education development. Therefore, studying, examining, and analyzing the current status sheds light on some current programs and initiatives, such as:

- Organizational structure project and job descriptions according to the Ministerial Decree No. 262 (4/11/2004) concerning identifying the rates, levels, specifications, and roles of school management at different educational stages.
- Implementation of teacher's special cadre after the approval of the People's Assembly on the last modifications of the education law 139 for 1981.
- Activating systems processes at schools through achieving decentralization in educational management at the school level along with enhancing community participation processes through Boards of Trustees. Ministerial Decrees that organize their work were issued and the last update was issued on 14/9/2006.
- Leadership capacity-building and development programs; these are varied initiatives in many education projects in addition to the Ministerial Decree No. 253/2005 and its amendment decrees concerning standards and regulations of selecting secondary school principals.

4. Policy Framework and Methodology

The MOE will establish a new decentralized system for human resources. The implementation of this system starts with developing a vision for a human resources directorate at the central and governorate levels, reviewing all job descriptions and revising all systems, processes, and procedures of selection, recruitment, and promotion. These directorates must provide information to managers and decision-makers at all levels, including that of the school. This new system will include an online information system, which will help in the redeployment of teachers between governorates and within each governorate based on a needs assessment. This information system was previously developed in collaboration with the Ministry of Administrative Development and Ministry of Communication.

The MOE is also working towards finding, attracting, and training promising administrative leaders. The success of this process depends on two dimensions. The first is ensuring an early discovery of promising leaders and preparing them to take the lead of the educational process. This can be achieved through administrative training and psychological preparation on a long time frame within the task of the human resources directorate. The second is the provision of a comprehensive evaluation of the present leaders at Idarras and schools. The mechanisms for its implementation include increasing the benefit from the present cadres and giving opportunities to the new cadres, training all educational leaderships in order to improve their abilities. This can be done through designing and implementing a comprehensive training program. The program will include two sub-programs;
(1) A general program for developing leaderships and providing them with basic leadership skills through the first three years of the plan period. It aims to serve 3,543 educational leaders as follows:
• 30 educational leaders at the central level of the ministry;
• 15 educational leaders at each Muddiriya with a total of 405; and
• 12 at each Idarra with a total of 3,108.
(2) A specialized program for school principals and their assistants in all educational levels, targeted to train 40,000 principals. The implementation of this program is based on the cascade model.

In addition, the program will also enhance communication and interaction among educational leaders, and increase the opportunities for exchanging expertise and acquainting educational leaders with the latest trends in educational leadership in advanced countries. This will also facilitate the sharing of experiences in Egypt-both successes and failures-which is a critical issue during a decentralization process. This will be achieved through providing training for 250 educational leaders at different levels over the plan period (50 each year). Furthermore, the program will implement a system for monitoring and evaluating the development of leadership skills and the actual performance of leadership at all levels (central, Muddiriya, Idarra, and school). The program will also implement a self evaluation approach through the recording of leader performance, which will be measured according to the national standards.

Another strategy focuses on developing a system for preparing qualified training cadres according to strategic plan's needs. An annual plan will be developed for the management of the targeted training component for the development of a comprehensive program for implementing professional development as targeted in the strategic plan. This training will be implemented by using a cascade approach, which will be applied as follows:

1. Forming 23 teams of Master Trainers of Trainers (ToTs) at the central level. The team ranges from 30 to 150 cadres. The number of the trainees will be determined according to the type of the targeted program and the targeted category. These teams will be responsible for training "Senior ToTs" through local level training.
2. Forming 23 teams of Senior ToTs at the level of Muddiriya. Each team ranges from 30-150 cadres per Muddiriya. The number of the team will be determined according to the type and category of the targeted training program. These teams will be responsible for training school staff.
3. Forming training teams at the school level at an average of ten percent of staff in schools. These teams will train their colleagues in the targeted training programs.
4. Enhancing development practices within schools through specialists in different fields.
5. Implementing 70 training programs to serve the different programs of the plan using the cascade model.

Moreover, other training strategies, such as training workshops and training through videoconference networks, will be used. In order to assure the quality of training programs, a standard-based system will be designed and implemented to evaluate and monitor their execution through different methods, such as observation, questionnaires, self evaluation, feedback, etc., and to assess their effects and measure their return through the plan period.

The most important strategy, however, is the implementation of the special cadre, which will reorganize the teaching profession with a view to boost teachers' performance both professionally and financially, rather than just being a mere system for increasing teachers' salaries. Indeed, the Teachers' Cadre connects financial awards to teacher's performance, merits, and achievements acquired by the teacher in terms of knowledge and competencies essential for the improvement of the educational process for the renaissance of the whole country. The level of occupational structure for teachers' career ladders according to the new cadre will be as follows:

a. Assistant teacher
b. Teacher
c. First teacher
d. First teacher "A"
e. Expert teacher
f. Senior teacher

The cadre determines the requisites for the teaching profession that requires teachers to be acquainted with the most recent knowledge, skills, and attitudes, such as Arabic language skills, mastering a foreign language, and computer skills besides passing an exam in their specialization. In addition to this, a teacher will have to get the necessary certificates and licenses to work in the teaching profession.

Through the cadre a special financial transaction for teachers will be implemented, taking into account an improvement in their salaries, increments, merit allowances, and incentives linked to outstanding performance of teachers. In addition, it will help ensure equality among teachers, since all will receive the same financial treatment whatever the educational level in which they serve.

The salaries increase will encourage teachers to stay in the teaching profession and will also attract non-teaching staff to return to their teaching career.

In addition to this, the Teacher's Cadre will help in achieving transparency and accountability of teacher performance. This will be achieved through internal and external evaluation processes. Internal evaluation will be achieved through: (i) the school action plan and the self-evaluation process through the school-based reform approach; (ii) the reporting system of the school quality and training unit; (iii) the school SMS system; and (iv) teacher's portfolio, which will contain teacher's certificates, self-evaluation reports, students' achievement records, and headmasters and supervisors' reports. External evaluation will be achieved through: (i) the National Authority of Education Quality Assurance and Accreditation, and (ii) teacher performance indicators, through the EMIS.

As a result, the teaching profession can regain a professional, technical, and social position necessary to improve the quality of education. Overall, it must be stressed that while teachers' salaries should rise, all increases in compensation must include concomitant changes; in performance incentives and teaching load which some teachers face. All levels-from the school, to the Idarra, to the governorate, to the central ministry-will also require increased flexibility in hiring and deployment of teachers across schools, educational levels, type of schooling (e.g. general or vocational), and geographic regions in order to achieve more effective use of human resources. Schools and the government will also need greater influence over the role which public school teachers play in private tutoring and group lessons.

Another strategy is the establishment of a Professional Academy for Teachers (PAT). The establishment of PAT requires a presidential decree, according to Article 75, Law 139 (1981, last modification on June 20, 2007). The framework for this academy is outlined in the following pivots: provision of licenses to individuals-teachers, trainers, and evaluators-and provision of accreditation certificates for training and professional development programs and agencies that offer these programs. The Ministry can thus benefit from the current available training centers and equipment, avoiding the establishment of parallel and similar organizations.

Hence, the academy is considered a core component of the human resource system, which ensures achieving the quality of the system's components. The current available training centers, units, and equipment will be responsible for performing the role of implementing what the academy plans, according to the same quality standards that the system developed and stated.

5. Program Presentation

Overall Goal

Establish professional development management systems, effective incentives, and career ladders to provide adequate numbers of qualified teachers and administrators who will be able to achieve the Ministry of Education's mission.

Strategy

Human resources represent one of the most important factors that the Ministry depends on in implementing its mission. Its success in providing human resources and benefiting from their performances effectively depends on the adoption of the following strategies:

- Merging the human resources planning process and the educational planning process at the Ministry.
- Forming a specialized work team for human development with the aim of establishing the suggested system and developing and implementing the executive plan.
- Reviewing job structures and descriptions to identify the Ministry's, as well as the schools', needs for human resources.
- Developing decentralized systems to attract cadres and distinguished leaders and encourage them to continue in their career through financial and other incentives.
- Providing necessary programs for building capacities and skills.
- Finalizing the human resources information system within the electronic government system.
- Implementing the newly approved teachers' special cadre in order to increase salaries and wages, linking them to performance and promotion levels to motivate teachers to remain in the teaching profession.
- Setting up an official professional academy that provides licenses for teachers as well as accreditation certificates for training and professional development programs and the agencies that offer them.
- Taking more direct control over the private tutoring and private lessons that are known to occur.
- Controlling better and rationalizing the use and deployment of contract teachers(1). This will be achieved through the selection of the best contracted teachers to work as assistant teachers, as stated in the teacher's new cadre. Those assistant teachers will be under probation for two years to ensure their eligibility to be promoted to higher posts.
- Coordinate human resource reforms with those in other specific plans that are relevant (e.g., secondary school reform, school-based reform, curricular reform-all have direct implications for human resource policies in order to be effective).
- Coordinate human resource reform with pre-service training of teachers at the university levels. The major reforms supported throughout the strategic plan have significant implications of the nature of the skills and training teachers will need upon graduating from university, and the MOE and MOHE will need to work closely and collaboratively to ensure this happens effectively.
- Coordinate reforms in human resources with school construction and rehabilitation (e.g., redeploying non-teaching teachers to the classroom requires them to have a classroom to teach in, and new pedagogical approaches will require modifications of the form and layout of classroom space).

Objectives and Targets

Objective 3.1

Set up an up-to-date decentralized HR system.

(1) Note that this does not mean that contract teachers are necessarily negative. In fact, the use of contract and temporary teachers can be quite effective in certain situations. However, as noted elsewhere in this plan, the current system in Egypt does not promote and ensure the best use of contract teachers.

Targets

3.1.1 Develop a plan for restructuring and managing human capital and resources in the education system.

3.1.2 Establish human resources directorates within the structural frame of the Ministry and Muddiriyas.

Objective 3.2

Detect, attract, and train promising administrative leaders.

Targets

3.2.1 Build an institutional ability to identify and attract those who have leadership skills, develop their abilities, and encourage them to join administrative jobs.

3.2.2 Provide sustainable professional development opportunities for educational leaders, maximize the use of current leading cadres, and enhance communication and interaction among them.

3.2.3 Develop and implement a continuous and comprehensive monitoring and evaluation system for leaders' performance.

Objective 3.3

Develop a system for the preparation of a qualified cadre based on the needs of the strategic plan.

Targets

3.3.1 Develop an annual comprehensive professional development plan based on the needs of the strategic plan.

3.3.2 Implement the professional development programs using the cascade model.

3.3.3 Support the implementation of some other training programs using other strategies according to the nature of the targeted program.

3.3.4 Provide a regular two-week in-service training for 20 percent of the teachers annually at the different levels of education.

3.3.5 Monitor and evaluate the implementation of the targeted training programs and measure their return.

Objective 3.4

Implement teachers' new cadre and implement the necessary training programs, based on the five promotion levels.

Targets

3.4.1 Develop instruments necessary for implementing teachers' cadre, such as evaluation and promotion instruments.

3.4.2 Implement the first stage of the teachers' new cadre by the beginning of July 2007 and place the teachers in this cadre by the beginning of July 2008.

3.4.3 Reduce by 25 percent the number of staff qualified to teach who are not currently teaching during the plan period.

3.4.4 Increase the teaching load for those not teaching a full load.

Objective 3.5

Establish a professional academy for teachers and educational leaders.

Targets

3.5.1 Form a team to set up the organizational and job structure of the Academy by June 2008.

3.5.2 Design and implement a system for issuing professional licenses and certificates for teachers, administrators, evaluators, and trainers during the first year of the plan 2007/08.

3.5.3 Design and implement a system for accrediting the agencies and the PD programs offered for teachers and administrators during the second year of the plan 2008/09.

Policy Matrix for Human Resources and Professional Development

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
3.1 Set up an up-to-date decentralized HR system.	3.1.1 Develop a plan for restructuring and managing human capital and resources in the education system.	3.1.1 (a) Set up a committee at all levels (central, Muddiriya, Idarra, and school) to conduct the following: • Reviewing educational and administrative jobs and tasks as well as work cycles and procedures. • Setting an up-to-date job description. • Designing and implementing a system for selecting, hiring, and retaining administrative leaders. • Designing and implementing a comprehensive professional development system based on the national standards for education.						• MOE in collaboration with MSAD
	3.1.2 Establish human resources directorates within the structural frame of the Ministry and Muddiriyas.	3.1.2 (a) Establish human resources directorates in the Ministry and Muddiriyas.						
		3.1.2 (b) Provide new directorates with qualified cadres in the field of human resources.						
		3.1.2 (c) Implement an intensive training program for the employees of HR directorates.						
3.2 Detect, attract, and train promising administrative leaders.	3.2.1 Build an institutional ability to identify and attract those who have leadership skills, develop their abilities, and encourage them to join administrative jobs.	3.2.1 (a) Design and implement an instrument for evaluating leading abilities of newly hired staff (within the human resources management system), and set up a system for recording and developing them professionally to occupy leading jobs in the future.						• MOE in collaboration with MSAD • CAOA • Other relevant authorities according to each specific objective
		3.2.1 (b) Establish a privileged job cadre for educational leaders which attracts distinguished employees to work in these jobs.						
		3.2.1 (c) Establish an administrative unit in each governorate to supervise evaluation, selection, employment, and development of educational and administrative leaders.						

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
	3.2.2 Provide sustainable professional development opportunities for educational leaders; maximize the use of current leading cadres and enhance communication and interaction among them.	3.2.2 (a) Conduct a comprehensive survey of all existing administrative leaders to evaluate their abilities and leading performance and identify the repertoire of available skills.						
		3.2.2 (b) Prepare leader lists and maps and succession lists that are used to plan for attracting and promoting educational leaders.						
		3.2.2 (c) Design and implement programs for training 3,543 administrative leaders at central, Muddiriya, and Idarra levels.						
		3.2.2 (d) Enhance communication and interaction among educational leaders and increase opportunities for exchanging experiences and shared activities.						
		3.2.2 (e) provide overseas training programs for educational leaders on new trends in educational leadership (50 leaders from different levels each year) during the plan period.						
	3.2.3 Develop and implement a continuous and comprehensive monitoring and evaluation system for leaders' performance.	3.2.3(a) Design and implement a system for ongoing monitoring and evaluation of leaders' job performance.						
		3.2.3 (b) Design and implement leaders' self-evaluation system.						
		3.2.3 (c) Design and implement comprehensive evaluation of leaders' performance.						
3.3 Develop a system for the preparation of qualified cadre based on the needs of the strategic plan.	3.3.1 Develop an annual comprehensive professional development plan based on the needs of the strategic plan.	3.3.1(a) Assess the needs of the professional development programs based on the needs of the strategic plan and the required rehabilitation programs of the non-teaching staff.						• MOE & MOHE • Faculties of education • HR Directorate at MOE and similar ones at the governorates
		3.3.1 (b) Develop the pre-service training programs in collaboration with Faculties of Education to ensure that graduate teachers possess the professional skills required for successful implementation of education reform.						

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
	objective no. 4.15); b) the institutional capacity of "Quality and Training Units (responsible for managing the processes of monitoring and evaluation, and training at school level. (See target 4.4.1); c) laboratory and library development systems; and d) the communication channels between schools and community by 2007/08.	2. Restructure school and set clear competencies for each administrative level; and 3. Re-draft the decrees organizing school management and its organizational structures and approve the decrees from the concerned authority.						
		4.9.1 (b) Put the implementation plan into action.						

Component II: Administrative Decentralization

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
4.10 Develop the administrative supervision system at the executive levels.	4.10.1 Reconsider the ministerial decrees, charters, and instructions organizing the administrative processes to achieve decentralization at the school level throughout the plan period.	4.10.1 (a) Form a committee to: 1. Prepare specialized training programs for administrative, personnel and coordination affairs departments so as to develop their skills and implement decrees and regulations; 2. Build capacities of staff working in administrative, personnel, and coordination affairs; and 3. Prepare a procedural working guide for administrative decrees and regulations organizing work inside schools.						• Training administrations in Muddiriyas with concerned authorities: Development Administration and CAOA at governorates level • CAOA. • Financial & Administrative Affairs in Muddiriyas
		4.10.1 (b) Put the implementation plan into action.						

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
	3.3.4 Provide a regular two-week in-service training for 20 percent of the teachers annually at the different levels of education.	3.3.4 (a) For more details please refer to pre-primary, basic, and secondary education programs, for the cost refer to the ANPRO model.						
	3.3.5 Monitor and evaluate the implementation of the targeted training programs and measure their return.	3.3.5 (a) Design and implement a framework to monitor and evaluate the implementation of the targeted training programs.						
		3.3.5 (b) Set up framework to measure the return of the implementation of the different training programs.						
3.4 Implement teachers' new cadre and implement the necessary training programs, based on the five promotion levels.	3.4.1 Develop instruments necessary for implementing teachers' cadre, such as evaluation and promotion instruments.	3.4.1 (a) Develop knowledge, skill, and attitude matrices required for each level.						• MOE • MOF • MSAD • CAOA • HR Directorate at MOE and in Muddiriyas
		3.4.1 (b) Design performance evaluation instruments for promotion within the special cadre.						
		3.4.1 (c) Prepare a comprehensive guide for promotion conditions and procedures.						
		3.4.1 (d) Train the cadres in charge of the evaluation and promotion process.						
	3.4.2 Implement the first stage of the teachers' new cadre by the beginning of July 2007 and place the teachers in this cadre by the beginning of July 2008.	3.4.2 (a) Implement the first stage of the teachers' new cadre.						
		3.4.2 (b) Use the prepared instruments to accommodate teachers in the new special cadre.						
	3.4.3 Reduce by 25 percent the number of staff qualified	3.4.3 (a) Identify and prepare lists of the non-teaching staff who will go back to the teaching career.						

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
	to teach who are not currently teaching during the plan period.	3.4.3 (b) Conduct rehabilitation training programs based on the original qualifications of the non-teaching staff to prepare them for teaching.						
	3.4.4 Increase the teaching load for those not teaching a full load.	3.4.4 (a) Identify the teachers who are not teaching a full load and determine their qualifications.						
		3.4.4 (b) Conduct the necessary organizational arrangements to ensure that all teachers are working a full load.						
3.5 Establish a professional academy for teachers and educational leaders.	3.5.1 Form a team to set up the organizational and job structure of the academy by June 2008.	3.5.1 (a) Form a team to set up the organizational and job structure of the academy to carry out the following activities by the end 2007/08: • Issue the license necessary for the establishment of the Academy. • Set up the Academy's organizational and job description for the staff who will work in the Academy. • Set up and implement systems for organizing the Academy's work and establishing a strong and efficient database and information system. • Provide and train cadres that meet work requirements at the Academy.						• MOE • MSAD • CAOA • Teachers' Syndicate
	3.5.2 Design and implement a system for issuing professional licenses for teachers, administrators, evaluators, and trainers during the first year of the plan 2007/08.	3.5.2 (a) Set up a system for issuing professional licenses for teachers, administrators, trainers, and evaluators in light of specific standards.						
	3.5.3 Design and implement a system for accrediting the agencies and the PD programs offered for teachers and administrators during the second year of the plan 2008/09.	3.5.3 (a) Set up and implement standards for accrediting professional development programs and the institutions implementing them.						

Logframe for Human Resources and Professional Development

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
Objective (1) Set up an up-to-date decentralized HR system.	• Finalizing the design and implementation of the elements of the human resources system in all targeted fields and achieving the indicators of each field	• Reviewing the elements of the system • Conducting a survey among staff in human resources departments	• The MOE's desire to merge different jobs related to human resources into one organizational unit, whether at central or local level. • Approving the special cadre. • Providing the funds required to implement the system. • The Ministry of Administrative Development's approval of the MOE's initiatives involved in this plan.
Target/Output(1) Develop a plan for restructuring and managing human capital and resources in the education system.	• Issuance of the decree regarding the establishment of the human resources committee at all levels • Number of policy papers used by the committee • Number of jobs that have been described • Using new testing and hiring systems	• Reviewing the minutes of the meetings of the committee • Studying the content of the policy papers used by the committee • Measurement of employees' job satisfaction • Improvement of the quality and efficiency of employees as reflected by performance evaluation reports	
Target/ Output(2) Establish human resources directorates within the structural frame of the Ministry and Muddiriyas.	• Number of departments that have been established • Number of qualified cadres that have been hired • Number of training hours.	• Examining the organizational structure of the Muddiriyas • Analyzing the qualifications of employees in the Idarras • Reviewing the professional development programs that have been held at the governorate level	
Objective (2) Detect, attract, and train promising administrative leaders.	• Number of distinguished leaders who have been identified and trained through the program	• Reviewing leader evaluation reports • Reviewing the number of new leaders who have been attracted	• Providing the funds required to implement the program.

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
		• Reviewing the surveys that are conducted as part of the on-going evaluation activity • Questionnaires for school staff about their opinions concerning the performance of their leaders`	
Target/Output(1) Build an institutional ability to identify and attract those who have leadership skills, develop their abilities, and encourage them to join administrative jobs.	• Establishing and staffing the leader development unit • Establishing a system for evaluating, registering and monitoring those who are talented in management and leadership	• Making sure that there are leader development units and hiring their cadres • Reviewing leaders' records	
Target/ output(2) Provide sustainable professional development opportunities for educational leaders; maximize the use of current leading cadres and enhance communication and interaction among them.	• Number of leaders who have been evaluated • Number of programs that have been carried out/trainees • Announcing the inauguration of the forum on the web • The number of the newly established forums • The number of the newly published magazines and bulletins • Signing agreements and protocols with other international countries and organizations • Sending leaders to be trained abroad	• Reviewing replacement lists and maps • Reviewing the number of leaders who have been selected • Questionnaires for school staff about their opinions concerning the performance of their leaders • Web Searching • Monitoring the activities of the newly established associations & forums • Examining and evaluating magazines and bulletins • Reviewing agreements and protocols • Conducting meetings with leaders after returning from missions aboard	

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
Target/ output(3) Develop and implement a continuous and comprehensive monitoring and evaluation system for leaders' performance.	• Providing evaluation and survey cards • Observation and monitoring reports • Preparing reports on evaluation results • Number of school leaders using personal diaries	• Reviewing actual surveys • Analyzing comprehensive evaluation outcomes • Reviewing a sample of leaders' personal diaries	
Objective (3) Develop a system for the preparation of qualified cadre based on the needs of the strategic plan.	• Ratio of the implemented training programs to the targeted ones	• Progress reports on the plan implementation phases	• Complete coordination between the HR department and the faculties of education. • Implementation of the training programs of the strategic plan.
Target/ Output(1) Develop an annual comprehensive professional development plan based on the needs of the strategic plan.	• Yearly reports on the plan	• Reviewing the reports of the implemented programs every year	
Target/ Output(2) Implement the professional development programs using the cascade model.	• Number of programs that have been held every year using the Cascade Model • Number of cadres that have been trained each year to help in the implementation of the strategic plan	• A questionnaire for identifying new teachers' opinion of the level of the professional preparation and care provided for them	
Target/ Output(3) Support the implementation of some other training programs using other strategies according to the nature of the targeted program.	• Number of programs that have been held • Number of cadres that have been trained	• A questionnaire for identifying new teachers' opinion of the level of the professional preparation and care provided for them	
Target/ Output(4) Provide a regular two-week in-service training for 20 percent of the teachers annually at the different levels of education.	• Number of cadres that have been trained to the total number of teachers (percent of trained teachers/year)	• A test to measure the improvement in the academic level of proficiency for trained teachers	

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
Target / Output(5) Monitor and evaluate the implementation of the targeted training programs and measure their return.	• Number of programs that have been carried out/trainees • Content analysis of the plan monitoring report	• Review the progress report about the plan implementation • Conduct a study to measure the return of the implemented training programs	
Objective (4) Implement teachers' new cadre and implement the necessary training programs, based on the five promotion levels.	• Number of teachers who benefited from the implementation of the special cadre	• Conducting a survey of the teachers who benefited from the implementation of the special cadre	• Approving the cadre by competent authorities. • Providing required funding. • Establishing the teachers' professional academy.
Target/ Output(1) Develop instruments necessary for implementing teachers' cadre, such as evaluation and promotion instruments.	• Developing the knowledge, skill, and attitude matrices required for each level • Developing the tools necessary for implementing the cadre such as evaluation and promotion tools	• Reviewing the tools and evaluating their adequacy • Training monitoring reports on the specialized cadre who will be responsible for the evaluation and promotion of the teachers	
Target/ Output(2) Implement the first stage of the teachers' new cadre by the beginning of July 2007 and place the teachers in this cadre by the beginning of July 2008.	• Number of teachers who have been placed in the jobs proposed in the special cadre	• Conducting a survey and administering a questionnaire to teachers to assess their satisfaction with their new conditions • Examining notifications of teachers' placement in the new jobs • Average increase in the teachers' salaries	

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
Target/ Output(3) Reduce by 25 percent the number of staff qualified to teach who are not currently teaching during the plan period.	• Number of non-teaching staff who return back to teach	• Reviewing the database concerning the staff that returned to the teaching career	
Target/ Output(4) Increase the teaching load for those not teaching a full load.	• The ratio of teaching hours/teaching staff to be equal to the standard teaching load	• Teachers work loads • Supervisors' reports	
Objective (5) Establish a professional academy for teachers and educational leaders.	• Inaugurating the academy and starting the implementation of the system of accrediting the programs	• Visiting the academy and having meetings with trainees	• Approval of competent authorities. • Providing the funding required for establishing the academy. • Providing the international expertise in the field of establishing professional educational institutes.
Target / Output(1) Form a team to set up the organizational and job structure of the academy by June 2008.	• The issuance of the academy establishment decree • Setting the Academy's organizational and job structure	• Examining the organization structure • Revising the number of cadres employed at the academy and their qualifications	
Target/ Output(2) Design and implement a system for issuing professional licenses for teachers, administrators, evaluators, and trainers during the first year of the plan 2007/08.	• Number of teachers, trainers, and evaluators who received the licenses	• Criteria and regulations for licensing • List of teachers, trainers, and evaluators who received the licenses	
Target / Output(3) Design and implement a system for accrediting the agencies and the PD programs offered for teachers and administrators during the second year of the plan 2008/09.	• List of authorized agencies and authorities which provide accredited training programs based on specific standards	• Criteria and regulations for accrediting programs and training and professional development agencies • Number of accredited programs and training and professional development agencies • Progress reports on the accrediting process	

Chapter Four
Institutionalization of Decentralization

Overall Goal:
Support the institutional capacity of the educational system to achieve system efficiency and effectiveness through institutionalizing decentralization at all system levels.

1. Introduction

Decentralization is the devolution of authorities from the central decision-making level to the service-provision level, by giving more decision-making powers to the school and Idarra levels, while leaving the executive tasks of monitoring, planning, and curriculum development to the Muddiriyas and the Central Ministry. Decentralization is a means for promoting education quality, not a goal in itself. It is consistent with the State's vision for the service sector, which calls for central authorities' role to be limited to overall policy-making, determining standards, measuring performance, monitoring and organizing the service, and ensuring that equity and quality are achieved at all levels.

The size of the educational system in Egypt necessitates the movement towards decentralization to achieve equity and qualitative change in education. The possibility of improving education quality can be achieved through delegating the authority to governorates, communities, and schools (UNDP, 2004, 69).

2. Main Issues

Several institutional challenges are facing the management of education in Egypt. The inappropriate size of the administration system as the administrative staff represents 47.8 percent of the education workforce consuming 54 percent of the total wage bill, which decreases the actual resources available to improve the quality of education. This is compounded by the over-centralization of financial management that restricts the ability of the governorates, districts, and schools from improving the management of the educational process. Leadership at the school level also lacks managerial powers.

Other challenges include: (a) The fragmentation and duplication of several entities at the Central Ministry level, for example, in planning, monitoring and evaluation, technology, research and other tasks, which leads to increasing costs, inefficiency, and wastages of resources; (b) the contradictions in the interpretations of ministerial decrees and the absence of accountability, which leads to the increase in complaints coming from different levels, puts a burden on the leaderships with unnecessary divisive matters, and creates room for financial and administrative indiscipline; and (c) the parallel structures of entities established by both ministerial and Muddiriyas' heads decrees, which inflate the size of the administrative bodies, making improvement efforts hard to implement, and increasing fragmentation, duplication of work, and consequently, increasing inefficiency.

3. Ongoing Programs

The MOE has provided policy guidelines to facilitate the institutionalization of decentralization of management of the education system. At the school level, Decree No. 334 for 2006 concerning Boards of Trustees in schools, parents, and teachers, determined the roles and responsibilities of the boards and school principals, outlined their financial and administrative powers and ways for enhancing community participation at the school level, and allowed for the formulation of coordination committees at the governorates and districts levels. New entities were also established by ministerial decrees to support community participation, such as the NGOs Support Unit at the governorate, district, and reform units level. At the governorate level, the efforts included the development of the strategic planning schemes and the establishment of education councils presided by the Governor and including representatives of the civil society, private and cooperative sectors, universities, professionals, and local councils to follow-up the management and planning of the educational process in a decentralized way.

At the Central Ministry level, Law No. 82/2006 established the National Authority for Education Quality Assurance and Accreditation with branches in the governorates to follow-up the educational accreditation, in addition to the establishment of the Governors' Forum for Education Reform with membership of the Governors, and the Ministers of Education, Finance, and Administrative and Local Development. This is also a necessity to build the capacity of technical secretary for the Forum and charging the Reform Departments at the governorates to act as liaison offices for the Forum.

4. Policy Framework and Methodology

The MOE's vision in its move towards decentralization will focus on the following policy dimensions:

1. Give more powers to schools financially and administratively in decision-making and expanding community participation. Schools will be empowered to develop their own development plan, implement monitoring and self-evaluation processes as tools to further improvement, develop a school budget, manage materials and educational resources, manage human resources including punishment and reward, identify professional development needs, evaluate staff performance, coordinate technical supervision with the Idarras, identify teaching approaches, manage school financial resources, and organize and manage social, educational, cultural, and sports activities. Schools also will be empowered to increase partnership with the civil society, support the efforts of boards of trustees and parents towards the improvement of education, and benefit from the available resources at the local level.

2. Devolve administrative powers to the Idarra level. This will be achieved by increasing the roles and responsibilities of the Idarra as far as developing the Idarra and giving support to schools according to their development planning. This includes technical supervision, monitoring and evaluation, financial management of school appropriations, supporting partnerships with civil society, managing training

plans developed at the Idarra level, assessing needs of schools regarding books, monitoring, and managing the distribution of books and other educational materials, coordinating the technology modernization process at schools and its maintenance in light of school plans and performance reports, coordinating different activities in which groups of schools participate, monitoring the implementation of civil works, coordinating the maintenance of educational buildings, and coordinating and implementing financial and administrative matters related to school equipment.

3. Develop the role of governorates (Muddiriyas). The role of the Muddiriyas will be concentrated on organizational, analytical, and monitoring tasks, namely, performing comprehensive situation analysis of districts' performance in light of standards determined by the MOE, providing technical support to the districts, developing the educational plans at the governorate level, coordinating the decentralization of the curriculum, managing the printing and distribution of books, and maintenance of the educational buildings with the districts. The governorates become responsible for developing an annual state of the education report in the governorate, which registers and analyzes the variables and learning outcomes in light of districts' reports. All other field work will be at the district level.

4. Develop the role of the MOE as a developer and monitor of policy and standards. The role of the MOE will be concentrated on developing policies, legislations, and standards in light of the reports coming out of governorates, which will include monitoring and evaluation of policy implementation, developing curriculum, setting up a system to develop and manage human resources in a way that ensures decentralization and transparency, and providing a moral professional incentive for teachers to improve the level of education service. Accordingly, it is very important to reconsider the current structure of the Central Ministry and make it focused on six specific tasks: (1) policies and strategic planning, (2) monitoring and evaluation (quality management), (3) curriculum and education technology, (4) information and technology development, (5) developing human resources, and (6) financial and administrative affairs.

This will require making use of the current cadres in the new structure, the gradual decrease of the size of the administrative bodies in the Central Ministry and Muddiriyas, and rehabilitation of the cadres according to the new tasks and responsibilities that will be assigned to each of them. It will be a must to develop and implement a social marketing strategy ensuring mobilizing the social and political support to the Ministry's efforts and policies in the process of development and restructuring, reducing the possibilities and efforts of resistance to change, and highlighting the importance of reform and development and their relation to the future of the current and future generations.

The Ministry will adopt a gradual and phased approach in shifting to decentralization in a way that is consistent with the mainstream trend in running the state and society affairs, to avoid upturns and shocks that lead to uncalculated possibilities causing severe consequences at the educational, political, and popular levels. Consequently, the reform implementing the strategic plan will focus on the technique of gradualism, phases, and dialogue with all stakeholders involved in creating a national consensus based on the necessity of

change. This is done through forming a committee supervised by MOE, which includes MOE, Ministry of Finance, Ministry of Administrative Development, and Central Authority for Organization and Administration (CAOA), or by choosing a specialized entity that works under the supervision of the concerned Ministries to carry out the following tasks:

1. Preparing an implementation plan for the program in light of the strategic plan and suggested policies;
2. Determining the transitional period required to move to the implementation process for each target;
3. Issuing decrees and regulations necessary for constructing the new institutional framework that achieves the objectives; and
4. Making sure that this reform is done at all levels (School, Idarra, Muddiriya, Central Ministry).

These four policy dimensions are translated to three main strategic reforms:

- Organizational and Structural Development;
- Administrative Decentralization; and
- Financial Management Improvement.

5. Program Presentation

Overall Goal:

Support the institutional capacity of the educational system to achieve system efficiency and effectiveness through institutionalizing decentralization at all system levels.

Strategy

To achieve this overall goal, the MOE will concentrate on three strategic reforms, as follows:

Component 1: Organizational and Structural Development; which focuses on reducing and directing relevant organizational bodies, increasing the utilization of current cadres while giving opportunities to new cadres, and building the MOE's capacities in development and policy improvement to serve the goals of the reform and promote quality. This reform strategy aims at achieving decentralization through organizational and structural development at all levels of the education system. This requires the following policy actions:

1. Support the institutional capacity of the MOE in the areas of strategic planning and policy-making;
2. Restructure the supportive authorities and centers;
3. Restructure and merge the operating entities in education technology and its information systems in one sector;
4. Support the institutional capacity of the MOE in fields of monitoring and evaluating performance according to quality standards and indicators;
5. Support the institutional capacity for entities working in education sectors and merging them in one sector with clear roles and responsibilities that support reform towards decentralization and quality;
6. Support training centers in the governorates to work within the framework of the governorates and the Ministry's plan and policies;

7. Support the process of curriculum development and instructional materials production (see goal 5);
8. Enhance the institutional capacity of the MOE in the field of public relations; and
9. Support school-based management according to the School-based Reform program (see goal 6).

Component 2: Administrative Decentralization, which focuses on devolution of decision-making from the central and governorates level to the Idarras and school levels. This reform strategy aims at achieving administrative decentralization through developing administrative performance at all levels of the education management system. This requires the following policy actions:

1. Develop the administrative system and supervision system at the executive levels;
2. Support the school administrative authority; and
3. Increase the effectiveness at the executive levels to implement laws and decrees related to the principle of decentralization to support the educational institutions.

Component 3: Financial Management Improvement, which focuses on enhancing the principle of decentralization through making the school the smallest financial unit to develop its own executive plan within the framework of the staged goals of the National Strategic Plan. This reform strategy aims at developing the financial performance at al levels of the education system. This requires the following policy actions:

1. Support the institutional capacity of the MOE in financial and administrative affairs;
2. Develop standards and systems that link budget to performance through the school improvement plan; and
3. Develop an institutional system for financial decentralization at the school level and link school accreditation to the financial performance.

Component 1: Organizational and Structural Development

Objective 4.1

Support the institutional capacity of the MOE in the fields of strategic planning and policy making.

Target

4.1.1 Merge entities relevant to strategic planning, policy making, and international cooperation and funding (Central Administration for Educational Planning, General Administration for Planning and Monitoring, Budget Administration and Planning Administration at both General and Technical Education Sectors, Policy and Planning Unit in GAEB) in one sector with clear responsibilities, structure, and supportive organizational factors at governorates level by 2007/08.

Objective 4.2

Restructure the Supportive Authorities and Centers.

Target

4.2.1 Restructure the supportive authorities and identify their expected roles under decentralization, including NCEEE, NCERD, CCIMD, GAEB, and Regional Center for Adult Education (RCAED), in Sers Ellayyan by 2007/08.

Objective 4.3

Restructure and merge the entities operating in instructional technology and information systems in one sector.

Targets

4.3.1 Merge all entities working in infrastructure of technology in MOE (TDC and its branches in Muddiriyas and Idarras, General Department for Educational Computer, Suzanne Mubarak Science Exploration Centers) in one sector responsible for management, maintenance, and technical support by 2007/08.

4.3.2 Merge entities working in information systems (General Administration for Information, Statistics and Computer, and TDC) in one entity to achieve the unity and efficiency of information system at the Central Ministry and Muddiriyas level by 2007/08.

4.3.3. Merge entities working in utilizing technology and its applications in the educational process (instructional technology department in TDC, General Administration for Instructional Media, Suzanne Mubarak Science Exploration Centers) with other entities responsible for producing curriculum to achieve the integration of content and technology by 2007/08 (see objective no. 4.7.1).

4.3.4. Transfer the affiliation of TDCs in governorates (currently affiliated to TDC at the Central Ministry) to the Muddiriyas by 2007/08.

Objective 4.4

Support the institutional capacity of the MOE in monitoring and evaluating performance according to quality standards and indicators.

Target

4.4.1 Merge entities relevant to the institutional performance of monitoring and evaluation at all levels (Central Ministry, Muddiriyas, and Idarras) in light of monitoring and evaluation program by 2007/08, {establish “The Quality Sector” at the Central level and General Department for Quality at Muddiriya level (Both set instruments to measure staff financial and administrative performance), Quality Department at Idarra level and “Quality and Training Unit” at the school level (responsible for managing the processes of monitoring and evaluation, and training at school level)}.

Objective 4.5

Support the institutional capacity for entities working in education sectors and merge them in one sector that has clear roles and responsibilities which support reform towards decentralization and quality.

Target

4.5.1 Merge the relevant entities responsible for various sectors of education (general, private, experimental, NGOs, technical, vocational education, and training), educational services, student activities (social education, journalism, theater, libraries, and physical, military and scout education, examinations, educational museums and document archives, and psychological education) into one sector with clear responsibilities, structure, and organizational supportive factors at the Central Ministry and restructure these entities at Muddiriyas and Idarras levels in light of decentralization by 2007/08.

Objective 4.6

Support training centers in governorates to work within the framework of the governorates and the Ministry's plan and policies (see HRD chapter).

Target

4.6.1 Transfer the affiliation of the training centers form CDIST to the human resource administration at the Muddiriyas level (suggested to be structured and affiliated to the suggested human resource sector at the Central level).

Objective 4.7

Support the process of curriculum development and instructional materials production.

Targets

4.7.1 Restructure and merge the CCIMD, Instructional Technology Administrations in TDCs, Subject Counselors, General Department for Educational Computers, General Administration for Instructional Media, and Suzanne Mubarak Science Exploration Centers in order to achieve the integration of content and technology (see target no. 4.3.3).

4.7.2 Restructure the relation between CCIMD and NCEEE to achieve the integration of evaluation, content, and technology by 2007/08.

4.7.3 Set the optimum approach for spreading the instructional materials in different ways.

Objective 4.8

Enhance the institutional capacity of the MOE in the public relations development.

Target

4.8.1 Increase the MOE's capacity to develop effective public relations with a focus on the media as a means to create a public opinion supporting the educational policy by 2007/08.

Objective 4.9

Support school-based management according to the school-based reform program.

Target

4.9.1 Develop the school organizational structure to achieve and support a) decentralization (see objective no. 4.15); b) the institutional capacity of “Quality and Training Units" (responsible for managing the processes of monitoring and evaluation, and training at school level. (see target 4.4.1); c) laboratory and library development systems; and d) the communication channels between schools and community by 2007/08.

Component 2: Administrative Decentralization

Objective 4.10

Develop the administrative supervision system at the executive levels.

Target

4.10.1 Reconsider the ministerial decrees, charters, and instructions organizing the administrative processes to achieve decentralization at the school level throughout the plan period.

Objective 4.11

Support school administrative authority.

Targets

4.11.1 Empower schools to assess their needs for the delivery of education by 2007/08.

4.11.2 Empower the validity of school management to develop sub-orders organizing school work by 2007/08.

Objective 4.12

Increase the effectiveness at the executive levels to implement laws and decisions at all levels.

Targets

4.12.1 Enhance the implementation of laws and decrees related to the principle of decentralization to support the educational institution by 2007/08.

4.12.2 Overcome multiple interpretations of Ministerial decrees so that they do not bear more than one interpretation by 2007/08.

Component 3: Financial Management Improvement

Objective 4.13

Support the institutional capacity of the MOE in financial and administrative affairs.

Targets

4.13.1 Support the institutional capacity of Central Ministry, particularly in setting policies, identifying priorities, and preparing budgets, especially those of investment for education sector as a whole by 2007/08 (see objective no. 4.1).

4.13.2 Support the institutional capacity for the performance of the financial roles and responsibilities at school, Idarra, and Muddiriya levels by 2007/08.

Objective 4.14

Develop standards and systems that link budget to performance through school improvement plan.

Target

4.14.1 Activate the roles of schools, Idarras and Muddiriyas in developing and implementing the reform plan in light of the policies and objectives of each according to the policy and general plan of the Ministry by 2007/08.

Objective 4.15

Develop an institutional system for financial decentralization at the school level and link school accreditation to the financial performance.

Targets

4.15.1 Develop a budget for the management of quality support and school improvement plans processes by 2007/08.

4.15.2 Include the financial performance of the school in the national standards for education throughout the plan period.

Policy Matrix for Institutionalization of Decentralization

Component I: Organizational and Structural Development

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
4.1 Support the institutional capacity of the MOE in the fields of strategic planning and policy making.	4.1.1 Merge entities relevant to strategic planning, policy making, and international cooperation and funding (Central Administration for Educational Planning, General Administration for Planning and Monitoring, Budget Administration, and Planning Administration at both General and Technical Education Sectors, Policy and Planning Unit in GAEB) in one sector with clear responsibilities, structure, and supportive organizational factors at governorates' level by 2007/08.	4.1.1 (a) Form a committee to: 1. Review the current organizational structure and identify relating entities (Ministry, Muddiriyas, Idarras, schools); 2. Review job duties and job description cards; 3. Review relating decrees and regulations; 4. Prepare a proposal to integrate and unify relating tasks; 5. Crystallize the proposal as a basic part of the restructuring process of the ministry (Muddiriyas, Idarras, schools); 6. Prepare job tasks and job description cards in collaboration with the stakeholders at MOE; 7. Estimate the required cost in terms of financed ranks and other logistic sides; 8. Present the proposal to decision makers' levels at MOE; and 9. Submit the proposal to specialized bodies outside MOE.						• GAOD in collaboration with concerned administrations
		4.1.1 (b) Put the implementation plan into action.						
4.2 Restructure the supportive authorities and centers.	4.2.1 Restructure the supportive authorities and identify their expected roles under decentralization, including NCEEE, NCERD, CCIMD, GAEB, and Regional Center for Adult Education (RCAED), in Sers Ellayyan by 2007/08.	4.2.1 (a) Form a committee to: 1. Review decrees issued for establishing the related entities; 2. Review job tasks, and the internal structure, and their current relationship with policy-making and planning processes; 3. Prepare a proposal to develop the structure and tasks, and to identify and strengthen the relationship between educational research processes with the policy-making and planning in collaboration with stakeholders;						• GAOD in collaboration with concerned administrations

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
		4. Present the draft proposal to stakeholders for feedback and participate in any modification; 5. Crystallize the proposal as part of the restructuring process of the Central Ministry, and develop its role in the educational system; and 6. Present the proposal to the administrative competent bodies for approval.						
		4.2.1 (b) Put the implementation plan into action.						
4.3 Restructure and merge the entities operating in instructional technology and information systems in one sector.	4.3.1 Merge all entities working in infrastructure of technology in MOE (TDC and its branches in Muddiriyas and Idarras, General Department for Educational Computer, Suzanne Mubarak Science Exploration Centers) in one sector responsible for management, maintenance and technical support by 2007/08. 4.3.2 Merge entities working in information systems (General Administration for Information, Statistics and Computer and TDC) in one entity to achieve the unity and efficiency of information system at the Central Ministry and Muddiriyas level by 2007/08.	4.3.1,2,3,4 (a) Form a committee to: 1. Review decrees issued for establishing different entities, their organizational structures, job duties, their current interrelationships with each other and with bodies responsible for developing curriculum, and learning methods; 2. Prepare a proposal for developing structure and job duties; 3. Coordinate the relationships among entities working in: curriculum development and instructional materials, and the entity entrusted with technology and its applications in education in participation with the relating entities; 4. Present the draft proposal to stakeholders for feedback and to participate in revising; 5. Present the draft proposal to policy making level at MOE for feedback; 6. Crystallize the proposal as part of the restructuring process of Central Ministry; and 7. Present the proposal to administrative specialized bodies for approval and to start implementation.						• GAOD in collaboration with concerned administrations
		4.3.1,2,3,4 (b) Put the implementation plan into action.						

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
	4.3.3 Merge entities working in utilizing technology and its applications in the educational process (instructional technology department in TDC, General Administration for Instructional Media, Suzanne Mubarak Science Exploration Centers) with other entities responsible for producing curriculum to achieve the integration of content and technology by 2007/08 (see objective no. 4.7.1). 4.3.4 Transfer the affiliation of TDCs in governorates (currently affiliated to TDC at the Central Ministry) to the Muddiriyas by 2007/08.							
4.4 Support the institutional capacity of the MOE in monitoring and evaluating performance according to quality standards and indicators.	4.4.1 Merge entities relevant to the institutional performance of monitoring and evaluation at all levels (Central Ministry, Muddiriyas, and Idarras) in light of monitoring and evaluation program by 2007/08, {establish “The Quality Sector” at the Central	4.4.1 (a) Form a committee to: 1. Review decrees issued for establishing relating entities; (authority heads' decrees, ministerial decrees); 2. Review competencies, job duties, and internal structure and their current relationships with the monitoring and evaluation processes; 3. Prepare a proposal for developing structure and tasks and for identifying and supporting the monitoring and evaluation processes to achieve total quality in educational institutions; 4. Present the proposal to stakeholders for feedback for participating in modifications;						• GAOD in collaboration with concerned administrations

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
	Sector" at the Central level and General Department for Quality at Muddiriyas level (Both set instruments to measure staff financial and administrative performance), Quality Department at Idarra level and "Quality and Training Unit" at the school level (responsible for managing the processes of monitoring and evaluation, and training at school level)}.	5. Crystallize the proposal as part of restructuring process of the Central Ministry and develop its role through the educational system; 6. Present the proposal to the MOE policy-making level for feedback; and 7. Present the proposal to the administrative specialized bodies for approval.						
		4.4.1 (b) Put the implementation plan into action.						
4.5 Support the institutional capacity for entities working in education sectors and merge them in one sector that has clear roles and responsibilities which support reform towards decentralization and quality.	4.5.1 Merge the relevant entities responsible for various sectors of education (general, private, experimental, NGOs, technical, vocational education, and training), educational services, student activities (social education, journalism, theater, libraries, and physical, military and scout education, examinations, educational museums and document archives, and psychological education) into one sector with clear responsibilities, structure, and organizational	4.5.1 (a) Form a committee to: 1. Review decrees issued for establishing relating entities; 2. Review competencies, job duties, and the internal structure and their current relationship with the educational policy making and planning processes; 3. Review job description cards; 4. Prepare a proposal for developing the structure and tasks, and identifying and strengthening the educational process relationship with policy making and planning in participation with stakeholders; 5. Present the draft proposal to stakeholders for feedback and for participating in modifications; 6. Present the proposal to the MOE policy-making level for feedback; and 7. Present the proposal to concerned administrative authorities for approval.						• GAOD in collaboration with both sectors of General and Technical Education and Services
		4.5.1 (b) Put the implementation plan into action.						

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
	supportive factors at the Central Ministry and restructure these entities at Muddiriyas and Idarras levels in light of decentralization by 2007/08.							
4.6 Support training centers in governorates to work within the framework of the governorates and the Ministry' plan and policies (See HRD chapter).	4.6.1 Transfer the affiliation of the training centers from CDIST to the human resource administration at the Muddiriyas level (suggested to be structured and affiliated to the suggested human resource sector at the Central level).	4.6.1 (a) Form a committee to: 1. Reconsider the decrees organizing subordination of the concerning administrations to Muddiriyas; 2. Set clear and identified competencies for these divisions; 3. Prepare organizational structures to serve this goal; and 4. Approve the organizing decrees and structures from competent bodies.						• GAOD in collaboration with concerned administrations
		4.6.1 (b) Put the implementation plan into action.						
4.7 Support the process of curriculum development and instructional materials production.	4.7.1 Restructure and merge the CCIMD, Instructional Technology Administrations in TDCs, Subject Counselors, General Department for Educational Computers, General Administration for Instructional Media, Suzanne Mubarak Science Exploration Centers in order to achieve the integration of content and technology (see target no. 4.3.3.).	4.7.1,2,3 (a) Form a committee to: 1. Review decrees which established these entities; 2. Review job duties and job description cards in light of new competencies and responsibilities; 3. Prepare a proposal for the process of restructuring, competencies and job duties and the development of its role in the educational system, and another one concerning the optimum technique for spreading the educational subject matter; 4. Coordinate the relationships among entities working in curriculum development and Instructional materials, and the entity entrusted with technology and its applications in education in participation with relating authority; 5. Present the proposal draft to stakeholders for feedback; 6. Present the proposal to the MOE policy-making level for feedback;						• GAOD in collaboration with concerned entities each in its field of specialization

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
	4.7.2 Restructure the relation between CCIMD and NCEEE to achieve the integration of evaluation, content and technology by 2007/08. 4.7.3. Set the optimum approach for spreading the instructional materials in different ways.	7. Crystallize the restructuring proposal as part of the Central Ministry restructuring process and develop its role in the educational system; and 8. Present the proposal to concerned administrative authorities for approval.						
		4.7.1,2,3 (b) Put the implementation plan into action.						
4.8 Enhance the institutional capacity of the MOE in the public relations development.	4.8.1 Increase the MOE's capacity to develop effective public relations with a focus on the media as a means to create a public opinion supporting the educational policy by 2007/08.	4.8.1 (a) Form a committee to: 1. Review the decrees which established this relating entity; 2. Review competencies and responsibilities aiming to maximizing the media role in creating public opinion supporting the educational policy; 3. Review job duties and job description cards in light of new competencies and responsibilities; 4. Prepare a proposal for the process of restructuring, competencies and job duties and develop their role in the educational system; 5. Present the draft proposal to stakeholders for feedback; 6. Present the proposal to the MOE policy-making level for feedback; 7. Crystallize the restructuring proposal as part of the Central Ministry restructuring process and the development of its role in the educational system; and 8. Present the proposal to concerned administrative authorities for approval.						• GAOD in collaboration with General Administration for Public Relations
		4.8.1 (b) Put the implementation plan into action.						
4.9 Support school-based management according to the school-based reform program.	4.9.1 Develop the school organizational structure to achieve and support: a) decentralization (see	4.9.1 (a) Form a committee to: 1. Reconsider ministerial decree no. 250/2005 concerning school management;						• GAOD in collaboration with both sectors of General and Technical Education and services

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
	objective no. 4.15); b) the institutional capacity of "Quality and Training Units (responsible for managing the processes of monitoring and evaluation, and training at school level. (See target 4.4.1); c) laboratory and library development systems; and d) the communication channels between schools and community by 2007/08.	2. Restructure school and set clear competencies for each administrative level; and 3. Re-draft the decrees organizing school management and its organizational structures and approve the decrees from the concerned authority.						
		4.9.1 (b) Put the implementation plan into action.						

Component II: Administrative Decentralization

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
4.10 Develop the administrative supervision system at the executive levels.	4.10.1 Reconsider the ministerial decrees, charters, and instructions organizing the administrative processes to achieve decentralization at the school level throughout the plan period.	4.10.1 (a) Form a committee to: 1. Prepare specialized training programs for administrative, personnel and coordination affairs departments so as to develop their skills and implement decrees and regulations; 2. Build capacities of staff working in administrative, personnel, and coordination affairs; and 3. Prepare a procedural working guide for administrative decrees and regulations organizing work inside schools.						• Training administrations in Muddiriyas with concerned authorities: Development Administration and CAOA at governorates level • CAOA. • Financial & Administrative Affairs in Muddiriyas
		4.10.1 (b) Put the implementation plan into actions.						

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
4.11 Support school administrative authority.	4.11.1 Empower schools to assess their needs for the delivery of education by 2007/08.	4.11.1 (a) Form a committee to: 1. Activate the Board of Trustees' decree concerning the school's authority to contract with teachers to overcome their shortage; 2. Conduct training for jobs having excess of employees; and 3. Activate Decree No. 251/2005 concerning the weekly teaching load of headmasters & deputies.						• School principals and BoTs • SQTU • Subject supervisor • School's development leading team • E-government official
		4.11.1 (b) Put the implementation plan into action.						
	4.11.2 Empower the validity of school management to develop sub-orders organizing school work by 2007/08.	4.11.2 (a) Form a committee to: 1. Prepare school internal regulations; 2. Identify tasks that can be delegated; and 3. Activate the role of the E-government at schools for preparing school database.						• School principals and BOTs • SQTU • Subject supervisor • School principal (school management) • School's development leading team • E-government official
		4.11.2 (b) Put the implementation plan into action.						
4.12 Increase the effectiveness at the executive levels to implement laws and decisions at all levels.	4.12.1 Enhance the implementation of laws and decrees related to the principle of decentralization to support the educational institution by 2007/08.	4.12.1 (a) Form a committee to: 1. Activate and reconsider ministerial decrees concerning school management jobs (250, 251, 253/2005, 213/1987); and 2. Reconsider Article 8, Law 47/1978 and Article 93 of the Executive regulation of Law 43/1979 identifying Muddiriya as an independent unit that develops its own organizational structure, competencies, and job description cards after being approved from the Governor and CAOA, so that the competency is transferred to the Idarra and school levels in frame of clear administrative standards set by the Ministry in coordination with concerned ministries and authorities.						• Idarra • Muddiriya
		4.12.1 (b) Put the implementation plan into action						

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
	4.12.2 Overcome multiple interpretations of Ministerial decrees so that they do not bear more than one interpretation by 2007/08.	4.12.2 (a) Form a committee to: 1. Identify the body responsible for the Ministerial decrees interpretation 2. Set up clear and specific competencies for this body; 3. Set job description cards for the staff of this body so as to include tasks of decree's interpretation; 4. Train cadres working in this body to interpret decrees and issue executive memo for each decree; and 5. Set up a mechanism to reach the final interpretations of Ministerial decrees (issue an executive memo draft for the ministerial decrees to be followed for 3 months, receive feedback from Muddiriyas, modify the executive memo to be issued in its final form).						• Muddiriyas in coordination with the Development Administration and the governor • MOE • Muddiriyas
		4.12.2 (b) Put the implementation plan into action.						

Component III: Financial Management Improvement

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
4.13 Support the institutional capacity of the MOE in financial and administrative affairs.	4.13.1 Support the institutional capacity of Central Ministry, particularly in setting policies, identifying priorities, and preparing budgets, especially those of investment for education sector as a whole by 2007/08 (see objective no. 4.1).	4.13.1 (a) Form a committee to: 1. Prepare cadres capable of setting policies, identifying priorities and preparing budgets; 2. Set up a mechanism for identifying the plan priorities and getting the minister's approval; and 3. Construct “Audit Management Unit.”						
		4.13.1 (b) Put the implementation plan into action.						

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
	4.13.2 Support the institutional capacity for the performance of the financial roles and responsibilities at school, Idarra and Muddiriya levels by 2007/08.	4.13.2 (a) Form a committee to: 1. Set clear and specific competencies expressing MOE policies towards financial and administrative decentralization at school, Idarra and Muddiriya levels; 2. Prepare job description cards according to specific competencies and present the proposal; and 3. Crystallize the proposal within the frame of Central Ministry restructuring process and develop its role in the education system.						
		4.13.2 (b) Put the implementation plan into action.						
4.14 Develop standards and systems that link budget to performance through school improvement plan.	4.14.1 Activate the roles of schools, Idarras and Muddiriyas in developing and implementing the reform plan in light of the policies and objectives of each according to the policy and general plan of the Ministry by 2007/08.	4.14.1 (a) Form a committee to: 1. Prepare guidebooks and models for the plan, budget project, laws, and decrees organizing the preparation of each of them; 2. Identify, study, and re-assess these laws and agreeing that they suit all current operating conditions; 3. Re-draft conflicting, overlapping, dilatory and unused laws to be more effective; 4. Make laws legal through relating legislative bodies; and 5. Use these guidebooks in trainings that will be referred to as an academic subject matter.						• Ministry • Muddiriyas • Idarras
		4.14.1 (b) Put the implementation plan into action.						
4.15 Develop an institutional system for financial decentralization at school level and link school accreditation to the financial performance.	4.15.1 Develop a budget for the management of quality support and school improvement plans processes by 2007/08.	4.15.1 (a) Form a committee to: 1. Review relating decrees and regulations identifying expenditure at school level; 2. Prepare a new regulation enabling schools to prepare budget, balance sheet and closing account in relation to school improvement plan; 3. Modify decrees with concerned authorities (MOE and CAOA) to enable schools to do expenditures in light of the plan and budget;						• Elements from school management, Idarras, Muddiriyas, Central Ministry, and civil society. • All concerned authorities.

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
		4. Modify decrees and regulations organizing work in Idarras, Muddiriyas, and Ministry in accordance with school improvement plan; 5. Modify duties and responsibilities for different administrations (Planning and Budget) at Idarra, Muddiriya and Central Ministry levels; 6. Restructure cadres of planning and budget at school, Idarra, Muddiriya and Central Ministry levels; and 7. Prepare approved reference guidebooks of activating these tasks at school, Idarra, Muddiriya and Ministry levels.						
		4.15.1 (b) Put the implementation plan into action.						
	4.15.2 Include the financial performance of the school in the national standards for education throughout the plan period.	4.15.2 (a) Form a committee to: 1. Cooperate with the committee entrusted with national standards for education; 2. Prepare a proposal for relating paragraphs to be added to the national standards; and 3. Follow-up the discussions with the committee to reach an agreement on the final wording.						• Directorates of Muddiriyas and standards committee
		4.15.2 (b) Put the implementation plan into action.						

Logframe for Institutionalization of Decentralization Program

Component I: Organizational and Structural Development

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
Objective (1) Support the institutional capacity of the MOE in the fields of strategic planning and policy making.	• Proposed organizational structure offered to concerned authorities	• Existence of a new sector for strategic planning and policy making within the organizational structure	• The proposed project structure is approved by concerned authority.
Target/ Output (1) Merge entities relevant to strategic planning, policy making, and international cooperation and funding (Central Administration for Educational Planning, General Administration for Planning and Monitoring, Budget Administration and Planning Administration at both General and Technical Education Sectors, Policy and Planning Unit in GAEB) in one sector with clear responsibilities, structure, and supportive organizational factors at governorates' level by 2007/08.	• New decrees issued for establishing the new sector • New sector established	• The proposed project is prepared and presented to concerned authority • Project relating decrees are issued by external concerned authority	• Integrate and restructure some existing and parallel entities; that depend only on Ministerial decrees to be established with others at the Ministry structure. • Agreement and harmony among tasks and duties of these entities.
Objective (2) Restructure the supportive authorities and centers.	• Proposed organizational structure offered to concerned authorities	• The proposed project is prepared and presented to concerned authority	• The project is approved by concerned authority.
Target / Output (1) Restructure the supportive authorities and identify their expected roles under decentralization, including NCEEE, NCERD, CCIMD, GAEB, and Regional Center for Adult Education (RCAED), in Sers Ellayyan by 2007/08.	• New decrees issued • New sector established	• The proposed project is prepared and presented to concerned authority • Project relating decrees are issued by external concerned agency	• Integrate and restructure some informal existing entities established by ministerial decrees; parallel with Ministry structure. • Agreement and harmony among tasks and duties of these entities.

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
Objective (3) Restructure and merge the entities operating in instructional technology and information systems in one sector.	• Proposed organizational structure offered to concerned authorities	• The proposed project is prepared and presented to concerned authority	• The project is approved by concerned authority.
Target / Output (1) Merge all entities working in infrastructure of technology in MOE (TDC and its branches in Muddiriyas and Idarras, General Department for Educational Computer, Suzanne Mubarak Science Exploration Centers) in one sector responsible for management, maintenance, and technical support by 2007/08.			
Target / Output (2) Merge entities working in information systems (General Administration for Information, Statistics and Computer, and TDC) in one entity to achieve the unity and efficiency of information system at the Central Ministry and Muddiriyas level by 2007/08.	• Proposed organizational structure offered to concerned authorities • New decrees issued	• The proposed project is prepared and presented to concerned authority • Project relating decrees are issued by external concerned authority	• Integrate and restructure some informal existing entities established by ministerial decrees; parallel with Ministry structure. • Agreement and harmony among tasks and duties of these entities.
Target / Output (3) Merge entities working in utilizing technology and its applications in the educational process (instructional technology department in TDC, General Administration for Instructional Media, Suzanne Mubarak Science Exploration Centers) with other entities responsible for producing curriculum to achieve the integration of content and technology by 2007/08.			
Target / Output (4) Transfer the affiliation of TDCs in governorates (currently affiliated to TDC at the central Ministry) to the Muddiriyas by 2007/08.			

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
Objective (4) Support the institutional capacity of the MOE in monitoring and evaluating performance according to quality standards and indicators.	• Proposed organizational structure offered to concerned authorities	• The proposed project is prepared and presented to concerned authority	• The project is approved by concerned authority.
Target / Output (1) Merge entities relevant to the institutional performance of monitoring and evaluation at all levels (Central Ministry, Muddiriyas, and Idarras) in light of monitoring and evaluation program by 2007/08,{establish "The Quality Sector" at the Central level and General Department for Quality at Muddiriyas level (Both set instruments to measure staff financial and administrative performance), Quality Department at Idarra level and "Quality and Training Unit" at the school level (responsible for managing the processes of monitoring and evaluation, and training at school level)}.	• New decrees issued • Existence of new entities	• The proposed project is prepared and presented to concerned authority • Project relative decrees are issued by the external concerned agency	• Integrate and restructure some informal existing entities. established by ministerial decrees; parallel with Ministry structure. • Agreement and harmony among tasks and duties of these entities.
Objective (5) Support the institutional capacity for entities working in education sectors and merge them in one sector that has clear roles and responsibilities which support reform towards decentralization and quality.	• Review the new organizational structure for related entities	• The proposed project is developed and presented to concerned authority	• The project is approved by concerned authority.
Target / Output (1) Merge the relevant entities responsible for various sectors of education (general, private, experimental, NGOs, technical, vocational education, and training), educational services, student activities (social education, journalism, theater, libraries, and physical, military and scout education, examinations, educational museums and document archives, and psychological education) into one sector with clear responsibilities, structure, and organizational supportive factors at the Central Ministry and restructuring these entities at Muddiriyas and Idarras levels in light of decentralization by 2007/08.	• New decrees issued for establishing the new sectors	• The proposed project is prepared and presented to concerned authority • Project relative decrees are issued by the external concerned agency	• Integrate and restructure some informal existing entities. established by ministerial decrees; parallel with Ministry structure. • Agreement and harmony among tasks and duties of these entities.

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
Objective (6) Support training centers in governorates to work within the framework of the governorates and the Ministry' plan and policies (See HRD chapter).	• Proposed organizational structure offered to concerned authorities	• The proposed project is prepared and presented to the concerned authority	• The project is approved by the concerned authority.
Target / Output (1) Transfer the affiliation of the training centers from CDIST to the human resource administration at the Muddiriyas level (suggested to be structured and affiliated to the suggested human resource sector at the Central level).	• New decrees issued for organizing the subordination of training centers to Muddiriyas	• Proposal project is prepared and presented to concerned authority	• The project is approved by the concerned authority.
Objective (7) Support the process of curriculum development and instructional materials production.	• Proposed organizational structure offered to concerned authorities	• The proposed project is prepared and presented to concerned authority	• The project is approved by the concerned authority.
Target / Output (1) Restructure and merge the CCIMD, Instructional Technology Administrations in TDCs, Subject Counselors, General Department for Educational Computers, General Administration for Instructional Media, Suzanne Mubarak Science Exploration Centers in order to achieve the integration of content and technology (see target no. 4.3.3.).	• New decrees issued for restructuring the centers • Clear and specific responsibilities defined	• Proposal project is prepared and presented to the concerned authority	• The project is approved by the concerned authority.
Target / Output (2) Restructure the relation between CCIMD and NCEEE to achieve the integration of evaluation, content and technology by 2007/08.			
Target/ Output (3) Set the optimum approach for spreading the instructional materials in different ways.			

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
Objective (8) Enhance the institutional capacity of the MOE in the public relations development.	• Proposed organizational structure offered to concerned authorities	• The proposed project is prepared and presented to concerned authority	• The project is approved by concerned authority.
Target / Output (1) Increase the MOE's capacity to develop effective public relations with a focus on the media as a means to create a public opinion supporting the educational policy by 2007/08.	• Increase number of people that support new educational policies • Number of trained personnel able to support school management	• The proposed project is prepared and presented to concerned authority • Decrees concerning the project are issued through external concerned authority	• Restructure some existing entities within the Ministry structure and through Ministerial decrees. • Agreement and harmony among tasks and duties of such entities.
Objective (9) Support school-based management according to the school-based reform program.	• Proposed organizational structure offered to concerned authorities	• The proposed project is prepared and presented to concerned authority	• The project is approved by the concerned authority.
Target/ Output (1) Develop the school organizational structure to achieve and support: a) decentralization (see objective no. 4.15); b) the institutional capacity of "Quality and Training Units (responsible for managing the processes of monitoring and evaluation, and training at school level. (See target 4.4.1); c) laboratory and library development systems; and d) the communication channels between schools and community by 2007/08.	• New ministerial decrees develop new school organizational structure • BoT members participate in school management	• A project of the proposal is prepared and presented to concerned authority	• The project is approved by concerned authority.

Component II: Administrative Decentralization

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
Objective (10) Develop the administrative supervision system at the executive levels.	• Well-trained personnel	• Implement training programs and notify concerned authority with results	• Provide required financial resources.
Target /Output (1) Reconsider the ministerial decrees, charters, and instructions organizing the administrative processes to achieve decentralization at the school level throughout the plan period.	• New administrative decrees and regulations organizing work inside school • Number of well trained personnel at school level	• Guide is printed and issued	• Provide required data.
Objective (11) Support school administrative authority.	• High performance of school administrative authority	• Advertise for job vacancies and carrying out contractions	• Provide financial resources. • Existence of efficient cadres in required specialties.
Target /Output (1) Empower schools to assess their needs for the delivery of education by 2007/08.	• Number of well trained personnel	• Activate the decree concerning the weekly classes quota for deputies and headmasters • Prepare required cadres to overcome the shortage	• Employee's consent and desire to transform to another job.
Target / Output (2) Empower the validity of school management to develop sub-orders organizing school work by 2007/08.	• New regulations to organize school work	• Approve school internal regulation • Identify and activate tasks • Existence of a comprehensive database	• Approval of relating authorities. • Agreement with regulations and laws. • Facilitating the process of obtaining data required for establishing database.
Objective (12) Increase the effectiveness at the executive levels to implement laws and decisions at all levels.	• Number of well trained personnel	• Implement and activate decrees	• Provide more powers and training to those responsible for implementation.

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
Target /Output (1) Enhance the implementation of laws and decrees related to the principle of decentralization to support the educational institution by 2007/08.	• Number of well trained personnel	• Issue publications and periodicals for clarification	• Ensure that some schools received decrees.
Target/ Output (2) Overcome multiple interpretations of Ministerial decrees so that they do not bear more than one interpretation by 2007/08.	• Existence of high level entity able to interpret correctly Ministerial decrees	• Structure is issued and approved by concerned authority • Setting up a mechanism for the interpretation of Ministerial decrees • Issue and approve job description cards	• Approval of External concerned authorities. • Provide required financial resources and cadres.

Component III: Financial Management Improvement

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
Objective (13) Support the institutional capacity of the MOE in financial and administrative affairs.	• The proposed project is prepared and presented to concerned authority	• The proposed project is prepared and presented to concerned authority and relating decrees are issued	• The project is approved by concerned authorities.
Target / Output (1) Support the institutional capacity of Central Ministry, particularly in setting policies, identifying priorities, and preparing budgets, especially those of investment for education sector as a whole by 2007/08 (see objective no. 4.1).	• The proposed project is prepared and presented to concerned authority	• The proposed project is prepared and presented to concerned authority and relating decrees are issued	• The project is approved by concerned authorities.

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
Target / Output (2) Support the institutional capacity for the performance of the financial roles and responsibilities at school, Idarra and Muddiriya levels by 2007/08.	• The proposed project is prepared and presented to concerned authority	• Crystallize the proposal as a part of Central Ministry restructuring process and develop its role in the education system • Present the proposal to the competent administrative authorities for approval	• The project is approved by concerned authority.
Objective (14) Develop standards and systems that link budget to performance through school improvement plan.	• Well defined standards	• Each body sets a plan and a budget to be implemented through available and allocated resources without legal accountability	• Provide required finance. • Necessity of agreement with other ministries.
Target / Output (1) Activate the roles of schools, Idarras and Muddiriyas in developing and implementing the reform plan in light of the policies and objectives of each according to the policy and general plan of the Ministry by 2007/08.	• Number of well-trained personnel • Existence of reform plan	• Measure the efficiency of authorities that will be taken as model for developing the plan and budget project and the extent of their understanding to rules included in the guide	• Provide required finance. • Necessity of agreement with other ministries.
Objective (15) Develop an institutional system for financial decentralization at school level and link school accreditation to the financial performance.	• Well trained personnel • Criteria for financial performance	• Experimental performance on models that will be implemented	• Modify old laws and decrees that limit the application of this regulation. • Overcome old culture.
Target/ Output (1) Develop a budget for the management of quality support and school improvement plans processes by 2007/08.	• Number of well trained personnel • Existence of school improvement plan	• Existence of a plan and budget at each level (school is the most important)	• Existence of efficient cadres.
Target/ Output (2) Include the financial performance of the school in the national standards for education throughout the plan period.	• Existence of standards for financial performance	• Include the financial performance standards of the school in the national standards for education	• Approving the standards.

Chapter Five
Technology Development and Information Systems

Overall Goal:
Develop and install the ICT infrastructure and technical support needed to implement and sustain modern pedagogy and effective educational management and planning.

1. Introduction

Information and communication technology (ICT) can be an administrative tool that facilitates better organizational management. It also can be a tool for data analysis to produce information for decision-making and problem solving, and as a means of communication to facilitate interaction and cooperation. ICT development requires not only the acquisition of new skills for operating and managing technological equipment and software applications, but also requires the ability of using technology in searching for, organizing, and analyzing information to find innovative solutions for problems that are connected with the current situation. ICT can also be used as an aid to learning by both students and teachers through the utilization of technology in learning activities and management tasks at the school level. Financial and policy-related aspects also have a great effect on the successful use of technology inside schools.

Egypt has been utilizing ICT as part of its provision of education for some time. Computer infrastructure and equipment, laboratories, information systems, and administrative management structures have been developed and in operation in many schools and administrative departments within the ministry and the governorates. This includes, for example, computers in preschools, primary, preparatory, secondary, and special education schools; and computer laboratories in almost 4,611 schools—mainly secondary schools. Currently, many schools at all levels are equipped with: (a) multimedia laboratories (1,800 preschool, 11,925 primary, 6,195 preparatory, and 1,205 secondary schools); and (b) high speed internet access available in 152 schools with installation in another 2,000 schools is underway, while 22,000 schools access the internet via dialup connections. As in other areas, great strides have been made in access. More is necessary on that front, but it is also time to pay close attention to the nature and quality of ICT usage.

Technology has also been used for in-service training of education personnel; for example, there is a national network of 63 video conference systems for remote training, communication via satellite (V-SAT network) consisting of seven stationary stations, six mobile stations, and seven locations run by using DAMA system(1). There is another information network connecting the 27 governorates with the Central Ministry.

The Education Management Information Systems (EMIS) and School Management Systems (SMS) have also been built at the Central Ministry and in schools. The EMIS has been utilized to provide immediate data required for planning and decision-making, support planning processes, project management, and quality control in educational process, and to provide historical and current statistics on trends and projections in education. At the school level, the SMS system aims at saving time and effort to achieve better focus on the educational process, and aids the management process to function integrally and accurately, through managing the educational and administrative database at the school level in a fast, accurate, and professional manner. In spite of its importance, SMS exists only in 38 Smart Schools and some private schools.

(1) Equipment For Satellite Communication Systems With Channel Demand Assignment (DAMA).

2. Main Issues

- There is a lack of a comprehensive system for providing and utilizing technology in the educational process. The current situation indicates that there are many computers that are not effectively used in schools.
- In spite of the MOE efforts to provide schools with computers and laboratories, the distribution of those computers and labs is unequal. Early Childhood and Primary levels suffer the most from a huge lack in the number of computers. The average number of computers in those two levels is 1PC/school, and 3PCs/school, respectively. Despite the great improvements, there are still cases in which teachers avoid using ICT fully for fear of having to pay for problems or repairs by themselves.
- The General administration for Information and Computers in the Central Ministry has an EMIS system. There are efforts that aim at maximizing the benefits from this system. However, qualified personnel are still needed to actively use the system.
- The overwhelming majority of schools do not have an SMS.
- Most teachers lack basic computer skills necessary for applying new pedagogical strategies such as active learning, cooperative learning, problem-solving, and comprehensive assessment.
- In terms of management, there are different entities responsible for ICT inside the Central Ministry, which have contradicting roles and responsibilities. Integration of these entities has become a necessity to clarify roles and positions regarding processes of managing the information systems and providing the infrastructure necessary for the development of curriculum, teaching methods, and quality education.
- In terms of hardware, although the General Administration for Information and Computers has an integrated system for information that works using specialized software, namely Oracle, this system still needs further modifications.

3. Ongoing Programs

The main ongoing program in the development and expansion of the use of ICT in education is the **Egyptian Initiative for Education Development**. This came about as a result of the World Economic Forum held in Sharm El Sheikh in May 2006. It aims at enabling pupils, teachers, and managers to build their capacities in a comprehensive way to understand the ICT culture and its use in preparatory schools, in addition to using advanced ICT in schools. So far, a total of 15,995 persons have been trained on the Intel program, 16,196 on the Microsoft Program, 4,508 trained according to the training plan of the TDC, and 7,600 computers were supplied to schools.

The National Technology Project, which aims to provide broadband technology to schools, is an ambitious plan set up by the Ministry of Communications and Information and the Ministry of Education for mainstreaming broadband technology. This will be achieved through gradual connection of 7,700 preparatory schools through broadband. The first stage will provide 2,000 preparatory schools each with: 13 computers with their accessories, one scanner, one web cam, and a broadband internet connection using ADSL.

MOE Electronic Portal: This project represents a technological leap that paves the way to facilitate the daily work among the Ministry's sectors and alleviates the burden of people through the electronic service portal and opening new horizons for E-learning through the E-Learning Portal. Also, informing the education officials and stakeholders of the latest events, news, and conferences through the Knowledge Portal. This Portal can contribute to developing the EMIS for the education system.

4. Policy Framework and Methodology

Figure (1) shows the methodological policies for the program, taking into consideration the part concerning technology integration into curricula and teaching methodologies. This policy planning is covered in details in the Curriculum Development Chapter. The curriculum development program focuses on better integration of ICT within the curriculum, developing a standard-based curriculum that includes the use of ICT in teaching and learning processes, implementing ICT-based curriculum activities and establishing links between ICT and assessment; all of which are essential factors in creating a learning environment for an actively and positively participating pupil. On the other hand, the technology program focuses mainly on the provision of proper infrastructure for carrying out the management of the business of education, including the changes noted here.

The program methodology also focuses on establishing a classification system for schools using the Star System Model to identify the appropriate infrastructure needed for each school. The school classification system has six levels, starting at Zero Star and ending at five Stars, according to the following components[(2)]: equipment, means of communication, personnel, and School Management System (SMS). To date, 8,131 preparatory and secondary schools have been classified using this system.

The program strategy also focuses on developing the School Management System (SMS) as it has an important role in facilitating the school management process. To support the application of SMS in schools, the MOE will focus on providing skilled teachers in using the technology in learning activities, standards for curriculum content and instructional materials for each educational level (software, means of communication, equipment), learner-based learning methods, a model for the appropriate technological infrastructure for each education level, a process for evaluating the effectiveness of using technology in the learning process according to the performance standards, ways to identify the technology, software and advanced networks for distance communication, community partners who provide the technical expertise and the day-to-day interaction, continuous financial support for the use of technology, and supportive policies and standards for the new educational model.

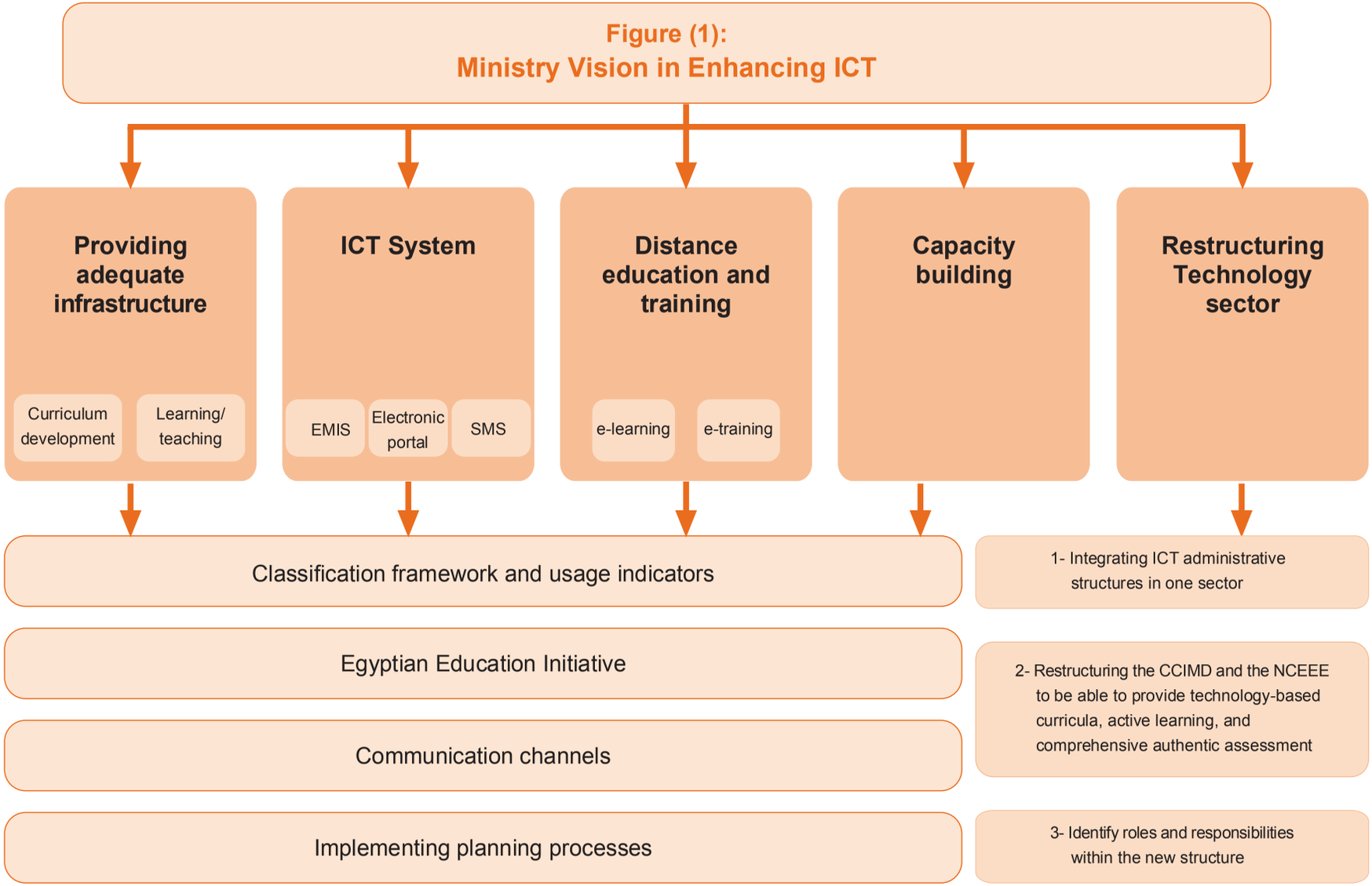
The fourth element of the methodology is the activation of the role of information technology in administration and management through the EMIS and SMS. The EMIS system will be improved to provide collective educational statistics, performance indicators, and projections to serve decision-making and quality control at the central level. The expected improvement will be at both the Muddiriya level and central level to provide a clear picture of the system quantitatively and qualitatively to support education on the long term as well as on a daily basis. The SMS will also be employed in schools to provide detailed information on pupils, teachers, and administrators inside the school, and to facilitate the administrative work and provide quality control inside the school and the Idarra. This system will be implemented at both Idarra and school level.

(2) See annex (6).

There will be support for the use of technology in training and distance learning through the continuous capacity building for teachers, especially in the field of integrating technology in the teaching and learning process. The MOE aims at training persons to obtain the International Computer Driving License (ICDL), and to train supervisors on utilizing computers to conduct advanced training programs on maintenance, networking, and programming.

As part of the MOE's decentralization efforts, the final element of the ICT strategy is to restructure the technology departments within the ministry. It is expected that these entities will be integrated into one sector with specific roles and responsibilities. This restructuring process will also identify the entity that will be responsible for integrating technology within the curriculum.

Figure (1):
Ministry Vision in Enhancing ICT



5. Program Presentation

Overall Goal:

Develop and install the ICT infrastructure and technical support needed to implement and sustain modern pedagogy and effective educational management and planning.

Strategy

The program aims at using ICT to establish a comprehensive learner-centered system of education that is able to provide the infrastructure necessary for the effective use of technology to perform educational and administrative functions. The strategy is to set up an integrated framework for using ICT at schools, Idarras, Muddiriyas, and MOE levels to support the management, policy, planning, professional training, and other aspects of the education process.

The MOE's efforts in this respect have five dimensions:

- Providing the technological infrastructure needed for an effective educational process according to the strategies and objectives as identified in the Curriculum program.
- Completing the establishment of EMIS & SMS.
- Completing the infrastructure of distance learning and training.
- Building capacity on ICT for teachers and technical staff.
- Restructuring the management sector for Technological Development and Information Systems.

Objectives and Targets

Objective 5.1

Modernize and strengthen the technology infrastructure in all schools to enable them to effectively apply the new curriculum, innovated learning and teaching methodology, school based management, and pupil assessment (see Curriculum chapter).

Targets

5.1.1 Set up a framework for technology in schools by the end of 2007.

5.1.2 Provide schools with the minimum requirements of technology infrastructure needed to support educational practices within the school.

5.1.3 Provide pre-primary and CBE classrooms with ICT infrastructure during the five years of the plan (2007/2012).

5.1.4 Provide 50 percent of primary schools with technology infrastructure during the five years of the plan (2007/2012).

5.1.5 Complete installation of ICT infrastructure in the preparatory schools (that are not covered by EEI) during the five years of the plan (2007/2012).

5.1.6 Provide secondary schools with ICT infrastructure during the five years of the plan (2007/2012).

Objective 5.2

Activate the role of information system management in the educational process.

Targets

5.2.1 Enhance information system EMIS and SMS during the five years of the plan (2007/2012).

5.2.2 Provide the required support and qualified staff for an electronic portal.

Objective 5.3

Support the best use of technology in distance learning and training.

Targets

5.3.1 Complete infrastructure (technology needed) of the TDC during the five years of the plan (2007/2012).

5.3.2 Conduct distance education programs in different areas.

Objective 5.4

Build capacity in the ICT domain.

Targets

5.4.1 Build capacity of teachers for using and integrating technology in education during the five years of the plan (2007/2012).

5.4.2 Build capacity for information system management.

5.4.3 Build capacity of TDC staff.

5.4.4 Build capacity in distance learning and training.

Objective 5.5

Merge different technology departments in one sector to achieve unity and efficiency.

Targets

5.5.1 Identify a specific authority for EMIS.

5.5.2 Identify a specific authority to integrate technology in curricula.

5.5.3 Unify the authority responsible for the infrastructure for technology development to include:
(a) Providing computers and equipment;
(b) Maintenance;
(c) Networks; and
(d) Distance learning and training equipment.

Policy Matrix for Technology Development and Information Systems

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
5.1 Modernize and strengthen the technology infrastructure in all schools to enable them to effectively apply the new curriculum, innovated learning and teaching methodology, school based management, and pupil assessment (see Curriculum chapter).	5.1.1 Set up a framework for technology in schools by the end of 2007.	5.1.1 (a) Implement the newly established Star System and evaluate its effectiveness for the improvement purpose.						• MOE • TDC
		5.1.1 (b) Set up and design standards, indicators, and measurement instruments for the optimum use of ICT in schools (See M&E chapter).						
	5.1.2 Provide schools with the minimum requirements of technology infrastructure needed to support educational practices within the school.	5.1.2 (a) Provide (25,600) school buildings with six computers (for each), for the teachers' room, the library, and the school principal's room.						
		5.1.2 (b) Provide targeted schools (17,350) in the plan with school network.						
		5.1.2 (c) Provide the targeted schools (17,350) in the plan with broadband internet connection.						
	5.1.3 Provide pre-primary and CBE classrooms with ICT infrastructure during the five years of the plan (2007/2012).	5.1.3 (a) Provide 49,956 classrooms in the pre-primary level with one computer and one data show.						
		5.1.3 (b) Provide 13,333 community classroom schools with one computer and one data show.						
	5.1.4 Provide 50 percent of primary schools with technology infrastructure during the five years of the plan (2007/2012).	5.1.4 (a) Provide 3,500 (25 percent) of the primary schools with a lab containing ten computers, data show, screen, and a LAN.						
		5.1.4 (b) Provide 3,500 (25 percent) of the primary schools with a mobile computer unit (one for each floor), one laptop, and data show.						
		5.1.4 (c) Provide 100 percent of primary schools with the needed software for visual labs.						

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
	5.1.5 Complete installation of ICT infrastructure in the preparatory schools (that are not covered by EEI) during the five years of the plan (2007/2012).	5.1.5 (a) Provide 7,000 prep. Schools with computer lab, LAN, and data show.						
		5.1.5 (b) Provide the same prep. schools mentioned in activity 5.1.5 (a) with a mobile computer unit (one for each floor) containing one laptop and a data show.						
		5.1.5 (c) Modernize the advanced science labs in 50 percent of prep. schools.						
	5.1.6 Provide secondary schools with ICT infrastructure during the five years of the plan (2007/2012).	5.1.6 (a) Provide 2,350 secondary schools with a mobile computer unit to serve as a mobile lab with ten laptops to reach a rate of one computer/20 pupils, three stars level).						
		5.1.6 (b) Modernize the advanced science labs in 50 percent of general secondary schools.						
		5.1.6 (c) Provide 50 percent of technical secondary schools (industrial, agriculture, and commercial) with a computer lab (10 computers, data show, and LAN).						
5.2 Activate the role of Information system management in the educational process.	5.2.1 Enhance information system EMIS and SMS during the five years of the plan (2007/2012).	5.2.1 (a) Form a committee to set up a plan to develop and implement information systems by 2007/08.						• MOE • TDC
		5.2.1 (b) Conduct needs assessment study to design an analytical system for educational indicators at the national level to be in consistence with the international indicators by 07/08.						
		5.2.1 (c) Set up a plan for the effective use of the available infrastructure in the Central Ministry and Muddiriyas by 2007/08.						

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
		5.2.1 (d) Provide Muddiriyas and Idarras with 560 computers to work as servers (phase one) by 2007/08.						
		5.2.1 (e) Provide all school buildings (25600) with two computers to serve in SMS (phase two), starting at 2008/09.						
		5.2.1 (f) Pilot the preliminary version of the information system in the selected Idarras and schools by the end of 2008/09.						
	5.2.2 Provide the required support and qualified staff for an electronic portal.	5.2.2 (a) Provide 20 qualified staff for the ongoing update and maintenance of the electronic portal.						
5.3 Support the best use of technology in distance learning and training.	5.3.1 Complete infrastructure (technology needed) of the TDC during the five years of the plan (2007/2012).	5.3.1 (a) Support distance learning and training infrastructure during the plan years 2007/12.						• TDC
		5.3.1 (b) Support the e-learning projects during the plan years 2007/12.						
		5.3.1 (c) Provide technical maintenance for computers and equipment during the plan years (2007/12).						
	5.3.2 Conduct distance education programs in different areas.	5.3.2 (a) Identify the learning /training programs that could be implemented through distance education approach, in addition to setting up an annual plan for implementing those programs with the involvement of all concerned authorities by 2007/08.						
5.4 Build capacity in the ICT domain.	5.4.1 Build capacity of teachers for using and integrating technology in education during the five years of the plan (2007/2012).	5.4.1 (a) Complete the training of 500,000 teachers on "Education for the Future" Programs.						• HRs • Quality Sector
		5.4.1 (b) Complete the qualifying of 850,000 teachers on ICDL.						
		5.4.1 (c) Train teachers on using technology in the educational process (See SBR& BER chapters).						

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
	5.4.2 Build capacity for information system management.	5.4.2 (a) Train two persons in each school on the information system management during the five years of the plan.						
		5.4.2 (b) Train two persons in each Idarra on the information system management during the five years of the plan.						
		5.4.2 (c) Build capacity of the suggested system analysis unit members on analyzing and designing information systems by 2007/08.						
	5.4.3 Build capacity of TDC staff.	5.4.3 (a) Train 1,000 technicians on computer maintenance programs during the plan years (2007/12).						
		5.4.3 (b) Train 1,000 persons on computers and networks advanced applications during the plan years (2007/12).						
	5.4.4 Build capacity in distance learning and training.	5.4.4 (a) Design and implement two training programs, ten days each, on designing, and producing training materials electronically, by an international expert, by 2007/08.						
5.5 Merge different technology departments in one sector to achieve unity and efficiency.	5.5.1 Identify a specific authority for EMIS.	5.5.1,2,3 (a) Form a committee to review the current structures of technology departments in order to avoid duplication of tasks and responsibilities aimed at unifying that sector.						
	5.5.2 Identify a specific authority to integrate technology in curricula.	5.5.1,2,3 (b) Identify a clear organizational structure.						
	5.5.3 Unify the authority responsible for the infrastructure for technology development to include: (a) providing computers and equipment, (b) maintenance, (c) networks, and (d) distance learning and training equipment.	5.5.1,2,3 (c) Identify working tracks and administrative as well as technical work responsibilities.						
		5.5.1,2,3 (d) Establish a special unit to analyze and design information systems.						
		5.5.1,2,3 (e) Establish a unit for maintenance at the central level while follow-up of maintenance will be conducted at the decentralized level.						

Logframe for Technology Development and Information Systems

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
Objective (1) Modernize and strengthen the technology infrastructure in all schools to enable them to effectively apply the new curriculum, innovated learning and teaching methodology, school based management, and pupil assessment (see Curriculum chapter).	• Enhanced pedagogical utilization of ICT in all schools • Enhanced access to ICT in schools • Enhanced pupil learning outcomes as a result of ICT utilization	• Measures of the extent of utilization of ICT in light of set performance standards • Comparative study of pupils' achievement test results	
Target/Output (1) Set up a framework for technology in schools by the end of 2007/08.	• Implementing of star system classification of schools	• Documentation on star system • Documentation on classification of schools in light of star system	
Target/Output (2) Provide schools with the minimum requirements of technology infrastructure needed to support educational practices within the school.	• Number of schools provided with computer sets for educational practices	• Documentation on provided technology sets	• Availability of fund • The positive approach towards the use of ICT
Target/Output (3) Provide pre-primary and CBE classrooms with ICT infrastructure during the five years of the plan (2007/12).	• Number of pre-primary and CBE classes provided with ICT infrastructure		
Target/Output (4) Provide 50 percent of primary schools with technology infrastructure during the five years of the plan (2007/2012).	• Number of primary schools provided with computer labs • Number of primary schools provided with mobile units		
Target/Output (5) Complete installation of ICT infrastructure in the preparatory schools (that are not covered by EEI) during the five years of the plan (2007/2012).	• Number of preparatory schools provided with computers labs • Number of preparatory schools provided with mobile units		

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
Target/Output (6) Provide secondary schools with ICT infrastructure during the five years of the plan (2007/2012).	• Number of general and technical secondary schools provided with ICT infrastructures		
Objective (2) Activate the role of information system management in the educational process.	• Level of accuracy of data and information related to pupils, teachers, staff, planning, decision-making, and finance	• Documentation on the up time use of the system • Verification of the outputs of the EMIS	• Trained staff • Appropriate software
Target/Output (1) Enhance information system EMIS and SMS during the five years of the plan (2007/2012).	• Enhanced performance of EMIS at the central and decentralized levels • Fully operational SMS at all schools • Level of accuracy of data and information related to pupils, teachers, and staff		
Target/Output (2) Provide the required support and qualified staff for an electronic portal.	• Number of qualified staff	• Evaluation study on the validity of the E-portal	• Availability of fund • Human cadres
Objective (3) Support the best use of technology in distance learning and training.	• Number of training programs using distance learning technology	• Survey on impact of ICT on PD	• Human cadres
Target/Output (1) Complete infrastructure (technology needed) of the TDC during the five years of the plan (2007/2012).	• Number of technology sets installed in central and decentralized levels	• Documentation on staff trained	• Human cadres
Target/Output (2) Conduct distance education programs in different areas.	• Enhanced level of ICT utilization in PD • Number of PD programs utilizing ICT	• Documentation on PD programs utilizing ICT	• Human cadres • Providing the proper equipment

Chapter Six
Modernization of Monitoring and Evaluation Systems

Overall Goal:

Develop an integrated and effective system for monitoring and evaluating all aspects of the educational process at all levels.

1. Introduction

Monitoring and evaluation processes are considered the cornerstone in managing and reforming education, as they ensure the continuous development and enhancement of the educational system. In addition, they provide verification of achievement rates of the units of this system and the performance levels of individuals. Modern monitoring and evaluation systems depend on the following key aspects:

1. Adopt self-evaluation characterized by transparency, to evaluate the performance of both the individuals and administrative units to ensure high achievement, quality performance, and compliance with responsibility and accountability of the system. This will facilitate school improvement on one hand, and achieve the requirements of the NAEQAA in meeting accreditation requirements on the other.
2. Focus on the comprehensiveness of evaluation, which includes all elements within the school (such as the management of education at all levels—local, governorate, and central), and the interaction of these elements.
3. Evaluation seeks to promote the efficiency of institutional performance with the aim of reforming and enhancing the educational process. Hence, M&E goes beyond collecting data and information, to provide analysis according to specific standards, to the provision of the required reform procedures and remedial programs to solve problems that may occur. This is what is known as "evaluation for empowerment" through identifying deficiencies and finding a resolution, as well as supporting outstanding models.
4. Consider objectivity and commitment to strict rules of evaluation performance through developing suitable standards and criteria, including the formulation of suitable instruments for the evaluation process and their coding by experts and specialized work teams.
5. Implementing evaluation of the school's normal conditions, according to its educational environment at any time. This is achieved through following clear and objective working instructions.

Since both the Government and the MOE have the same goal to achieve a transition to education quality, it is necessary to reconsider the current traditional monitoring and evaluation system with the aim of establishing new concepts of total quality management within the framework of development of the educational system.

2. Main Issues

The current monitoring and evaluation system has deficiencies and weaknesses that pose challenges in attempts to improve the education system. These include:

- The fragmentation and duplication of monitoring and evaluation mechanisms by several entities at the central Ministry level, along with the absence of coordination between the administrative units at various levels. This situation leads to repetition, inconsistencies, and overlapping of efforts. One of the outstanding examples is the overlapping in the roles and units and agencies. There are also some weaknesses in the roles and duties of the NCEEE stipulated in the decree of its establishment.
- The inefficiency and the unprofessional level of the staff in charge of the monitoring and evaluation processes.
- The absence of a standards-based integrated system for evaluating learning outcomes.
- The weakness in the techniques and instruments for evaluating the institutional work environment, and the administration and staff performances at the school level.
- The invalidity of the mechanisms and techniques in evaluating the use of the financial and human resources in addition to the absence of reliable, accredited indicators.

3. Ongoing Programs

- The MOE aims to achieve a qualitative transition in the monitoring and evaluation processes of all aspects of the education system. The initiatives and efforts include:
- Law No. 82, 2006, issued for the establishment of the NAEQAA and its executive charter (issued in December 2006). The articles of this law clearly state the necessity for the self-evaluation of the education system and its institutions. This requires enhancing the current monitoring and evaluation processes at all levels, with priority given to the development of the monitoring and evaluation mechanisms at the school level.
- The MOE has applied active learning techniques and comprehensive assessment in the first three grades of the primary level, with the intention to apply these two techniques in the fourth grade by 2008, and through all grades of basic education by 2011.
- The issuance of a law for an incentive-based cadre for teachers, which will relate career promotions, salaries, and allowances of teachers to indicators of performance improvement, thus providing a need for reforming the current monitoring and evaluation system, especially at the school and classroom levels.
- The MOE is exerting tremendous effort to improve the process of strategic planning to enhance pre-university education in Egypt, including efforts at the national level as well as by governorates to develop strategic plans for education reform in each governorate.

4. Policy Framework and Methodology

In the development of the monitoring and evaluation system in education, the MOE is striving to achieve total quality and decentralization of educational management. Achieving these goals depends on three strategies, identified in Figure (1).

1- Assessment and evaluation of the learner/pupil who represents the core of the educational process, through measuring their learning outcomes and benchmarking their achievement.

The proposed pupil assessment system depends on three axes:

a) Carrying out the comprehensive assessment system that focuses on pupil performance and activities according to the plans mentioned in the basic education and the secondary education chapters.

b) Applying the standardized national tests provided by the NCEEE on ten percent of students in grades 3, 6, 9, and10, to ensure that they reach quality standard in light of National Standards and Indicators which are set by NCEEE and approved by the Ministry of Education.

c) Egypt's participatation in international tests such as TIMSS for Math and Science for grades 4 and 8 and PISA tests for math and science.

2- Evaluation of the school developmental efforts based on the National Standards for Education to ensure the achievement of effective schools. This activity is within the School-Based Reform Program.

3- Evaluation of the performance of both financial management and the administrative staff in charge of the education process with the aim of reaching the proper use of the available resources (financial and human). The philosophy of this strategy is to transfer monitoring and evaluation from being just a process aimed at uncovering defects for the sake of punishment, to a process aimed at uncovering deficiencies to solve them and offer support, as well as identifying excellent models and finding possible ways to activate them. This is what is known as "evaluation for empowerment."

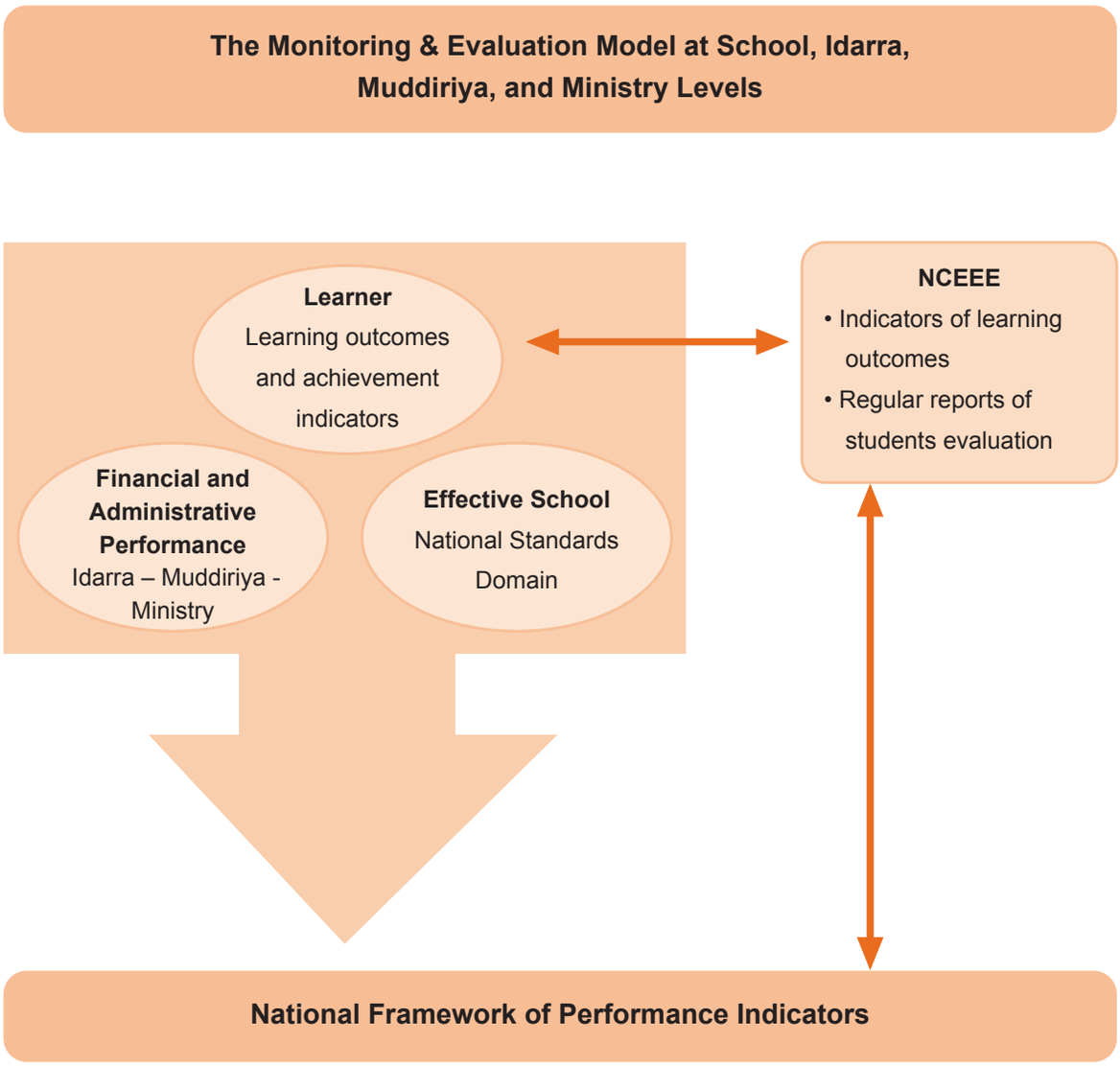
The success of these strategies will depend on several key factors, such as the successful application of the school-based reform; the establishment of the NAEQAA; the establishment of the Professional Academy for Teachers (PAT); and the provision of necessary financial resources.

The evaluation processes described in Points 1 and 2 above are carried out on school level through the SQTU and are supported by school management system SMS. Schools submit two reports annually on their status to Idarra to help it implement monitoring and evaluation processes through EMIS. The Idarra may analyze and verify statistically or through field visits if necessary. Through the SQTU and after reviewing the status of all schools, the Idarra submits a report to Muddiriya on the status of education in the schools within the Idarra. The Muddiriya reviews all incoming reports through statistical analysis to verify that the provided data are true. The Muddiriya issues a comprehensive report on the status of education in its schools and submits that report to Quality Sector in the Ministry. In turn, the Ministry will review all incoming reports from different Muddiriyas to verify the status of education in schools allover the country; depending on the statistical analysis and educational indicators. In cases of urgency, the Ministry may see it necessary to visit any of the educational sites to practically verify that the provided data in the reports are true. This means that the process of monitoring and evaluation is carried out through the following four levels:

1. School Quality and Training Unit;
2. Quality and Training Department in Educational Idarras;
3. Quality and Training Directorate in Muddiriyas; and
4. Quality Sector in the Ministry.

- The BoTs at each level give full effective participation by preparing reports to achieve societal accountability.
- NCEEE provides and updates the National Standards of Education with the required indicators and measurement instruments. It also provides the necessary national tests according to the specified time frames.

Figure (1): Monitoring and Evaluation Framework



Further, establishing the new monitoring and evaluation system in pre-university education should target three groups:

1. the pupil as the receiver of the educational services;
2. the staff in charge of delivery of the services and those in charge of the monitoring and evaluation at all levels; and
3. the systems, the mechanisms, and the institutional units in charge of the monitoring and evaluation.

The policy trends in these domains are summed up by the following five elements:

1- Monitoring and evaluating learning outcomes

Students monitoring and evaluation process should seek to measure their "learning outcomes." Evaluation of "learning outcomes" should not be carried out apart from a total evaluation of the environment at school and all its elements including system, management, equipment, processes, and activities.

2- Monitoring and evaluation of aspects of the school performance in light of the effective school indicators

Ensuring the quality of learning outcomes will not be achieved without ensuring the quality of all aspects of the educational process as delivered at the school level, which represents the supportive process of the learning environment. This learning environment includes the existence of a clear and authentic vision and mission of the school, a good school social atmosphere, a sustainable professional development for the school staff, a supportive atmosphere for quality and accountability, an expanded role of community participation and society service, an effective school management and financial management, and proper mechanisms for maintenance of school buildings, laboratories, equipment, and the provision of necessary repairs and civil works. Ensuring the quality of learning outcomes is enhanced through the monitoring and evaluation of the performance of the teaching and leadership staff by a well developed evaluation and creative cadres. These cadres should be supported through good preparation and training to acquire the skills necessary to perform their roles effectively.

3- The good use of the financial and human resources

Monitoring and evaluation process is considered an important scientific and practical way that aims to organize both the available financial and human resources so as to reach the goals interpreted by the objectives through the exploitation of these resources. This good exploitation achieves the higher level of quality and the good use of resources and time. The MOE strives to develop a well-organized monitoring and evaluation operation aiming to direct education with all its institutions and resources properly towards specific goals through achieving the proper exploitation of the resources. This is also achieved through the development of an effective mechanism to link the performance of financial and resource allocation and management with the School Improvement Plan (SIP). SQTU will be entrusted to carry out this process.

4- The institutional capacity support to monitoring and evaluation system

The MOE's strategy is to review the present institutional structures and their roles in accordance with the new monitoring and evaluation activities at all levels. Quality Assurance Units will also be established at both the Idarras and the Muddiriyas on one hand, and a quality assurance division at the Ministry on the other. As noted above, the School Training and Evaluation Unit will be improved to become SQTU. The environmental relations linking and coordinating the work of all these structures will be clarified. The role of staff at all levels will then be enhanced through the development of job description cards, promotion criteria and mechanisms, and reward systems as well as determining funding sources.

Since the school is considered the basic unit in the process of reform, the monitoring and evaluation process starts from school, extends to Idarra, the Muddiriya, and then to the Ministry. This process is carried out through EMIS, SMS, and National Standards of Education according to the following:

1. **The SQTU**: the unit is responsible for the following tasks related to monitoring and evaluation:
   - Evaluating pupil performance;
   - Evaluating school financial and administrative performance;
   - Evaluating educational leadership performance;
   - Evaluating school environment;
   - Evaluating the level of efficiency of community participation; and
   - Evaluating school staff professional development.

The Unit also recognizes the training needs of the staff, and thereupon conducts training. It also reports on status of education at schools to the Idarra Quality Division.

2. **Quality and Training Division (on Educational Idarra Level)**: the division is responsible for performing the following tasks:
   - Reporting on the status of education in the Idarra;
   - Providing technical support and monitoring school-based quality assurance units; and
   - Setting plans and strategies of monitoring and evaluation on Idarra level.

3. **Quality and Training General Directorate (on Educational Muddiriya Level):** It is responsible for performing the following tasks:
   - Reporting on the status of education in Muddiriya;
   - Providing technical support and monitoring Idarra-based quality assurance units; and
   - Setting plans and strategies of monitoring and evaluation at Muddiriya Level.

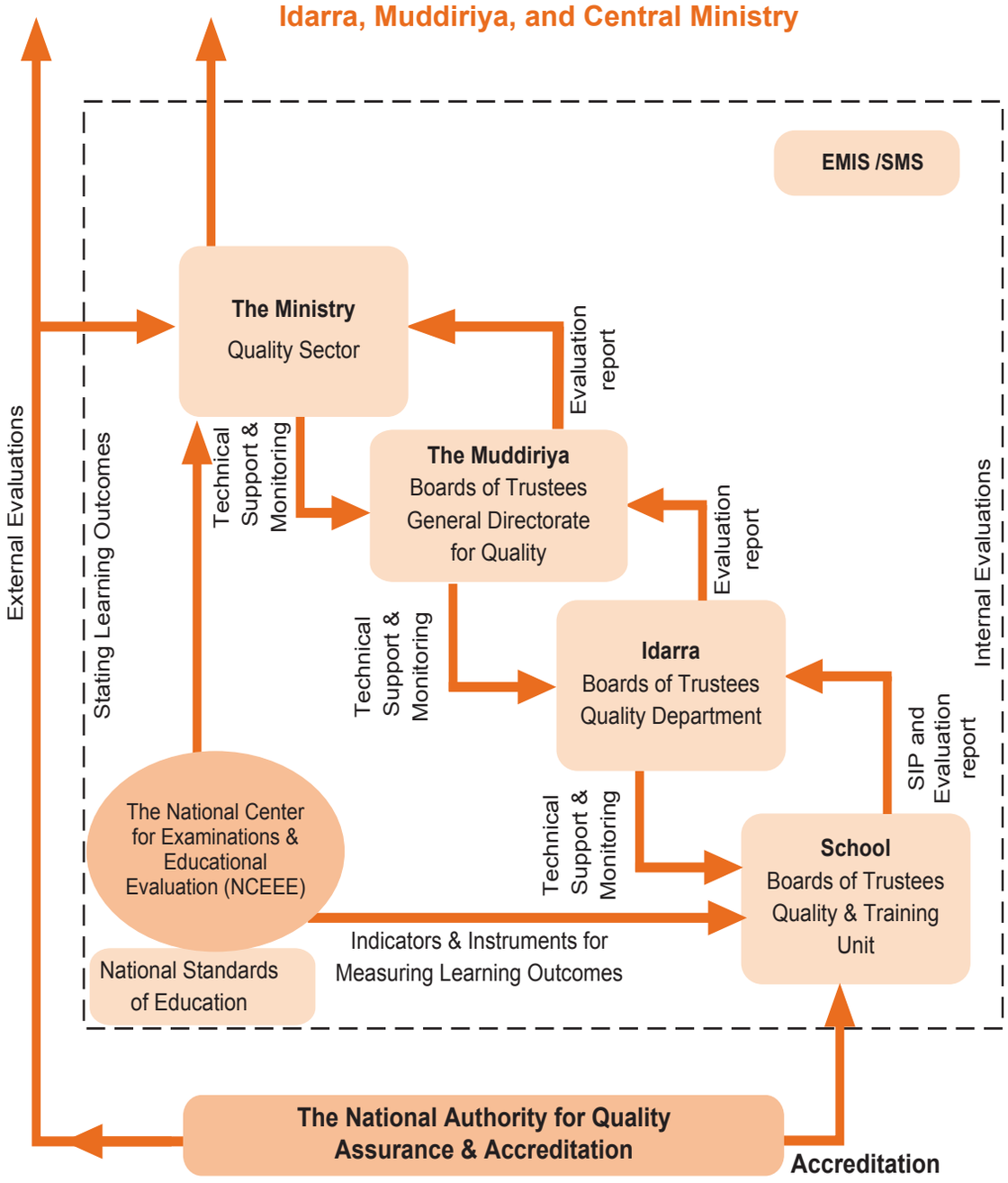
4. Moreover, restructuring the Inspection Directorate and other parallel bodies at ministry level into one structure called **Quality Sector** within the MOE is necessary. This sector will be responsible for performing the following tasks:
   - Preparing the overall report on the status of education in Egypt;
   - Follow-up external projects carried out in collaboration with donors;
   - Setting plans and strategies of monitoring and evaluation system; and
   - Providing technical support and monitoring quality assurance units at Muddiriya level.

To develop the monitoring and evaluation system, it is necessary to clarify the inter-related relationships between the above-mentioned bodies, as well as the roles and tasks of their staff through job description cards, means and mechanisms of promotion, rewards and incentive systems, and funding resources. In addition, an **Audit Unit** is being set up to monitor the work of the quality sector in the Ministry and this unit will be under the direct supervision of the Minister.

The MOE considers the task of monitoring and evaluation as a shared responsibility among various bodies and levels whether in or out of educational institutions. The lower level collects the necessary data, information, and analysis specific to this level, and then passes them to the higher level, outlining the general features and trends that control quality management and assurance. This higher level also explores the deficiencies found at the lower level to facilitate solutions and provide technical assistance to overcome any deficiencies that may occur.

The MOE further considers the sustainable professional development of the staff in charge of monitoring and evaluation activities at all levels as an essential condition to ensuring the effectiveness of this new proposed system. The structural reform and focus on school quality performance will not have a tangible impact if staff capabilities in this field remain at the current ineffective and traditional state. Moreover, the MOE recognizes that a monitoring and evaluation system is a dynamic entity, subject to change, and that those who are in charge of this system need ongoing development and preparation so that they will be able to cope with the developments in this field.

Figure (2): Monitoring and Evaluation System at School, Idarra, Muddiriya, and Central Ministry



5. **The support to the institutional capacity of the NCEEE**: The NCEEE is considered the think tank committed to all research and developmental aspects concerned with the monitoring and evaluation of students learning outcomes. Therefore, the NCEEE will be restructured, with new roles and responsibilities, to provide a leading role in the development process of the new monitoring and evaluation system.

These five elements are translated into five main objectives and their related targets as outlined below.

5. Program Presentation

Overall Goal

Develop an integrated and effective system for monitoring and evaluating all aspects of the educational process at all levels.

• Objectives and targets

Objective 6.1

Monitor and evaluate learners' growth and performance in light of achievement indicators to assess critical and analytical thinking, life and research skills related to the content of different school subjects.

Targets

6.1.1 Evaluate pre-primary children's development according to evaluation indicators in pre-primary level by the end of 2008/09. (see Early Childhood Education chapter).

6.1.2 Evaluate pupils' performance in the different educational levels (primary, preparatory, secondary) according to performance evaluation indicators relevant to each level by the end of 2009/10.

6.1.3 Evaluate the performance of pupils' with special needs and gifted students according to performance evaluation indicators by the end of 2009/10.

Objective 6.2

Monitor and evaluate school performance according to the effective school indicators which are derived from the document of National Standards for Education in addition to the trends of the executive plan for education reform in terms of timeframe and the indicators used (See School Based Reform chapter).

Targets

6.2.1 Evaluate the availability of an authentic and clear vision for school-based reform by the end of 2008/09.

6.2.2 Evaluate the process of sustainable professional development by the end of 2008/09 (see Human Resources Development chapter).

6.2.3 Evaluate the teaching/learning community by the end of 2009/10.

6.2.4 Evaluate community participation and community services by the end of 2009/10.

6.2.5 Evaluate effective school financial and administrative performance by the end of 2010/11.

6.2.6 Monitor and evaluate the status of educational buildings, laboratories, equipment, and maintenance by the end of 2010/11.

Objective 6.3

Monitor and evaluate administrative and financial systems at all levels to support optimum use of financial and human resources in light of education reform action plan indicators and national standards of education.

Targets

6.3.1 Evaluate administrative and leadership performance of employees according to clear and specific indicators in relation to achievement plans of the five-year strategic plan at all levels by the end of 2009/10.

6.3.2 Monitor the preparation of financial performance reports by the end of 2008/09.

Objective 6.4

Restructure the Monitoring and Evaluation System.

Targets

6.4.1 Restructure school-based training and evaluation units to become quality and training units by the end of 2008/09.

6.4.2 Restructure monitoring and evaluation system (at Idarra, Muddiriya, and central levels) and establish Quality Departments by the end of 2007/08.

6.4.3 Set up plans for sustainable professional development for monitoring and evaluation staff to increase their effectiveness by the end of 2008/09.

6.4.4 Update the legal frameworks and regulations, specifying the roles and responsibilities of monitoring and evaluation staff by the end of 2009/10.

Objective 6.5

Support the institutional capacity of the NCEEE in light of the requirements of education reform strategic plan.

Targets

6.5.1 Restructure NCEEE by the end of 2008/09.

6.5.2 Prepare the component of national evaluation experts (30) in psychometrics and school content by the end of 2009/10.

6.5.3 Prepare National Standardized Achievement Tests for school subjects and Aptitude Tests which focus on critical thinking and problem solving skills by the end of 2010/11.

6.5.4 Update the National Standards for Education according to the national and international changes, and develop indicators for evaluating learners' performance by the end of 2008/09.

Policy Matrix for Monitoring and Evaluation

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
6.1 Monitor and evaluate learners' growth and performance in light of achievement indicators to assess critical and analytical thinking, life and research skills related to the content of different school subjects.	6.1.1 Evaluate pre-primary children's development according to evaluation indicators in pre-primary level by the end of 2008/09 (See Early Childhood education chapter).	6.1.1 (a) Implement training programs on using measurement instruments (prepared by NCEEE) for kindergarten teachers as well as the staff working in school quality and training units by the end of 2008/09.						• School • SQTU
		6.1.1 (b) Apply the monitoring and evaluation plan using measurement instruments.						
	6.1.2 Evaluate pupils' performance in the different educational levels (primary-preparatory- secondary) according to performance evaluation indicators relevant to each level by the end of 2009/10.	6.1.2 (a) Implement training programs on using measurement instruments (prepared by NCEEE) for teachers as well as the staff working in school quality and training units by the end of 2009/10.						
		6.1.2 (b) Apply the monitoring and evaluation plan using measurement instruments.						
	6.1.3 Evaluate the performance of pupils' with special needs and gifted students according to performance evaluation indicators by the end of 2009/10.	6.1.3 (a) Implement training programs on using measurement instruments (prepared by NCEEE) for teachers as well as the staff working in school quality and training units by the end of 2008/09.						
		6.1.3 (b) Apply the monitoring and evaluation plan using measurement instruments.						
6.2 Monitor and evaluate school performance according to the effective school indicators which are	6.2.1 Evaluate the availability of an authentic and clear vision for school based reform by the end of 2008/09.	6.2.1 (a) Monitor the existence of a clear and authentic document for each school vision and mission and organize training programs to support schools that failed to set a clear vision and mission and transforming these programs into executive programs by the end of 2008/09.						

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
derived from the document of national standards for education in addition to the trends of the executive plan for education reform in terms of timeframe and the indicators used (see SBR chapter).	6.2.2 Evaluate the process of sustainable professional development by the end of 2008/09 (See HRD chapter).	6.2.2 (a) Monitor and assess employees' commitment to the ethics of the profession by the end of 2007/08.						• Idarra • NCEEE
		6.2.2 (b) Monitor the implementation of mechanisms for identifying employees' training needs periodically by the end of 2007/08.						
		6.2.2 (c) Monitor and evaluate the training programs provided for employees to develop them professionally as well as leadership supportive programs by the end of 2008/09.						
	6.2.3 Evaluate teaching/learning community by the end of 2009/10.	6.2.3 (a) Monitor and assess how far the educational activities are pupil- focused by the end of 2008/09.						
		6.2.3 (b) Evaluate the best utilization of instructional technology by 2010/11 (see Technology chapter).						
		6.2.3 (c) Monitor and evaluate the competency and efficiency of the comprehensive evaluation system from 2009/10 (See Curriculum Reform chapter).						
		6.2.3 (d) Monitor and evaluate the nature of relations between staff members within school at all levels and its impact on the educational process.						
	6.2.4 Evaluate community participation and community services by the end of 2009/10.	6.2.4 (a) Monitor and evaluate the performance of community participation by the end of 2009/10.						
		6.2.4 (b) Monitor, evaluate, and support the services rendered to parents by the end of 2008/09.						

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
		6.2.4 (c) Monitor and evaluate public services provided to local community by the end of 2009/10.						
	6.2.5 Evaluate effective school financial and administrative performance by the end of 2010/11.	6.2.5 (a) Monitor and evaluate school financial and administrative performance according to indicators for effective school management by the end of 2010/11.						
		6.2.5 (b) Measure the effectiveness of administrative leaders and identify their training needs by the end of 2008/09.						
	6.2.6 Monitor and evaluate the status of educational buildings, laboratories, equipment, and maintenance by the end of 2010/11.	6.2.6 (a) Monitor educational building according to quality indicators by the end of 2008/09.						
		6.2.6 (b) Monitor laboratory and equipment according to quality indicators by the end of 2009/10.						
		6.2.6 (c) Monitor the maintenance efforts according to the plan by the end of 2010/11.						
6.3 Monitor and evaluate administrative and financial systems at all levels to support optimum use of financial and human resources in light of education reform action plan indicators and national standards of education.	6.3.1 Evaluate administrative and leadership performance of employees according to clear and specific indicators in relation to achievement plans of the five-year strategic plan at all levels by the end of 2009/10.	6.3.1 (a) Set up indicators for evaluating administrative and leadership performance of employees by the end of 2007/08.						• SQTU • NCEEE • Idarra and Muddiriya financial units • Financial and administrative supervision
		6.3.1 (b) Develop evaluation instruments by the end of 2008/09.						
		6.3.1 (c) Train staff on using these instruments by the end of 2008/09.						
		6.3.1 (d) Monitor according to continuous self-evaluation of the professional performance by the end of 2009/10.						

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
	6.3.2 Monitor the preparation of financial performance reports by the end of 2008/09.	6.3.2 (a) Put in place a clear financial information system by the end of 2007/08.						
		6.3.2 (b) Put in place a unified system for financial performance reports by the end of 2007/08.						
		6.3.2 (c) Set up a framework and guidelines for financial evaluation and auditing by the end of 2008/09.						
		6.3.2 (d) Prepare cadres for internal financial auditors and train them on using new accounting methods by the end of 2008/09.						
6.4 Restructure the monitoring and evaluation system.	6.4.1 Restructure school-based training and evaluation units to become quality and training units by the end of 2008/09.	6.4.1 (a) Form a team to conceptualize the restructuring of the unit and indicate its tasks, the roles of its staff, and its role in monitoring school improvement plans, evaluating staff and monitoring achievement rates and development by the end of 2007/08.						• SQTU • Idarra and Muddiriya
		6.4.1 (b) Prepare the draft reform decree by the end of 2007/08.						
		6.4.1 (c) Review job description cards by the end of 2007/08.						
		6.4.1 (d) Develop guideline models for the best practices in managing quality units by the end of 2008/09.						
		6.4.1 (e) Prepare a proposal of the process of providing quality and training units in schools with financial and human resources by the end of 2008/09.						
		6.4.1 (f) Put in place a system for mechanizing the work in the unit by the end of 2008/09.						

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
	6.4.2 Restructure monitoring and evaluation system (at Idarra, Muddiriya, and Central levels) and establish Quality Departments by the end of 2007/08.	6.4.2 (a) Establish quality units at the Idarra and Muddiriya levels and conceptualize proposal for integrating the necessary existing units in the system into the new system by the end of 2007/08.						• Quality Units • Idarras • Muddiriyas • MOE
		6.4.2 (b) Restructure the Inspection Authority and other parallel bodies into one structure called quality sector by the end of 2007/08.						
		6.4.2 (c) Review all decrees and relevant regulations by the end of 2007/08						
		6.4.2 (d) Review job tasks and job description cards by the end of 2007/08.						
		6.4.2 (e) Prepare proposals of new decrees which include the restructuring process by the end of 2007/08.						
	6.4.3 Set up plans for sustainable professional development for monitoring and evaluation staff to increase their effectiveness by the end of 2008/09.	6.4.3 (a) Identify monitoring and evaluation staff training needs by the end of 2007/08.						
		6.4.3 (b) Prepare and implement specialized training programs (with focus on analyzing data via EMIS/SMS) for monitoring and evaluation staff by the end of 2007/08.						
		6.4.3 (c) Design and develop monitoring and measurement instruments in light of the national standards of education and pilot them by the end of 2008/09.						
	6.4.4 Update the legal frameworks and regulations, specifying the roles and responsibilities of monitoring and evaluation staff by the end of 2009/10.	6.4.4 (a) Review ministerial decrees and related laws by the end of 2007/08.						
		6.4.4 (b) Approve and implement the standards relevant to monitoring and evaluation staff by the end of 2009/10.						
		6.4.4 (c) Suggest changes in decrees and laws by the end of 2009/10.						

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
6.5 Support the institutional capacity of the NCEEE in light of the requirements of education reform strategic plan.	6.5.1 Restructure NCEEE by the end of 2008/09.	6.5.1 (a) Identify objectives and mission of the center in light of the strategic plan by the end of 2007/08.						• MOE • Audit Unit • NCEEE
		6.5.1 (b) Study the institutional needs of the center and identify the staff professional development needs by the end of 2007/08.						
		6.5.1 (c) Prepare the proposed new structure in light of plan needs by the end of 2007/08.						
		6.5.1 (d) Estimate the restructuring and the proposed institutional structure costs by the end of 2008/09.						
		6.5.1 (e) Submit the proposal to concerned authorities for approval by the end of 2008/09.						
	6.5.2 Prepare the component of national evaluation experts (30) in psychometrics and school content by the end of 2009/10.	6.5.2 (a) Select candidates for this cadre of experts by the end of 2008/09.						
		6.5.2 (b) Prepare the professional development plan required for training these experts by the end of 2008/09.						
		6.5.2 (c) Design and implement a specialized training program for these experts by the end of 2009/10.						
	6.5.3 Prepare National Standardized Achievement Tests for school subjects and Aptitude Tests which focus on critical thinking and problem solving skills by the end of 2010/11.	6.5.3 (a) Prepare test specifications and test item banks by the end of 2009/10.						
		6.5.3 (b) Manage examinations and testing process by the end of 2010/11.						
		6.5.3 (c) Prepare reports on education status in Egypt by the end of 2009/10.						

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
		6.5.3 (d) Prepare tests to measure essential life skills, communication and thinking skills by the end of 2008/09.						
		6.5.3 (e) Prepare tests to measure the pupils' cognitive skills at all levels by the end of 2009/10.						
		6.5.3 (f) Prepare tests for teachers' promotion in all specializations at all levels in the context of the new special cadre by the end of 2009/10.						
	6.5.4 Update the National Standards for Education according to the national and international changes, and develop indicators for evaluating learners' performance by the end of 2008/09.	6.5.4 (a) Identify work domains and roles and form a team of experts in all specializations to produce the updated version of the National Standards for Education by the end of 2007/08.						• NCEEE
		6.5.4 (b) Identify key concepts and state the framework by the end of 2007/08.						
		6.5.4 (c) Set up and update standards and indicators by the end of 2008/09						
		6.5.4 (d) Set up and design measurement instruments for the indicators related to each educational level by the end of 2008/09.						
		6.5.4 (e) Complete the National Standards for Education for pre-primary level by the end of 2008/09.						

Logframe for Monitoring and Evaluation Program

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
Objective (1) Monitor and evaluate learners' growth and performance in light of achievement indicators to assess critical and analytical thinking, life and research skills related to the content of different school subjects.	• Existence of achievement indicators • Increasing number of students whose performance has been evaluated	• Test administration reports	• Required funding. • Achievement of the decentralization program.
Target/Output (1) Evaluate pre-primary children's development according to evaluation indicators in pre-primary level by the end of 2008/09 (See Early Childhood Education chapter).	• Existence of performance indicators for pre-primary level • Existence of plan and timetable for evaluating pupils' performance	• Performance reports • Training materials • Training program reports	• Supportive public opinion. • Required funding.
Target/Output (2) Evaluate pupils' performance in the different educational levels (primary, preparatory, secondary) according to performance evaluation indicators relevant to each level by the end of 2009/10.	• Existence of performance indicators in all educational levels • Existence of plan and timetable for evaluating pupils' performance	• Performance reports • Training materials • Training program reports	• Supportive public opinion. • Required funding.
Target/Output (3) Evaluate the performance of students with special needs and gifted students according to performance evaluation indicators by the end of 2009/10.	• Existence of performance indicators for gifted and children with special needs • Existence of plan and timetable for evaluating gifted and children with special needs	• Performance reports • Training materials • Training program reports	• Supportive public opinion. • Required funding. • National expertise in the field of measurement and evaluation.
Objective (2) Monitor and evaluate school performance according to the effective school indicators which are derived from the document of national standards for education in addition to the trends of	• Existence of effective school standards • Increasing number of schools that are monitored annually	• Evaluation visits	• Availability of financial support. • Achievement of decentralization.

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
the executive plan for education reform in terms of timeframe and the indicators used (See SBR chapter).			
Target/Output (1) Evaluate the availability of an authentic and clear vision for school-based reform by the end of 2008/09.	• Existence of a clear and authentic school vision and mission • Existence of training programs for supporting schools to set and implement a clear vision and mission	• Technical reports • Staff's questionnaire about their awareness of vision and working towards implementing it	• Supportive public opinion. • Expanding the application of decentralization.
Target/Output (2) Evaluate the process of sustainable professional development by the end of 2008/09 (See HRD chapter).	• Existence of standards to evaluate PD • Existence of a mechanism to identify employees' training needs periodically	• Self-evaluation indicators document • Training program reports	• Financial support.
Target/Output (3) Evaluate teaching/learning community by the end of 2009/10.	• Existence of indicators to teaching/learning community • Increased number of students who participate in learning activities inside classroom	• Performance reports • Training programs documents	• Required funding. • Decentralization.
Target/Output (4) Evaluate community participation and community services by the end of 2009/10.	• Existence of indicators for effective community participation • Increased community participation at all levels	• Training program reports • Performance reports	• Supporting public opinion. • Financial support.
Target/Output (5) Evaluate effective school financial and administrative performance by the end of 2010/11.	• Existence of indicators for financial and administrative performance • Existence of a team trained on evaluating financial and administrative performance	• Performance reports • Training program reports	• Supporting public opinion.

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
Target/Output (6) Monitor and evaluate the status of educational buildings, laboratories, equipment and maintenance by the end of 2010/11.	• Existence of indicators for the quality of educational buildings • Existence of time plan to monitor the maintenance of educational buildings	• Technical reports	• Expanding the application of decentralization.
Objective (3) Monitor and evaluate administrative and financial systems at all levels to support optimum use of financial and human resources in light of education reform action plan indicators and national standards of education.	• Existence of indicators to monitor administrative and financial systems • Increasing the numbers of institutions that are evaluated annually	• Visits • Evaluation and measurement processes	• Availability of financial support. • Enhancing the effectiveness of decentralization.
Target/Output (1) Evaluate administrative and leadership performance of employees according to clear and specific indicators in relation to achievement plans of the five-year strategic plan at all levels by the end of 2009/10.	• Existence of indicators for evaluating leaders and administrative staff • Existence of well trained staff and instruments to evaluate the employees' performance	• Performance reports • Finalize developing indicators • Finalize producing evaluation tools and making them available • Training programs reports	• Adequate funding.
Target/Output (2) Monitor the preparation of financial performance reports by the end of 2008/09.	• Set up a clear financial system • Set up a unified system for financial performance reports • Set up an action framework and a guide for financial review • Existence of well trained cadres for financial auditing	• Existence and availability of information system • Financial performance reports • Existence of a guide for evaluation and financial review • Training programs evaluation reports	• Expanding the application of decentralization.
Objective (4) Restructure the monitoring and evaluation system.	• Implement the restructuring process according to schedule	• Implementation reports	• Financial support.

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
Target/Output (1) Restructure school-based training and evaluation units to become quality and training units by the end of 2008/09.	• A proposal to restructure the unit, identify its tasks, roles and responsibilities of monitoring school reform plans and evaluating staff and monitoring achievement developed • Guides for best practices in managing quality units prepared • School quality and training units equipped with human cadres and finance	• Existence of guide models for good practices • Document of the new structure of SQTU • Performance reports • Job description cards	• Expanding the application of decentralization.
Target/Output (2) Restructure monitoring and evaluation system (at Idarra, Muddiriya, and Central levels) and establish Quality Departments by the end of 2007/08.	• Quality Units at Idarra and Muddiriya level set up and proposals for the inclusion of necessary units within the new system developed • CAI and parallel bodies restructured	• Job description cards • New structure	• Expanding the application of decentralization.
Target/Output (3) Set up plans for sustainable professional development for monitoring and evaluation staff to increase their effectiveness by the end of 2008/09.	• Implementing specialized training programs for monitoring and evaluation staff • M&E staff trained in using monitoring tools and data analysis • Monitoring and evaluation instruments developed in light of the national standards of education	• Performance reports • Training program documents	• Required funding.

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
Target/Output (4) Update the legal frameworks and regulations, specifying the roles and responsibilities of monitoring and evaluation staff by the end of 2009/10.	• Performance standards for M&E staff applied. • Ministerial decrees and regulations for evaluators issued	• Presence of indicators and measurement instruments	• Expanding the application of decentralization.
Objective (5) Support the institutional capacity of the NCEEE in light of the requirements of education reform strategic plan.	• NCEEE capacity enhanced to achieve goals	• Evaluation reports	• Availability of financial support.
Target/Output (1) Restructure NCEEE by the end of 2008/09.	• Existence of mission and objectives in light of the strategic plan • Proposal for the new structure developed and a draft for the decree finalized • Ministerial decrees for the restructuring process issued	• Proposals of the job description cards and tasks • Ministerial decrees • Concerned bodies decrees	• Implementing decentralization in education.
Target/Output (2) Prepare the component of national evaluation experts (30) in psychometrics and school content by the end of 2009/10.	• Candidates for the experts' cadre in the field of psychological measurement and educational content selected • PD plans prepared and training programs designed	• Training materials • Training program evaluation reports	• Required funding.
Target/Output (3) Prepare National Standardized Achievement Tests for school subjects and Aptitude Tests which focus on critical thinking and problem solving skills by the end of 2010/11.	• Test specifications and test item banks prepared • Tests for cognitive and mental skills prepared	• Final approved version of test specifications and item banks • A final report of the outcomes of piloting tests	• Adequate financial support. • Availability of technological support.
Target/Output (4) Update the National Standards for Education according to national and international changes, and develop indicators for evaluating learners' performance by the end of 2008/09.	• Standards and indicators updated • National Standards in the field of early childhood completed	• Ministerial decrees • Standards updated document	• Availability of financial support.

Chapter Seven
School Construction and Maintenance: Improving Efficiency, Supporting Education Quality, and Expanding Access

Overall Goal:
Provide required numbers of classrooms and achieve decentralization of systems and procedures related to building and maintaining schools; to ensure equity of access and quality and match the school building with the educational development and its appropriateness with different environments so that the school can be a distinguished center for education and enlightenment of its local communities.

1. Introduction

Egypt's achievements in school construction over the past 15 years have been historic. Between 1992 and 2006 the Government built about 14,000 schools, most of them under the auspices of the General Authority for Educational Buildings (GAEB). These building programs served to greatly expand access to and enrollment in basic education, especially for the poorest half of the income distribution. More schools were built in this period than in the preceding 110 years.

As a major body responsible for school buildings, the GAEB identifies needs through its own information system (GIS) and its regional offices in each governorate. The GAEB also forecasts the growth of the school-age population for all localities. Then, using its own forecast, it plans investment in school construction for the nation's five-year plan, as well as the specific amounts for each year. Based on this plan, and subject to approval by the MSED of its yearly budgetary requests, the GAEB also tenders contracts for school construction to private firms.

Contractors operate on the basis of disbursements made to them by the National Investment Bank (NIB), which manages the capital funds and disbursements subject to invoices for school construction progress and completion. Once schools are built, the GAEB is responsible for contracting and approving all school equipment and furniture. After one year, they hand over the school to the MOE, which then takes on the primary responsibility for the school.

The GAEB supervises construction, and the NIB is in charge of disbursing funds on the basis of implementation progress. Responsibility for evaluating school projects, however, has not been assigned to any institution.

In principle, the GAEB database identifies places where schools are needed; however, the GAEB is not responsible for ensuring the availability of sites for new schools. That responsibility lies with the governorate, which generally contributes land for the new schools. Communities, too, may be asked to contribute land.

Several institutions have responsibility for school maintenance, including the MSED/NIB, the MOE, the GAEB, the governorates, and the schools themselves. Yet there are also questions asking if school construction in Egypt is as efficient and effective as it should be.

2. Main Issues

In terms of cost: School construction cost is inefficient and too expensive for the quality of service provided. Recent prominently disseminated analytic work has criticized in detail the high unit costs of construction(1). GAEB disputes much of this criticism, in particular stating that the comparison of cost is not accurate because several factors are not taken into account(2).

In terms of school location: The school's location is less accurate and ineffective in matching the structures built and the needs and preferences of the key stakeholders, including parents, students, community members, and school staff.

In addition, questions have been raised regarding the accuracy of projections of school population growth, on the one hand, and the role and relationship of parents and communities in being able to express their preferences for the kinds of schools they want and where they want them, on the other(3). Both of these factors may lead to new schools being poorly located. Finally, and perhaps less controversially, the need to decentralize the overall education system is very relevant for school construction as well. While each of these factors may be individually debatable, taken together, the need to fully examine and reconsider school construction and maintenance in Egypt is clear.

In terms of school structure: The effective school literature in both developed and developing countries clearly documents the importance of the physical setting within which children learn. Children and teachers must of course have a safe, sanitary school environment. They must also have access to spaces designed to support the chosen pedagogical approach. There has also been an increase in the recognition that effective schools match the particular curriculum and pedagogical approach (not to mention physical location) as closely as possible, both with what the professional school staff believe will work best with their student population and with the preferences of parents, students, and other important community-level stakeholders. In short, schools are not just buildings; they are learning centers, and Egypt must improve the manner in which schools are designed, located, constructed, and maintained.

3. Policy Framework and Methodology

In sum, as soon as possible during the plan period, a long-term strategy for school construction and maintenance must be developed that will address at least the following priority areas.

(1) In particular, regarding the inefficiency and high cost of construction, see (1) Dieter Moll, "Study on the National System for School construction and Maintenance," KFW - German Development Bank, September/October 2006 and (2) The World Bank, "Capital investment in the education sector," Egypt Public Expenditure Review (PER), October 2005. Both reports detail the need for more schools while arguing that school construction costs should be lowered. Both also highlight a wide range of institutional issues that reduce the effectiveness of capital investment in the education sector.

(2) In particular, GAEB challenges the basis of such cost comparisons in that (i) most comparisons are comparing classroom cost in every case but it does not compare the cost per square meter (GAEB build larger schools on average); (ii) different type and quality of finishing; (iii) type of foundation; (iv) location; and (v) year of implementation.

(3) See for instance The Population Council (2007), "Assessing Equality of Access to Education in Egypt". Report to USAID.

(1) Defining new construction codes that open opportunities for cost savings, more innovative and regionally-specific school design, and use of local construction materials[4];

(2) Improving the process of school location and land acquisition through: (i) better demographic projections; (ii) a more complete picture of current school locations; (iii) open and direct consultation with parents, Boards of Trustees, and community members to solicit and incorporate their preferences regarding school location[5], layout, and actual choices about school facilities; and (iv) aiding land acquisition both by loosening perhaps well-meaning but overly constricting rules intended to suppress graft[6] and by not punishing governorates for extended periods of time that may be necessary to acquire appropriate land[7];

(3) Examining carefully the implications of pedagogical and curricular reforms for school and classroom design;

(4) Determining and targeting the areas of highest priority for expanded access and decreasing class density, recognizing the potential tradeoff between purely expanding access and improving quality[8];

(5) Carefully analyzing the most effective targets for class-size reduction, recognizing that any across-the-board policy to lower class size nationally must be supportable as the best use of educational investment[9];

(6) Promoting full-day schools where possible;

(7) Developing flexible and innovative solutions for constructing and expanding schools in the densest urban areas (which may include building up, but also building more but smaller schools or drastically improving the quality and methods of renting school space)[10]. Such strategies will be particularly important for pre-primary schools;

(8) Analyzing the proper share of budget to devote to maintenance (ongoing and more significant) and considering the proper sources for this budget (across levels of schooling, the public and private and cooperative sectors, community participation and control). Sufficient maintenance should, if necessary, take priority over new school construction[11]; minor maintenance should be the responsibility of the school which will also set the priorities;

(9) Incorporating human resource management reforms into school construction, expansion, and location decisions and processes[12];

(4) The Egyptian School Construction Code was done under pressure after the 1992 earthquake. For instance, while there are three earthquake zones, all schools are built as if they were in the most risky one. The code was reviewed by international and Egyptian experts and was deemed overdone by approximately 20 to 25 percent. According to such study, some issues on school construction should be reviewed. This means that Egypt can save up to 250 million pounds every year if this code was revised.

(5) Note that such a process is not only socially responsible but also economically efficient. For instance, there is simply no way for a central bureaucracy to gather and analyze effectively the kind of information needed about dangerous routes students need to take to school, etc.

(6) For instance current regulations force the GAEB to build on the donated site only, and forbid the sale or barter of this land in order to purchase another, possibly larger plot in a more convenient location.

(7) For instance, governorates may fear losing financing if they do not build a school in the year in which they are given the opportunity, and they may thus prefer to build in sub-optimal locations for the sake of expediency.

(8) Conceding that some regions like Minia clearly have very large needs well beyond those of other areas and thus must be specifically targeted for expanded construction to address access issues almost in and of themselves.

(9) Some analysts have shown that simple and universal class-size reduction policies are unlikely to yield high returns and that instead class-size reduction should be targeted and compared in cost benefit analyses against all other possible uses of the funds, from increasing teacher salaries, to increasing non-wage recurrent expenditures, to investments in ICT, etc.

(10) The current situation of rented schools, in terms of building conditions, infrastructure and educational facilities should be surveyed and investigated to come up with a radical and comprehensive set of guidelines and solutions for this problem. Rental may sometimes be "a last resort," but it should not always be such. At times, well-done rentals may be the best solution, but only if the procedures are in place to do so effectively.

(11) Careful consideration should be given to a needs-based matching grant fund through which the central government would match local community contributions to school maintenance (both cash and in kind) using a sliding scale so that the poorest communities are still encouraged to contribute but are rewarded at a high rate for doing so.

(12) For instance, returning non-teaching teachers to the classrooms requires that they have sufficient space in which to teach; strategies that in some cases use more than one teacher in a classroom have implications for classroom layout and priorities, etc.

(10) Decentralization of the school construction and maintenance process, including experiments with public private partnerships, encouraging governorates and local government involvement and investment in the sector, and promoting experiments and innovations by NGOs (national and international) and donor projects;
(11) Fostering competition not only in the construction sector (for instance, through the means by which contracts are tendered) but also in the cement and steel industries, which will obviously require support from other ministries and politicians beyond the MOE;
(12) Along with decentralization of actual school construction and maintenance processes, and design decisions should be decentralized as well[13];
(13) Some institutional means should be developed to allow and ensure the sharing of experiences across governorates and communities so that knowledge gained from successful innovations and failed experiments alike can be rapidly diffused and disseminated.

4. Program Presentation

Overall Goal:

Provide required numbers of classrooms and achieve decentralization of systems and procedures related to building and maintaining schools; to ensure equity of access and quality and match the school building with the educational development and its appropriateness with different environments so that the school can be a distinguished center for education and enlightenment of its local communities.

Strategy

An important feature of the reform process adopted in this strategic plan is to move towards decentralization system in education. In relation to this, it is important to analyze and treat all factors influencing efficiency of school construction (location, design, and construction activities) and explore alternative system for school construction and maintenance involving identification of new roles and responsibilities at central, governorate, and community level. In terms of this area, the program strategy tends to:

- improve the planning capacity of the MOE (integration of the planning department in both GAEB and MOE).
- separate the forecasting function (this should be the responsibility of the MOE utilizing the Cairo Demographic Centre (CDC), CAPMAS, or some other trusted vendor such as the Population Council) from the contracting functions.
- separate the function of setting the specifications and standards and tendering from the awarding function.
- encourage communities to get involved in needs assessment and site selection procedures. It would be useful here to adopt concepts such as:
  - supporting decentralization efforts;

(13) Design issues range from the major (e.g. a complete overhaul of school design and/or allowing for stand-alone preschools located in village centers unconnected to a primary school) to the mundane (e.g. ending the need for ministerial decrees to eliminate an auxiliary room from standard plans).

- permitting all stakeholders to participate effectively in the planning process (BOT, Local Units, local population, MOE, NGOs, GAEB);
- combining theoretical school mapping procedures with integrated local planning (10,11, 47/2, 50, 57/3, 60); and
- supporting the core concept of the elaboration of School Development Plans for each school[14].

• develop a decentralized model of action to ensure the correct application of decentralization. This applies in many areas, from school-based management to curricular reform. It also applies to school location, design, and construction activities involving governorates, local communities, school staff, and parents who will be unfamiliar with many of their new responsibilities, especially financial management and issues of school design. The central government and governorates, too, should effectively communicate information and clarify trade-offs that communities face, in order to help them make the best decisions for themselves. Some technical assistance should also remain the responsibility of the center.

Objectives and targets

Objective 7.1

Design schools according to specific standards.

Target

7.1.1 Consider technical standards for appropriate school design, building materials, and room/space by 2007/08.

Objective 7.2

Improve the school building planning procedures.

Target

7.2.1 Optimize planning procedures.

Objective 7.3

Institutionalize decentralization through a mechanism for site selection, school construction, and maintenance.

Targets

7.3.1 Set up a plan to revise building sites 2007/2008.

7.3.2 Decentralize the construction procedures 2008/2009.

7.3.3 Develop effective school maintenance plan.

(14) The PSCP selected the Kahk village in Fayoum as a model village, thanks to its already existing School Development Plan (57/4).

Objective 7.4

Set up a plan to manage school construction at decentralized levels.

Target

7.4.1 Identify roles and responsibilities at decentralized levels.

Objective 7.5

Establish a system to engage private and public sectors in the school construction process.

Target

7.5.1 Enhance the role of private and public sectors in school building.

Objective 7.6

Decentralize the school construction system across the entire cycle, including planning, building, and maintenance, so as to ensure the equitable availability of appropriate and friendly school buildings for all students and teachers.

Target

See the plan chapters (8, 9, 10, 11, and 12).

Policy Matrix for School Construction and Maintenance

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
7.1 Design schools according to specific standards.	7.1.1 Consider technical standards for appropriate school designs, building materials, and room/space by 2007/08.	7.1.1 (a) Form a committee to review the current situation of educational needs in light of strategic plan and national standards (Representatives from MOE, GAEB, stakeholders, and national experts) to review: • best practices in other countries; • school designs regarding local, socio-economic, and gender requirements (regular designs, designs to be built in phases, one-classroom schools, pre-fabricated schools, etc); • room standards (consider cost-benefit and requirements of interactive learning); • facilities for outdoor activities (play- and sport-grounds, green areas, trees); and • local and maintenance-friendly materials standards.						• MOE
		7.1.1 (b) Adjust internal and external standard guidelines, specifications, and codes according to the committee's findings.						
7.2 Improve the school building planning procedures.	7.2.1 Optimize planning procedures.	7.2.1 (a) Form a steering committee to ensure: • unity of information system; • existence of one unified projection; • involvement of communities in planning, including school sites identification and school design; • quality of furniture and provision; and • maintenance at decentralized level.						• MOE
		7.2.1 (b) Improve planning capacity of sector ministry (establish Task Force on School Construction and Maintenance/SCM); transfer the planning department of GAEB to the MOE in the long-run.						• MOE

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
		7.2.1 (c) Unify the population forecasting data sources, as a basis for fulfilling construction and contracting responsibilities.						
		7.2.1 (d) Review cost structure to establish new parameters to measure and monitor cost-efficiency through GAEB in collaboration with MOE-PSPU.						• MOE-PSPU • GAEB
		7.2.1 (e) Permit competition in unit costs, in negotiations between providers and governorates.						• MOE • GAEB
7.3 Institutionalize decentralization through a mechanism for site selection, school construction, and maintenance.	7.3.1 Set up a plan to revise building sites by 2007/08.	7.3.1 (a) Implement public donation campaigns.						• Muddiriyas • Idarras
		7.3.1 (b) Revise GAEB site selection criteria, with major input from MOE and local authorities, in addition to GAEB.						• PSPU • Idarra • GAEB branches
		7.3.1 (c) Permit and support individual school designs submitted through the steering committee, based on GAEB criteria.						
	7.3.2 Decentralize the construction procedures by 2008/09.	7.3.2 (a) Enhance the capacity of the governorates to tender and contract for school buildings.						• MOE
		7.3.2 (b) Establish a mechanism within MOE to review construction costs.						
		7.3.2 (c) Decentralize physical inspection of work in progress through GAEB in collaboration with GTEPID.						• GTEPID • GAEB
	7.3.3 Develop an effective school maintenance plan.	7.3.3 (a) Support the decentralization of maintenance, community participation, and BOTs.						

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
		7.3.3 (b) Explore restructuring the way maintenance is budgeted (keep school fee shares for maintenance at school level).						• Muddiriyas
		7.3.3 (c) Reduce construction costs and make any savings available in an endowment fund earmarked for school maintenance, with the endowment to be administered by BOTs.						• School
		7.3.3 (d) Schools will submit their annual maintenance plan to the school district for review.						• Idarra
		7.3.3 (e) Consider matching funding as incentive for community mobilization.						
		7.3.3 (f) Assign GAEB branches, in collaboration with GTEPID, to inspect, advise, and supplement efforts of weaker communities and/or BOTs.						• PSPU • GAEB branches
7.4 Set up a plan to manage school construction at decentralized levels.	7.4.1 Identify roles and responsibilities at decentralized levels.	7.4.1 (a) Rehabilitate schools before handing over to BOT.						• MOE
		7.4.1 (b) Support GAEB for the time being to utilize central budgets for rehabilitation and emergency maintenance.						
		7.4.1 (c) Increase responsibility of governorates, local government councils (LGC), units (LGU), and BOTs especially in budgeting, budget management, investment decision-making, and construction contracting.						• Governorate
		7.4.1 (d) Implement reforms/recommendations gradually based on local/governorate readiness to take over additional responsibilities.						• Schools
		7.4.1 (e) Introduce community/BOTs clearance (agreement against criteria) for school building, rehabilitation, and maintenance works (major decentralization indicator).						• GAEB

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
		7.4.1 (f) Introduce market mechanisms and encourage competition (GEAB services upon request); consider the application of Law of Local Admin. No.43 /1979.						• Governorate
		7.4.1 (g) Utilize GEAB's experience and permit an advisory, inspection role and, if requested, involvement in rehabilitation and construction.						
		7.4.1 (h) Assign SCM Task Force to follow up on decentralization efforts.						
7.5 Establish a system to engage private and public sectors in school construction process.	7.5.1 Enhance the role of private and public sectors in school building.	7.5.1 (a) Analyse obstacles and potential of private school provision.						• MOE • MOF
		7.5.1 (b) Design support measures for private schooling.						
		7.5.1 (c) Analyse the Private-Public Partnership (PPP) approach regarding: • costs in comparison to models in place; • impact on decentralization and community/BOT participation; and • role of MOE and GAEB.						
7.6 Decentralize the school construction system across the entire cycle- including planning, building, and maintenance-so as to ensure the equitable availability of appropriate and friendly school buildings for all students and teachers.		See the plan chapters (8,9,10,11,12)						

Logframe for School Construction and Maintenance

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
Objective (1) Design schools according to specific standards.	• Number of schools built according to new design.	• School construction standards • New structure design	
Target /Output (1) Consider technical standards for appropriate school designs, building materials, and room/space by 2007/08.			
Objective (2) Improve the school building planning procedures. Target/Output (1); Optimize planning procedures.	• The school building planning procedures improved.	• New school planning documentation • Reports on school location	• Coordination between concerned authority. • Availability of funds.
Objective (3) Intuitionalize decentralization through a mechanism for site selection, school construction, and maintenance.	• Ratio of decentralization in school construction.	• Report on school construction at the decentralized level	
Target /Output (1) Set up a plan to revise building sites by 2007/08.	• Well setting plan.	• Reports on the building sites revision	
Target/Output (2) Decentralize the construction procedures by 2008/09.	• Rate of impact of decentralization in school construction procedures.	• Survey.	
Target /Output (3) Implement effective school maintenance plan.	• Number of schools implementing effective school maintenance plan.	• Monitoring and evaluation reports	
Objective (4) Set up a plan to manage school construction at decentralized level.	• Well setting plan.	• Monitoring and evaluation reports	

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
Target / Output (1) Identify roles and responsibilities at decentralized level.	• Well defined roles and responsibilities for school construction at decentralized level.	• Reports	
Objective (5) Establish a system to engage private and public sectors in school construction process.	• New system established for school construction.	• Documentation on new system	
Target/Output (1) Enhance the role of private and public sectors in school buildings.	• Number of schools built by private and cooperative sectors.	• Database	
Objective (6) Decentralize the school construction system across the entire cycle- including planning, building, and maintenance -so as to ensure the equitable availability of appropriate and friendly school buildings for all students and teachers.	• Number of schools built. • Decreasing of class density.	• Database	• Availability of funds. • Availability of locations.

Table (1) Summary of classrooms to be built during the plan period at all educational levels

Year	Pre-Primary	Primary	Preparatory	General Secondary	Technical Secondary	Total Classrooms to be built
05/06	550	4653	1809	1088	0	8100
06/07	1521	4919	6699	110	131	13380
07/08	3171	4800	4000	2900	475	15346
08/09	3442	4300	3000	2850	450	14042
09/10	4042	3600	2300	2856	425	13223
10/11	5782	3300	2100	2750	400	14332
11/12	5691	2700	2100	2700	375	13566
Total Plan	22128	18700	13500	14056	2125	70509
year Avg.	4400	3700	2700	2800	400	14100

Chapter Eight
Early Childhood Education

Overall Goal:
Provide quality education for four to five-years-old children, to reach 60 percent gross enrollment rate (GER) by the end of the strategic plan (2007/08-2011/12).

1. Introduction

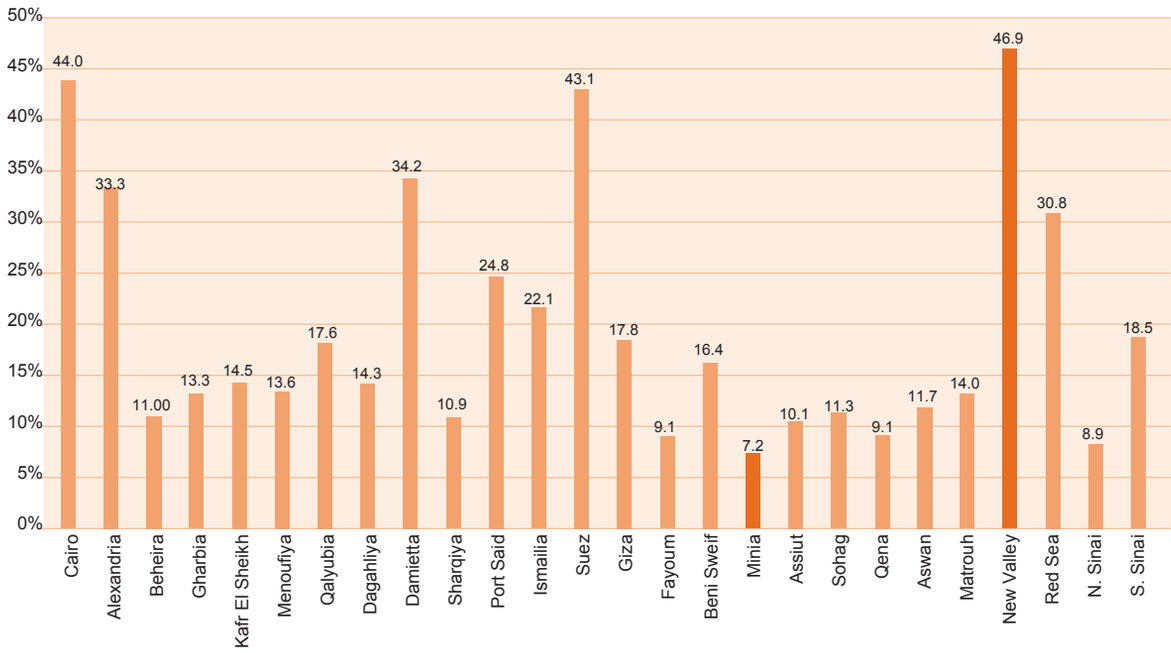
Early childhood education is an important education level for the development of children aged four to five years. This stage shapes and builds children's creativity and development by giving them opportunities for education, discovery, and acquisition of multiple intelligences. Results from numerous studies have proved the important role of the early years in the development of children's growth and improving their abilities to learn and develop. Other studies have shown that children who attended education at an early stage (four to five years) were more successful than their counterparts who did not. The quality of this type of education has also been shown to be a factor in shaping a child's future, and is particularly important for children from poor and disadvantaged households.

Egypt has adopted a strategy to develop this level of education with an emphasis on providing children with health and psychological and educational care. The number of children aged four to five years was an estimated 3,230,948 in 2005, with only 18.1 percent GER attending any kind of early childhood institution (11.2 percent attend public schools, 5.2 percent attend private schools, and 1.7 percent Al-Azhar education sector). This attendance rate is low when compared with other countries whose economic level is similar to Egypt's. Hence, increasing investment in this level of education is a necessity.

The number of classes in early childhood education was 19,232 in 2005/06 distributed as follows: 11,826 classes in public schools, 6,119 in the private and cooperative sectors, and 1,287 in Al-Azhar education sector, with an average density of 30.8 children per class. The number of schools having an early childhood class was 6,581 (4,876 public, 1,383 private, and 322 Al-Azhar schools).

It is important to note that there are disparities in enrollment rates among different governorates with the highest enrollment rate in the New Valley (46.9 percent) and the lowest enrollment rate in Minia (7.2 percent) (Figure 1).

Figure (1): KG Total Enrollment Rate 2005/2006



Source: MOE, PSPU.

There were also 16,194 teachers (the vast majority of whom are female) teaching in the public early childhood classes; of these 13,712 were permanent staff and 2,482 contract staff. There were 821 supervisors, 132 of whom were trained specifically in early childhood as supervisors.

Several government instrumentalities and private entities are providing services for children aged four to five years, and in some instances the services are provided from birth to age five. These institutions include: the National Council for Childhood and Motherhood (NCCM), which lays down policies and conditions for child care for the institutions; the Ministry of Health (MOH), which provides health care for families and children; the Ministry of Social Solidarity (MOSS), which supervises the nurseries for children under four years old, welfare houses, orphanage, and child club centers; the Ministries of Culture and Information, which provide efforts in the field of cultural development and awareness-raising about the importance of developing children through early childhood education; non-government organizations in the private and cooperative sectors; and the MOE, which shoulders the largest effort in this field in terms of provision of buildings, curriculum, teacher training, staff, centers for professional development, and supervision of the sector.

2. Main Issues

There are several challenges facing the development of early childhood education in Egypt, as they relate to access, quality, and system management.

In terms of access:

- The statistics noted above indicate the low enrollment rate and low numbers of classes and staff, especially specialized staff that are available to teach at this level.

- Other statistics show the huge variations in enrollments between various governorates; for example, the rate of enrollment of children in the New Valley Governorate is almost 47 percent, while in Minia Governorate it is only 7.2 percent.
- The high enrollment in early childhood education in some governorates is attributed to the increased awareness of parents and families and effective community partnerships, which is reflected in the ability and willingness of the civil society to provide classrooms or nurseries, whereas the total rate of enrollment in the private and cooperative sectors is estimated at only 5.2 percent.

In terms of quality:

- The provision of standards on which to base the education process, the preparation of specialized teachers for this level, and the preparation of recurrent training programs to increase the efficiency of teachers are the first set of challenges.
- The ability to increase the number of female technical supervisors and to set standards for the number of female supervisors and the number of classrooms, and to provide continuous in-service training for teachers, supervisors, and managers represent the second set of challenges.
- Upgrading the existing curricula in the early childhood level, providing the resources for learning, technology, educational materials, and activities, supporting the nutrition program, especially in remote or poor areas where nutrition is considered the main factor which attracts children and parents to early childhood programs, and providing programs of health care for children, as well as providing health culture for parents, comprise the third set of challenges.

In terms of system management:

- The challenges are the development of a clear institutional framework for this level, the provision of ministerial decisions determining the administrative structure and tasks of teachers in the General Department of Early Childhood, supporting the independence of early childhood education departments at the governorate level and separating them from the primary education level.
- The development of an independent education budget for this level separate from the primary education level, supporting the coordination between the supervision bodies and improving the system of supervision, monitoring and evaluation, building an education management database for this level, and building the capacity of the administrative bodies are challenges for the reform of system management.
- Locating all these new schools will be a challenge as well. It will be important to design stand-alone early childhood schools, not necessarily attached to primary schools, in the center of villages and urban communities, thus requiring less travel by the very young. This issue relates to the larger issue of better targeted school locations.

3. Ongoing Programs

First: Constructing training centers for teachers and supervisors. The MOE has constructed two training centers for training early childhood teachers and supervisors, one in Cairo and the other in Port Said, both absorbing 150 trainees each, per year.

Second: Kindergarten center in Mubarak City for Education in partnership with Arab Gulf Program supported by UN development agencies and UNESCO. The Center aims at providing training for teachers and personnel in the field of pre-primary education, providing an educational model to develop the sector, and formulating a framework for child-oriented curricula. The Center also provides a training unit for 105 trainees and classes for 160 children per year.

Third: Early Childhood Education Enhancement Project (ECEEP), in cooperation with the World Bank, CIDA, and World Food Program. This initiative aims at increasing the total enrollment of four to five-year-old children by 2012 by providing 1988 classrooms, emphasizing building classrooms in remote areas, improving quality of education at this level, and improving its institutional capacity. This initiative will be providing 152 centers in 18 governorates in areas of high need, developing curriculum according to modern orientations, training teachers in the targeted 18 governorates, developing a system to apply the national standards of education at this level, and accrediting institutional, administrative, and technical systems ensuring effectiveness and quality.

4. Policy Framework and Methodology

The MOE's strategy for expanding this level of education emphasizes the importance of providing systematic education and welfare for children in the early stages of their lives, and of contributing to the investment in this fertile period of cognitive development, to give children opportunities to develop and grow. Given the low rate of enrollment in this level at the present, the MOE will focus on expanding this level to reach a national goal of 60 percent enrollment for four to five-year-old children. To achieve this goal, the MOE needs to achieve partnerships with civil society and businesses. The actions envisioned to achieve this ultimate goal include:

- Provision of classrooms in remote and poor areas with the lowest enrollment rates in this level, including the construction or rental of free-standing facilities not connected to a primary school. In addition, locations of new early childhood schools should incorporate input from parents and communities;
- Recruiting teachers who are graduates with intermediate education certificate to work as facilitators after they receive training in remote areas that are lacking specialized graduates;
- Increasing the public awareness of the importance of this stage in the child's life;
- Encouraging civil society, associations, and businesses to support and increase their efforts to provide classrooms either by donating or renting rooms, and equipping these rooms to be used as classrooms for early childhood education;
- Providing distinctive preparation of specialized cadres through constant training for teachers and supervisors employed in this level;
- Developing and implementing national standards for education at this level;
- Developing educational activities to be used by teachers of this level and facilitating appropriate roles for technology to encourage creativity of children, while recognizing the more limited pedagogical role of technology in the teaching of such young children, although their teachers can benefit from access to such technologies as the internet;
- Developing a regulatory institutional framework for this level to achieve quality and effectiveness; and
- Providing the necessary funding and flexibility to develop education in this level through an independent budget.

5. Program Presentation

Overall Goal:

Provide quality education for four to five-year-old children to reach 60 percent gross enrollment rate (GER) by the end of the strategic plan (2007/08-2011/12).

Strategy

1. Improve the effectiveness of the role of GAEB in collaboration with ECEEP to build 14508 classrooms out of 38130. ECEEP will increase GER by 14.1 percent by the end 2011/12.
   - The Cabinet Educational Support Fund will donate LE 15 million annually to lease 17600 classrooms (according to today's price) to increase the GER by 16.9 percent
   - Re-use 2023 early childhood classrooms, which are currently operating for other purposes (e.g. Teachers' room), to increase GER by two percent by the end of 2008/09.
   - It is expected that private and Al-Azhar schools will contribute with 5412 classrooms, which will increase GER by 5.2 percent by the end of the plan.
   - Encourage community participation, NGOs, the private and cooperative sectors, and donors to increase the GER by extra 4000 classrooms to increase GER by 3.8 percent by the end of the plan.

The above calculations are based upon an average density in this level of 34.1 children/classroom.

2. Support poor families through reducing tuition fees to encourage sending children to schools.

3. Enhance the quality of the educational process in the early childhood stage and develop a new educational paradigm in which learning methodologies are based on children's natural tendencies and characteristics, in order to provide them with educational experiences that support children's rights to enjoy early childhood through arts, music, and play, besides developing their creativity, mental abilities, and multi-intelligences(1).

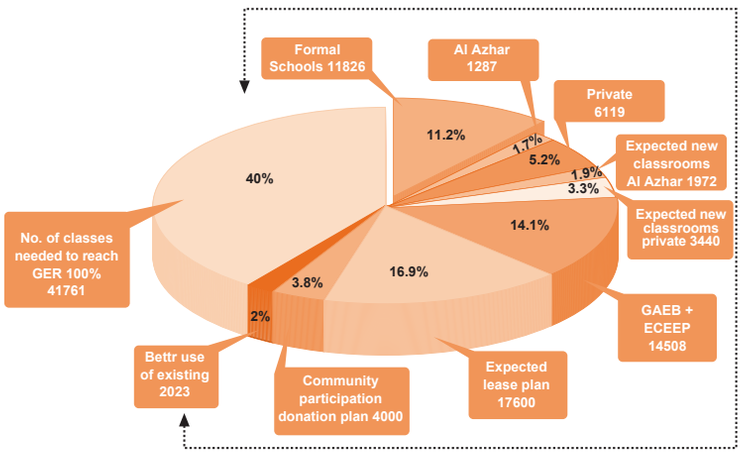
4. Enhance the quality of the educational process through developing standards and a standard based-monitoring and evaluation system which ensure new educational paradigm and quality.

5. Provide sustainable professional development for instructors and leaders to enhance their performance and close the gap in teacher provision, annually.

6. Develop a cooperative partnership protocol with relevant Ministries of (Social Solidarity, Finance, State for Administrative Development and Information) to develop the institutional and regulatory capacity of the early childhood level.

(1) Multiple Intelligence Theory was developed by Howard Gardner. His thesis was that individuals do not have just one type of intelligence, such as might be measured by an IQ test, but several. He described a number of intelligences, each of which was identified with a different part of the brain. Examples of Multiple Intelligence are Verbal/Linguistic, Logical/Mathematical, and Visual/Spatial.

Figure (2): Plan for Increasing GER in Early Childhood to Reach 60% by 2011/12



Objectives and targets

Objective 8.1

Increase GER to cover 60 percent of age group four to five by the end of the plan.

Targets

8.1.1 Increase GER of our to five-year-olds to reach 60 percent by the end of 2011/12.

8.1.2 Increase civil society participation: families, communities, NGOs, and the private and cooperative sectors, to reach a GER of 60 percent by the end of 2011/12.

8.1.3 Reduce fees and exempt poor children by the end of 2007/08.

8.1.4 Implement special nutritional and health care programs for all children starting 2007/08.

Objective 8.2

Enhance the quality of the educational process in early childhood education according to national standards.

Targets

8.2.1 Develop and apply national standards for the early childhood education by the end of 2008/09.

8.2.2 Recruit 58,988 qualified teachers according to national standards during the plan period.

8.2.3 Provide in-service training for all early childhood teachers, every year, throughout the plan period.

8.2.4 Provide essential technological requirements for all early childhood classrooms by the end of 2011/12.

Objective 8.3

Develop an early childhood management system to achieve autonomy from the primary education department, while continuing coordination whenever necessary for planning and pedagogical purposes.

Targets

8.3.1 Enhance institutional capacity of early childhood level to achieve flexibility and independence in the context of School-based Reform and decentralization by the end of plan period.

8.3.2 Set up an effective M&E system to be in place by 2009/10.

Policy Matrix for Early Childhood Education

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
8.1 Increase GER to cover 60 percent of age group four to five by the end of the plan.	8.1.1 Increase GER of four to five-year-olds to reach 60 percent by the end of 2011/12.	8.1.1 (a) Provide (38130 classrooms) for the early childhood level over the span of the plan 2007/08-2011/12. • GAEB in collaboration with ECEEP will build 10,093 classrooms. GAEB through governmental fund will build 4,415 classrooms. This will contribute 14.1 percent to GER by the end of 2011/12. • The Cabinet Educational Support Fund will donate LE 15 million annually to lease 17,600 classrooms (according to today's price) to increase the GER by 16.9 percent. • Civil society and NGOs need to offer extra 4,000 classrooms to increase GER by 3.8 percent by the end of the plan. • Re-using 2,023 early childhood classrooms, which are currently operating for other purposes (e.g. Teachers' room), will increase GER by 2 percent by the end of 2009/10. • It is expected that the private and Al-Azhar education sectors will contribute 5,412 classrooms, which will increase GER by 5.2 percent by the end of the plan. • 5,691 new classrooms will be built in 2011/12 (to serve the new strategic plan) to raise the GER from 60 percent to 65 percent. Note: The above calculations are based upon reaching an average ratio of 34 children/classroom.						• GAEB • Civil Society • Businessmen • Private and cooperative sectors • Muddiriyas
		8.1.1 (b) Provide maintenance for all classrooms.						
		8.1.1 (c) Assign priority for classroom construction in locations with high population, poor and remote areas, according to school mapping.						
		8.1.1 (d) Equip new classrooms with furniture and instructional materials.						

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
		8.1.1 (e) Issue an education stamp especially designed for early childhood to mobilize additional funding for this level.						
		8.1.1 (f) Conduct a survey to identify schools which have inactive KG classrooms by 2007/08.						
	8.1.2 Increase civil society participation: families, communities, NGOs, and the private and cooperative sectors, to reach a GER of 60 percent by the end of 2011/12.	8.1.2 (a) Equip donated rooms to make use of them as part of the total equipped classrooms.						
		8.1.2 (b) Encourage rented rooms as early childhood classrooms.						• MOE -KG Dept. • Muddiriyas
		8.1.2 (c) Conduct nationwide campaigns to provide the required support to build and equip classrooms through civil society and businessmen.						
		8.1.2 (d) Conduct workshops to increase the awareness of civil society, parents and BoT members.						
		8.1.2 (e) Form committees from civil society to support new KG classrooms.						
		8.1.2 (f) Prepare and implement protocol of cooperation with Ministry of Information to raise awareness among parents.						
	8.1.3 Reduce fees and exempt poor children by the end of 2007/08.	8.1.3 (a) Issue ministerial decree to decrease the fees for early childhood level on par with primary education level (LE. 25/child every year).						
		8.1.3 (b) Mobilize additional funds to cover the full cost of early childhood, for example, from communities, educational stamp system and government budget.						• MOE
	8.1.4 Implement special nutritional and health care	8.1.4 (a) Prepare and implement special nutrition and school health programs.						

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
	programs for all children starting 2007/08.	8.1.4 (b) Implement nutrition health care programs with the contribution of the government.						• Gen. Dept for School Nutrition • Civil Society • KG Dept. • CCIMD New Structure
		8.1.4 (c) Enhance contribution of civil society for caring for children and their nutrition.						
		8.1.4 (d) Increase the awareness of parents of hygiene health and nutrition.						
		8.1.4 (e) Prepare awareness campaigns for businessmen to support nutrition of children, especially those in deprived areas, by 2007/08.						
		8.1.4 (f) Prepare follow-up program to assess the impact of nutrition and health care programs on cognitive and psychological growth of children during the plan period.						
8.2 Enhance the quality of the educational process in early childhood education according to national standards.	8.2.1 Develop and apply national standards for the early childhood education by the end of 2008/09.	8.2.1 (a) Review, update, and pilot KG national standards documents by the end of 2008/09.						• KG Dept.
		8.2.1 (b) Conduct awareness campaigns to foster the concept of national standards by the end of 2008/09.						
		8.2.1 (c) Print and disseminate early childhood education national standards to all schools.						
		8.2.1 (d) Form ad hoc committees to review KG educational activities produced by UNESCO and the National Council for Childhood and Motherhood (NCCM) in light of national standards.						
		8.2.1 (e) Design and pilot teacher's guide and activity models for early childhood education, by 2007/08.						

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
	8.2.2 Recruit 58,988 qualified teachers according to national standards during the plan period.	8.2.2 (a) contract with 6,781 teachers by the end of 2007/08.						• MOE • SMAD • MOF
		8.2.2 (b) contract with 9,349 teachers by the end of 2008/09.						
		8.2.2 (c) contract with 9,424 teachers by the end of 2009/10.						
		8.2.2 (d) contract with 11,208 teachers by the end of 2010/11.						
		8.2.2 (e) contract with 22,226 teachers by the end of 2011/12.						
		8.2.2 (f) Carry out partial and full time secondment to reduce teachers' shortage.						
	8.2.3 Provide in-service training for all early childhood teachers, every year, throughout the plan period.	8.2.3 (a) Prepare training programs to train all teachers and supervisors.						• CDIST • Muddiriyas.
		8.2.3 (b) Provide in-service training to all teachers starting from 2008/09.						
		8.2.3 (c) Provide pre-service training, for two weeks, for newly hired teachers, then for one more week at the midyear.						
		8.2.3 (d) Prepare one percent of the teachers as ToTs (140 from all governorates).						
		8.2.3 (e) Provide annual training for 50 percent of all inspectors for one week on monitoring and evaluation methods.						
	8.2.4 Provide essential technological requirements for all early childhood classrooms by the end of 2011/12.	8.2.4 (a) Provide 20 percent of classrooms annually in each governorate with computer set and data show.						• MOE/TDC • GAISC
		8.2.4 (b) Design a database for all early childhood level.						
		8.2.4 (c) Provide early childhood classes with Portage bags for each classroom.						

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
8.3 Develop an early childhood management system to achieve autonomy from the primary education department, while continuing coordination whenever necessary for planning and pedagogical purposes.	8.3.1 Enhance institutional capacity of early childhood level to achieve flexibility and independence in the context of School based Reform and Decentralization by the end of the plan period.	8.3.1 (a) Restructure the early childhood level to achieve independence from primary education.						• MOE • SMAD
		8.3.1 (b) Take the required measures to effectively separate the financial management of early childhood.						
		8.3.1 (c) Develop and apply incentive system for teachers based on their performance.						
		8.3.1 (d) Provide training programs for leadership to enhance and develop their supervision and technical skills.						
		8.3.1 (e) Set up regulations for distributing human resources.						
	8.3.2 Set up an effective M&E system to be in place by 2009/10.	8.3.2 (a) Design M&E system.						
		8.3.2 (b) Implement the new M&E system.						

Logframe for Early Childhood Education

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
Objective (1) Increase GER to cover 60 percent of age group four to five years by the end of the plan.	• National GER increased from the current 18.1 percent to 60 percent • Number of new established classrooms • Number of participating stakeholders	• Monitoring and continuous evaluation, quarterly, during the plan 2007/2012 • Data of schools, Idarra, and Muddiriyas	• Availability of fund required for achieving this objective.
Target/Output (1) Increase GER of four to five-year-olds to reach 60 percent by the end of 2011/12.	• Increasing the number of classrooms by the end of 2011/12 • Increasing the GER annually	• Monitoring and continuous evaluation, quarterly, during the plan 2007/2012 • Data of schools, Idarras, and Muddiriyas • Database for building KG classrooms • Statistical reports from the databases prepared for this purpose	• Required funds for building classrooms. • Providing land for building the required classrooms.
Target/Output (2) Increase civil society participation: families, communities, NGOs, and the private and cooperative sectors, to reach a GER of 60 percent by the end of 2011/12.	• Number of early childhood classrooms established through the participation of civil society • Increase of GER by 3.8 percent through the civil society by the end of the plan	• Follow-up reports from Idarras and Muddiriyas databases about the number of enrolled children	• Providing the required fund. • Providing land. • Participation of civil society, businessmen, and private and cooperative sectors in providing classrooms.
Target/Output (3) Reduce fees and exempt poor children by the end of 2007/08.	• Increase of the proportion of children from poor families in early childhood level	• Survey • Database for children aged four to five enrolled in KG level in poor areas	• Serious participation of civil society in providing the required classrooms. • Providing alternative finance.
Target/Output (4) Implement special nutritional and health care programs for all children starting 2007/08.	• Increasing the rate of enrollment in KG. classrooms • Increasing the participation of the civil society in supporting health care and nutrition	• Monitoring enrollment rate regularly	• Availability of fund.

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
Objective (2) Enhance the quality of the educational process in early childhood education according to national standards.	• Number of schools that have plans based on quality standards	• Document of standards • Rubrics and measurement tools • Report to monitor teacher's performance	
Target/Output (1) Develop and apply national standards for the early childhood education by the end of 2008/09.	• Finalizing the document of standards of early childhood level by 2007/08 • Educational activities based on the national standards for early childhood level by the end of 2007/08 • Comprehensive guidebooks for teachers by the end of 2007/08	• National standards documents • Plans based on quality standards	• Providing required finance.
Target/Output (2) Recruit 58988 qualified teachers according to national standards during the plan period.	• Number of recruited teachers	• Follow-up reports on the number of the appointed teachers • Database in the General Administration for Information and Computer	• Providing a budget for the salaries of contracted teachers.
Target/Output (3 Provide in-service training for all early childhood teachers, every year, throughout the plan period.	• Number of trained teachers • Number of training programs	• Database on the number of the trainees annually • Reports of training departments in Muddiriyas on the number of trainees	• Appropriate training programs. • Finance required for training.
Target/Output (4) Provide essential technological requirements for all early childhood classrooms by the end of 2011/12.	• Number of classrooms provided with computer sets	• Follow-up reports from TDC at central MOE and Muddiriyas level.	• Providing finance required for technological requirements for classrooms.

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
Objective (3) Develop an early childhood management system to achieve autonomy from the primary education department, while continuing coordination whenever necessary for planning and pedagogical purposes.	• Ministerial decrees to achieve flexibility	• Monitoring reports	• Developing ministerial decrees to achieve flexibility and independence of the budget of KG in the context of decentralization. • Improving a system for information, monitoring and evaluation in support of decision taking and continuity of development of early childhood level.
Target/Output (1) Enhance institutional capacity of early childhood level to achieve flexibility and independence in the context of School based Reform and Decentralization by the end of plan period.	• Allocating a budget for early childhood level	• Documents and reports from the Central Administration for Financial Affairs	• Providing the required budget.
Target/Output (2) Set up an effective M&E system to be in place by 2009/10.	• Number of supervisors trained in the methods of monitoring and evaluation	• Reports • Statistics on the number of trained inspectors	• Providing inspectors trained in the methods of monitoring and evaluation.

Chapter Nine
Basic Education Reform (BER)

Overall Goal:

Ensure the provision of universal high quality education opportunities for all pupils to empower them to acquire the skills essential for reading, writing, mathematics, and science, as well as effective communication and values of dialogue that will develop their intellectual and creative abilities to be tolerant, democratic, and good citizens. This will contribute to building a new knowledge-based society in Egypt.

1. Introduction

Development of quality basic education is essential for nation building and for cultural, social, and human development. Basic education should enable every child aged 6-14 to gain the minimum requirements for citizenship, and political and social participation, to acquire literacy and numeracy skills, as well as to acquire state-of-the-art technological skills, problem-solving capacities, awareness of rights and duties, collaboration skills, and the desire to create a progressive democratic society.

Research has shown that the highest social and private returns of investment in education are realized at the basic education level. In particular, basic education provides the greatest net value of social return all over the world. Research has also shown that focusing on basic education and improving its internal efficiency lead to increases in intake rates and decreases in dropouts. Dropouts and repetition are of course costly in both budgetary and social terms.

There is a very strong correlation between improving the internal efficiency and improving the external efficiency of the system. Both, in fact, strongly influence dropout rates. Improving external efficiency also positively affects economic returns. Studies have proven that high quality education improves the opportunities of a student to succeed in his/her working life. This means that the more economic returns education has, the more parents and students appreciate education, and this consequently leads to less dropout rates(1).

Analysis of the present Basic Education in Egypt

Basic Education extends to nine years of schooling for children aged 6-14 years. It has two levels. The first is the primary education level which covers six years and is designed for children aged 6-11. The second is the preparatory education level which includes children aged 12-14. It is common to find preparatory and primary schools as separate, stand-alone schools. However, there are school buildings which include the two levels of education in one building.

(1) There is evidence that families and pupils cannot predict education returns (World Bank, International Development Report, 2007). It is, therefore, important that MOE explains the value of education to parents and pupils (as part of the social marketing of education) and at the same time improve the quality of education to enhance its economic returns.

Access

For the last two decades, the key focus of the MOE has been on increasing access to basic education in order to achieve universal coverage. This has resulted in a massive school construction program which increased the number of schools at primary level by 4.21 percent and 11.86 percent at preparatory level during the period of 2001-2006. The number of new classes increased by 16.4 percent, while the pupil population increased by 23 percent in the same period.

In 2005/06, the number of primary schools was 16,412, including 205,389 classrooms, with 8,784,289 pupils; and the number of preparatory schools was 8958, including 73,362 classrooms, with 2,811,127 pupils(2). At the same time, the gross enrollment rate in primary education was 88.3 percent in public schools, 7.7 percent in private schools, and 11.1 percent in Al Azhar, reaching together a total GER of 107.1 percent. Total intake rate in the primary level was 91.3 percent , and it reached a total of 104.6 percent after adding the 13.3 percent intake rate of Al Azhar.

Similarly, the gross enrollment rate for 2005/06 in preparatory level amounted to 92.4 percent (general and vocational) in public schools, of which 4.3 percent were registered in vocational preparatory schools. The gross enrollment in private schools was 4.5 percent and 7.1 percent in Al Azhar. Therefore, the gross enrollment in preparatory level reached 104 percent. The gross intake in preparatory level amounted to 88 percent. When the nine percent of Al Azhar's intake was added, total intake stood at 97 percent for the same year.

Major steps have been taken to bridge the gender gap in Basic Education. In 2005/06, it reached 0.7 percent in primary schools, and 0.5 percent in preparatory schools, which indicates that Egypt is one of the countries that has succeeded in achieving gender equity at the basic level.

Quality

There is a need for comprehensive revision of educational curricula to align them with the national educational standards. There is also a need to focus on the implementation of the standards, development of activities, cooperative and group work, emphasizing the social dimension and cultural diversity among pupils in different regions, as all of these are disregarded in the present curricula.

The overall teacher shortage (assuming no regional redeployment from areas with surpluses) has been estimated at 70,899 teachers in the primary level in 2005/06, mainly in Arabic, English, and Mathematics subject matters. Teacher shortages have been provisionally addressed by contracting staff on a temporary basis. As a result, more than 15 percent of teachers have no formal teaching/education qualification.

In 2005/2006, the teacher to pupil ratio was effectively 1:26(3). In public schools, average class density increased in the primary level from 41.5 in 2001/02 to 43.8 in 2005/06, whereas average class density in the preparatory level decreased to 38.9 (from 44.2 in 2001/02). As discussed in the Human Resource chapter, further analysis and policies must be explored to understand and diminish the large gap between pupil/teacher ratio and class density.

(2) Note that the low number of pupils enrolled in preparatory level is due to the gap year that resulted from the return of the sixth grade in the primary level.

(3) The shifting of grade six to the lower level of basic education has created some anomalies in official statistics requiring care in how they are interpreted. For instance, in 2005/06 the teacher/pupil ration was officially 1:16 in the primary level and 1:14 in the preparatory level.

Enhancement of teacher performance was planned through the MOE's efforts in the provision of diverse and comprehensive in-service training programs at all levels, locally, centrally, and even internationally, from 2001/02 to 2005/06. Yet, the returns from the training programs were not reflected in an increase in education quality due to outdated training methods, the absence of a mechanism which accurately measures the returns, and lack of sufficient funding for training.

As for the internal efficiency, achievement in basic education varied. The average promotion rate in the primary education level increased from 87.6 percent in 2001/2002 to 92.4 percent in 2004/2005, where it decreased slightly in the preparatory level from 86.5 percent in 2001/2002 to 82.2 percent in 2004/05. Dropout rates were 0.22 percent in the primary level and 2.9 percent in preparatory level in 2005/2006. The MOE statistics showed that the failure rate was 8.6 percent in 2004/05 in primary education, and 18.2 percent in preparatory education, whereas some studies have showed that the rate of failure in Jordan was 0.5 percent, and in the Philippines 2.3 percent (World Bank, 2005b).

Another quality measure is that of the number of textbooks assigned to the basic education level, as the number of the set books increased without justification in the two levels of basic education at a rate of 138 percent in the primary and 68 percent in the preparatory over five years (World Bank, 2005b).

Assessment of pupils in primary education is carried out through the unified exams at the end of each term, for each grade at the school level. Pupil assessment is carried out at the educational directorate level for grade three, and at the Muddiriya level for grade six where pupils sit for two-term exams. These exams are considered traditional tests, measuring ability to retrieve memorized facts without measuring other skills such as higher order, critical thinking, and problem-solving skills.

Due to the traditional evaluation methods, private lessons prevent children of poor families from enrolling in school, especially at the preparatory education level. Expenditures by families on private lessons are estimated at about two percent of the GDP (World Bank, 2007). Besides, such lessons encourage bad performances from teachers as their focus would be on the provision of private lessons rather than making sure that the children learned during the class lesson.

Numeracy and literacy skills of pupils at the basic education level are deteriorating. A research conducted by the Central Authority for Inspection (CAI) in 2004/05, which applied standardized tests designed by the NCEEE, showed that 30 percent of basic education pupils had not mastered reading and writing skills according to the Egyptian National Education Standards.

Egypt participated in the 2002/2003 international test entitled: "Trends in International Mathematics and Science Study (TIMSS)", as a criterion for measuring the achievement of Egyptian 8th graders compared with those in other countries. Overall, the Egyptian pupils' scores were low when compared internationally, but not lower than expected, given its level of economic development. Of more concern, however, is the very wide dispersion between the low scorers and the high scorers, which is considerably wider in Egypt by most measures than in most other MENA countries. Some groups of schools (experimental and language schools) scored well, as did the top quintile of government schools. But the bottom 40 percent

was very low, failing to reach even some basic benchmarks of proficiency. Educational authorities in Egypt stress the importance of continuous participation in the evaluation, as well as the need to expand participation to the 4th grade TIMSS and include participation in PISA (the next round of which is in 2009)[4], which measures cognitive skills of 15-year-olds and thus shows cumulative learning near the point when pupils either enter the labor market or move on to higher education.

Systems

Commensurate with Egypt's population, the Egyptian education system is large by most international measures, and the largest in MENA. The structure of the MOE includes the headquarters (the central ministry, or Diwan), 26 educational Muddiriyas (governorates) in addition to Luxor, which has a special administrative status. The Muddiriyas include 252 Idarras (directorate, which are like districts), according to 2005/06 statistics, with 39,926 schools. The MOE is in charge of all pre-university education affairs in Egypt.

The MOE formulates plans, policies, and pre-university education programs at the central level in light of priorities of the State's public policy. The Supreme Council for Pre-University Education, established by a presidential decree and headed by the Minister of Education, shares in this task. Its members include representatives from other sectors including Al Azhar education sector, culture, planning, finance, production and services, and other stakeholders. To ensure that the MOE's policies and plans are aligned with the State's public policy, the two committees of education in the People's Assembly and Shoura Council follow up on the MOE's role in executing plans and programs.

The MOE intends to apply more decentralization in managing education with the goal of improving service, justice, and equality; increasing community participation; and activating laws which support decentralization in education. The MOE established Boards of Trustees (BOTs) (whose members are parents, school staff, and community members) at the school and Idarra levels to shoulder the responsibility of supervising the school and to ensure diverse participation in supporting and monitoring school performance.

There are initiatives which support decentralization and community participation such as the New Schools Project, Education Reform Program, the Effective School Project, and the Alexandria Experiment. These projects promote decentralization in school management and provide considerable insight into the benefits and pitfalls likely in attempting to expand school based management and other decentralization reforms to all schools. Schools that participated in these projects are considered a promising example of the development of all schools in Egypt. However, systems for providing accurate data that support more accountability, such as School Management System (SMS), need to be developed.

Approximately 70 percent of the expenditure on education is directed to pre-university (World Bank, 2005b), with 79 percent of that spent on wages and salaries in 2005/06 (Policy and Strategic Planning Unit). In general, there was an increase in the number of those working in the pre-university education, which out-paced the increase in the number of enrolled pupils.

(4) Participating in the 2009 PISA will, thus, require swift mobilization but every effort should be made to do so. Three other Arab nations have participated previously, so the testing instruments are well developed. In addition, the MOE should explore participating in PIRLS (Progress in International Reading Literacy Study) for 4th graders (9- and 10-year-olds).

Teachers' salaries are also considered to be low compared with international standards, and workload (teaching hours) is not high. Increasing and restructuring the workload for teachers would decrease the demand for recruiting new teachers, and hence save money (World Bank, 2005b). Expenditure on pre-university education is relatively low when compared with other countries. In Jordan, for example, it is 80 percent, while in Indonesia, it is 76 percent of the total education budget.

There is clearly inefficient use of available resources, with one non-teaching staff for every 1.26 teachers. In similar countries, it is 1: 6.2 (World Bank, 2005b). Among the potential teaching staff, too many are working either part-time or full time in administrative functions. Too many teachers are also not teaching a full load only because the number of students who choose to study a certain subject is sometimes too small, while the number of teachers who teach this subject in the school is more than what is actually needed. These issues must be addressed urgently.

In addition, there are schools with very low density, such as those in remote areas. This implies that a lot of resources such as laboratories, technology infrastructure, and activity rooms are not efficiently used. High repetition and dropout rates also represent another form of budget wastage because this means that the government will pay twice as much for providing educational services for the same child.

2. Main Issues

- There is a shortage of required educational buildings at the basic education level. GAEB's plan shows that 29,824 classrooms are to be established for primary education and 4,395 classrooms for preparatory education, although the analysis of the current situation of basic education needs shows that 18,700 classrooms are needed for primary education, while 13,500 classrooms are needed for preparatory education, by the end of 2011/12.
- Existence of vocational preparatory education which ostensibly serves slow learners in primary and preparatory education at a rate of 4.3 percent of all enrollee in preparatory education.
- Weak participation of the private and cooperative sectors in education.
- High repetition rates in basic education.
- Poor reading and writing skills of pupils in basic education.
- Increase in the education wage bill due to the escalation of the number of workers in the education sector, which raises the cost of education provision at the pre-university level.
- Administrative jobs are overstaffed, which creates shortages in the number of teachers.
- Significant shortages in the number of basic education teachers in some geographical areas, as well as misdistribution of teachers among governorates and within each governorate.
- Existence of around 41 percent of basic education teachers who are not university graduates, according to MOE statistics.
- Lack of relationship between teachers' training and the real needs of teachers.
- Need for comprehensive review of curricula.
- Unjustifiable rise in the number of school books in basic education.
- Existence of traditional teaching and evaluation methods.
- Spread of private tutoring.
- Unutilized technological equipment in preparatory schools.
- Need for supporting the BoTs to enhance their institutional capacity.

3. Ongoing Programs

- A project for improving education in primary grades (1-3), supported by the MOE, which includes:
  - Developing curricula for the three primary grades.
  - Implementation of comprehensive assessment in grades 1-3.
  - Implementation of the strategy of active learning in grades 1-3.
- Education Reform Program (ERP) executed by MOE and financed by USAID.
- STEPS II project, which is carried out by MOE and CIDA.
- Smart School Project, which is carried out by MOE and UNDP.
- New School Project (NSP) supported by USAID and the MOE in three governorates.
- E-learning project, which started in 2001/02, to establish quality educational sites on the Internet, including pictures and video films, educational chatting, and some TV Channels.
- Egyptian initiative to develop education via World Economic Forum (WEF) in co-operation with the Egyptian government represented by the MOE and Ministry of Communications and Information Technology (MCIT).

4. Policy Framework and Methodology

Given the main issues and challenges, and the ongoing programs and initiatives, the MOE sees that its overarching goal under the BER is to ensure that all graduates from basic education are equipped with basic numeracy and literacy skills, especially in reading and writing; with critical thinking, scientific and practical knowledge to solve problems, analytical, and constructive skills; with spirit for citizenship and team work; and that all graduates have been given the opportunity to fully develop their potential for research and production of knowledge. The focus is also on engaging pupils in learning skills for dealing with daily life matters, for using the state-of-the-art technology, for utilization of this technology in their every day and societal life and within their own living environment, so as to enhance its use and development. All this is to be achieved through supportive activities associated with the curricula that build pupils' potential and enhance their creative capacities and self-confidence. These goals lead to some policy areas of focus.

The first policy focuses on comprehensive curriculum development for the basic education level, which would enable the utilization of comprehensive and continuous assessment, active learning, and the implementation of technology as part and parcel of the education process.

The second policy is the adaptation of the active learning project, which enables pupils to acquire skills necessary to practice learning continuously and actively and provides them with competency necessary to be promoted and face life as good citizens able to influence society and participate effectively in its development.

The third policy is the adaptation of a comprehensive assessment system in all basic education grades aiming to evaluate pupils' performance continuously and comprehensively; which would empower pupils to discover points of their weaknesses and ways of dealing with them, as well as provide them with continuous remedial programs as necessary.

The fourth policy, which is closely related to the third, is the application of a national evaluation system that allows judgment of the quality of education system performance and enhances decision-making concerning pupil progress, points of strengths and weaknesses, whether generally or individually, and enhances judgment of suitability of curricula and effectiveness of teaching methodology, thus making the national evaluation system the basic means for determining the needs and goals for future reform.

The fifth policy is the development of teachers to execute strategies of active learning and comprehensive assessment in a way that enables teachers to be reflective practitioners.

The sixth policy is to enhance community support and participation in education through expansion of partnerships with all concerned parties, ministries, political parties, donors, local community members, and families; and to enable the development of public opinion that supports reform and a willingness to share the responsibility of financial support.

5. Program Presentation

Overall Goal:

Ensure the provision of universal high quality education opportunities for all pupils to empower them to acquire the skills essential for reading, writing, mathematics, and science, as well as effective communication and values of dialogue that will develop their intellectual and creative abilities to be tolerant, democratic, and good citizens. This will contribute to building a new knowledge-based society in Egypt.

Strategy

- Provision of school buildings which suit the environment, and the local circumstances to achieve full intake, equitable quality, and low density.
- Provision of a new non-traditional educational environment based on active learning, ongoing comprehensive evaluation, and optimum use of educational technology.
- Provision of flexible curricula which suit learners and their environment in accordance with national educational standards.
- Measure pupils' achievement at the national levels using standardized tests in grades 4, 6, 8, and 10 using performance indicators and benchmarks.
- Encouraging the participation in international testing regimes, such as TIMSS and PISA.
- Provision of ongoing remedial programs for children who fail to achieve the benchmarks to reduce failure rates, and ensure excellence for all so that it would be possible to consider: a) cancellation of the general sixth grade exam, b) cancellation of vocational preparatory route, and c) experimenting the distribution of preparatory graduates in general and technical secondary schools regardless of their final scores.
- Provision of ongoing teacher development to ensure that all teachers are reflective practitioners.
- Application of the Special Cadre of teachers which will help establish an objective system for incentives and promotion, thus enhancing the professionalization of the teaching career and encouraging continuous professional development.

- Application of ongoing transformational programs for teachers to work as permanent teachers at schools to overcome teachers' shortage and support high density classes by two teachers to enable the application of active learning strategies in over-populated areas.
- Continuous assessment of public opinion to enable the development of a supportive public opinion for the education system.
- Ensure effective community participation and the provision of support to strengthen the competencies of members of the Boards of Trustees.
- Provision of an effective leadership, and distinguished management supported by efficient system.
- Provision of necessary finance through community participation, non- governmental organizations, civil society, and private and cooperative sectors in building and managing schools, expenditure rationalization, and resources redistribution.
- Reconsider the number of textbooks in basic education according to international standards of average textbooks for each educational grade.
- Improve the quality of school life so that pupils benefit from better health care and nutrition, as well as enjoy social activities that will help them achieve their utmost mental, spiritual, physical, and artistic development.

Objectives and Targets

Objective 9.1

Achieve Universal Basic Education (UBE) for all children aged 6-14 and ensure high quality educational opportunities for all.

Targets

9.1.1 Increase the number of pupils enrolled in the primary level from 8,038,202 to 8,140,594 to reach a GER of 100.6 percent and NER of 95.3 percent by 2011/12.

9.1.2 Increase the number of pupils enrolled in the preparatory level from 2,681,276 to 4,028,896 to reach a GER of 107.7 percent and NER of 92.4 percent by 2011/12, through significantly reducing the dropout and repetition rates.

9.1.3 Decrease classroom density gradually to reach an average of 37 students/classroom by 2011/12, with a ceiling of 40 students/classroom.

9.1.4 Ensure that all one-shift classrooms operate as full-day classrooms.

9.1.5 Increase the number of full-day schools which provide services to their local communities (at least 25 percent of basic education schools by 2011/12).

Objective 9.2

Enhance quality of students' life in basic education.

Targets

9.2.1 Provide school feeding and health care for basic education pupils in order to ensure their effective participation throughout the entire school year.

9.2.2 Improve students' social skills and life practices.

Objective 9.3

Develop basic education flexible curricula and instructional materials in light of the national standards to support active learning, comprehensive assessment, and integrate technology.

Targets

9.3.1 Develop and introduce curricula, instructional materials, and content for primary level by 2009/10, and for preparatory level by 2010/11.

9.3.2 Provide in-service training programs for 100 percent of teachers on new curriculum throughout the plan period.

9.3.3 Reduce the number of textbooks by a percentage that varies from 40% to 20% in basic education by 2011/12.

Objective 9.4

Complete the ongoing modernization of pedagogical methods and assessment of learning achievement.

Targets

9.4.1 Complete the ongoing comprehensive assessment system for all primary schools' pupils, by the end of 2009/10, and for all preparatory schools' pupils by the end of 2010/11 as follows: Grade 4 in 2007/08; Grades 5 and 7 in 2008/09; Grades 6 and 8 in 2009/10; and Grade 9 in 2010/11.

9.4.2 Implement new national standardized achievement tests on a sample of ten percent of the Basic Education students, to identify the quality of the teaching/learning process, starting with 2008/09 and adding 6th and 8th grades by 2009/10.

9.4.3 Apply active learning approach in all primary schools by the end of 2009/10, and all preparatory schools by the end of 2010/11 as follows: Grade 4 in 2007/08; Grades 5 and 7 in 2008/09; Grades 6 and 8 in 2009/10; and Grade 9 in 2010/11.

9.4.4 Ensure that each student reaches the minimum required level of achievement through providing remedial programs in every basic education school for pupils with low achievement levels starting 2007/08.

9.4.5 Improve learning outcomes through better use of modern instructional technology and appropriate infrastructure throughout the plan period.

9.4.6 Reduce the vocational preparatory school enrollment (currently about 4.3 percent of pupils at this level) by half (considering 2006/07 as the base year) by 2011/12 and set a trajectory to eliminate them by 2014/15.

Objective 9.5

Solve the problem of teachers' shortage and uneven deployment in various specializations according to the conditions of each Muddiriya.

Targets

9.5.1 Redeploy staff trained as teachers but currently working as administrators.

9.5.2 Redeploy teachers from relatively overstaffed schools to understaffed schools, by 2011/12.

9.5.3 Train teachers of the vocational preparatory schools to work in general preparatory schools.

9.5.4 Ensure that 100 percent of teachers in each Muddiriya deliver a full workload (number of sections/week as mandated by Ministerial Decree 250/2006).

9.5.5 Improve the learning conditions in overcrowded classrooms throughout the plan period.

Objective 9.6

Develop societal awareness of the basic education reform and mobilize the whole community to ensure that educational development becomes a major societal issue.

Targets

9.6.1 Build public opinion that supports the process of Basic Education Reform by 2007/08.

9.6.2 Give support to BoTs in schools to enable them to play a better role in supporting the reform process and the new teaching/learning strategies in classrooms.

9.6.3 Activate the role of social workers in basic education schools to play a new role in changing teachers' attitudes, and supporting implementation of new practices by 2007/08.

9.6.4 Develop partnerships between MOE and other concerned parties (e.g., other Ministries, NGOs, development organizations) to support education in general and basic education in particular starting 2007/08. Ensure these partnerships have proper legal and regulatory basis, which are officially spelled out as necessary (e.g., through memos of understanding or other agreements).

Policy Matrix for Basic Education Reform

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
9.1 Achieve Universal Basic Education (UBE) for all children aged 6-14 and ensure high quality educational opportunities for all.	9.1.1 Increase the number of pupils enrolled in the primary level from 8,038,202 to 8,140,594 to reach a GER of 100.6 percent and NER of 95.3 percent by 2011/12.	9.1.1, 2, 3 (a) Conduct an annual survey to ensure that the enrolment rate specified in strategic plan targets reflect the actual needs at district level, and are adapted to the specific conditions of the Idarra and community. School construction will be conducted in coordinated manner through creating appropriate mechanisms which include MOE (planning function), governorate local authority (governor), and GAEB.						• GAEB in collaboration with Muddiriyas
	9.1.2 Increase the number of pupils enrolled in the preparatory level from 2,681,276 to 4,028,896 to reach a GER of 107.7 percent and NER of 92.4 percent by 2011/12, through significantly reducing the dropout and repetition rates.							
	9.1.3 Decrease pupils/classroom ratio gradually to reach 37 pupils/classroom on average by 2011/12, with a ceiling of 40 students/classroom.	9.1.1, 2, 3 (b) Establish 18,700 primary classrooms by 2011/12 (considering the special code for children with special needs, see children with special needs chapter) to cater for the following: 14,650 classrooms to decrease class density and serve deprived areas, besides establishing more experimental schools in different governorates; and 3,550 classrooms for replacing and renewal; and 500 classrooms to replace rented classrooms.						• GAEB in collaboration with Muddiriyas
		9.1.1, 2, 3 (c) Establish about 13,500 preparatory classrooms by 2011/12 (considering the special code for children with special needs, see children with special needs chapter) as follows: 12,000 classrooms to meet population growth, decrease class density and serve deprived regions, 250 classrooms to replace rented ones, and 1250 to replace and renew old classrooms.						

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
		9.1.1, 2, 3 (d) Set up a taskforce team within each Muddiriya to mobilize community support (businessmen, parents, foundations, NGOs) for construction and equipment. This team will operate within the framework of the plan implementation mechanism throughout the plan period.						• Muddiriyas
		9.1.1, 2, 3 (e) Encourage the private and cooperative sectors to increase the establishment of Distinguished Experimental Schools through creating the appropriate conditions (rules, regulations, incentives, and criteria) for partnership between public, private, and cooperative sectors by the end of 2007/08.						• MOE • Muddiriyas
	9.1.4 Ensure that all one-shift classrooms will operate as full-day classrooms.	9.1.4 (a) Conduct a survey to identify all one shift classrooms which do not apply the full-day system by the end of 2007/08.						• Muddiriyas
		9.1.4 (b) Set up measures to ensure that all underutilized classrooms will work as full-day classrooms by the end of 2007/08.						
	9.1.5 Increase the number of full-day schools which provide services to their local community (at least 25 percent of basic education schools by 2011/12).	9.1.5 (a) Conduct workshops for basic education school leaders to urge them to serve local community.						• MOE • Muddiriyas
		9.1.5 (b) Develop and implement plans at school level to provide the local communities with suitable social, cultural and productive activities throughout the plan period.						• School
9.2 Enhance quality of pupils' life in basic education.	9.2.1 Provide school feeding and health care for basic education pupils in order to ensure their effective participation throughout the entire school year.	9.2.1 (a) Provide school feeding for basic education pupils, according to the allocated MOE budget.						• Muddiriyas
		9.2.1 (b) Improve health care system.						

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
		9.2.1 (c) Conduct campaigns to raise awareness among pupils on good nutrition and prevention of disease.						
	9.2.2 Improve pupils' social skills and life practices.	9.2.2 (a) Encourage pupils to participate in sports and art activities.						
9.3 Develop the basic education flexible curricula and instructional materials in light of the national standards to support active learning, comprehensive assessment, and integrate technology.	9.3.1 Develop and introduce curricula, instructional materials, and content for primary level by 2009/10; and for preparatory level by 2010/11.	9.3.1 (a) Develop and introduce new curricula for primary and preparatory schools as follows: Grades 1, 2, & 3 in 2006/07 Grade 4 in 2007/08, Grades 5 & 7 in 2008/09, Grades 6 & 8 in 2009/10 and Grade 9 in 2010/11 (See also Curriculum Reform chapter).						• CCIMD new structure
	9.3.2 Provide in-service training programs for 100 percent of teachers on new curriculum throughout the plan period.	9.3.2 (a) Revise and modernize the current training programs by the end of 2008/09. (See also HRD chapter).						• HRD sector
		9.3.2 (b) Set up a plan for in-service training on various training programs by 2007/08. (See also HRD chapter).						• HRD sector
		9.3.2 (c) Provide in-service training for 100 percent of teachers in basic education on the developed curricula by 2011/12. (See also HRD chapter).						• HRD sector
	9.3.3 Reduce the number of textbooks by a percentage that varies from 40% to 20% in basic education by 2011/12.	9.3.3 (a) Reduce the number of book sets by 40 percent in Grades 1-3 in 2006/2007.(See also Curriculum Reform chapter).						• CCIMD new structure
		9.3.3 (b) Reduce the number of book sets by 25 percent in Grades 4-6 during 2007/08, 2008/09, and 2009/10, respectively (See also Curriculum Reform chapter).						• CCIMD new structure
		9.3.3 (c) Reduce the number of book sets by 20 percent in Grades 7-9 during 2008/09, 2009/10, and 2010/11, respectively (See also Curriculum Reform chapter).						• CCIMD new structure

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
		9.3.3 (d) Provide and test new more efficient ways of publishing (production and distribution) instructional materials to be completed by the end of 2009/10, to ensure private and cooperative sectors participation and decentralization of instructional materials distribution at governorates, districts and school levels. (See also Curriculum Reform chapter).						• MOE • Muddiriyas
9.4 Complete the ongoing modernization of pedagogical methods and assessment of learning achievement.	9.4.1 Complete the ongoing comprehensive assessment system for all primary schools' pupils, by the end of 2009/10, and for all preparatory schools' pupils by the end of 2010/11 as follows: Grade 4 in 2007/08; Grades 5 & 7 in 2008/09; Grades 6 & 8 in 2009/10; and Grade 9 in 2010/11.	9.4.1 (a) Provide a set of guidebooks for comprehensive assessment (the guidebooks also include the related aspects of active learning) in all basic education schools as follows: Grade 4 in 2007/08; Grades 5 & 7 in 2008/09, Grades 6 & 8 in 2009/10; and Grade 9 in 2010/11 (See also Curriculum Reform chapter).						• Education Quality Sector • CCIMD new structure • MoE
		9.4.1 (b) Train 100 percent of basic education teachers on comprehensive assessment through a cascade model and provide financial resources from the governorates education budget as follows: training primary school teachers starting 2007/08, preparatory school teachers starting 2008/09 (See also SBR and HRD chapters).						• Education Quality Sector
		9.4.1 (c) Replace the Grade six traditional examinations with Comprehensive Assessment by 2010/11.						• Basic education sector
		9.4.1 (d) Pilot abolition of Grade nine examination in three governorates for streaming pupils into Gen./Tech. secondary according to their competencies by 2011/12.						• Preparatory education sector
	9.4.2 Implement new national standardized achievement tests on a sample of ten percent of the Basic Education pupils, to identify the quality of the teaching/learning process, starting with 2008/09 and adding 6th and 8th grades by 2009/10.	9.4.2 (a) Train the necessary cadres for the implementation of the National Standardized Achievement Test that will be implemented in 2009/10.						• HRD sector
		9.4.2 (b) Implement the (NSAT) according to the following timeline Grade 4 in 2008/09 and 2010/11, Grade 6 in 2009/10 and 2011/12, Grade 8 in 2009/10 and 2011/12.						• MOE

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
	9.4.3 Apply active learning approach in all primary schools by the end of 2009/10, and all preparatory schools by the end of 2010/11 as follows: Grade 4 in 2007/08; Grades 5 & 7 in 2008/09; Grades 6 & 8 in 2009/10; and Grade 9 in 2010/11.	9.4.3 (a) Train 100 percent of basic education teachers on active learning approach through a cascade model and provide financial resources from the governorates education budget as follows: training primary school teachers starting 2007/08, and preparatory school teachers starting 2008/09. (See also HRD chapter).						
		9.4.3 (b) Adapt classrooms equipment and furniture as follows: - Grade 4, in 2007/08; - Grades 5,7 in 2008/09; - Grades 6, 8 in 2009/10; and - Grade 9 in 2010/11 (See also SBR chapter).						• GAEB
		9.4.3 (c) Provide each basic education classroom with the necessary materials for implementing the active learning approach (See also SBR chapter).						• CCIMD new structure
		9.4.3 (d) Complete providing all basic education schools with science labs (See also SBR chapter).						• MOE
		9.4.3 (e) Continue providing all basic education schools with the necessary activity rooms (See also SBR chapter).						• GAEB • MOE/GA for Libraries.
		9.4.3 (f) Continue providing all basic education schools with necessary libraries (See also SBR chapter).						• GAEB
		9.4.3 (g) Develop and implement remedial programs for slow learners on an ongoing basis (See also HRD chapter).						• CA for basic education
		9.4.3 (h) Develop and implement enrichment programs for talented pupils throughout the plan period.						• School

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
	9.4.4 Ensure that each pupil reaches the minimum required level of achievement through providing remedial programs in every basic education school for pupils with low achievement levels starting 2007/08.	9.4.4 (a) Allocate a specific amount of money in each basic education school to carry out remedial programs for pupils with low levels of achievement.						• Muddiriya
		9.4.4 (b) Identify pupils with low levels of achievement in Arabic, English, and Mathematics in each primary school, and in Arabic, English, Mathematics, and Science in each preparatory school, and classify them in learning groups.						• School
		9.4.4 (c) Implement the remedial programs for the different learning groups inside schools.						• School
	9.4.5 Improve learning outcomes through better use of modern instructional technology and appropriate infrastructure throughout the plan period.	9.4.5 (a) Continue providing all basic education schools with the necessary technology equipment (See also Technology chapter).						• Technology sector
		9.4.5 (b) Train 50 percent of basic education teachers on the use of technology through various approaches (distant training, face to face, and cascade model) by 2011/12 (See also Technology and HRD chapters).						• HRD sector
	9.4.6 Reduce the vocational preparatory school enrollment (currently about 4.3 percent of pupils at this level) by half (considering 2006/2007 as the base year) by 2011/12 and set a trajectory to eliminate them by 2014/2015.	9.4.6 (a) Prepare a plan to transform vocational preparatory schools to be part of the general basic education schools by 2007/08.						• General education sector • CA for basic education
		9.4.6 (b) Implement the plan of transforming the vocational preparatory schools gradually to general preparatory schools starting 2008/09.						
9.5 Solve the problem of teachers' shortage and uneven deployment completely in	9.5.1 Redeploy staff trained as teachers but currently working as administrators.	9.5.1 (a) Take the necessary administrative measures (including incentives, teachers cadre, and regulations) to transfer a maximum of 25 percent of administrators with teaching background to be permanent teachers, taking						

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
various specializations according the conditions of each Muddiriya.		into consideration the circumstances of each Muddiriya and Idarra (See also HRD chapter).						• MOE • Muddiriyas
		9.5.1 (b) Train 100 percent of teachers who transferred from administrative positions to work as permanent teachers in schools by 2011/12 (See also HRD chapter).						• HRD sector • Muddiriyas
	9.5.2 Redeploy teachers from relatively overstaffed schools to understaffed schools, by 2011/12.	9.5.2 (a) Conduct a survey to identify all over-staffed and under-staffed schools by 08/09 (see activity 9.1.1a).						• Muddiriyas • Idarras
		9.5.2 (b) Prepare and implement measures for appropriate redeployment of teachers. (see activity 9.1.1a).						
	9.5.3 Train the teachers of the vocational preparatory schools to work in general preparatory schools.	9.5.3 (a) Train 100 percent of teachers who are transferred from vocational preparatory schools to general preparatory schools on new curricula and pedagogy (See also HRD chapter).						• HRD sector
	9.5.4 Ensure that 100 percent of teachers in each Muddiriya deliver a full work load (number of sections/week as mandated by ministerial decree 250/2006).	9.5.4 (a) Conduct a survey to identify teachers' shortages and surpluses allover the country by 08/09 (see activity 9.1.1a).						• Muddiriyas
		9.5.4 (b) Strengthen and, if necessary, revise rules and regulations which empower the M&E process at Muddiriya, Idarra and school level to ensure that each teacher delivers his/her full work load. (See also M&E chapter).						
	9.5.5 Improve the learning conditions in overcrowded classrooms throughout the plan period.	9.5.5 (a) Conduct a survey to identify the overcrowded classrooms (cases with more than 50 pupils/classroom) by 2008/09. (see activity 9.1.1a).						• Muddiriyas
		9.5.5 (b) Put in place appropriate administrative measures to assign a second teacher to each overcrowded classroom (See also HRD chapter).						• MOE

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
9.6 Develop societal awareness of the basic education reform and mobilize the whole community to ensure that educational development becomes a major societal issue.	9.6.1 Build public opinion that supports the process of Basic Education Reform by 2007/08.	9.6.1 (a) Form a team at each Muddiriya composed of five cadres to develop community and parental awareness to improve retention rates in basic education by the end of 2007/08 (See also HRD chapter).						• MOE
		9.6.1 (b) Train the five cadres in each Muddiriya centrally for two weeks in 2007/08 on how to change society's attitudes towards basic education and how to increase motivation to invest in education (See also HRD chapter).						• HRD sector
	9.6.2 Give support to (BoTs) in schools to enable them to play a better role in supporting the reform process and the new teaching/learning strategies in classrooms.	9.6.2 (a) Conduct an annual survey to measure public attitudes towards basic education (See activity 9.2.1 (a)).						• Muddiriya
		9.6.2 (b) Train two representatives of each BoT within each Idarra centrally in 2007/08 on supporting basic education reform and implementing the new teaching/learning strategies (See also HRD chapter).						• HRD sector
		9.6.2 (c) Organize workshops for members of BoTs, teachers, and parents to develop awareness towards basic education (See also HRD chapter).						• HRD sector
	9.6.3 Activate the role of social workers in basic education schools to play a new role in changing teachers' attitudes, and supporting implementation of new practices by 2007/08.	9.6.3 (a) Train social workers within each school on changing teachers' attitudes and supporting implementation of new practices by 2007/08 (See also HRD chapter).						• HRD sector
	9.6.4 Develop partnerships between MOE and other concerned parties (e.g., other Ministries, NGOs, development organizations)	9.6.4 (a) Design a national work plan through cooperation between MOE and other concerned parties in 2007/08.						• MOE
		9.6.4 (b) Conduct an annual media campaign to support basic education and encourage children to complete schooling.						• MOE

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
	to support education in general and basic education in particular starting 2007/08. Ensure these partnerships have proper legal and regulatory basis, which are officially spelled out as necessary (e.g., through memos of understanding or other agreements).	9.6.4 (c) Conduct conferences and forums at national level to support basic education.						• MOE
		9.6.4 (d) Encourage community leaders to play a vital role to raise public awareness.						• MOE

Logframe for Basic Education Reform

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
Objective (1) Achieve Universal Basic Education (UBE) for all children aged 6-14 and ensure high quality educational opportunities for all.	• Increased enrolment in basic education schools • Improved quality of infrastructure in basic education schools • Improved retention in basic education schools	• Evaluation study	• A strong and sustainable support of the government, society, and sectors related to education. • Availability of resources needed. • Availability of qualified cadres in all areas. • Ongoing efficient follow-up.
Target/Output (1) Increase the number of pupils enrolled in the primary level from 8,038,202 to 8,140,594 to reach a GER of 100.6 percent and NER of 95.3 percent by 2011/12.	• Primary education net enrollment ratio reaches 95 percent	• MOE Database	• Classrooms . • Attractive curricula.
Target/Output (2) Increase the number of pupils enrolled in the preparatory level from 2,681,276 to 4,028,896 to reach a GER of 107.7 percent and NER of 92.4 percent by 2011/12, through significantly reducing the dropout and repetition rates.	• Preparatory education net enrollment ratio reaches 92.4 percent	• MOE Database	• Classrooms. • Attractive curricula.
Target/Output (3) Decrease pupils/classroom ratio gradually to reach 37 pupils/classroom on average by 2011/12, with a ceiling of 40 students/classroom.	• Number of new established classrooms to decrease pupils/classroom ratio	• MOE Database	• Availability of funds. • Availability of land.
Target/Output (4) Ensure that all one shift classrooms will operate as full-day classrooms.	• Number of classrooms that work as full day classrooms increased	• MOE Database	• Ministerial decree.
Target /Output (5) Increase the number of full-day schools which provide services to their local community (at least 25 percent of basic education schools by 2011/12)	• 25 percent of full day operating schools provide service to local community	• Survey	• Skillful school management

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
Objective (2) Enhance quality of pupils' life in basic education.	• Pupils' social conditions enhanced	• Documents and reports	• Required Fund.
Target/Output (1) Provide school feeding and health care for basic education pupils in order to ensure their effective participation throughout the entire school year.	• Number of primary pupils increased • Reducing the dropout ratio	• Report on pupils' attendance	• Qualified social specialists. • Availability of funds.
Target/Output (2) Improve pupils' social skills and life practices.	• Number of pupils participating in social activities increased	• Report on students' numbers	• Availability of funds.
Objective (3) Develop the basic education flexible curricula and instructional materials in light of the national standards to support active learning, comprehensive assessment and integrate technology.	• Curricula based on national standards implemented	• Pupils' achievement results	• Existence of flexible curriculum.
Target/Output (1) Develop and introduce curricula, instructional materials, and content for primary level by 2009/10; and for preparatory level by 2010/11.	• The new curricula, instructional materials, and content for primary education implemented by 2009/10 • The new curricula, instructional materials, and content for preparatory education implemented by 2010/11	• Documents on the new curricula, instructional materials and content	• Specialists in instructional design.
Target/Output (2) Provide in-service training programs for 100 percent of teachers on new curriculum throughout the plan period.	• 100 percent of teachers trained on new curriculum	• Training documents • Training database	• Appropriate training programs.
Target/Output (3) Reduce the number of textbooks by a percentage that varies from 40% to 20% in basic education by 2011/12.	• 20 percent of text books (printing and distribution) reduced	• Database on textbooks printing and distribution	• Implementing of new curriculum.

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
Objective (4) Complete the ongoing modernization of pedagogical methods and assessment of learning achievement.	• The modernization of pedagogical methods and assessment of learning outcomes implemented	• Pupils' scores • Supervisors' reports	• Well trained teachers.
Target/Output (1) Complete the ongoing comprehensive assessment system for all primary schools' pupils by the end of 2009/10 and for all preparatory schools' pupils by the end of 2010/11 as follows: Grade 4 in 2007/08; Grades 5 & 7 in 2008/09; Grades 6 & 8 in 2009/10; and Grade 9 in 2010/11	• The modernization of pedagogical methods and assessment system for all primary school pupils, implemented by the end of 2009/10 • The modernization of pedagogical methods and assessment system for all preparatory school pupils, implemented by the end of 2010/11		
Target/Output (2) Implement new national standardized achievement tests on a sample of ten percent of the Basic Education pupils, to identify the quality of the teaching/learning process, starting with 2008/09 and adding 6th and 8th grades by 2009/10	• Ten percent of basic education pupils are evaluated according to National Standardized Achievement Test (NSAT)	• Database	• Agreement on implementing NSAT.
Target/Output (3) Apply active learning approach in all primary schools by the end of 2009/10, and all preparatory schools by the end of 2010/11 as follows: Grade 4 in 2007/08; Grades 5 & 7 in 2008/09; Grades 6 & 8 in 2009/10; and Grade 9 in 2010/11	• 100 percent of primary education schools implement active learning approach	• Periodical reports • Supervisors' reports	• Qualified teachers. • New curriculum.
Target/Output (4) Ensure that each pupil reaches the minimum required level of achievement through providing remedial programs in every basic education school for pupils with low achievement levels starting 2007/08	• Improved results of pupils with low achievement levels	• Reports on remedial programs • Records of test results	• High quality remedial programs. • Well trained teachers.
Target/Output (5) Improve learning outcomes through better use of modern instructional technology and appropriate infrastructure throughout the plan period.	• Modern instructional technology used in classrooms • Number of available technology sets	• Pupils' achievement • Survey	• Qualified teachers. • Availability of funds.

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
Target/Output (6) Reduce the vocational preparatory school enrolment (currently about 4.3 percent of pupils at this level) by half (considering 2006/2007 as the base year) by 2011/12 and set a trajectory to eliminate them by 2014/2015.	• 50 percent reduction in vocational education schools by 2011/12	• Database	• Family awareness of the importance of basic education.
Objective (5) Solve the problem of teachers' shortage and uneven deployment completely in various specializations according the conditions of each Muddiriya.	• Number of contracted teachers	• Database	• Availability of funds.
Target/Output (1) Redeploy staff trained as teachers but currently working as administrators.	• Number of staff returned to teaching career	• Database	• Incentives.
Target/Output (2) Redeploy teachers from relatively overstaffed schools to understaffed schools, by 2011/12.	• Number of teachers redeployed • Number of schools with teachers' shortage decreased	• Database	• Coordination between different Idarras.
Target/Output (3) Train the teachers of the vocational preparatory schools to work in general preparatory schools.	• 50 percent of vocational preparatory schools' teachers trained to work in general preparatory schools	• Database • Documents of training programs	• Approval of eliminating. vocational preparatory schools.
Target/Output (4) Ensure that 100 percent of teachers in each Muddiriya deliver a full work load (number of sections/week as mandated by ministerial decree 250/2006).	• 100 percent of teachers work a full workload	• Database	• Teacher shortage covered. • Improve teachers' deployment system.
Target/Output (5) Improve the learning conditions in overcrowded classrooms throughout the plan period.	• Pupils' achievement Improved	• Pupils' scores	• Availability of qualified teachers.
Objective (6) Develop societal awareness of the basic education reform and	• The number of enrolled pupils increased	• Database	• Availability of funds.

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
mobilize the whole community to ensure that educational development becomes a major societal issue.			
Target/Output (1) Build public opinion that supports the process of Basic Education Reform by 2007/08.	• Numbers of workshops and campaigns	• Documents on workshops	• Well trained leaders. • NGOs participation.
Target/Output (2) Give support to (BoTs) in schools to enable them to play a better role in supporting the reform process and the new teaching/learning strategies in classrooms.	• The participation of BoTs in school management improved	• Documents	• Willingness of BoT members.
Target/Output (3) Activate the role of social workers in basic education schools to play a new role in changing teachers' attitudes, and supporting implementation of new practices by 2007/08.	• Number of trained social workers to support teachers on implementing the new practices	• Database	• Effective training programs.
Target/Output (4) Develop partnerships between MOE and other concerned parties (e.g., other Ministries, NGOs, development organizations) to support education in general and basic education in particular starting 2007/08. Ensure these partnerships have proper legal and regulatory basis, which are officially spelled out as necessary (e.g., through memos of understanding or other agreements).	• Number of protocols	• Documents	• Coordination between MOE and other concerned parties.

Chapter Ten
Modernization of Secondary Education

Overall Goal:

Modernize the secondary education level (General/Technical) by providing students with the necessary skills, knowledge, and scientific and practical competencies for lifelong learning, active citizenship, and modern labor markets, by creating a balance (through integration) between all types of secondary education, and by increasing the current GER of 72.1 percent by ten percent, to reach 82.1 percent by 2011/12.

1. Introduction

The MOE plans to develop and modernize the secondary education level within its two branches, General and Technical Secondary Education, to provide high quality education opportunities for all graduates from basic education. Secondary education is considered an important level in the education ladder in Egypt, whose purpose is to develop the required skills to compete in a global economy. It supports the needs of the labor market and national development as part of the "knowledge economy."

Table (1): Distribution of Students in Each Branch of Secondary Education in Egypt, 2005/06

	General Secondary	Private General Secondary	Technical Secondary	Al Azhar Secondary	Total
No. of Students	1,145,174	94,015	1,961,162	279,963	3,480,314
Percentage	32.9%	2.7%	56.4%	8%	100%

Secondary education supports participation in public life through reinforcing values, citizenship, civic engagement, and national ethics and fosters academic achievement. General Secondary Education must prepare students for work and also for completing their higher education. Technical Secondary Education includes the industrial, agricultural, commercial, and hotel types. This type of education must provide the community with the technical and vocational skills needed for comprehensive national development. This branch should maintain a balance between technical skills and academic knowledge required for labor market insertion, life-long learning, and supporting national economic development.

The structure of the secondary education level in Egypt is distinct in the number of different education branches. They represent independent or semi-independent branches. Table (1) illustrates the proportion of enrollment in each branch in 2005/06. Enrollments in public technical secondary education constituted 56.4 percent of all enrollments at this level, while public general secondary education constituted 32.9 percent.

Private education contributes minimally to the secondary education level. It only enrolls 6.6 percent and 7.6 percent of the total number of students enrolled in technical and general secondary education, respectively.

Vocational secondary education, which is one kind of technical secondary education, aims specifically at graduating skilled laborers(1). It accepts both the holders of the Vocational Preparatory Certificate and the Certificate of Completion of Basic Education(2).

Some Technical secondary schools operate as both technical and vocational schools with the same teaching staff, laboratories, and facilities. Hence, there is a serious problem regarding training on practical skills since the school laboratories and facilities are insufficient for all students, in addition to the increased burden on school administration and teaching staff. As a result, students do not have real opportunities to obtain the practical training that qualifies them to be skilled workers.

2. Main Issues

The Secondary Education level suffers from several weaknesses. The main threats for both branches of this level are as follows.

In terms of access, a large number of persons in the age group (14-16)(3) are out of secondary education, as enrollment in all types of secondary education is only 3,480,314 students, representing 78.4 percent of total age group(4). The current structure presents a duality of secondary education (general/technical), where the overall GER in the general secondary branch is 27.9 percent, while in technical education it is 44.2 percent.

Girls' enrollment in technical education in 2005/2006 reached 46.9 percent of the total enrollment in technical education, though some technical education specializations attract more girls than boys. Statistics show that 66.2 percent of girls in technical schooling are enrolled in commercial education followed by industrial education (37.7 percent), with only a small proportion enrolled in agricultural education (22.9 percent). In general secondary education, girls represent 51.9 percent of total enrollment in general secondary education. Accordingly, girls represent about 48.8 percent of total secondary education students.

There are large variations in enrollment in secondary education between rural and urban governorates, which can threaten regional economic growth, since there are fewer opportunities for secondary education for rural students. Since these students tend to be poor, this variation raises significant equity concerns as shown in table (2).

(1) Though skilled, these laborers often perform manual labor (e.g., auto mechanics, welders, etc.).
(2) These students continue their vocational secondary, agricultural, or industrial education for three years. There are 256 vocational industrial secondary schools, with 2,112 classes and 72,171 students. There are 56 vocational agricultural secondary schools, with 404 classes and 14,190 students. Both of these schools are linked to technical secondary schools.
(3) Note that in 2005/06 through 2007/08 preparatory students completed the preparatory cycle at the age of 13 and thus are eligible for secondary education at the age of 14 due to the fact that there was not a sixth grade in the primary cycle. Starting 2008/09, students will be eligible for secondary education at the age of 15, when they finish the complete basic education cycle (six years primary and three years preparatory).
(4) Net enrollment rates are lower.

Table (2): Distribution of Schools, Classes, and Students in General Secondary Education, by Locality, 2005/06

	Urban			Rural			Total		
	Schools	Classes	Students	Schools	Classes	Students	Schools	Classes	Students
2005/2006	1,482	22,956	887,027	757	9,196	352,162	2239	32,152	1,239,189
Rate	66.2%	71.4%	71.6%	33.8%	28.6%	28.4%			

Table (3): Distribution of Schools, Classes, and Students in Technical Secondary Education, by Locality, 2005/06

	Urban			Rural			Total		
	Schools	Classes	Students	Schools	Classes	Students	Schools	Classes	Students
2005/2006	1,338	40,819	1,536,643	472	10,768	424,519	1,810	51,587	1,961,162
Rate	73.9%	79.1%	78.4%	26.1%	20.9%	21.6%			

The very low number of schools in rural areas results in an inequitable geographic distribution of schools. Rural areas had only 33.8 percent of secondary schools in 2001/2002, whereas, these areas contain approximately 55 percent of Egypt's population.

There are also variations among the share of secondary schools across different governorates, as illustrated in tables (3) and (4).

Table (4): Distribution Discrepancy Among Governorates Regarding General Secondary Education Schools 2005/06

Governorate	Population in the age group 14-16	No. of Schools	School´s share from the targeted population
Cairo	429,600	441	974
Damietta	63,240	48	1,317,5
Alexandria	207,600	156	1,331
Port Said	33,580	22	1,526
Beheira	312,374	106	2,946
Fayoum	162,117	48	3,377
Minia	243,900	73	3,341
Sohag	226,622	71	3,192

Table (3) shows that four governorates (Cairo, Alexandria, Damietta, and Port Said), which are characterized by their high economic and social conditions, have moderate social demand for general secondary eduation. While the other four governorates (Beheira, Fayoum, Minia, and Sohag), which are characterized by low economic and social conditions, have lower demand on secondary education compared to first four governorates. The fourth column in the table indicates the number of students in the age group 14-16 per each secondary school. For example, in Cairo governorate, there is one general secondary education school per 974 secondary school per 3,377 students in the same age group. A similar pattern is found for technical education as illustrated in Table (4).

Table (5): Distribution Discrepancy Among Governorates Regarding Technical Secondary Education Schools 2005/06

Governorate	Population in the age group (14-16)	No. of Schools	School´s share from the targeted population
North Sinai	25217	23	1096.4
Aswan	70202	51	1376.5
Red Sea	15793	27	584.9
Marsa Matrouh	19336	14	1381.1
Luxor & Qena	210430	105	4129.5
Fayoum	162,117	37	4.381.5
Minia	243,900	47	5.189.4
South Sinai	4778	7	682.6

There is a high cost for establishing technical schools: the cost for establishing one properly outfitted technical school equals that of establishing 11 general secondary schools due to the required furnishing, workshops, laboratories, etc. Despite the high economic cost of establishing such schools, their graduates are unable to compete in the changing labor market in a timely and flexible manner.

In terms of quality, the inefficiency of teachers in secondary education is a problem which requires more attention to be given to pre and in-service professional development of teachers. Lack of an incentive system for teachers, which leads to low performance, lack of accountability, and private tutoring are other main problems.

Table (6): Secondary Education (General &Technical) Class Density Categories

Category of Class Density	General Secondary		Technical Secondary	
	No. of Classes	% of Classes	No. of Classes	% of Classes
Less than 41	14,702	51.1%	31,669	65.5%
41 - 50	11,141	38.7%	15,008	31.0%
51 - 60	2,354	8.2%	1,652	3.4%
Over 60	588	2.0%	52	0.1%

Table (6) shows that secondary schools are overcrowded, with more than 49 percent of general secondary classes and 35 percent of technical secondary classes having a density above 41 students per class. A significant number of classes have very large density over 50 or even over 70 students.

The average class density in all types of public secondary schools reached 38.6 students/classroom in 2005/06. There is of course significant variation across governorates. Giza has the highest density, with an average of 49.5 class density, while Alexandria and Gharbia are each above 43, and another group of six governorates is above 41. On the other hand, South Sinai and New Valley have 20.5 and 22.3, respectively. North Sinai, Red Sea, Ismailia, Port Said, Matrouh, and Suez each is below 31 students/ class.

The average density in technical education reached 38.02 students/ class; specifically, the average density in industrial education was 36.2 students/ class, 38.9 in agricultural education, and 40.4 in commercial education. These densities are very high compared to international rates, which suggests limiting the number of students in technical education to 20 students/ class to provide them with the skills, experience, and effective hands-on training they need. The high class density leads to an imbalanced distribution of resources, and accordingly, a lack of opportunities for students to benefit from the available training systems, coupled with the fact that most technical schools lack qualified staff and necessary equipment and machinery.

Dropout rates in 2005/06 reached 4.3 percent and 3.1 percent for general and technical secondary respectively. Repetition rates were 6.1 percent in general secondary education and 5.1 percent in technical secondary. These rates are relatively high.

The existence of the multiple shifts system shortens the school day. The double shift occurs in 5.1 percent of general secondary schools. On the other hand, full-day technical secondary schools represent 25.7 percent of these schools (465 schools out of 1,810 schools), with 20.9 percent operating a morning shift and 20 percent operating an evening shift, and 33.4 percent operating double shifts. While double shifts in basic education are within the acceptable range, they are not acceptable at the secondary level, given the complexity and diversity of curriculum.

The low performance of the secondary education level and its inability to interact with economic and technological changes, has led to a high unemployment rate among secondary education graduates. There are also three major factors affecting the entire education system in Egypt, as follows:

- The prevalence of obsolete teaching methods that focus on the traditional rote memorization approaches.
- The prevalence of the traditional assessment system that measures student's memorization skills. This assessment system is the only way a student has to join higher education.
- The prevalence of the culture of the school textbook, which is the unique source of knowledge for students; this situation has led to private tutoring. In addition, it reveals the absence of the equal opportunity principle in education, as well as the "Free Education for All" right according to the Constitution.

Technical education, in its current form, is inadequate to meet the needs of the society, and for internal and external labor markets. These weaknesses have culminated in the lack of respect from society for technical education compared to general secondary education. This low level of recognition has fostered a belief that general secondary education is for the elite while technical education is for the poor.

In terms of systems, some school administrators lack the spirit of leadership and the capacity to manage, both of which will be critical for facing the challenges ahead. These weaknesses are coupled with (and in some ways related to) low student/teacher ratios (12.3:1 in general secondary and 13.3:1 in technical secondary), which contribute to the inefficiency of the system and deplete financial resources. The second issue concerns the scarcity of funds allocated to the education process, since about 80 percent of the fund specified for the education process is allocated to salaries. Formal reports indicate that spending on general secondary education amounts to 10.2 percent from the recurrent expenditure on the pre-university education and the average spending on the student at that level is about LE 1,596 whereas 15.3 percent is allocated for the technical secondary education (8.8 percent for industrial education, 4.8 percent commercial education and 1.7 percent for agricultural education) from the recurrent expenditure on the pre-university education and the average spending on the student at that level, industrial LE 1,582, commercial, LE 1,384, agricultural LE 1,397. The third system issue is the over-staffing inside the secondary schools (which often have a school director, a deputy director, a headmaster, and a deputy headmaster), which had led to overlapping responsibilities inside schools. The fourth issue is that several entities (TDC, NCEEE, and CCIMD) work in building curricula in spite of lacking integration and coordination among them. This lack of coordination has affected the integration of ICT within the curriculum framework in General and Technical secondary schools.

A major system issue is the separation of the technical education from the production centers in industry, agriculture, commerce, and business administration, and a lack of coordination between them. These gaps isolate education from job markets in the process of planning, curriculum design, and specified skills needed by labor markets, and accordingly, technical education schools and their leadership have become isolated

from the requirements of the labor market. In addition, enrollment in technical education is based primarily on the level of achievement on the Preparatory Certificate examination rather than on the basis of student preferences. Using the framework of the World Development Report 2007 as a guideline, the technical education system may be said in general to not meet minimal conditions, including: (1) fostering sufficient opportunities and conditions for most Egyptian youth to succeed; (2) supporting the development of the key capabilities and information that youth need to make the best decisions among opportunities; and finally (3) providing second chances for youth who faced education problems and giving them the opportunity to continue their education.

3. Ongoing Programs

Secondary Education Enhancement Project (SEEP) (2000 - 2007): This project focuses on achieving a balance in student enrollment between the two branches of secondary education. The project initially aimed at transforming 315 commercial technical schools into general secondary, however only 201 schools were transformed. The process was halted due to social pressures in poor areas as they regard commercial education despite its inadequacy to be less costly compared to the requirements for private tutoring in the general secondary education. This project reduced the total enrollment in the commercial education from 31.5 percent to 22.8 percent.

The project provides support to develop the secondary education system, improve the quality of graduates to prepare them for continued lifelong education, and to provide them with basic skills that match the needs of the labor market. Schools are provided with computers, training on modern teaching techniques, linking schools to electronic education means (largely through computers and internet), and training administrators on leadership and decision-making skills. A joint committee was formed to develop the curriculum of secondary education, and a supreme ministerial committee comprising the Ministries of Education and Higher Education was also formed to study the relationship between secondary education and university education, and alternative means of enrollment in higher education.

Experimental Schools: A new model offered by the government for secondary education is the experimental schools which are better equipped than other government schools. They contain a number of computers; provide a longer school day than other schools; and have teachers who are offered an exceptional incentive system to improve their performance. These schools are located in areas with more than 500,000 students. Parents of students in such schools, particularly mothers, generally have a higher level of education. Expansion of such schools will serve the middle class society, and at the same time, will not affect equality in providing education opportunities because of the small number of these schools. Thus, while such schools may serve as “guiding lights” of reform in some respects, they also represent a small part of the overall plan for improving education in Egypt.

Mubarak–Kohl program: This program is considered a model for developing technical secondary education. It aims at achieving integration between the school and the production institution, and to invest the machinery for those institutions to train students and promote their technical capacities.

School to Work Project: It is one of the latest experimental projects, distinguished by the active participation of the private and cooperative sectors to strengthen and promote technical education.

The Specialized Technical Schools: One of the successful practices in technical education is the creation of advanced models of specialized technical schools, including: (a) The Advanced Technical School for Information Technology in Ismailia, which offers specializations in computer technology, information system, and programming; (b) The Technical School for Maintenance Technology in Nasr City, which is associated with the advanced maintenance techniques; (c) The Advanced School for Hotel Affairs and Tourism Services, which prepares first-class technicians in hotels and in tourism services and provides them with opportunities to learn English and other languages. The schools have advanced language training laboratories, multiple disciplinary laboratories, and computer laboratories; (d) The Advanced Technical Secondary School, Sultan Al-Awees, in the 10th of Ramadan City, which includes several modern specializations such as maintenance of medical equipment, elevators, and electronics; and (e) The Advanced Agricultural Technical School for land reclamation and agricultural mechanization in Ismailia.

Although these programs and projects are properly implemented and are moving toward achievement of the desired goals, the number of students benefiting from such initiatives is small compared to the number of students in secondary education as a whole. This situation requires that additional efforts be made to develop secondary education (general and technical).

4. Policy Framework and Methodology

The MOE's trends in developing secondary education (general and technical) focus on:

1. Providing high quality secondary education to all graduates of basic education, with particular care provided to poorer areas. The important role played by secondary education both in social and economic development highlights the importance of continued efforts to expand the compulsory level to include secondary education.

2. Enabling youth to acquire knowledge, skills, and ethics and build a knowledge acquisition culture to enable them to handle the knowledge economy in all aspects of life, locally, and globally.

3. Modernizing the secondary education curriculum to prepare youth for the knowledge society. The new skills and knowledge required in modern labor markets necessitate the development of non-traditional and more relevant patterns of secondary education. This can best be achieved by removing or reducing the dualities between technical and general secondary education, learning scientific subjects and literary/social subjects, and providing practical methods and applications rather than concentrating on obsolete concepts and rote memorization. Dividing secondary education into general and technical has deep historical roots. To overcome these problems: (1) the systems of secondary education need to be reformed by a new management system of "good governance." This should assert the partnership of businessmen in designing curriculum and defining the required skills, providing practical training opportunities for students to satisfy traditional and future requirements of the labor market; and (2) reforming curriculum to maintain balance between general and technical education through building a strong general content comprising a set of pivotal subjects (Core Curriculum) to provide basic perspectives

of knowledge, culture, and skills in all branches of secondary education(5). Thus, some technical schools will be converted to general secondary schools, but all technical schools will pay more attention to the academic content of student learning. Any such reform must go hand in hand with the development of appropriate assessment mechanisms and development of criteria (see also No. 6 below).

4. Providing a pedagogical paradigm shift in classrooms through modernized teaching methods, assessment, and use of technology. This will be achieved through restructuring and redesigning the curriculum to focus on developing relevant knowledge, useful capacities, and critical intellectual and social capital. The curriculum must promote creativity and problem-solving skills, complex communication skills, and expert thinking. Such changes will require changing the pedagogy now prevalent in our schools by moving towards a focus on the learner and his/ her inclinations and capacities. This new trend depends on five basic principles: early discovery of the inclinations and capacities of students; developing critical thinking and student's abilities for innovation and creativity; developing the democratic climate and dialogue of values; linking education with everyday life skills; and linking the pedagogic paradigm with social contexts of society. It will also require new and improved guidance and advice for students from school professionals and counselors. This paradigm shift will have four components: (1) introduction of active learning; (2) comprehensive authentic assessment; (3) optimum use of information and communication technology both in teaching and assessment; and (4) the provision of a relevant and flexible curriculum.

5. Supporting ongoing professional development for secondary education teachers. The achievement of this pedagogical Paradigm Shift depends on the ability of secondary education teachers to apply this model in terms of providing opportunity for successful implementation of the strategic plan over the next five years (2007/08 – 2011/12). The comprehensive and ongoing training plan to support teachers' efficiency enables them to acquire essential knowledge in their subject specialization and professional knowledge in the active learning process and comprehensive authentic assessment, in addition to the general culture of what is called "Liberal Arts." The teacher and the learner both need to be trained in the use of technology and the production of supporting educational materials at the school level. Equally, there is a need to integrate technological activities into the official curriculum, in assessment methods, and dealing with its results, in school management, and in establishing information systems, so that technology supports the context of the new comprehensive pedagogic model.

The new, widely-recognized model known as the "Practitioner Teacher" represents the core factor in building teachers' pre-service training programs. This model also represents the basic model in teacher preparation, including the identification of the type and model of training.

(5) The current system of curriculum design for secondary education in Egypt is based on Discipline-Based Knowledge in accordance with the divisions called Liberal Arts, such as physics, chemistry, mathematics, philosophy, geography, etc. This design has been criticized for dividing knowledge into specialized sciences, and establishing barriers between the parts of sciences. This method intensifies other pedagogic approaches which together render many students incapable of comprehensive thinking and learning beyond the limits of those knowledge specializations, and thus, incapable of understanding what is taking place in life in terms of complex and dynamic phenomena.

6. Developing the systems and models of student assessment in secondary education is seen as a must. Comprehensive authentic assessment of students in the secondary level should contribute to the following: (a) continuous assessment of students to provide remedial models; (b) better integration among the types of secondary education; (c) linking all types of secondary education to university education through new alternative methods to remove traditional bottlenecks between university education and pre-university education; and (d) gradual implementation of different systems of testing including:

- National Standardized Achievement Test (NSAT) to measure students' general abilities in culture, science, languages, and critical thinking;
- Objective Tests that are related to content and educational levels;
- Tests that gauge life skills; and
- International tests such as PISA.

5. Program Presentation

Overall Goal:

Modernize the secondary education level (General/Technical) by providing students with the necessary skills, knowledge, and scientific and practical competencies for lifelong learning, active citizenship, and modern labor markets, by creating a balance (through integration) between all types of secondary education, and by increasing the current GER of 72.1 percent by ten percent, to reach 82.1 percent by 2011/12.

Strategy

The overall strategy for reforming secondary education concentrates on many dimensions, including:

1. Expanding secondary education and achieving equity of education quality for all preparatory school graduates.

2. Gradual phasing out of vocational preparatory education so that this kind of education would only exist at secondary level in the future. In its place, the education system must develop remedial support for those who failed to achieve sufficient success in education. The prime objective here would be to improve the educational route of these young people, so that they can successfully return to any kind of secondary education or to join labor market. At the same time, the objective is to diminish the proportion of students in technical secondary and avoid considering technical education as a "second class" system or a "dead end."

3. Building up strong institutional links between general secondary education and technical education that give priorities to skills and knowledge that go beyond the traditional duality between general and technical types of education, between natural science and humanities, and between abstract concepts and traditional techniques.

4. Rebuilding the relationship between secondary education (general and technical) and higher education, and finding new mechanisms for students to enter universities and higher institutes. The new mechanisms will require changing the type of examinations in secondary education, developing pre-university objective aptitude tests, and extending the number of years during which the General Secondary Education Certificate is valid.

5. Building up a common core curriculum to cover 50 percent of school subjects including all specializations in the secondary level. This curriculum must be studied by all students. At the same time, science, technology, foreign languages, Arabic, civic education, arts, and social activities must also be included in order to help build a more universally shared knowledge base for all students and achieve integration between all types of secondary education, regardless of the specialization of the student.

6. Adopting an interdisciplinary curriculum which presents content, skills, thinking processes, and assessment through exploring interconnection among the students' studies. Such an approach would add meaning and relevance to learning as students discover fascinating and compelling relationships between disciplines. New perspectives are developed to help students construct a more integrated web of knowledge. Not only can this powerful knowledge structure facilitate the assimilation of new information, but it can also increase student understanding and appreciation of the wealth of information and ideas they already possess. The interdisciplinary curriculum becomes a blueprint for learning that an educator can use as he/ she designs and plans lessons/activities, taking into consideration the current events that are taking place in the world as well as what is going on in the students' minds.

7. Fostering diversity of specialization based on the common core curriculum and the possibility of having three to five specializations or orientations in the same school according to its capacity, as follows:
   a. human and social studies.
   b. natural sciences.
   c. economics and management.
   d. languages, communication, arts; and design.
   e. products and services.

In spite of the multiple specializations and the different academic approaches, the overall objectives of secondary education are to prepare youth for:

   a. citizenship in a globally-oriented society;
   b. the "knowledge economy"; and
   c. life-long learning.

8. Expanding the component of free choice and giving students the chance to choose from packages of voluntary and additional school subjects in each specialization for those willing to take the advanced level. This expansion would require increased provision of guidance and counseling for students to make sure they have both the information and the capacity to make the best decisions.

9. Enabling secondary education teachers to master their specializations whether in general or technical education, upgrading their professional capacities in managing the instructional process inside the classroom, and preparing them to understand the nature of students in this age group.

10. Restructuring the current assessment and examination systems and replacing them with an ongoing comprehensive assessment system.

11. Implementing and/or improving nationally standardized objective exams of content-based knowledge and of general abilities, such as the tests developed by the NCEEE. These tests must also be used to affect planning and policy development and implementation.

12. Encouraging participation in International Proficiency Tests and Evaluations (e.g., TIMSS 4th and 8th grade, PISA, and PIRLS).

13. Recognizing the students' efforts exerted in curricular, extracurricular, or general social activities through implementing comprehensive assessment techniques.

14. Having multiple models of technical education, such as:
    a. Transform five industrial schools into a "Productive School Model" to operate as a factory system(6).
    b. Expand the "Dual System Model" (Mubarak-Kohl) by transforming eight schools in the industrial and tourist regions.
    c. Transform 27 schools under the "Unified School Model." Schools using this model will offer, in addition to the core curriculum, a combination of general and technical courses, which are adapted to the local situation.
    d. Establish one school as an "Agricultural Mobile School Model" to serve the new desert areas (land reclamation) as a guiding project, in cooperation with the universities.
    e. Transform six three-year technical secondary schools, in six governorates, into a "Specialized Experimental Technical School Model".
    f. Establish 31 schools to act as "Centers of Excellence Models" through transforming five-year industrial schools into advanced technology schools, at the rate of at least one center in each governorate.
    g. Develop a "Cluster-Schools Model" that consists of 172 schools, where several school communities pool their education resources to establish viable secondary technical education institutions.

15. Expanding new technical specializations in the field of electronics and plastics industry, tourism, and other specializations needed for the labor market. At the same time, stop building technical education schools with traditional specializations that are no longer needed in the labor market. Existing schools should be developed and redirected to complement the labor market.

(6) It is important to note that "on the job" training—formal training provided by employers—is far too scarce in Egypt, compared to many competitive and productive developing countries and evidenced in recent investment climate surveys. There is a strong need to greatly expand such opportunities, which will require coordination with the Ministries of Industry and Manpower. The relationship is also two ways; that is, secondary schools must produce trainable graduates with strong core skills and the private and cooperative sectors must train them.

16. Concentrating, henceforth, on building five-year system technical schools and expanding two-year Technology Community Colleges in collaboration with MOHE. These colleges represent a two-year stage after the secondary level to meet the needs of the labor market. The graduates of general and technical secondary education (three-year system) should be oriented to these colleges, which focus on vocational and artisan preparation that is suited to the new requirements of the labor market, especially in the fields of industry (as technical assistants), hygiene, computer sciences, tourism, hotel industry, and certain fields related to agriculture.

17. Enhancing secondary education schools' institutional capacities to improve:
    a. The relative independence of schools within the framework mentioned in the School-Based Reform chapter so that schools become more responsive to the needs of both students and the local community.
    b. Financial independence and administrative capacities within the framework of the school-based management approach.
    c. Business and private industry involvement in school management and the relationship with the labor market and production sectors.

Objectives and targets

Objective 10.1

Develop the system of secondary education and transform it into an open system based on current global trends.

Targets

10.1.1 Achieve coherence between general and technical secondary education through:
- Introducing a common core curriculum.
- Creating an open system which provides the possibility of switching from general secondary to technical secondary and vice versa.

10.1.2 Link the two branches of secondary education with the preparatory level by putting in place a more inclusive admission approach to secondary education; this approach will be piloted during 2008/09 and generalized by 2011/12.

Objective 10.2

Increase the GER in secondary education from 72.1 percent in 2006/07 by ten percent to reach 82.1 percent in 2011/12 and ensure an appropriate balance between general and technical secondary.

Targets

10.2.1 Provide the necessary physical facilities, teachers, and teaching/learning materials as needed in order to enroll all preparatory school graduates and insure that they continue throughout the three-year secondary education cycle and pass the final exams and tests.

10.2.2 Assign priority to provide secondary education for deprived areas so that up to 50 percent of construction of new secondary school will be allocated for the benefit of poor areas.

10.2.3 Reduce students/classroom ratio to a ceiling of 40 students/classroom.

10.2.4 Increase the number of schools operating full day from 61.3 percent to 80 percent by 2011/12.

Objective 10.3

Modernize the secondary education curriculum (general and technical) to reach a flexible curriculum based on active learning and support the use of technology in the educational process, to enable students to acquire life skills, critical thinking, and scientific research skills, as well as skills for the jobs required in the modern labor market (See Curriculum Reform and Instructional Technology chapter).

Targets

10.3.1 Complete the preparation of the new curriculum framework and establish a common scientific cultural base for all students in the secondary education to reduce the gap between general and technical secondary education by identifying a core curriculum during 2007/08 and start implementation in 2011/12.

10.3.2 Set up a plan to implement the credit hour system by 2010/11.

10.3.3 Enhance extracurricular activities in the weekly study plan beginning 2009/10.

10.3.4 Establish new more efficient ways of publishing (production and distribution) instructional materials through publishers from 2008/09 (according to chapter on Curriculum Reform).

10.3.5 Reduce the number of textbooks according to international standards.

Objective 10.4

Achieve a pedagogical paradigm shift in the fields of:

- Teaching/Learning methods;
- Assessment methods; and
- Use of ICT in Education.

Targets

10.4.1 Develop and modernize the teaching/learning strategies in all subjects to support active learning, activities, scientific research, and the effective use of IT in classrooms and integrate them into the educational system from 2008/09 through 2011/12. For more details, see the following chapters:
- School-Based Reform;
- Comprehensive Curriculum and Instructional Technology Reform; and
- Technology Development and Information System.

10.4.2 Implement the following Assessment Systems:

- The comprehensive assessment;
- The National Standardized Achievement Test; and
- The International assessment on the three years of the secondary education level in an adequate and suitable manner for this level by 2010/11 (See Curriculum Reform and Instructional Technology chapter).

10.4.3 Equip secondary schools with adequate modern technology.

Objective 10.5

Enhance secondary education students' quality of life.

Targets

10.5.1 Improve students' political and social skills and practices.

10.5.2 Improve students' health and nutrition systems.

Objective 10.6

Provide professional development for secondary education teachers in light of modern pedagogical approaches and professional practices.

Targets

10.6.1 Provide in-service training for teachers for at least two weeks every year in addition to specialized training (such as training on new curriculum or comprehensive assessment, etc.) throughout the plan period 2007/08 - 2011/12.

10.6.2 Provide professional development for all secondary education teachers to promote their professionalization and link their training to promotions through the implementation of the special teachers' cadre throughout the plan period 2007/08 - 2011/12.

Objective 10.7

Build the institutional capacity of secondary education schools in light of decentralization and community participation.

Targets

10.7.1 Strengthen the authority, responsibility, and accountability at Muddiriya, Idarra, and school levels by delegating certain functions and tasks related to management of the teaching/learning process to these decentralized levels.

10.7.2 Enhance good governance through community participation by strengthening the capacity of BoTs in all secondary schools by the end of 2009/10.

10.7.3 Raise awareness of parents, governmental agencies, NGOs, and the civil society at large of the importance for technical education for integrating secondary technical schools' graduates into the economy for economic development at the local level and nationwide by the end of 2010/11.

10.7.4 Increase the number of full-day secondary schools that provide services to local communities to reach at least 25 percent by 2011/12.

Objective 10.8

Improve the general secondary education certification system (Thanawiya Amma) in collaboration with the MOE and MOHE.

Targets

10.8.1 Modernize the testing and assessment system of the general secondary certificate and the admission to university in coordination with the MOHE.

10.8.2 Develop a base for harmonization between the literary and scientific streams of the general secondary education level.

Objective 10.9

Improve the examination and assessment system of the technical secondary education based on technical competencies to create a link between technical secondary and technological institutes and community colleges.

Target

10.9.1 Improve the linkage between the technical secondary and technological institutes and community colleges through developing the examination and assessment systems.

Objective 10.10

Integrate specializations in the technical secondary education to be oriented to the modern labor market.

Target

10.10.1 Integrate specializations in the technical secondary education into a smaller number of coherent specializations based on modern concepts of technical education by 2008/09.

Objective 10.11

Integrate the vocational secondary schools to the technical secondary schools and link them to the labor market.

Target

10.11.1 Link the vocational and technical secondary to industry in general and the labor market in particular, in collaboration with public and private and cooperative sectors and other stakeholders in business, industry and work together to improve the following:

- Curricula;
- teaching methodologies;
- vocational training;
- testing and assessment;
- opportunities to join university; and
- opportunities to join the labor market.

Objective 10.12

Provide innovative models to be the basis for the future technical secondary education system that will be applied during the next five year plan (2012/13 – 2016/17).

Targets

10.12.1 Transform five industrial schools into "Productive School Models" to operate as a factory system by the end of 2010/11.

10.12.2 Expand the "Dual System" Model (Mubarak-Kohl) by transforming 100 schools in industrial and tourist regions by 2011/12.

10.12.3 Transform 27 schools under the "Unified School Model." Schools using this model will have, in addition to the core curriculum, a combination of general and technical courses which are adapted to the local environment.

10.12.4 Establish one school as an "Agricultural Mobile School Model" to serve the new desert areas (land reclamation) as a pilot project, in cooperation with universities, by the end of 2010/11.

10.12.5 Transform six three-year technical secondary schools, in six governorates, into "Specialized Experimental Technical School Models" by the end of 2009/10.

10.12.6 Transform 31 schools to act as "Centers of Excellence Models" through transforming five-year industrial schools into advanced technology schools, at the rate of at least one center in each governorate, by the end of 2010/11.

10.12.7 Develop a "Cluster-Schools" Model that consists of 172 schools, where several school communities pool their education resources to establish viable secondary technical education institutions by 2010/11.

Policy Matrix for Secondary Education

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
10.1 Develop the system of secondary education and transform it into an open system based on current global trends.	10.1.1 Achieve coherence between general and technical secondary education through: • Introducing a common core curriculum. • Creating an open system which provides possibility to switch from general secondary to technical secondary and vice versa.	10.1.1 (a) Build a Core Curriculum, representing 50 percent of the curricula in the secondary education, so that all branches of secondary education follow the same common core curriculum.						• MOE • The new structure of CCIMD
		10.1.1 (b) Adopt a new approach and take the necessary measures by 2008/09 to achieve integration between the two branches of secondary education, with an open system to be in place by 2010/11.						• MOE
	10.1.2 Link the two branches of secondary education with the preparatory level by putting in place a more inclusive admission approach to secondary education; this approach will be piloted during 2008/09 and generalized by 2011/12.	10.1.2 (a) Form a committee composed of representatives of preparatory and secondary education (General and technical) by the end of 2007/08 to prepare a proposal to develop the system and regulations for admitting students to secondary level in accordance with their personal skills and competencies rather than on the basis of their grades alone.						• MOE
		10.1.2 (b) Pilot the approach in three governorates to be accomplished by 2008/09 and to be completed by 2010/11.						• MOE

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
10.2 Increase the GER in secondary education from 72.1 percent in 2006/07 by ten percent to reach 82.1 percent in 2011/12 and ensure an appropriate balance between general and technical secondary.	10.2.1 Provide necessary physical facilities, teachers, and teaching/learning materials as and when needed in order to enroll all preparatory school graduates and ensure that they continue throughout the three year secondary education cycle and pass the final exams and tests. 10.2.2 Assign priority to provide secondary education for deprived areas so that up to 50 percent of construction of new secondary schools will be allocated for the benefit of poor areas. 10.2.3 Reduce student/classroom ratio to a ceiling of 40 students/classroom. 10.2.4 Increase the number of schools operating full day from 61.3 percent to 80 percent by 2011/12.	10.2.1,2,3,4 (a) Construct schools (classrooms, laboratories, libraries, sports' facilities, meeting halls, etc).						• MOE • GAEB
		10.2.1,2,3,4 (b) Provide the necessary number of teachers by 2011/12.						• MOE
		10.2.1,2,3,4 (c) Provide teaching/learning materials required for each school, teacher and student.						• MOE
		10.2.1,2,3,4 (d) Conduct a survey to determine the distribution of the required new schools among and within each Muddiriya by 2007/08.						• MOE • GAEB
		10.2.1,2,3,4 (e) Conduct a survey to determine the appropriate redeployment of teachers in terms of geographic locations and in terms of subject matters by 2007/08.						• MOE
		10.2.1,2,3,4 (f) Take the necessary measures to apply the results of the two surveys starting 2008/09.						• MOE
		10.2.1,2,3,4 (g) Set up a time plan to apply the policy of increasing the number of school hours per day in schools that do not work as full-day schools and mainstream that by the end of 2009/10.						• MOE

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
10.3 Modernize the secondary education curriculum (general and technical) to reach a flexible curriculum based on active learning and support the use of technology in the education process to enable students to acquire life skills, critical thinking, and scientific research skills, as well as skills for the jobs required in the modern labor market (See Curriculum Reform chapter).	10.3.1 Complete the preparation of the new curriculum framework and establish a common scientific cultural base for all secondary education students to reduce the gap between general and technical secondary education by identifying a core curriculum during 2007/08 and start implementation in 2011/12.	10.3.1 (a) Produce the new content of teaching/learning materials (textbooks, teacher's guide, student activity books and electronic materials) based on active learning, critical thinking and problem solving approaches (See Curriculum Reform chapter).						• MOE • The new structure of CCIMD
		10.3.1 (b) Design the new curriculum, in particular, the core curriculum as follows: • Grade 10 by 2008/09 • Grade 11 by 2009/10 • Grade 12 by 2010/11 (The Core Curriculum will represent approximately 50 percent of the curriculum weight).						• MOE • The new structure of CCIMD
		10.3.1 (c) Test and implement the new curriculum by 2011/12.						• MOE
	10.3.2 Set up a plan to implement the credit hour system by 2010/11.	10.3.2 (a) Form a committee to submit a proposal to implement the Credit Hour System in the secondary education schools by 2007/08.						• MOE
		10.3.2 (b) Prepare a guidebook to implement the proposed system.						• MOE
		10.3.2 (c) Conduct training programs for secondary education leaders to support and promote the proposed credit hour system.						• MOE
		10.3.2 (d) Provide an academic career counselor to assist and guide students.						• MOE
	10.3.3 Enhance extracurricular activities in the weekly study plan beginning 2009/10.	10.3.3 (a) Provide the required equipment that would enable students to practice activities and hobbies and to deal with ICT according to the actual needs by 2009/10.						• MOE • The new structure of CCIMD

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
	10.3.4 Establish new more efficient ways of publishing (production and distribution) instructional materials to be completed by the end of 2008/09 (See Curriculum Reform chapter).	10.3.4 (a) Hold competitions between publishers to prepare books according to the Curriculum Framework in three subjects (science, mathematics, and foreign languages) to be piloted in three governorates starting in 2008/09.						• MOE • The new structure of CCIMD
		10.3.4 (b) Ensure private and cooperative sectors participation and decentralization of instructional materials distribution at governorate level.						• MOE
	10.3.5 Reduce the number of textbooks according to the international standards.	10.3.5 (a) See Curriculum Reform chapter.						• MOE • The new structure of CCIMD
10.4 Achieve pedagogical paradigm shift in the fields of: • Teaching/Learning methods. • Assessment methods. • Use of ICT in Education.	10.4.1 Develop and modernize the teaching/learning strategies in all subjects to support active learning, activities, scientific research, the effective use of IT in classrooms and integrate them into the educational system starting 2008/09 to 2011/12. Note: For more details, see the following chapters: - School Based Reform; - Comprehensive Curriculum and Instructional Technology Reform; and - Technology Development and Information System.	10.4.1 (a) Promote and implement modern teaching techniques which use audio visual aids and simulators.						• MOE
		10.4.1 (b) Develop and promote students, teachers and administrators self-learning skills.						• MOE
		10.4.1 (c) Train ten percent of secondary education teachers on active learning and support pedagogical activities by the beginning of 2007/08.						• MOE

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
	10.4.2 Implement the following Assessment Systems: • The comprehensive assessment; • The National Standardized Achievement Test; and • The International assessment on the three years of the secondary education level in an adequate and suitable manner for this level by 2010/11 (See Comprehensive Curriculum and Instructional Technology Reform chapter).	10.4.2 (a) Establish a new system of assessment to achieve an ongoing comprehensive assessment system and to integrate activities within the education process starting at 2008/09.						• MOE • The new structure of CCIMD
		10.4.2 (b) Use students' projects as means of assessment in technical education, with focus on graduation projects starting at 2008/09.						
		10.4.2 (c) Develop self-assessment skills of students, teachers, and administrators.						
		10.4.2 (d) Establish standards for assessment in technical education linked to the National Competencies by 2008/09.						
		10.4.2 (e) Train the necessary cadres for the implementation of the National Standardized Achievement Test System to be completed by 2010/11.						
		10.4.2 (f) Implement the National Standardized Achievement Test on the three grades of the secondary level starting in 2008/09, 2009/10, 2010/11.						
		10.4.2 (g) Form a committee during 2007/08 to study the necessary steps to apply the PISA international assessment test in the first year of the secondary level.						
	10.4.3 Equip secondary schools with adequate modern technology (See Technology Development and Information System chapter).	10.4.3 (a) Provide (50 percent) of technical secondary schools (industrial, commercial and agriculture) with a computer lab (10 computers, data show and LAN).						• MOE
		10.4.3 (b) Modernize the advanced science labs in 50 percent of general secondary schools.						
		10.4.3 (c) Provide 1925 secondary schools with a mobile computer unit to serve as a mobile lab with ten laptops to reach a rate of one computer/20 students (three stars level).						

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
10.5 Enhance secondary education students` quality of life.	10.5.1 Improve students` political and social skills and practices.	10.5.1 (a) Encourage students to participate in students' boards and unions at the school level.						• MOE
		10.5.1 (b) Encourage students to participate in athletics and art activities.						
	10.5.2 Improve students' health and nutrition systems.	10.5.2 (a) Restructure the current system for school health care.						
		10.5.2 (b) Provide secondary education students with a healthy meal through the school feeding program.						
10.6 Provide professional development for secondary education teachers in light of the modern pedagogical approaches and professional practices.	10.6.1 Provide in-service training for teachers for at least two weeks every year in addition to the specialized training such as training on new curriculum or comprehensive assessment ….etc, throughout the plan period 2007/08 - 2011/12.	10.6.1 (a) Establish three training centers to train technical schools teachers on the use of modern tools and equipment at the governorate level.						• MOE • GAEB
		10.6.1 (b) Make use of national and advanced international experiences in training.						• MOE
		10.6.1 (c) Train ten percent of teachers annually on the use of the developed curricula and instructional technology.						
	10.6.2 Provide professional development for all secondary education teachers to promote their professionalization and link their training to promotions through the implementation of the special teachers' cadre throughout the plan period 2007/08 - 2011/12.	10.6.2 (a) Issue the rules and regulations required to implement the teachers' cadre (See H.R and PD chapter).						• MOE
		10.6.2 (b) Provide regular in-service training for 20 percent of teachers every year to reach 100 percent of them by 2011/12.						

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
10.7 Build the institutional capacity of secondary education schools in light of: - Decentralization; and -Community Participation.	10.7.1 Strengthen the authority, responsibility and accountability at Muddiriya, Idarra, and school level by delegating certain functions and tasks of the management of the teaching/ learning process to these decentralized levels.	10.7.1 (a) See Decentralization and SBR chapters.						• MOE
	10.7.2 Enhance good Governance through community participation by strengthening the capacity of BoT in all secondary schools by the end of 2009/10.	10.7.2 (a) Set up a plan to promote community participation in financing secondary education, and encourage businessmen and corporations to adopt the nearby technical schools in return for providing them with their labor needs by 2007/08.						• MOE
		10.7.2 (b) Train ten percent of the BOTs members annually starting from 2007/08.						• MOE
	10.7.3 Raise awareness of parents, governmental agencies, NGOs, and the civil society at large for the importance of technical education for integrating secondary technical schools' graduates into the economy for economic development at the local level and nationwide by the end of 2010/11.	10.7.3 (a) Conduct workshops for leaders in secondary schools and train them on how to serve the local community.						• MOE • Civil Community
		10.7.3 (b) Develop and implement plans at school level to provide the local communities with the suitable social, cultural and productive activities during the plan period.						• MOE

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
	10.7.4 Increase the number of full-day secondary schools that provide services to local communities to reach at least 25 percent by 2011/12.	10.7.4 (a) Organize and conduct conferences in collaboration with the productive and service institutions to increase awareness about the importance and means of developing secondary education (general and technical).						• Idarra • Muddiriya
		10.7.4 (b) Implement a media plan programs to increase awareness about the importance of the technical education.						• Schools
10.8 Improve the general secondary education certification system (Thanawiya Amma) in collaboration with the MOE and MOHE.	10.8.1 Modernize the testing and assessment system of the general secondary certificate and the admission to university in coordination with the MOHE.	10.8.1 (a) Form a steering committee from the MOE and MOHE specialists to coordinate the work between both ministries in the field of secondary leavers' assessment and the system of admission to university by 2007/08						• MOE • MOHE
		10.8.1 (b) Form a committee to modernize the system of testing and assessment by implementing The Comprehensive Assessment and the National Standardized Achievement Test on students in the general secondary education certificate (Thanawiya Amma) by 2007/08						• MOE • The new structure of the NCEEE
		10.8.1 (c) Build proficiency tests and technical measuring instruments necessary to provide objectivity for assessment in the new system by the NCEEE in three years, starting 2008/09.						• The new structure of the NCEEE
		10.8.1 (d) Issue new rules and regulations to extend the validity of completion of general secondary education certificate to allow youth to join the labor market and to complete to university education whenever needed, as long as they pass the admission test, by the beginning of 2010/11.						• MOE
	10.8.2 Develop a base for harmonization between the literary and scientific streams of the general secondary education level.	10.8.2 (a) Provide courses that narrow the gap between specializations and leave 10 percent for elective subjects among all branches of general secondary education, in addition to the 50 percent core curriculum for the whole level.						• MOE

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
10.9 Improve the examination and assessment system of the technical secondary education based on technical competencies to create a link between technical secondary and technological institutes and community colleges.	10.9.1 Improve the linkage between the technical secondary and technological institutes and community colleges through developing the examination and assessment systems.	10.9.1 (a) Form a taskforce team of specialists to conduct a study to identify challenges that affect the transition of graduates from technical secondary to the technological and community institutes and colleges by 2007/08.						• MOE
		10.9.1 (b) Form a steering committee of MOE and MOHE specialists to coordinate the work between both ministries in the field of secondary leavers' assessment and the system of admission to technological institutes and community colleges by 2007/08.						• MOE • MOHE
		10.9.1 (c) Build proficiency tests and technical measuring tools necessary to provide objectivity for assessment in the new system by the NCEEE in three years starting 2008/09.						• MOE • The new structure of the NCEEE
		10.9.1 (d) Issue legislation to extend the validity of completion of technical secondary education certificate to allow youth to join the labor market and to reapply for technological institutes and community colleges by the beginning of 2010/11.						• MOE
10.10 Integrate specializations in the technical secondary education to be oriented to the modern labor market.	10.10.1 Integrate specializations in the technical secondary education into a smaller number of coherent specializations based on modern concepts of technical education by 2008/09.	10.10.1 (a) Conduct a study through a specialized team by 2007/08 to identify the new specializations that are oriented to the modern labor market.						• MOE
		10.10.1 (b) Form a technical and legal team to review the Education Law (139) by 2007/08, and propose amendments by the end of 2008/09, in a way that suits the objective, to stipulate that the goals of technical education are to provide students with basic knowledge and skills to enable them to work in a general career and not in a specific job. The graduates will be able to acquire new skills relevant to a certain job through training in a specialized training center, or obtain on-the-job training. Note: The curriculum for secondary technical education must be compatible with the national skills standards set by Ministry of Manpower.						• MOE

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
10.11 Integrate the vocational secondary schools to the technical secondary schools and link them to the labor market.	10.11.1 Link the vocational and technical secondary to industry in general and the labor market in particular in collaboration with public and private and cooperative sectors and other stakeholders in business and industry, and work together to improve the following: - curricula; - teaching methodologies; - vocational training; - testing and assessment; - opportunities to join university; and - opportunities to join labor market.	10.11.1 (a) Form a committee to submit a proposal on how to integrate the technical and the vocational education by 2007/08.						• MOE
		10.11.1 (b) Form a committee from the MOE, businessmen, private sectors, and other affiliated stakeholders to study and submit a proposal on how to link technical and vocational education to industry in general and labor market in particular by 2007/08.						• MOE
		10.11.1 (c) Implement the proposals developed by the aforementioned committees starting from 2008/09.						• MOE
10.12 Provide innovative models to be the basis for the future technical secondary education system that will be applied during the next five year plan (2012/13 – 2016/17).	10.12.1 Transform five industrial schools into a “Productive School Model” to operate as a factory system by the end of 2010/11.	10.12.1 (a) Form a taskforce team to formulate a vision for this project during one year by the end of 2007/08.						• MOE
		10.12.1 (b) Designate and equip schools to be productive units to assist dual education and training process by the end of 2010/11.						• MOE
	10.12.2 Expand the “Dual System Model” (Mubarak-Kohl) by transforming 100 schools in the industrial and tourist regions by 2011/12.	10.12.2 (a) Transform 100 existing schools in the industrial and tourist regions by the end of 2011/12.						• MOE
		10.12.2 (b) Link the specializations in those schools to the nature of activities in the neighboring factories and corporations.						• MOE

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
		10.12.2 (c) Sign agreements with neighboring corporations and factories to provide on-site training for students.						• MOE
	10.12.3 Transform 27 schools under the "Unified School Model". Schools with that model will have in addition to the core curriculum, a combination of general and technical courses, which are adapted to the local environment.	10.12.3 (a) Form a taskforce team to formulate a vision for this project by the end of 2007/08, to: • Select one school in each governorate; • Identify the financial, technical and human resources required for those schools; and • Prepare and form the organizational structures of those schools.						• MOE
		10.12.3 (b) Transform the schools by 2010/11.						• MOE
	10.12.4 Establish one school as an "Agricultural Mobile School Model" to serve the new desert areas (land reclamation) as a pilot project in cooperation with universities by the end of 2010/11.	10.12.4 (a) Form a taskforce team of specialists to formulate a vision for this project and prepare a proposal to establish this school by the end of 2007/08.						• MOE
		10.12.4 (b) Provide the financial, technical and human resources required for this school to serve the surrounding area by the end of 2008/09.						• MOE
		10.12.4 (c) Prepare and formulate the structure of this school by the end of 2009/10.						• MOE
		10.12.4(d) Establish the school by 2010/11.						• MOE
	10.12.5 Transform six "three-year" technical secondary schools, in six governorates, into a "Specialized Experimental Technical School Model" by the end of 2009/10.	10.12.5 (a) Set up a plan for transforming technical schools into experimental schools as a pilot project to be funded by parents in return for providing improved service in those three years schools by the end of 2007/08.						• MOE
		10.12.5 (b) Start the implementation by 2008/09.						• MOE

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
	10.12.6 Transform 31 schools to act as “Centers of Excellence Model” through transforming five-year industrial schools into advanced technology schools, at the rate of at least one center in each governorate by the end of 2010/11.	10.12.6 (a) Complete the project covering 15 schools in cooperation with OPEC by the end of 2010/11, in addition to 16 more schools by the end of 2015 funded by the African Bank and the State budget, in the following fashion: • Identify those schools geographically. • Determine the nature of those schools, their vision and mission. • Change the names of developed schools into "technological schools" rather than "technical schools". • Provide financial, technical and human resources required for those schools to fulfill their new role.						• MOE
	10.12.7 Develop a “Cluster-Schools Model” that consists of 172 schools, where several schools communities pool their education resources to establish a viable secondary technical education institutions by 2010/11.	10.12.7 (a) Form a taskforce team to conduct a comprehensive study in 2007/08 on: • The geographic locations of the schools that will be modernized. • An accurate calculation of the available machinery and equipment and their actual conditions. • Set up a time schedule to modernize the machinery and equipment in those schools and/or provide them with their requirements by the end of 2007/08.						• MOE
		10.12.7 (b) Implement the modernization process for 127 schools by 2010/11.						• MOE
		10.12.7 (c) Train and prepare qualified trained cadres to handle the new equipment before it arrives in schools by the end of 2008/09.						• MOE
		10.12.7 (d) Develop contracts with some factories and corporations to provide the schools with equipment that is no longer used in these factories and provide training opportunities on it by the end of 2009/10.						• MOE

Logframe for Secondary Education

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
Objective (1) Develop the system of secondary education and transform it into an open system based on current global trends.	• Improved secondary education system functioning • Secondary education level with admission system based on skills and competencies	• Periodical performance reports • Annual administrative reports • Issuing of ministerial decrees	• Provide necessary funding. • Expand decentralization enforcement. • Supportive public opinion.
Target/Output (1) Achieve coherence between general and technical secondary education through: • Introducing a common core curriculum. • Creating an open system which provides possibility to switch from general secondary to technical secondary and vice versa.	• Introduction and implementation of core-curriculum • Introduction of a flexible and open system based on students' competencies and tendencies	• Core curriculum documentations • Performance periodical reports	• Issuing the necessary ministerial decrees. • Supportive public opinions.
Target/Output (2) Link the two branches of secondary education with the preparatory level by putting in place a more inclusive admission approach to secondary education, this approach will be piloted during 2008/09 and generalized by 2011/12.	• Implementation of skills-based admission system for prep students to join Secondary level	• Yearly reports on pupil's admission • Database on GER in secondary level	
Objective (2) Increase the GER in secondary education from 72.1 percent in 2006/07 by ten percent to reach 82.1 percent in 2011/12 and ensure appropriate balance between general and technical secondary.	• Increased GER to secondary level according to plan schedule	• Database on students	• Availability of funds.
Target/Output (1) Provide the necessary physical facilities, teachers, and teaching/learning materials as and when needed in order to enroll all preparatory school graduates and insure that they continue throughout the three year secondary education cycle and pass the final exams and tests.	• Number of classroom built • Number of teachers recruited	• Database on classrooms • Database on teachers	

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
Target/Output (2) Assign priority to provide secondary education for deprived areas so that up to 50 percent construction of secondary school will be allocated for the benefit of poor areas.	• Provision of a new school map • Number of secondary schools in poor areas	• Documentation • Database on school distribution, countrywide	
Target/Output (3) Reduce pupils/classroom ratio to a ceiling of 40 students/classroom.	• Number of classroom with 40 students /classroom	• Accurate data to follow-up on flow of students • Periodical reports	
Target/Output (4) Increase the number of schools operating full day from 61.3 percent to 80 percent by 2011/12.	• Number of schools operating as full day according to plan schedule • Improved students performance • Improved test results	• Database on students • Follow-up reports	
Objective (3) Modernize the secondary education curriculum (general and technical) to reach a flexible curriculum based on active learning and support the use of technology in the education process to enable students to acquire life skills, critical thinking, and scientific research skills, as well as skills for the jobs required in the modern labor market (see curriculum reform chapter).	• Completing the curriculum framework for all subjects	• Documentation on new curriculum framework	• Expert on curriculum designing
Target/Output (1) Complete the preparation of the new curriculum framework and establish a common scientific cultural base for all students in the secondary education to reduce the gap between general and technical secondary education by identifying a core curriculum during 2007/08 and start the implementation in 2011/12.			
Target/Output (2) Set up a plan to implement the credit hour system by 2010/11.	• Existence of the credit hour system	• Plan documents	• Approval and endorsement of the plan

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
Target/Output (3) Enhance extracurricular activities in the weekly study plan beginning 2009/10.	• Time devoted to extracurricular activities increased during the school day	• Follow-up reports	• Ministerial decree. • Required Funds.
Target/Output (4) Establish new more efficient ways of publishing (production and distribution) instructional materials to be completed by the end of 2008/09.	• New system of textbooks production and distribution in place	• Periodical progress reports during the process	• Availability of funds.
Target/Output (5) Reduce the number of textbooks according to the international standards.	• 20 percent reduction in the number of textbooks		
Objective (4) Achieve pedagogical paradigm shift in the fields of: • Teaching/Learning; • Assessment methods; and • Use of ICT in Education.	• New pedagogical methods are implemented	• Periodical progress reports during the process	• Trained teachers Issuance of Ministerial decrees and legislations organizing this work.
Target/ Output (1) Develop and modernize the teaching/learning strategies in all subjects to support active learning, activities, scientific research, the effective use of IT in classrooms and integrate them into the educational system starting 2008/09 to 2011/12 Note: for more details see the following chapters: • School-based Reform; • Curriculum Reform; and • Technology Development.			
Target/ Output (2) Implement the following Assessment Systems: • The comprehensive assessment; and • The National Standardized Achievement Test.	• New assessment systems are implemented	• Student performance reports	• Trained teachers.

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
• The International assessment on the three years of the secondary education level in an adequate and suitable manner for this level by 2010/11(see curriculum reform chapter).			
Target/Output (3) Equip secondary schools with adequate modern technology (see technology chapter).	• Number of secondary education schools equipped with ICT	• Field reports on schools equipment • Schools' performance reports	• Availability of fund.
Objective (5) Enhance secondary education students' quality of life.	• students' political, physical and spiritual conditions enhanced	• Documentation	• Availability of fund.
Target/Output (1) Improve students' political and social skills and practices.	• Number of students participated on social activities • Number of students participated on students' unions	• Database	• Qualified social specialists.
Target/Output (2) Improve students' health and nutrition systems.	• School health care system improved • Number of school meals/year	• Documentation	• Availability of fund.
Objective (6) Provide professional development for secondary education teachers in light of the modern pedagogical approaches and professional practices.	• Number of training programs • Teachers' performance improved	• Documentation of training programs	• Availability of fund. • Well designed training program.
Target/Output (1) Provide in-service training for teachers for at least two weeks every year in addition to the specialized training such as training on new curriculum or comprehensive assessment, etc., throughout the plan period 2007/08-2011/12.	• Number of teachers trained on the developed curricula and the use of ICT in education	• Documentation on training program • Database	
Target/Output (2) Provide professional development for all secondary education teachers to promote their professionalization and link their training	• Implementation of the new teachers' cadre	• Teachers' performance reports	• Approval of teachers cadre.

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
to promotions through the implementation of the special teachers' cadre throughout the plan period. 2007/08-2011/12.			
Objective (7) Build the institutional capacity of secondary education schools in light of: - Decentralization; and - Community Participation.	• Improved secondary schools institutional capacity	• Monitoring reports at decentralized level • Database	• Implementing decentralization. • Issuing of necessary legislation.
Target/Output (1) Strengthen the authority, responsibility and accountability at Muddiriya, Idarra, and school level by delegating certain functions and tasks of the management of the teaching/ learning process to these decentralized levels.	• Delegated authorities at Muddiriyas, Idarras, and schools		
Target/Output (2) Enhance good Governance through community participation by strengthening the capacity of BoTs in all secondary schools by the end of 2009/10.	• Number of NGOs, businessmen and private sectors that contribute • More community financial contributions to schools • Improved school performance	• School progress reports • Schools financial reports	
Target/Output (3) Raise awareness of parents, governmental agencies, NGOs, and the civil society at large for the importance of technical education for integrating secondary technical schools' graduates into the economy for economic development at the local level and nationwide by the end of 2010/11.	• Increased awareness about the importance of High standard technical education services	• Survey	• Availability of funds.
Target/Output (4) Increase the number of full-day secondary schools that provide services to local communities to reach at least 25 percent by 2011/12.	• Number of secondary schools that provide services to local communities	• Survey	• Excellence School Leadership.

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
Objective (8) Improve the general secondary education certification system (Thanawiya Amma) in collaboration with the MOE and MOHE.	• Introduction of an improved (Thanawiya Amma) certification system	• Documentation on new system	• Approval of the new system.
Target/ Output (1) Modernize the testing and assessment system of the general secondary certificate and the admission to university in coordination with the MOHE.			
Target/ Output (2) Develop a base for harmonization between the literary and scientific streams of the general secondary education level.			
Objective (9) Improve the examination and assessment system of the technical secondary education based on technical competencies to create a link between technical secondary and technological institutes and community colleges.	• Introducing a new examination and assessment systems for technical secondary education	• Follow-up reports • Documentation on new system • Test results	• Approval of the new assessment system.
Target/Output (1) Improve the linkage between the technical secondary and technological institutes and community collages through developing the examination and assessment systems.	• Number of technical secondary schools graduates enrolled in technological institutes and community colleges	• Database	• Coordination between MOE and higher education institutions.
Objective (10) Integrate specializations in the technical secondary education to be oriented to the modern labor market.	• Reduced number of specializations in technical secondary schools, which are linked to the labor market	• Database on students according to their specializations • Survey	• Issuing of the necessary legislations. • Issuance of Ministerial decrees and legislations organizing this work.
Target/Output (1) Integrate specializations in the technical secondary education into a smaller number of coherent specializations based on modern concepts of technical education by 2008/09.	• New specializations in technical secondary schools that meet market needs		

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
Objective (11) Integrate the vocational secondary schools to the technical secondary schools and link them to the labor market.	• Number of vocational secondary schools linked to Technical secondary schools	• Follow-up reports • Database on schools numbers	• Issuing of the necessary legislations.
Target/Output (1) Link the vocational and technical secondary to industry in general and the labor market in particular in collaboration with public and private and cooperative sectors and other stakeholders in business and industry, and work together to improve the following: - curricula; - teaching methodologies; - vocational training; - testing and assessment; - opportunities to join university; and - opportunities to join labor market.	• Improved curricula • New and modern teaching methods • Higher level of vocational training • New assessment systems • Increased opportunities for joining university and labor market	• Follow-up reports • National evaluation reports • Student database	• Well-trained teachers. • Competitive and skilled students.
Objective (12) Provide innovative models to be the basis for the future technical secondary education system that will be applied during the next five- year plan (2012/13 – 2016/17).	• Number of innovative models in technical education	• Evaluation study • Periodical achievement reports • Database on the transformed schools	• Available fund. • Good management. • Businessmen contributions. • Community participation.
Target/Output (1) Transform five industrial schools into a “Productive School Model” to operate as a factory system by the end of 2010/11.	• Number of transformed schools		
Target/Output (2) Expand the “Dual System Model” (Mubarak-Kohl) by transforming 100 schools in the industrial and tourist regions by 2011/12.			
Target/Output (3) Transform 27 schools under the “Unified School Model”. Schools with this model will have in addition to the core curriculum, a combination of general and technical courses, which are adapted to the local environment.			

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
Target/Output (4) Establish one school as an "Agricultural Mobile School Model" to serve the new desert areas (land reclamation) as a pilot project in cooperation with universities by the end of 2010/11.			
Target/Output (5) Transform six 3-years technical secondary schools, in six governorates, into a "Specialized Experimental Technical School Model" by the end of 2009/10.			
Target/Output (6) Transform 31 schools to act as "Centers of Excellence Model" through transforming five-year industrial schools into advanced technology schools, at the rate of at least one center in each governorate by the end of 2010/11.			
Target/Output (7) Develop a "integrated Schools' Group Model" that consists of 172 schools, where several schools communities pool their education resources to establish a viable secondary technical education institutions by 2010/11.			

Chapter Eleven
Community Based Education for Girls and Out-of-School Children

Overall Goal:

Introduce forms of community based education, following the model of One Classroom Schools and Community Schools, to provide access to quality basic education for all children at the school age 6-14, who are not included in the educational system or have dropped out of it, particularly girls and children in underprivileged rural and urban areas.

1. Introduction

Despite the MOE's effort to ensure access to all school age children, there are some groups who remain outside the school system, including children who have dropped out of mainstream schools (estimated at 0.22 percent and 2.9 percent of the age group from the primary and preparatory levels, respectively), and those who never enroll because of either extreme poverty or complete lack of access. To provide education for these children, the government has provided various forms of schools or educational institutions. Since 1992, the Ministry of Education and other partners have been providing a number of initiatives to reach the hard to reach. The Community schools, the one-classroom schools, and the small schools all fall in this category. The National Council for Childhood and Motherhood (NCCM), together with other government agencies, has been working since 2000 to provide education for girls and street children. These efforts resulted in the establishment of the Girls' Friendly Schools, Schools for Street Children, or Children in Difficult Circumstances. All these initiatives have together created a type of education referred to as Community Based Education (CBE).

The CBE has proven to be successful and attractive in two respects. First, it provides quality education to those under-served, underprivileged, dropouts, and street children, and includes both girls and boys, hence blocking a major source of illiteracy in the population. Second, this type of education employs individuals with only a secondary school diploma as class facilitators. Research has shown that children attending community schools have a high transition rate (94 percent) to the next level of education, that these schools are of high quality and effectiveness, and that third graders from community schools outperformed those from public schools on the MOE formal third grade exams (e.g., 1995 Manfalout 100 percent against 75 percent). Community schools have proven convenient and more attractive to particular communities and students (e.g., remote rural areas with no mainstream schools, extremely poor families who depend on children to support the family). This type of school is the only avenue for children who dropped out of basic education and grew beyond regular school age limits to return to education, and it is the only chance for particular populations (e.g., street children) who do not fit into that system due to their particular circumstances.

The MOE's efforts in this respect have resulted in the enrollment of around 68,627 boys and girls in One Classroom schools, 6,936 in community schools (including small schools), around 20,000 in Girls' Friendly

schools, and 630 in Schools for Street Children (that is a total of 84,000 boys and girls) in 2005/2006. Statistically, this figure represents less than 20 percent of the estimated current needs for this type of education. Hence, more efforts are needed to cater to this large number of children in underprivileged urban, rural, and remote areas as well as for girls.

2. Main issues

The main issue relating to access, quality, and management in the provision of CBE includes the following elements:

In terms of access, the issues are: 400,000 boys and girls in the basic education age group (primary and preparatory) were out of the school system in 2005/2006; lack of schools needed to accommodate students in rural and urban underprivileged areas, especially in small villages; the need for more schools that suit children in difficult circumstances (Street Children); the need to continue efforts in Girls' Education to eliminate gender inequality in some pockets, particularly in seven governorates (Beni Sweif, Minia, Assiut, Fayoum, Sohag, Beheira, and Giza); and the lack of an educational scheme with socio-economic appropriateness for working children and/or children from very poor families, particularly girls.

In terms of quality, the issues are: current working conditions do not encourage trained staff as managers, supervisors, facilitators, and workers to stay in this type of education; and shortage in appropriate teaching materials and technology for management and teaching purposes.

In terms of systems and management, the issues are: lack of public awareness about the importance of this type of education; negative perception of CBE within the MOE; lack of governmental resources needed to support this scheme; lack of an accurate system for collecting appropriate data and statistics as part of the general data collection of the MOE; and inefficient management approaches and monitoring and evaluation systems.

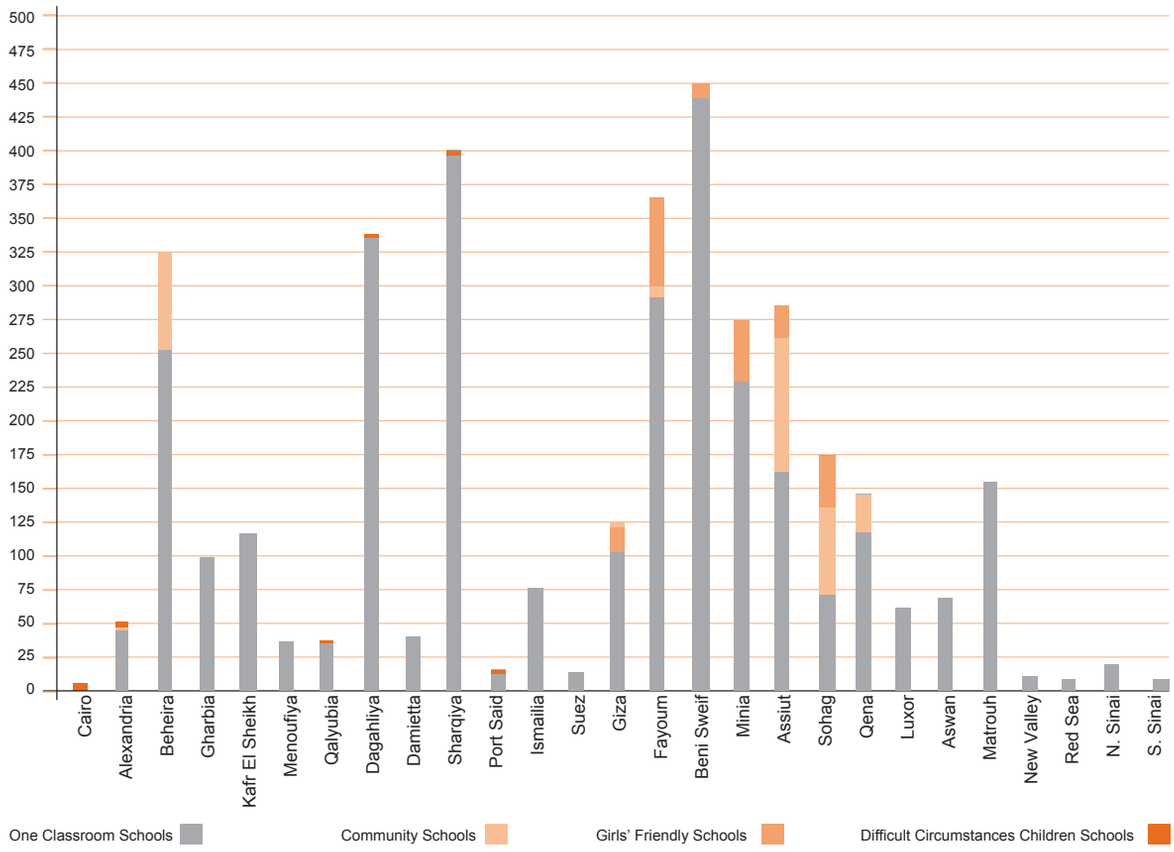
3. Ongoing programs

The 1993 First Lady's initiative for Girls Education triggered several initiatives that followed the same course of development in CBE, featuring a high level of community participation, international interest, innovation, and impact on the individuals and their communities. Four forms of this scheme of education are currently in operation: the One Classroom Schools (3,146), the Community Schools including Small Schools (274), the Girls' Friendly Schools (728 schools expected to reach 1,000 by December 2007), and Friendly Schools for Children in Difficult Circumstances (a total of 22 schools), providing education for around 96,000 boys and girls.

Table (1): Distribution of Community-Based Education by Type of School, Number of Enrolled Students, Targeted Students, and Project Timeline

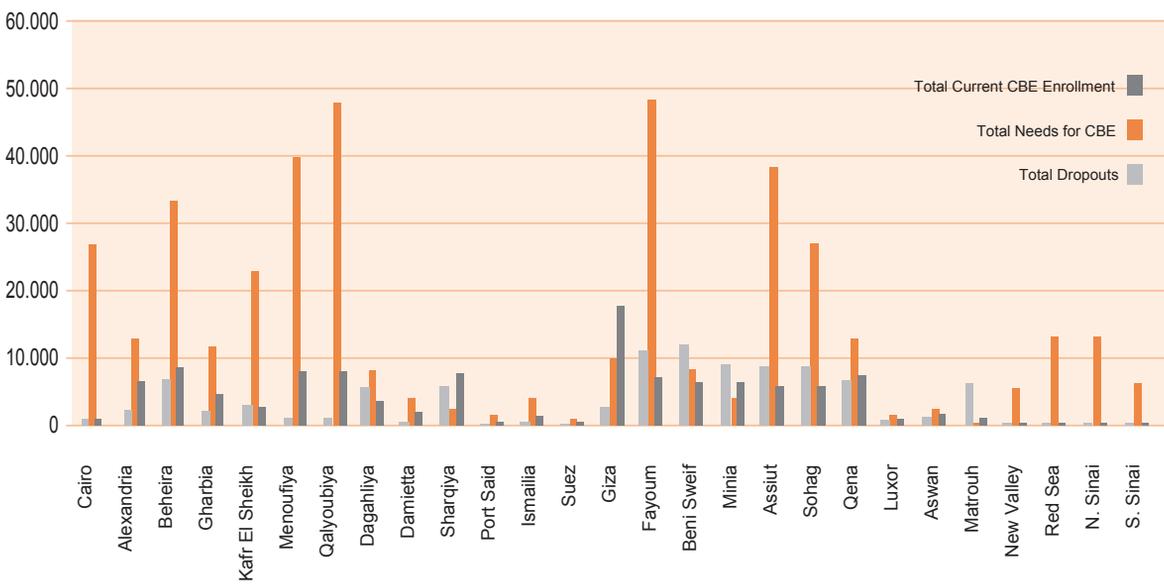
Type of CBE School	Number of Schools	Number of Students	Targeted Students	Project Timeline
One-Classroom Schools	3,146	68,627	Started for girls & developed to take both girls and boys	Ongoing since1992
Community Schools (including Small Schools)	274	6,936		1992 - present
Girls´ Friendly Schools	728	19,456		2003 - 2007
Schools for Children in Difficult Circumstances (Street Children)	22	630	Street Children (boys and girls)	2005 - present
Total	4,170	95,649		

Figure (1): Distribution of Community-Based Education by Governorate and School Type



As mentioned above, the existing efforts serve only 20 percent of the actual needs, as there are an estimated 400,000 children whose needs have not been met yet (100,231 dropouts and 299,669 under-served or not reached). Substantial efforts are needed to address this gap, particularly in girls' education, which is one of the EFA goals. In spite of the great progress which has been achieved in terms of reducing the gender gap, some problems remain. Specifically, ensuring equal access and retention is no longer enough to solve the gender issue which is also about changing the mindset of the people and therefore has to do with curriculum, gender biases of textbooks, and teaching practices. The past and present successes and achievements of CBE are good grounds for promoting and activating more community participation into particularly financing the future efforts to enable these children acquire their constitutional right in quality education.

Figure (2): Discrepancy Dropouts, Current Enrollment, and Total Needs for CBE in 27 Governorates



4. Policy Framework and Methodology

Since the Dakar Declaration on Education for All, the government responded by placing girls' education as a top priority manifested in the Girls' Education Initiative, which committed the government to eliminating gender disparities by 2007, and achieving gender equality by 2015. The MOE will be continuing its support of girls' education as detailed in the overall strategy, by providing teachers' salaries, teachers' training, provision of resources and equipment including curriculum and textbooks, as well as investing in school construction; particularly in seven governorates where girls' enrollment in basic education is low. The MOE's efforts will also concentrate on mainstreaming the community schools as a pioneer model and will work towards spreading this approach. It will also work to provide and operate schools in underprivileged urban and rural areas of Egypt to reach those children who dropped out of school or those who are unable to attend the mainstream general education schools.

To reach those objectives, MOE will establish a community education unit/department which will be responsible for the recruitment of facilitators and supervisors for CBE according to criteria relevant to the hard to reach areas, training of facilitators and supervisors in those areas, creating standard based posts equivalent to other educational professionals, securing salaries, and formalizing education boards and education committees.

MOE will enter into strategic partnerships to strengthen CBE. Accurate hamlet-based data for out-of-school children with a special emphasis on girls will be the responsibility of the National Council for Childhood and Motherhood (NCCM) in collaboration with national information institutions. Quality assurance and monitoring and evaluation of CBE will also be done in partnership with NCCM, NGOs, and other development partners. The coordination between NGOs, MOE, and schools will be done through a decentralized system of NCCM/MOE collaboration.

A steering innovation committee will be established to coordinate the efforts within the CBE and ensure that innovations are ongoing. Peer reviews, assessments, and the existing community of learners will ensure that models, pedagogies, and management systems are constantly reviewed and informed by national and global best evidence based practices.

5. Program Presentation

Overall Goal:

Introduce forms of community based education, following the model of One Classroom Schools and Community Schools, to provide access to quality basic education for all children at the school age 6-14 who are not included in the educational system or have dropped out of it, particularly girls and children in underprivileged rural and urban areas.

Strategy

The strategy calls for the establishment of schools to provide quality basic education to all children who are out of school and to support the Girls' Education Initiative, as noted above. To accommodate the number of children out of school (estimated at 400,000 in 2006), the number of schools required is estimated at around 13,333 one-class schools distributed in the 27 governorates. The establishment of these schools will be phased in at various rates (ten percent in the first year, ten percent in the second, 30 percent in the third, 30 percent in the fourth, and 20 percent in the last year of the plan); and will be facilitated with the assistance of the local community and/or businesses, NGOs, and donors. The MOE's efforts will concentrate on using rented buildings, rehabilitation of existing buildings, and/or through 'temporary use or donation from local groups[1]. It is envisioned that the need for such type of schools will be reduced progressively when all policies related to basic education reform are taken into consideration.

(1) The importance of renting building highlights the need (as discussed in the school construction chapter) to improve both the process by school space is rented and the experience with using rental space.

The MOE will provide the established schools with two facilitators and one general worker each, in addition to 289 managers to be placed in each district (Idarra) and 1,333 supervisors at a rate of one supervisor for each ten schools. The MOE will also provide the needed textbooks for these schools including revisions of the books as seem appropriate. In addition, the MOE will supervise and provide a nutrition program for the children attending these schools. The MOE will also continue its strong support of the Girls' Education Initiative through the provision and management of 3,333 facilitators in addition to the provision of textbooks in line with the strategy above.

Objectives and targets

Objective

11.1 Establish schools in cooperation with local communities to provide access to all out-of-school children.

Target

11.1.1 Establish and operate 13,333 CBE classrooms/schools similar to the currently existing model of community schools, selectively distributed to locations/communities in the 27 governorates to accommodate at least 400,000 children, as estimated in 2005/ 2006, who are not currently enrolled in regular basic education schools by 2012.

Objective

11. 2 Provide sufficient number of trained managers, supervisors, facilitators, and workers in CBE.

Target

11.2.1 Recruit and adequately train 289 high and medium level management staff, 1,500 supervisors, 30,150 facilitators, and 13,333 general workers by 2012 to efficiently operate the established schools as described in (11.1.1).

Objective

11.3 Produce instructional materials within the national curriculum that suit the context of out-of-school children (see curriculum reform chapter).

Targets

11.3.1 Modify, produce, and distribute books (at an average rate of ten books/child or at a cost of LE 69/child/year) over the five years of the plan and as required by the number of schools established and operated under the plan.

11.3.2 Modify, produce, and distribute books to support the National Initiative for Girls' Education (at a rate of ten books/child/year or a cost of LE 69 per child/year) for the five years of the plan.

Objective

11.4 Provide school feeding program for all children enrolled in CBE institutions during the five years of the plan.

Target

11.4.1 Provide meals locally to be distributed to all children in CBE institutions (estimated at 400,000 children) at a rate of 170 school days/year for the five years of the plan.

Objective

11.5 Develop an effective management system for CBE in the MOE.

Targets

11.5.1 Develop organizational structure for CBE that includes marketing and fundraising functions at both central and decentralized levels.

11.5.2 Mainstream the community schools and others CBE forms in MOE system to be similar to one classroom schools.

Policy Matrix for Community Based Education

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
11.1 Establish schools in cooperation with local communities to provide access to all out-of-school children.	11.1.1 Establish and operate 13,333 CBE classrooms/ schools similar to the currently existing model of community schools, selectively distributed to locations/ communities in the 27 governorates to accommodate at least 400,000 children, as estimated in 2005/2006, who are not currently enrolled in regular basic education schools by 2012.	11.1.1 (a) Set up a plan for the establishment of 13,333 classrooms/schools.						• Community Based Education Department • MOE • Community participation
		11.1.1 (b) Secure the budget required from local, business, NGOs, and international sources.						
		11.1.1 (c) Implement the plan and provide furniture, equipment, and technological facilities for 7333 schools/classrooms by 2011/12.						
		11.1.1 (d) Implement the plan and provide furniture, equipment, and technological facilities for 6,000 schools/classrooms through community participation by 2011/12.						
		11.1.1 (e) provide appropriate technology equipment, maintenance, and running cost for the existing one classroom schools and girls' friendly schools throughout the plan period.						
11. 2 Provide sufficient number of trained managers, supervisors, facilitators, and workers in CBE.	11.2.1 Recruit and adequately train 289 high and medium level management staff, 1,500 supervisors, 30,150 facilitators, and 13,333 general workers by 2012 to efficiently operate the established schools as described in (11.1.1).	11.2.1 (a) Recruit the required number of managers, supervisors, facilitators, and workers in line with the timetable for schools establishment including Girls' Education Initiative: a total of 289 managers, 1,500 supervisors, 30150 facilitators, and 13,333 general workers by 2012; (that is 4527 persons in first year; 4527 in second year; 13587 in third year; 13587 in fourth year; and 9054 in fifth year of the plan).						• MOE • Department of Human Resources Development • Community participation
		11.2.1 (b) Set up and implement a professional development plan for all recruited staff at all levels including initial training to newly hired staff (that is 3194 persons in 2007/08; 3194 in 2008/09; 9582 in 2009/10; 9582 in 2010/11; and 6388 in 2011/12).						

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
11.3 Produce instructional materials within the national curriculum that suit the context of out-of-school children (See Curriculum Reform chapter).	11.3.1 Modify, produce, and distribute books (at an average rate of ten books/child or at a cost of LE 69/child/year) over the five years of the plan, and as required by the number of schools established and operated under the plan.	11.3.1 (a) Establish a mechanism within the MOE for regular updating of the curriculum to include instructional materials for CBE.						• the new structure of CCIMD • CBE Department • MOE
		11.3.1 (b) Modify the existing instructional materials to include more contemporary topics and teaching methodologies pertinent to the field.						
		11.3.1 (c) Modify and expand the vocational component in CBE in collaboration with Technical Education Department at the MOE and ensure the inclusion of an adequate component of technology.						
	11.3.2 Modify, produce, and distribute books to support the National Initiative for Girls' Education (at a rate of ten books/child/year or a cost of LE 69 per child/year) during the five years of the plan.	11.3.2 (a) Print the modified books according to the proposed school establishment plan for CBE; including schools under the Girls' Education Initiative and for Street Children.						
11.4 Provide school feeding program for all children enrolled in CBE institutions during the five years of the plan.	11.4.1 Provide meals locally to be distributed to all children in CBE institutions (estimated at 400,000 children) at a rate of 170 school days/year for the five years of the plan.	11.4.1 (a) Compile a list of adequate meals for children in CBE generally acceptable as adequate by the various localities.						• Community participation
		11.4.1 (b) Prepare these meals on regular basis either by a major contribution of the local community or contracting the services to local food producers to ensure the daily needs of children are being met.						
		11.4.1 (c) Distribute the meals to children in all CBE institutions regularly.						
11.5 Develop an effective management system for CBE in the MOE.	11.5.1 Develop organizational structure for CBE that includes marketing and fundraising functions at both central and decentralized levels.	11.5.1 (a) Develop a plan for restructuring CBE within the overall MOE's master plan at both central and governorate levels.						• MOE • MOF • MSAD
		11.5.1 (b) Specify and define the roles and responsibilities for the proposed “CBE department” at both central and governorate levels.						

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
		11.5.1 (c) Regulate and institutionalize the department's functions and posts at both central and governorate levels.						
		11.5.1 (d) Recruit appropriately qualified staff for the department at both central and governorate levels.						
	11.5.2 Mainstream the community schools and others CBE forms in MOE system to be similar to one classroom schools.	11.5.2 (a) Mainstream 227 schools supported by CIDA and UNICEF in MOE system by 2009/10.						
		11.5.2 (b) Set up a steering innovation committee to insure innovations are ongoing and best practices of the currently existing community schools are applied in the newly established community schools.						
		11.5.2 (c) Mainstream 3,146 one classroom schools (3,647 facilitators) and 43 girls' friendly schools (86 facilitators) during the plan period.						

Logframe for Community Based Education

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
Objective (1) Establish schools in cooperation with local communities to provide access to all out-of-school children.	• Increased number of CBE schools	• Official documents proving the establishment and operation of CBE schools	• Sufficient funds. • Efficient CBE school plan implementation. • Coordination among MOE, NGOs, and local communities.
Target / Output (1) Establish and operate 13,333 CBE classrooms/schools similar to the currently existing model of community schools, selectively distributed to locations / communities in the 27 governorates to accommodate at least 400,000 children, as estimated in 2006, who are not currently enrolled in regular basic education schools by 2012.	• Number of CBE classrooms/schools established in rural / underprivileged communities	• Official documents proving the establishment and operation of CBE schools	• Accurate choice of locations of CBE schools according to governorate needs. • Coordination among MOE, NGOs, and local communities. • Sufficient funds.
Objective (2) Provide sufficient number of trained managers, supervisors, facilitators, and workers in CBE education.	• Improved performance of managers, supervisors, facilitators, and workers in community based education	• Documented performance assessment of CBE staff	• Availability of fund. • Quality of training.
Target /Output (1) Recruit and adequately train 289 high and medium level management staff, 1,500 supervisors, 30,150 facilitators, and 13,333 general workers by 2012 to efficiently operate the established schools as described in (11.1.1).	• Number of managers, supervisors, facilitators, and workers hired and trained	• Official documents proving the hiring and training of CBE staff	• Availability of fund. • Quality of training.
Objective (3) Produce instructional materials within the national curriculum that suit the context of out-of-school children (See Curriculum Reform chapter).	• Improved underprivileged students' learning outcomes	• Underprivileged student achievement test results on MOE standard exams	• Develop the national curriculum. • Availability of expertise to design instructional materials for CBE. • Availability of funds.

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
Target/Output (1) Modify, produce, and distribute books (at an average rate of 10 books/child or at a cost of LE 69/child/year) over the five years of the plan, and as required by the number of schools established and operated under the plan.	• Number of distributed books	• Official documents of books' delivery	
Target/Output (2) Modify, produce, and distribute books to support the National Initiative for Girls' Education (at a rate of 10 books/child/year or a cost of LE 69 per child/year) during the five years of the plan.	• New instructional materials in CBE classes	• Supervisors' visits to CBE schools to make sure instructional materials are available and being used	
Objective (4) Provide school feeding program for all children enrolled in CBE institutions during the five years of the plan.	• Adequate nutrition delivered to CBE children regularly	• Official MOE documentation including regular reports on CBE nutrition delivery and consumption by CBE children	• Adequate funds. • Quality of food. • Suitability of nutrition to consumers' taste.
Target/Output (1) Provide meals locally to be distributed to all children in CBE institutions (estimated as 400,000 children) at a rate of 170 school days / year for the five years of the plan.	• CBE children favorably consume and show appeal towards CBE nutrition	• Evaluation study of consistent provision, rates of consumption, quality, and acceptance of the nutrition among CBE children	• Availability of funds. • Qualified evaluation teams. • Authentic information.
Objective (5) Develop an effective management system for CBE in the MOE.	• Existence of new structure for Community-Based Education management system within the MOE	• Evaluation study of all components of the CBE system	• Official approval of relevant ministries.
Target/Output (1) Develop organizational structure for CBE that includes marketing and fundraising functions at both central and decentralized levels.	• Organizational structure for CBE department at central level.	• Documents on new structure for CBE department • Documentation of contributions of NGOs, private sector	• Adequately qualified staff. • Adequate incentives for staff. • Adequate funds.
Target/Output (2) Mainstream the community schools and others CBE forms in MOE system to be similar to one classroom schools.	• Number of schools mainstreamed in MOE system	• MOE monitoring reports	• Coordination between MOE and UNICEF.

Chapter Twelve
Education for Special Groups - Children with Special Needs

Overall Goal:
Provide quality and equal educational opportunities and ensure inclusion of children with special needs in mainstream general education schools.

1. Introduction

Special Education has become an important area for human capital development of children with special needs or disabilities, as it prepares those who would otherwise be dependent to be self-reliant. In Egypt, Special Education is provided in special schools, special units attached to the mainstream general education schools and, more recently, through inclusive settings in mainstream general education schools. The demand for services for children with special needs at all levels in Egypt has increased as a result of the State's commitment to the Education for All (EFA) goals, creating an opportunity for a large number of children to enroll in existing general education schools and the 804 state-owned special education schools. The latter schools provide educational services to students with disabilities such as visual impairment, hearing impairment, learning difficulties, and poliomyelitis. However, these forms of special education schools and units only serve a limited number of children with special needs and in limited areas of need; they exclude other types of special needs, such as children with psychosocial differences, autism, multiple handicaps, specific hearing difficulties, and communication disorders. Hence, there is a re-emphasis on the education of children with special needs in the current National Strategic Plan.

2. Main Issues

The main issues relating to access, quality, and system management in the provision of education for children with special needs include a lack of reliable data on the number of children with special needs, estimated at some two million children in 2006(1). The limited capacity of special education schools has resulted in the exclusion of the overwhelming majority of school-age children with special needs/disabilities from access to educational services; less than 1.8 percent of these children receive appropriate educational services. The situation is made worse by the lack of clear guidelines on the implementation of an all-inclusive education policy within mainstream schools, compounded by the total lack of educational services for certain types of special needs children, such as those with multiple disabilities, cerebral palsy, and autism. In reality, only a few hundred children with mild disabilities are included in existing programs(2). Another major issue is the inability of the system to provide proper diagnosis of children already enrolled in mainstream schools, due to inadequate tools, mechanisms, and skills relevant to this purpose.

(1) Note that this estimate was derived simply by applying international norms to the size of the Egyptian school age population. It does not represent an attempt to actually inventory the number of special needs children.
(2) Mild disabilities include all types of physical disabilities, low vision, mild and moderate hearing impairments, mild intellectual disabilities and learning difficulties, such as dyslexic children and slow learners.

Thus, there are many children who still do not benefit from their schooling due to the lack of identification and appropriate support. This negative situation is compounded by a lack of curriculum and assessment tailored to learners with special needs.

There is a need to overcome the rigidity and inappropriateness of curriculum in particular in upper basic education grades-currently children with hearing or visual impairments are virtually denied access to further education beyond general basic education, since no schools cater to their specialized needs. Moreover, an inadequate capacity among basic education teachers to handle children with special needs, inadequate teaching and learning materials, and inadequate monitoring and supervision of special education programs exacerbate the situation. It is, therefore, an additional challenge to provide standardized monitoring and assessment system for children with special needs, and appropriate tools and devices, in addition to improving the quality of teaching methods, dealing with diversity and differences, and giving specialized support.

There is also a lack of appropriate infrastructure, facilities, and equipment, all of which make it difficult to include special education children in mainstream general education programs. There is also a need to build an inclusive and supportive environment, through the provisions of policies and legislation as well as physical and sensory accessibility in schools, and through improving the negative attitudes of certain officials, decision-makers, teachers, and some members of the community towards students with disabilities. These attitudes all have hindered the inclusion of special needs children in the mainstream general education system.

These issues are in line with research findings that identified major barriers to the provision of quality education for children with special needs in all educational contexts, including: (a) a lack of early identification and intervention services; (b) negative societal attitudes; (c) exclusionary policies and practices; (d) inadequate teacher training, particularly training of all regular teachers to teach children with diverse abilities; (e) inflexible curriculum and assessment procedures; (f) inadequate specialist support staff to assist teachers of special and regular classes; (g) lack of appropriate teaching equipment and devices; and (h) failure to make modifications to the school environment to make it fully accessible. These barriers can be overcome through policy, planning, and implementation of strategies and allocation of resources to include children and youth with special needs in all national health and education development initiatives.

3. Ongoing programs

The MOE is currently implementing measures aimed at improving the participation of children with special needs in education services. These measures have four main forms, as follows:

1. Full inclusion of a limited number of children, not exceeding a few hundred, who are benefiting from various successful pilot projects and who are included full-time in mainstream general education schools. Evidence provided from these projects shows that teaching methods were modified to cater and respond to the diverse abilities of children, and this was also positively reflected in the quality of education provided to all children in these pilot schools.
2. Partial inclusion of children with disabilities in some classes. For example, there are 495 students with hearing impairment in Cairo and Dagahliya who were integrated in 27 mainstream general education schools.

3. Integrated classes are units for special education located in mainstream general education schools (45 model classes physically integrated in 17 schools serving 229 students in Cairo, Alexandria, Menoufiya, Sharqiya, Damietta, South Sinai, and Matrouh).
4. Special Education Schools is the dominant model of education provision for children with special needs in Egypt, though the number served is still very limited: 36,808 children covering 1.8 percent of children at school-age with special needs. These schools include: 468 schools for children with learning difficulties (mental retardation); 88 schools for children with visual disability (blind and low vision); 232 schools for children with hearing disability (deaf and hard of hearing); and 23 classes for children with health conditions that require hospitalization.

At the same time, the Ministry of Health (MOH), and particularly the General Health Insurance Organization (GHIO), has piloted successfully a new national system for screening, referrals and diagnosis of people with disabilities. This National Scheme for Screening and Referrals, which is slated for scale up, will function through the Mother and Child Health Centers as well as through the 68 Mental Health and Disability Units established in various clinics in all governorates. These units are equipped with multi-disciplinary teams that potentially could be an asset for the success of the MOE's plan to provide quality education for children with special needs.

4. Policy Framework and Methodology

In view of the large number of children with special needs who do not have access to quality education, a decision was made to adopt a gradual plan of action towards the inclusion of ten percent (or 152,800 children) of children with special needs into mainstream general education schools. A limited number of schools will be targeted in the first year, while parallel preparatory plans for scale up will take place in the same year. Children with mild disabilities, such as physical disabilities, learning difficulties, slow learners or border line, visual impairments, and hard of hearing will be the main targets for inclusion. Gradually, more children with mild and moderate intellectual disabilities, as well as visual and hearing impairments, will be included. This move will be supported by legislations, policies, and regulations that will be modified or issued during the first year of the plan implementation. This inclusion process will be regularly monitored and evaluated for guidance and development.

Special education teachers will receive in-service training to develop their capacities to fulfill their new roles in supporting the included children. Efforts will also be exerted to guarantee physical and sensory accessibility to all children with disabilities in the targeted schools. These targeted schools will receive support in order to ensure the development of a single education system that will cater for the needs of all learners within an inclusive environment. In order to implement this approach, multi-level curriculum development will be a major component of this plan to ensure flexibility and adaptability according to the needs of individual learners. This approach would provide every child various placement options and would facilitate early access to education for all learners, but in particular the learners with special education needs.

Within this context, special education schools will gradually confine their services to serve the needs of children with severe, profound, and multiple types of disabilities who were not included during the implementation period of this plan. These schools will be strengthened and their qualities improved in many ways.

In summary, the overall methodology calls for:

- Provision for inclusion of children with special needs in mainstream general education schools;
- Provision of sustained professional development services (for teachers and special needs specialists);
- Curriculum adaptation to meet the needs of children included in the mainstream general education classes;
- Institutionalization of monitoring and evaluation of inclusion in mainstream general education classes;
- Modifying school buildings to ensure physical accessibility for children with special disabilities;
- Improvement of the quality of education in all existing special education schools and expanding their roles;
- Development of supportive national policies and legislations; and
- Raising awareness and building positive attitudes among the education and civil communities.

5. Program Presentation

Overall Goal:

Provide quality and equal educational opportunities and ensure inclusion of children with special needs in mainstream general education schools.

Strategy

As there are currently around two percent of children with special needs enrolled in special education schools or in mainstream general education schools, the strategy adopted is: (a) to include an additional ten percent, or a total of 152,800, of the estimated number of children with mild disabilities in mainstream basic education gradually over the five year plan period, distributed to schools in all districts (259 Idarras); and (b) to provide quality educational services essential for a smooth inclusion of these children in mainstream classes. These quality measures include: the provision of a resource room in each of the targeted schools, training of teachers of mainstream classes, provision of an assistant teacher for each 100 children with special needs included in mainstream education, implementation of a multi-level curriculum in the classroom, and establishment of a special assessment system to monitor the progress of the included children.

The strategy calls for improving quality in the existing 804 special education schools by concentrating on at least 50 percent of these schools during the five-year plan period. A needs assessment will first be conducted in a sample of these schools and specific measures to be taken will be identified based on the various aspects of needs in each type of these schools. At the same time, the MOE will enhance the capacity of at least 25 percent (200) of these schools to become resource centres for neighbouring mainstream schools that have taken on board children with special needs. This will be done by further building the capacity of the specialists in these schools in areas of Speech Therapy, Physiotherapy, and Family Counselling and providing the necessarily equipment and resources needed to aid the education of these children.

Inclusion of children with special needs, especially those with physical disabilities requires modification of current policies, legislation, and procedures regarding their admission and inclusion in schools, as well as physical modifications in buildings to ensure ease of access and movement inside the school. Hence, the MOE will focus on revising these regulations and will assist schools in making modifications to their buildings in accordance with the Disability Accessibility Code. This may also require updating and revision of the overall school construction code, which would be undertaken as a broader effort to improve this code.

Objectives and targets

Objective 12.1

Include ten percent of children with mild disabilities in mainstream basic education schools and improve the quality of provision.

Targets

12.1.1 Admit ten percent of all school-age learners with disabilities (152,800 children) gradually in 5040 mainstream basic education schools distributed across 259 local administrations (Idarras) by 2012.

12.1.2 Establish 5,040 resource rooms staffed by a specialist and equipped with teaching aids to be located in the targeted schools by 2012.

12.1.3 Provide training and professional development to 29,280 teachers and 981 social and psychological specialists in the mainstream basic education schools to better deal with diversity and differences by 2010/11.

12.1.4 Recruit and train 1,526 assistant teachers (with a quota of one assistant teacher per 100 children with disabilities) gradually by 2011/12.

12.1.5 Adapt and implement, whenever necessary, multi-level curriculum to meet learners' needs in the targeted 5,040 schools by 2011/12.

12.1.6 Establish an assessment system to monitor the progress made by children with special needs included in mainstream schools by 2010/11.

Objective 12.2

Improve quality of education in existing special education schools.

Targets

12.2.1 Improve the quality of 50 percent of special education schools (400) to ensure access of all children with special needs by 2012.

12.2.2 Develop appropriate programs for children with severe and multiple disabilities that could not be included in the mainstream basic education schools, and introduce the developed programs in 400 special education schools by 2010/11.

12.2.3 Convert 200 special education schools into Resource and Support Centers by 2009/10.

Objective 12.3

Establish supportive inclusive environment within mainstream basic education schools.

Targets

12.3.1 Review and modify all current policies, laws, legislations, and procedures regarding the education of children with special needs with a special focus on inclusive education by 2007/08.

12.3.2 Plan and implement public campaigns and awareness raising events targeting decision-makers, directors of education authorities, teachers, and the public regarding the inclusion of children with special needs by 2009/10.

Policy Matrix for Education for Children with Special Needs

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
12.1 Include ten percent of children with mild disabilities in mainstream basic education schools and improve the quality of provision.	12.1.1 Admit ten percent of all school-age learners with disabilities (152,800 children) gradually in 5,040 mainstream basic education schools distributed across 259 local administration (Idarras) by 2012.	12.1.1 (a) Form a committee (20 working days) of a group of specialists (including GAEB) to establish selection criteria of the targeted schools (5040) for inclusion of children with special needs by 2007/08.						• CCIMD • NCEEE • GASE • CDIST • NGOs • MSAD • MOF • GAEB
		12.1.1 (b) Form a committee (20 working days) of experts (including GAEB) to set the Egyptian architectural code for all new schools to be constructed and alter construction in already existing schools for inclusion by 2007/08.						
		12.1.1 (c) Set up inclusion admission criteria and procedures for the identification of types and degrees of special needs and/or disabilities by end of 2007/08.						
		12.1.1 (d) Integrate and implement plans for the inclusion of children with disabilities in current national plans of pre-primary education and basic education levels starting 2008/09.						
		12.1.1 (e) Implement child screening in collaboration with the 'National Health Insurance Organisation' in pre-primary classes and at admission to primary school starting 2008/09, in order to provide appropriate intervention for those who need it.						
	12.1.2 Establish 5,040 resource rooms staffed by a specialist and equipped with teaching aids to be located in the targeted schools by 2012.	12.1.2 (a) Develop guidelines on the establishment and role of resource rooms by 2008/09.						
		12.1.2 (b) Provide training to nominated teachers or specialists needed in the resource rooms (5040 persons) one for each school gradually by 2012.						
		12.1.2 (c) Equip the resource rooms with appropriate special education instructional materials and teaching aids gradually by 2012.						

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
	12.1.3 Provide training and professional development to 29,280 teachers and 981 social and psychological specialists in the mainstream basic education schools to better deal with diversity and differences by 2010/11.	12.1.3 (a) Develop training modules for teachers on dealing with diversity and differences, to be included in the general training scheme of teachers by 2007/08.						
		12.1.3 (b) Ensure that 29,280 teachers from the targeted 5,040 schools are included in the training scheme of teachers to be completed by 2010/11.						
		12.1.3 (c) Train 981 social and psychological specialists in the mainstream basic education schools to better deal with diversity by 2010/11.						
	12.1.4 Recruit and train 1,526 assistant teachers (quota of one assistant teacher per 100 children with disabilities) gradually by 2011/12.	12.1.4 (a) Recruit 1,526 assistant teachers to work with children in the mainstream basic education schools by 2011/12.						
		12.1.4 (b) Organise training programs for the assistant teachers to enable them to support the inclusion process by 2011/12, as follows: 100 teachers in 2007/08, 202 in 2008/09, 304 in 2009/10, 408 in 2010/11, and 512 in 2011/12.						
	12.1.5 Adapt and implement, whenever necessary, multi-level curriculum to meet learners' needs in the targeted 5,040 schools by 2011/12.	12.1.5 (a) Appoint five special education specialists to work with various national committees for curriculum development for basic education.						
	12.1.6 Establish an assessment system to monitor the progress made by children with special needs included in mainstream schools by 2010/11.	12.1.6 (a) Appoint five special education specialists to work with NCEEE to review existing assessment and examination methods and their suitability to children with special needs to be completed by 2009/10.						
		12.1.6 (b) Implement the new assessment criteria by 2010/11 (See M&E chapter).						

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
12.2 Improve quality of education in existing special education schools.	12.2.1 Improve the quality of 50 percent of special education schools (400) to ensure access of all children with special needs by 2011/12.	12.2.1 (a) Conduct institutional assessments in a sample of five percent of the special education schools (40 schools) to identify their strengths and training needs by 2007/08.						• The new structure of CCIMD • NCEEE • GASE • CDIST
		12.2.1 (b) Organise and provide training to the 400 schools on the needs assessment by 2008/09.						
		12.2.1 (c) Train 800 special needs education teachers (two from each school) as ToTs to design and implement school development plan by 2007/08.						
		12.2.1 (d) Locate high quality pre-primary classrooms in the targeted special education schools for children with severe and multiple disabilities by 2010/11.						
	12.2.2 Develop appropriate programs for children with severe and multiple disabilities that could not be included in the mainstream basic education schools, and introduce the developed programs in 400 special education schools by 2010/11.	12.2.2 (a) Design and implement appropriate learning programs for children with mild, severe and multiple disabilities, and provide the necessary support to implement these programs by 2010/11.						
		12.2.2 (b) Train teachers and specialists in (400) special education schools to enable them to meet the diverse needs of severe and multiple disabilities by 2009/10.						
		12.2.2 (c) Train 800 special education teachers (two from each school) on implementing the new curriculum in 2009/10.						
	12.2.3 Convert 200 special education schools into Resource and Support Centers by 2009/10.	12.2.3 (a) Train special education teachers to enable them to provide the needed specialized services (Speech Therapy, Physiotherapy, and Family Counselling) in the mainstream welcoming schools by 2009/10.						

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
12.3 Establish supportive inclusive environment within mainstream basic education schools.	12.3.1 Review and modify all current policies, laws, legislations, and procedures regarding the education of children with special needs with a special focus on inclusive education by 2007/08.	12.3.1 (a) Form a committee to review and modify current legislations, policies, and procedures regarding education of all children with disabilities and supporting the inclusion process by 2007/08.						• GES • GASE • GA of NGOs • GAEB
		12.3.1 (b) Issue the modified ministerial decrees, legislations and regulations upon approval by 2007/08.						
		12.3.1 (c) Develop and distribute manuals containing all laws, and decisions regulating the inclusion of children with special needs by 2007/08.						
	12.3.2 Plan and implement public campaigns and awareness raising events targeting decision makers, directors of education authorities, teachers, and the public regarding the inclusion of children with special needs by 2009/10.	12.3.2 (a) Develop and design materials for the media campaign and raising awareness programs.						
		12.3.2 (b) Organize and implement awareness meetings targeting local education authorities and supervisors through video conferences and through the media.						

Logframe for Children with Special Needs

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
Objective (1): Include ten percent of children with mild disabilities in mainstream basic education schools and improve the quality of provision.	• Increasing numbers of children in inclusion system	• Survey	• Allocated budget. • Culture change.
Target / Output (1) Admit ten percent of all school-age learners with disabilities (152,800 children) gradually in 5,040 mainstream basic education schools distributed across 259 local administration (Idarras) by 2012.	• 80 percent of the targeted group of children with disabilities (150,000) included in 5,000 mainstream schools by the end of the plan	• Criteria documents exist in all educational authorities • Data at school, local educational authorities, and central levels demonstrate the enrollment of children with disabilities in mainstream schools and KGs as scheduled and planned for	• Ministerial decisions regulating school admission issued before the beginning of the 2007/08 academic year (the preparatory level would take at least six months before the beginning of the academic year (school selection, issuing regulatory procedures, etc). This means the postponement of the whole plan for a year if the current national plan is not approved on time).
Target / Output (2) Establish 5,040 resource rooms staffed by a specialist and equipped with teaching aids to be located in the targeted schools by 2012.	• Number of resource rooms established	• Periodical reports on resource rooms	• Availability of budget.
Target / Output (3) Provide training and professional development to 29,280 teachers and 981 social and psychological specialists in the mainstream basic education schools to better deal with diversity and differences by 2010/11.	• Number of teachers trained	• Training outlines containing objectives, methodology, and assessment procedures • Training handouts • Results of training assessments and evaluations	• Availability of budget . • Training modules on diversity successfully developed. • Teachers receive the training as designed in the training modules. • Training is integrated in the general training schemes of teachers.

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
Target /Output (4) Recruit and train 1,526 assistant teachers (quota of one assistant teacher per 100 children with disabilities) gradually by 2011/12.	• Number of assistant teachers recruited as planned and received the needed training within the initial two months of their work • Each support teacher works at least with 50 children with disabilities	• List of recruited support teachers. • Handouts of training. • Training plans outlining objectives, methodology, and assessment approach. • Training reports.	• The needs of children with disabilities would exceed the time allocated to each child if the support teachers are not able to mobilize the local community and school resources.
Target /Output (5) Adapt and implement, whenever necessary, multi-level curriculum to meet learners' needs in the targeted 5,040 schools by 2011/12.	• Existence of a multi-level curriculum that meets the diversity of special needs children	• Meetings and workshops reports. • Documented models of curriculum adaptations. • Lesson plans demonstrating the curriculum adaptations.	• Changing teachers' value systems. • Multi-level programs designed, approved, and implemented.
Target /Output (6) Establish an assessment system to monitor the progress made by children with special needs included in mainstream schools by 2010/11.	• Assessment and examination systems become sensitive to the capacities and challenges resulting from the disability conditions	• Meetings and workshops reports. • Satisfaction of children with disabilities and their parents on the new approach to assessment and evaluation.	• A rigid examination system would continue and would be a main barrier towards the inclusion. • The assessment and exams system must be tailored according to the multi-level curriculum.
Objective (2) Improve quality of education in existing special education schools.	• Improved achievement of children in special education schools	• Supervisors' reports. • Examination results.	• Budget. • Culture.
Target /Output (1) Improve the quality of 50 percent of special education schools (400) to ensure access of all children with special needs by 2011/12.	• Number of improved special education schools	• List of schools that have been improved.	• School development plans are designed by school management solely without consultation or involvement of other stakeholders, particularly children and their parents.

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
			• Training programs on working with severe and multiple disabilities are devised and delivered to teachers of special education.
Target /Output (2) Develop appropriate programs for children with severe and multiple disabilities that could not be included in the mainstream basic education schools, and introduce the developed programs in 400 special education schools by 2010/11.	• Number of newly developed programs that are being used in special education schools	• Documentation of a standard approach to assessment implemented in all special education schools • Results of the assessment of each child documented and kept in files	• Budget.
Target /Output (3) Convert 200 special education schools into Resource and Support Centers by 2009/10.	• Number of converted schools	• Mainstream regular schools seek advice and support from special education schools • Management of mainstream and special education schools know about the services offered by the resource centers	• Staffs working in resource centers are capable and have the skills to train and support others. • Availability of budget needed.
Objective (3) Establish supportive inclusive environment within mainstream basic education schools.	• Participating of all stakeholders • Increased number of special needs children in mainstream basic education schools	• Workshops' reports • List of participating stakeholders	• Issuing ministerial decree to proceed.

Program Summary	Performance Indicators	Means of Verification	Critical Assumptions
Target /Output (1) Review and modify all current policies, laws, legislations, and procedures regarding the education of children with special needs with a special focus on inclusive education by 2007/08.	• Modified policies, legislations, and regulations	• File containing collection of modified legislations and regulations	• Ministerial decree.
Target /Output (2) Plan and implement public campaigns and awareness raising events targeting decision-makers, directors of education authorities, teachers, and the public regarding the inclusion of children with special needs by 2009/10.	• Number of workshops and other awareness events	• Documents on the results of different events	• Most of the suggested regulations are issued through Ministerial decisions and not incorporated in changes in laws and legislations.

Part IV

Budgeting and Implementation of the National Strategic Plan

Chapter 1

Cost and Financing of the Education Strategic Plan, 2007/08-2011/12

Chapter 2

Implementation of the National Strategic Plan

Chapter One
Cost and Financing of the Education Strategic Plan, 2007/08-2011/12

Comprehensive and realistic estimates of the costs of implementing the plan and an assessment of the sources of financing likely to be available to cover the costs are crucial components of all modern education plans all over the world. They provide essential information for planners and decision makers needed to: (i) set priorities; (ii) allocate the required financial resources as and when needed, for each year of the plan; and (iii) monitor plan implementation and adjust targets, priorities, and budgets in light of monitoring results. Well-founded cost and finance projections of the plan strengthen the position of the education sector when it competes with other sectors for limited public financial resources.

1. Education financing 2002 - 2006(1)

Education expenditure includes the expenditure of MOE, MOHE, and Al Azhar, the education-related expenditure of the governorates/Muddiriyas, expenditure of Al Azhar pre-university institutes, expenditure of public universities, non-university higher and middle institutes, the University of Al Azhar, and the expenditure of the general authorities affiliated to MOE, MOHE, and Al Azhar.

Education (pre-university and university) is the largest social expenditure sector in Egypt. Its share of total public expenditure was 16.2 percent in fiscal year (FY) 2002/03, 16.00 percent in 2004/05, and 12.6 percent in 2006/07. Over the past five years there has been a slight increase in education expenditure. The apparent decrease in 2006/07 is due to two changes in the composition of the Government budget: (i) as of FY 2005/06 the indirect subsidy to petroleum materials is included in the budget, resulting in a larger total budget which, in turn, resulted in a relative decrease of the share of education; (ii) also starting in 2005/06, public expenditure for Al Azhar pre-university education is considered as an activity of youth, culture, and religious affairs, and is therefore no longer included in the education budget. As a result, public education expenditure was reduced, resulting in a decrease of its share in total public expenditure. If these two changes in the composition of the public budget had not taken place, expenditure on education as a percentage of total public expenditure for FY 2005/2006 and 2006/2007 would have increased to 16.3 percent and 16.9 percent instead of 12 percent and 12.6 percent, respectively.

Expenditure on education as percentage of GDP would have increased for The FYs 2005/06 and 2006/07 to 4.6 percent and 4.5 percent instead of 4.2 percent and 4.1 percent, respectively. This level of education expenditure is higher than the average level of four percent in the G19(2) countries, but it is lower than the average of 5.7 percent of the OECD countries in the same fiscal years.

(1) The Strategic Education Plan covers all levels and types of public pre-university education. It does not include universities and other higher education activities. Unless otherwise indicated, for ease of reference this chapter uses the terms "education sector" or "education system"; however, they apply only to pre-university education.

(2) A group of 19 budget support donors/development partners that provide general budget support under the Memorandum of Understanding signed in 2004; this group is presently chaired by the Royal Netherlands.

Table (1): Government Expenditure on Education (Pre-university and University Education) Fiscal Years 2002/03 - 2006/07 (in recurrent prices)

	2002/2003	2003/2004	2004/2005	2005/2006[1]	2006/2007[1]
Total public expenditure (in LE million)	127,320	145,988	161,161	206,839	217,839
Annual growth	-	14.7%	10.4%	28.3%	5.3%
Expenditure on education (in LE million)	20.648	22.667	25,818	24,719	27,443
Annual growth	-	9.8%	13.9%	4.3%	11%
Expenditure on education as % of total public expenditure	16.2%	15.5%	16%	12%	12.6%
				16.3[2]	16.9[2]
Expenditure on education as % of GDP at market prices	4.9%	4.7%	4.8%	4.2%	4.1%
				4.6%[2]	4.5%[2]

Source: Ministry of Finance Statistics
[1] For details of the composition of education expenditure see second paragraph of this Chapter.
[2] Estimated based on the composition of education expenditure of previous years.

Government expenditure on pre-university education, i.e. for all levels and types of education, included in the Strategic Education Plan, has increased significantly over the past five years, by 38 percent, or about seven percent per year.

Effective application of the government policy of decentralization is reflected in the steadily increasing share of education expenditure by governorates/Muddiriyas (Table2), from about 70 percent of total education expenditure in 2000/01 to over 80 percent in 2006/07; a 16 percent increase. Up to 95 percent of the Governorate level expenditure is for salaries and wages. At the same time, the expenditure share of central administrative units, mainly the Ministry of Education, decreased by 25 percent, from 16.4 percent in 2000/01 to 12.4 percent in 2006/07. Part of the expenditure of the Ministry finances Governorate-level education inputs (textbooks) and activities (school feeding, maintenance). The expenditure share of general service authorities, such as the General Authority for Educational Buildings (GAEB), and the National Authority for Adult Education, decreased by almost 60 percent, from 13 percent in 2000/01 to 5.6 percent in 2006/07.

Table (3) shows that the share of wages and salaries in total sector expenditure has steadily increased, from 71 percent in 2000/01 to 83 percent in 2006/07. At the same time the share of other recurrent expenditure (mainly student-related and school operation-related expenditure) has declined to 12 percent in 2006/07. The decline of the capital expenditure share reflects the fact that the essential infrastructure for primary and preparatory education has been built, resulting in almost 100 percent primary and preparatory enrollment. Capital expenditure is now needed for natural, demographic driven enrollment growth (which is slowing down considerably) and for quality improvement.

Table (2): Pre-university Education Expenditure by Level of Administration 2000/01 to 2006/07

Fiscal Years	Total (in LE million, in recurrent prices)	Central Administrative units	Local Authorities (Governorates/ Muddiriyas)	Service Authorities
2000/2001 Final Account	12,670	16.4%	70.6%	13%
2001/2002 Final Account	14,359	14.5%	69%	16.4%
2002/2003 Final Account	15,662.4	14.5%	70.4%	15.1%
2004/2005 Final Account	17,789.3	14.9%	75.6%	9.5%
2005/2006 Expected	18,609.9	14.2%	77.7%	8.1%
2006/2007 Expected	19,788.0	12.4%	82%	5.6%

Source: Ministry of Finance Statistics

Table (3): Pre-university Education Expenditure by Type of Expenditure 2000/01 to 2006/07

Fiscal Years	Wages	Other Recurrent Expenditure	Total Recurrent Expenditure	Capital Expenditure
2000/2001 Final Account	71.1%	14.6%	85.7%	14.3%
2001/2002 Final Account	69%	13.8%	82.8%	17.2%
2002/2003 Final Account	70.6%	14.4%	85%	15%
2004/2005 Final Account	76.2%	14.9%	91.1%	8.9%
2005/2006 Expected	78.9%	12.8%	0.7%	8.3%
2006/2007 Estimated	83.2%	12.5%	95.7%	4.3%

Source: Ministry of Finance Statistics

The present public budget system of Egypt does not provide financial data by level of education or type of education activities (types of schools). For example, neither the budget nor the final accounts show how much of the budget is allocated to preschool, primary education, preparatory education, teacher training, etc. Sector budgets are not in the form of performance budgets and sector expenditure accounts are not results-based. These lacks represent serious obstacles for modern education planning and modern policy and plan implementation monitoring. They also render effective decentralization of authority and responsibility difficult, and do not strengthen active community participation in education delivery.

To overcome these obstacles to planning, the Policy and Strategic Planning Unit (PSPU) of the Ministry of Education has prepared an estimate of the distribution of recurrent public education expenditure by level of education, for 2004/05, which is the latest fiscal year for which final expenditure accounts are available. In addition, the PSPU estimated the recurrent budget allocation by level of education for 2005/06, based on the Government budget and selected governorate budgets. In order to obtain a basis for cost and finance projections for the Strategic Education Plan period 2007/08-2011/12, recurrent education expenditure items (for 2004/05) and recurrent budget items (for 2005/06) were grouped by principle purpose, into the three major recurrent expenditure groups of the analysis and projection model used for the Strategic Plan (i.e. the Egypt-ANPRO Model): wages (all personnel expenditures); student related expenditure (teaching-learning materials, school feeding, etc.); and school operation related expenditure (utilities, maintenance, teacher training).

Table (4) shows the results of the 2004/05 final accounts-based recurrent expenditure estimates by level of education. Table (5) shows the distribution of the 2005/06 recurrent education sector budget by level. Primary education accounts for the highest share, whereas its per pupil expenditure is about 65 percent of preparatory and secondary per pupil expenditure. For industrial , agricultural, and commercial secondary schools the share of personnel expenditure is relatively high, while the share of student and school related expenditure is relatively low, although this type of technical education requires high levels of specific technical inputs such as laboratories, workshops, and computer labs.

Table (4): Distribution of Pre-university Education Recurrent Expenditure by Level of Education and by Principle Purpose (based on final accounts of fiscal year 2004/05)

Education level/Principle purpose	Recurrent expenditure (LE million)		Distribution of recurrent expenditure by principal purpose			Recurrent Expenditure Per Student (LE)
			Wages	Student-related expenditure	School operation expenditure	
Primary	7,490.7	46.2%	79%	10%	11%	943
Preparatory	3,750.9	23.2%	79%	11%	10%	1,357
General secondary	1,666.6	10.3%	79%	11%	10%	1,389
Industrial secondary	1,422.4	8.8%	85%	5%	10%	1,358
Other [1] [2]	1,676.4	10.3%	—	—	—	—
All education levels	16,007.0	98.8%	81%	10%	9%	1,120
Sector management[2]	199.0	1.2%	—	—	—	—
Total [2]	16,206.0	100%	—	—	—	—

Source: MOE/PSPU estimate based on 2004/05 final accounts provided by the Ministry of Finance
[1] Preprimary, agricultural and commercial secondary, special education.
[2] Distribution by principal purpose not available.

Table (5): Distribution of Pre-university Education Recurrent Expenditure by Level of Education and by Principle Purpose (based on the budget of fiscal year 2005/06)

Education level/Principle purpose	Total recurrent expenditure (LE million)		Wages	Student-related expenditure	School operation expenditure	Recurrent expenditure per student (LE)
Pre-primary	306	1.7%	256	7	43	839
Primary	7,969	44.6%	6,368	775	826	986
One classroom schools	67	0.4%	59	—	8	875
Preparatory	4,093	22.9%	3,274	419	400	1,527
General secondary	1,828	10.2%	1,471	180	177	1,596
Industrial secondary	1,564	8.8%	1,340	78	146	1,582
Agricultural secondary	312	1.7%	251	31	30	1,397
Commercial secondary	858	4.8%	965	79	84	1,384
Special education	144	0.8%	102	29	13	3,977
Management	740	4.1%	740	—	—	—
Total	17,881	100%	14,556	1,598	1,727	1,253

Source: MOE/PSPU estimate based on 2005/2006 Government Budget.

Table 6 compares the enrollment share of each level in total enrollment with the expenditure shares. It shows that budget allocations put relatively higher emphasis on preparatory and secondary education than on primary education, which to a large extent is due to higher personnel and materials outlays for post-primary levels.

Table (6): Distribution of Pre-university Recurrent Education Expenditure and Distribution of Student enrollment by Level (in percent)

Level of Education	Relative distribution	
	Students	Recurrent expenditure
Pre-primary	2.3%	1.8%
Primary	55.6%	46.5%
One classroom schools	0.5%	0.4%
Preparatory	19.3%	23.9%
General secondary	8.4%	10.7%
Technical Industrial secondary	7.3%	9.1%
Technical Agricultural secondary	1.8%	1.8%
Technical Commercial secondary	4.6%	5.0%
Special education	0.2%	0.8%
Total	100%	100%

Source: MOE/PSPU estimate based on 2004/2005. Final accounts provided by Ministry of Finance and distribution of students in school year 2004/2005 (provided by MOE).

Despite Egypt's sustained efforts during recent years to maintain the share of education in government budgets and public expenditure, the educational impact is low, in terms of educational quality services that can be provided with the allocated budget, compared to other countries. The figures in Table (7) suggest that other countries, within a range of per capita GDP similar to that of Egypt, provide significantly more and higher quality education services per pupil, in terms of purchasing power for each LE spent on education. This gives rise to concern and invites the conclusion that the share of education in Egypt's public budget and expenditure will have to be raised significantly in the coming years.

Table (7): Average Public Expenditure Per Student in Egypt Compared with Other Countries (US Dollar, Purchasing Power Parity)

Country	Year	Pre-Primary	Primary	Preparatory	Secondary
Jordan	2004	797	846	859	856
Malaysia	2003	439	1,830	2,920	2,920
Peru	2004	427	454	639	639
Philippines	2003	64	500	504	512
Chile	2004	2,470	2,139	2,124	2,281
India	2003	82	368	375	1,182
G19 (WEI)	2003	707	1,066	1,119	1,275
OECD	2003	4,508	5,450	6,560	7,582
Egypt	2004/2005	372	282	405	394

Source: MOE/PSPU estimate for Egypt. UNESCO for all other countries.

2. Costs of Implementing the National Strategic Education Plan

The costs of implementing the Strategic Education Plan have been assessed by applying state-of-the-art analysis and projection methodology and tools. The principal tool is the Egypt-ANalysis and PROjectionModel, called the Egyptian -ANPRO- Model. This is an analysis and projection model which is an adaptation, based on the specific planning requirements of Egypt, of the ANPRO-Model of the UNESCO Handbook for Decentralized Education Planning(3). The Egyptian -ANPRO- Model was applied to make detailed projections of all essential quantitative components of the education sector, including the costs of implementing the plan and the financial resources required. It contains a great number of detailed, essential analysis and projection data which will be needed when it comes to drawing up national and decentralized implementation programs for the National Education Strategic Plan and to carrying out plan implementation monitoring. Annex III of the current plan document contains summary tables of the Model. The complete Egyptian -ANPRO- Model is available at MOE/PSPU.

(3) The Handbook was published in 2005 in English. The Handbook was published in early 2007 in Arabic, with support from USAID through Strategic AED and UNESCO through IIEP. The ANPRO-Model was adapted to suit the particular requirements of the preparation of the Education Strategic Plan. The adaptation was undertaken by an IIEP team of international experts, with cooperation from Egyptian experts and the MOE/PSPU.

The plan is comprehensive in terms of providing projections of student enrollment, student flow, and graduates for all types of schools: public, Al Azhar, and private. These data help to ensure that sector-wide educational and social policy goals and targets set by the Government are effectively being pursued during the plan period policy implementation. However, the cost and finance assessment and projections of the plan concerns public education only; i.e. education activities which are under MOE auspices (at central, governorate, district, and local level) and which are financed from public financial resources.

The plan comprises three groups of education activities, which together constitute Egypt's pre-university education system:

- The first group of activities comprises **everything that is required for the normal functioning of the three sub-sectors, or levels of education, covered by the plan:**
  (i) Preschool education; (ii) Basic education, which includes Primary and Preparatory Education; and (iii) Secondary Education, including general secondary and technical secondary education, the latter comprising industrial, agriculture, and commercial secondary education.

For each of these levels and types of education, the plan: (a) sets targets to be reached during the plan period; (b) identifies the activities that will be carried out so that the targets will be attained; (c) assesses the human and financial resources required in order to implement the activities; and (d) sets an implementation schedule for each activity.

Details concerning goals, targets, and activities of the three sub-sectors are explained in Part III: Chapter 8, Early Childhood Education; Chapter 9, Basic Education Reform; and Chapter 10, Modernization of Secondary Education.

Analysis and projections concerning this group of activities, i.e. for the three education levels included in the National Strategic Education Plan, were made using the Egyptian-ANPRO Model.

- The second group of activities includes **education-level related priority activities** in support of reform and development of a specific level of education, including surveys, studies, remedial programs, special teacher training, etc. These activities are in addition to the normal functioning of the level concerned. They are limited in time and scope. The cost details of these priority activities have been assessed and projected separately, outside the model. The total cost of these programs has been factored into the Model and thus taken into account for the projection of the financing requirements of each level of education.

- The third group comprises eight **Priority Programs** of a crosscutting nature, concerning more than one, often all, levels of education. The costs of these programs have been assessed and projected in details separately from the Egyptian-ANPRO Model. The aggregated cost projections (broken down by principal recurrent and capital cost categories) are factored into the model, which takes them into account for the projection of the financing requirements of each level of education. Details concerning goals, targets, and activities of the eight Priority Programs are explained in Part III: Chapter 1, Comprehensive Curriculum Reform and Instructional Technology Reform; Chapter 2, School Based Reform for Accreditation; Chapter

3, Human Resource and Professional Development; Chapter 4, Institutionalization of Decentralization; Chapter 5, Technology Development and Information System; Chapter 6, Monitoring and Evaluation; Chapter 11, Community Based Education for Girls and Out-of-school Children; and Chapter 12, Education for Special Groups - Children with Special Needs.

Tables of the expected costs during the five-year plan (2007/08 - 2011/12) have been produced.

Chapter Two
Implementation of the National Strategic Plan

1. Introduction

The National Education Strategic Plan 2007/08-2011/12 represents the underpinning and the keystone of all the efforts that aim at achieving high quality education in Egypt. It seeks to ensure better education for all children by shaping their personal growth and life chances and preparing them for success in their careers and/or other life endeavors. It also enhances the culture of the Egyptian people through strengthening values and attitudes and preparing youth for active citizenship. The National Education Strategic Plan identifies twelve priority programs and formulates precise targets for the coming five years; it specifies accurate activities to be implemented towards the progress of the plan. To succeed in achieving the national education goals, objectives, and targets, implementation of the plan must have a solid foundation. Therefore, The National Education Strategic Plan will be translated into decentralized governorate level education plans. Muddiriyas, Idarras, and schools will be empowered to implement the governorate level education plans.

There will be other supporting factors to assist the implementation of the plan. First, the essential supportive public opinion will be achieved through effective dissemination of the plan to enable learners, teachers, parents, and, indeed, all Egyptians, to realize the importance of the proposed changes. Second, a scheme of sector-wide support and a well-managed monitoring and evaluation system for plan implementation are essential. Third, ongoing professional development will be indispensable for the sustainability of the plan. Fourth, the flexibility of the plan and the ability to adapt to change is crucial in light of Egypt's ever-changing circumstances. Fifth, financial resources are obviously an important component of the plan since they facilitate the turning of expectations into reality. Sixth, the support of all development partners and broad-based political support pave the way for the smooth implementation of all the targets of the plan, as well as for ensuring their sustainability.

2. Dissemination and promotion of the plan

Effective dissemination of the benefits of the changes that the National Strategic Plan will offer learners, teachers, parents, and all Egyptian taxpayers is essential so that people will be aware and supportive of reform efforts. Audiences are different, so dissemination will need varied and differentiated strategies suitable to different stakeholders. The wide distribution of the plan documents is not enough; it must be followed up by using different communication channels (including meetings, seminars, and mass media). All such awareness-raising campaigns can help pave the way towards better understanding of the philosophy behind the proposed changes, the trade-offs inherent in planning, and the urgent need to have a systematic and accurate plan that can withstand even changes of political leaders and administrative staff.

3. Preparation of annual operational plans

Plan implementation will be organized in a flexible and decentralized way on the basis of Annual Operational Plans. These plans will be based on the program matrices presented in each program chapter of the

medium-term plan document. They will make the targets and activities described in the matrices more detailed and more specific, taking into account the different inputs (material, fiscal, and human) that will be available. They will assign clear responsibilities for the implementation and monitoring of each of the programs and program components to specific departments, divisions, or units in line with the new organizational structure established by the ongoing restructuring of the Ministry and the education management sector as a whole.

The preparation of Annual Operational Plans, by the different sectors of the Ministry should allow the entire staff to develop a common understanding of what is to be achieved each year and reinforce its commitment to obtain the expected results. The Annual Operational Plans will also serve as a guide for monitoring the plan implementation. Each year, a general review of the National Education Strategic Plan and quarterly reviews of the Operational Plans will be carried out in order to assess progress made and problems encountered during the time period under review. The results of these reviews will be taken into account to prepare the Operational Plans for the next year. In this way, feedback from the monitoring process will be fully incorporated into the annual forward planning process. At mid-term, the review will be broadened to examine the extent to which the medium-term plan may have to be adjusted, taking into account the short term achievements obtained. Finally, the Operational Plans should be used as the basis for preparing the annual budget in order to ensure full compatibility between the two and thereby facilitate efficient plan implementation. For the time being the budget system in Egypt is still item line based and the education sector budget does not foresee allocations by program or activity or even by level of education(1). However, the government has every intention of moving toward performance based budgeting system, which should greatly facilitate the challenge of building the necessary links between the yearly plan and budget preparation processes.

4. Rolling Out the National Strategic Plan at Governorate Level

The National Education Plan will come to life through actions in the governorates, and within the governorates at the levels of Muddiriyas, Idarras, and schools. The major policy goal of significant **quality** improvement of the teaching-learning process will be reached through action at these levels. The other major policy goal, **decentralization of the management of education**, will be reached by strengthening the authority, responsibility, and accountability of governorates, Muddiriyas, Idarras, and schools to better manage their education resources(2). Therefore, effective plan implementation will necessitate the full involvement of the decentralized levels of administration. This is especially important since the future management model envisaged by the Ministry will be based on delegation of management decisions and accountability to governorate education offices, Muddiriya level clusters and, through community partnership, to individual schools.

The National Education Strategic Plan should be translated into operational plans at MOE/HQ and at the governorate level: Muddiriya, Idarra, and local communities/schools. In other words, the first step to effectively implement the National Strategic Plan will consist of rolling it out into governorate education plans. For

(1) See Part IV, Chapter One: Cost and financing of the Strategic Plan.

(2) We recognize that decentralization is a means, not an end. That is, in true point of fact, it should facilitate the achievement of improved educational quality. However, given the political realities of Egypt, if decentralization is not stated as a goal, it is less likely to be achieved.

the governorates, the National Plan will serve as a reference for defining local priorities and targets. The main constraint for moving in this direction is the lack of technical capacity at the decentralized levels to prepare and monitor plans and at the central level to guide and oversee the decentralized planning process without micro-managing it. Otherwise, decentralization will be in name only. Therefore, capacity building at the centralized and decentralized levels is crucial. All governorate offices will be invited to prepare their own plans within the overall national plan framework and all will receive training and guidance in this respect. International experience indicates that this training must be ongoing and iterative, because until local officials have had to struggle with real decision-making, they are unlikely to be able to absorb training effectively.

Governorate operational educational plans will be drawn up strictly within the overall framework of the National Education Strategic Plan. This matching of frameworks at central and governorate levels will facilitate effective coordination of activities and resources and ensure that the combined impact of activities (programs and projects) will be stronger than the sum of the effect of individual ones. It will also help avoid skewed allocation of resources which might otherwise occur due to particular local level interests and also due to the fact that, as in the past, not all externally funded programs dovetail effectively with national or Governorate level priorities, which can result in demands to allocate national and local counterpart budget resources in directions that are not considered true priorities.

5. Management of Plan Implementation

Effective implementation of the National Education Strategic Plan requires a well-established organizational support structure and mechanism, with clear lines of responsibility, authority and accountability at central as well as at decentralized levels.

A. Plan implementation structures at the central level

A National Education Plan Implementation Committee (NEPIC), headed by the Minister of Education was established by the ministerial decree No. 286 on 29/8/2007. Program Implementation Teams (PITs) will be created, to take charge of implementing the different priority programs. The Policy and Strategic Planning Unit (PSPU) will be enhanced not only to achieve policy and planning functions but also technical support functions for monitoring implementation. A Partnership Committee (PC) will be set up, attached directly to the Minister of Education, in order to achieve coordination among partners of development, government, and MOE, as they implement the plan.

• National Educational Planning and Implementation Committee (NEPIC)

Structure and functions

A National Education Plan Implementation Committee (NEPIC), headed by the Minister of Education, will be technically supported by one main unit (PSPU) which will set up special working groups to this effect, as specified below. Under the coordination of the Minister of Education, the National Education Plan Implementation Committee (NEPIC) will include, among others, the chairpersons of the different Program Implementation Teams, as well as one or two representatives of directors of Muddiriyas and representatives of undersecretaries.

NEPIC will be responsible for overseeing the entire implementation process, making sure that both national and governorate level programs are fully supportive of the National Plan goals and targets. It will ensure that the National Education Plan serves as the conceptual framework for the development of the governorate education plans as well as for all centrally organized and operated education and sector management activities. As such, it will have an over-arching function.

The NEPIC will ensure that a scheme of sector-wide support and monitoring of National Education Plan implementation is in place within three months of the adoption of the National Education Strategic Plan. The NEPIC will further ensure adequate functioning of this scheme throughout the Plan implementation period.

The NEPIC will advise the education authorities at central and decentralized levels on how best to carry out the activities foreseen in the National Plan and to attain the Plan targets. It will facilitate the structural changes stipulated in the National Education Plan. It will help strengthen inter-linkages and cooperation between the different components of the education system and between the different units of MOE and governorate level. The NEPIC will, in particular, coordinate the surveys and studies foreseen under the Priority Programs of the National Plan in order to ensure coherence between them and cohesion among their conclusions and action proposals.

• The Program Implementation Teams (PITs)

For each of the twelve priority programs, a Program Implementation Team (PIT) will be formed. Each will be composed of selected representatives of the different sectors/departments directly involved in carrying out the corresponding program and chaired by the head of the sector/department which has the main responsibility for its implementation.

The main function of the PITs will be as follows:

- to ensure proper coordination between the different components and activities of each program;
- to prepare Annual Operational Plans with the technical support of the PSPU;
- to monitor the plan implementation through regular structured meetings; and
- to prepare quarterly reports on the program implementation, with the technical support of the PSPU.

In order to facilitate planning and monitoring tasks to be carried out by the PITs, one of the selected representatives for each program will be appointed as a Focal Person. The main role of the Focal Persons will be to act as the privileged contact person of the PSPU for the technical tasks to be performed by the PITs, and in particular, for preparing the operational plans, using the indicators to monitor the implementation process, and preparing the reports for submission to PSPU. The Focal Persons will be selected on the basis of precise criteria including having: the requisite authority within his or her position, the technical skills to deal with data, information and performance indicators, good communication skills, and the ability to coordinate the efforts regarding the plan implementation.

• The Policy and Strategic Planning Unit (PSPU)

Structure and functions

The Policy and Strategic Planning Unit (PSPU) will act as the technical arm of the NEPIC. It will include three working groups: the Strategic Planning Working Group (SPWG); the Implementation Support Working Group (ISWG); and the Implementation, Monitoring, and Evaluation Working Group (IMEWG).

The National Education Plan Implementation Committee will work through the PSPU to undertake its advisory and coordination function in a competent and timely way. This unit, which will report to the Committee, will be in charge of specific aspects of the Committee's responsibilities, such as monitoring, technical assistance, evaluation, prioritization, developing and guiding policy-making, and structuring the national strategic plan.

The three branches of the technical working groups will be as follows:

• Strategic Planning Working Group (SPWG)

SPWG has four main functions: Situation Analyses, setting up priority programs, working with the Analysis and Projection Model (ANPRO model)(3), and reviewing regulations.

This Group will:

- Provide the National Education Plan Implementation Committee with all information and proposals required to carry out the plan, as ascertained by the situation analyses, to ensure effective coordination of the implementation of all activities foreseen in the National Education Plan.
- Develop and ensure the application of a coherent planning approach, methodology, and tools throughout the country, at central level and for governorate level planning, based on the approach applied in the preparation of the National Strategic Education Plan. In addition, the group will develop instruments for preparing the implementation work plans for the activities foreseen in the National Plan under each Plan Objective.
- Make use of the different scenarios created through the ANPRO model, which produces reliable projections (both financial and otherwise) and suggest various alternatives in order to suit the needs according to the available resources. It is more possible now than ever before to produce reliable cost projections for proposed education reform programs for the different levels. Currently, it is possible for any project to obtain a considerable part of cost and finance estimates directly from the data produced by the ANPRO model.
- Review on a continuing basis the existing rules and regulations to be improved and revised as necessary in addition to setting up a supportive, enabling regulatory framework for effective implementation of the

(3) See Part IV, Chapter 1, Cost and Finance, for more details on the ANPRO model.

education reform concepts embedded in the National Education Strategic Plan. The review will give special consideration to those regulations that hamper and those that facilitate coordination and collaboration within and among the different levels and units of the education system. The regulatory framework will support decentralization of education sector management. In this respect, the implementation of the National Education Strategic Plan will provide a useful testing ground for a decentralized comprehensive approach to public sector management for the Egyptian government as a whole.

- **Implementation Support Working Group (ISWG)**

The ISWG has three functions, namely, technical support for governorates, technical support for the central Ministry, and coordination of donors' ongoing projects.

This Group will:

- Provide organizational and methodological advice and technical assistance to central and governorate level actors in charge of implementing the National Education Plan. Its tasks include the organization, preparation, and application of a capacity building program which aims at:
  (i) assisting all governorates to prepare their education plans, and in a learning-by-doing approach, to build modern education planning capacity; and (ii) assisting MOE Departments and affiliated authorities (such as GAEB and NCEEE) to strengthen their capacity in modern education planning.
- Provide and maintain active coordination with donors, ongoing projects to ensure that all efforts are coordinated effectively with the National Strategic Plan.

- **Implementation Monitoring and Evaluation Working Group (IMEWG)**

Functions:

IMEWG has two functions: Analysis, Evaluation and Monitoring, and issuing quarterly and annual implementation progress reports.

This Group will:

- Assess and analyze the impact and effectiveness of the activities carried out under each Plan Objective. In other words, it will tackle the assessment of implementation activities. The scope of its tasks will include in particular the activities carried out under the three fundamental plan goals: School-Based Reform, Comprehensive Curriculum and Instructional Technology Reform, and Human Resources and Professional Development; as well as the programs under Plan Goal Modernization of the Management and Functioning of the Education Sector, which includes, ICT, M&E, Decentralization, and Construction. The group will bring together existing information and the results of the studies and surveys conducted under the different plan objectives. It will conduct evaluations and formulate recommendations for additional fact-finding and analysis needed while also ensuring wide dissemination of its findings.
- Manage the process of monitoring annual progress towards the achievement of the National Plan goals and targets, nationally as well as at governorate level. The group will develop progress indicators suitable to Egypt. It will produce information on progress achieved and on problems encountered, and it will suggest

solutions to address them. On the basis of the reports produced by the PITs and governorates and of other inputs as needed, it will prepare and disseminate implementation progress reports quarterly and annually. It will submit reports to the Minister of Education at regular intervals, in time to feed into the preparation of five-year socio-economic development plans and medium-term public investment plans. Moreover, a limited set of performance indicators will be identified that will allow assessment of progress and results obtained on the basis of objective criteria. Special care will be taken to make sure that all indicators are commonly agreed upon by the different stakeholders and development partners in order to ensure smooth coordination and cooperation. The identification of indicators will be accompanied by the preparation of special monitoring guidelines and tools. These will be made available to the different actors involved in order to ensure coherence of monitoring reports and facilitate consolidation at the system level. The set of performance indicators will be identified and operationalized based on a reliable Education Management Information System (EMIS) which will be re-enforced at the central and decentralized level to be used in planning and monitoring.

B. Plan implementation structures at governorate level

Each governorate will be supported to establish similar organizational structures to those at the national level. Therefore, each governorate should set up a Governorate Educational Planning and Implementation Committee (GEPIC). This committee will be responsible for monitoring and implementation of the Strategic Plan at the governorate level (Muddiriya, Idarra, and schools). The GEPIC will maintain and adhere to strong coordination with the NEPIC.

The GEPIC will execute its tasks through a Technical Unit similar to the one at the National Level PSPU, entitled the Governorate Policy & Strategic Planning Unit (GPSPU). The governorate structure will form several working groups to achieve the functions needed such as preparing implementation and operational plans based on the National Strategic Plan, implementation of the governorate plan, and monitoring and evaluation of the plan implementation.

The GPSPU will work closely and in coordination with the PSPU and will issue Progress Reports quarterly and annually.

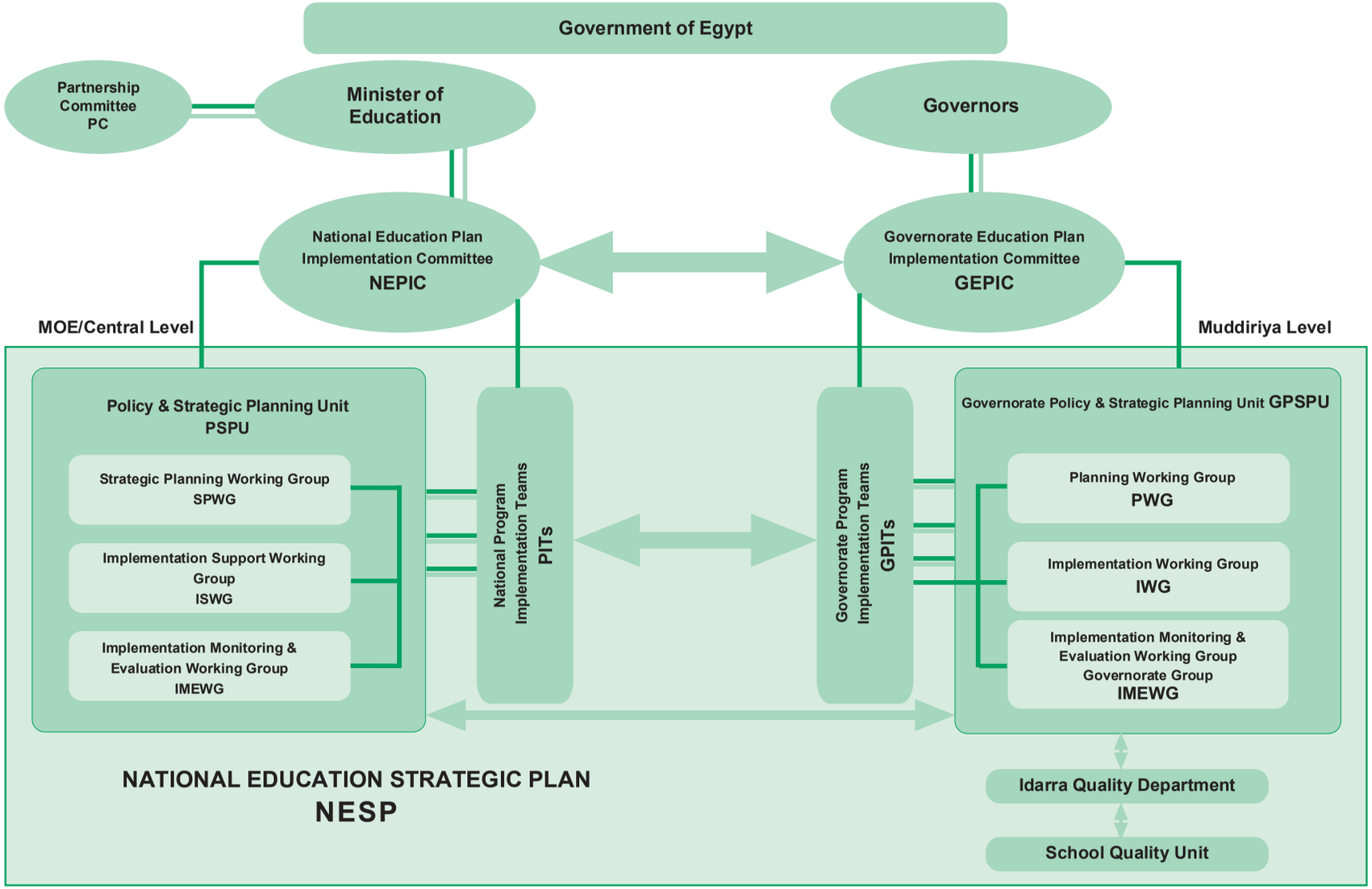
Following the practice at the central level, Governorate Program Implementation Teams (GPITs) will be established and will be in charge of implementing and monitoring Priority Programs which will have been identified as part of the Governorate Education Strategic Plan.

Figure (1) portrays the Organization Structure of MOE Planning and Implementation. It is clear that there will be two levels-MOE/HQ Level and Muddiriya level-and both of the two levels are in a flat relationship rather than a hierarchical one. The diagram also shows the levels of Idarras which work within the structure represented by the Quality Department. It also shows the school level which works throughout the School Based Quality and Training Unit (SQTU).

6. Capacity building

The Ministry of Education intends to carry out an intensive program of capacity building for modern education planning at central and governorate (Muddiriya) levels at the start of the implementation of the National

Figure (1): Organization Structure of Educational Planning & Implementation



Education Strategic Plan. The development of technical and management capacities at both levels will require simultaneous training and the use of the strategic planning process as a capacity building tool. Recently, good progress has been made in capacity building, but it needs further systematic reinforcement. In order to enhance that goal, there are certain priority tasks that must be fulfilled:

- Continue strengthening capacities of central level planning units.
- Develop technical skills of staff in charge of planning at the governorate level.
- Disperse and support basic planning skills within regular Ministry administrations and centers.

7. Cost and finance

Effective implementation of the 2007/08 - 2011/12 National Education Strategic Plan is a major challenge that the government of Egypt is firmly determined to meet. Governorates, too, appear determined to take on new responsibilities, a position which is critical to the success of the plan, as the true empowerment of both Idarra and school level administrators and stakeholders are critical to achieving the goals. There is a clear understanding of the financial requirements and the sources of funding likely to be available. Each chapter related to the priority programs is supported by a financial sheet to provide a realistic basis for the ambitions expressed in each program chapter.

8. International Cooperation

The current, comprehensive National Strategic Education Plan is intended to be the sole means of implementing the Government's policy for Egypt's Pre-University Education Sector (thus, it is separate from, though requiring coordination with, Higher Education). It is therefore expected that all external partners, including those who provide funding for education (whether direct aid for education activities or channeled through targeted budget support modalities) and those who provide technical assistance, will act within this framework and orient all of their support toward implementation of the National Education Strategic Plan. This will require ever more effective coordination among the external partners, and between them and the Government.

Consequently the consultation of international and national development partners will be an essential part of the monitoring process. Such consultation will be achieved throughout the year, through regular meetings of the Partnership Committee. Furthermore, toward the end of each fiscal year, a formal Annual Review Meeting will be set up, to which all stakeholders (including donors, NGOs, civil society representatives, and representatives of decentralized levels of management) will be invited. This meeting will offer an annual opportunity to take stock, to jointly assess achievements and shortcomings of the plan implementation, and to agree on improvement to be made in order the reach to the development objectives and targets put forward by the Strategic Plan.

Through regional cooperation and exchanges, based on its experience with the preparation of the National Education Strategic Plan, the Ministry of Education will participate in and contribute to the modernization of education planning in the region.

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National Strategic Plan
For Pre-University Education
Reform in Egypt

2007/08 – 2011/12

Preliminary Note
and Executive Summary

I. Preliminary Note

1. Approach to Planning for Reform
2. National Strategic Plan’s Design Phases
3. National Strategic Plan’s Major Features
4. Educational Principles Observed in Designing the National Strategic Plan
5. Critical Assumptions for National Strategic Plan Success

I. Preliminary Note

This preliminary note reviews certain technical issues relating directly to the Ministry of Education's strategic planning approach, which rests on cumulative historical experience. One particular example of such experience is the design of an annual national plan for the "Education for All" Initiative of the UNESCO (Dakar Framework – 2000). However, this National Strategic Plan for Education Reform represents a paradigm shift, not only in work scope and Level of Effort but also in its very approach to education reform. The National Strategic Plan has been associated with a wider circle of national aspirations, including the electoral program of President Mubarak – 2005. It provides a proactive, rather than reactive, instrument to Egypt's entry into the era of knowledge economy and competitiveness. This is why the plan is goal-oriented and inclusive of all aspects of the educational process, including inputs, outputs, system efficiency, teacher model, and educational leadership, among others.

Following is an overview of the National Strategic Plan approach, phases, general features, philosophy, and critical assumptions:

I. Approach to Planning for Reform

To accomplish this present plan, the following approaches/principles were established:

- Participatory Approach, involving all the stakeholders (e.g. policy makers at the central level, educational directorates/districts, schools, faculties of education, civil society, other competent ministries, and international development community).
- Sector-wide Approach, studying the current situation across all sectors and at all levels (i.e. Bottom-Up and Top-Down).
- Knowledge-based Approach, relying on precise, properly validated data and careful analysis of the current situation in pre-university education.
- International – National Experience Continuum, together with the other international development agencies working in Egypt, IIEP of the UNESCO has been instrumental in building the capacities of our national teams.
- Skills Development and Institutional Support: Learning by doing throughout the entire planning process has been the major principle governing the efforts exerted by the national teams. As a result, leadership training is just a feature of the strong support provided to our institutions.

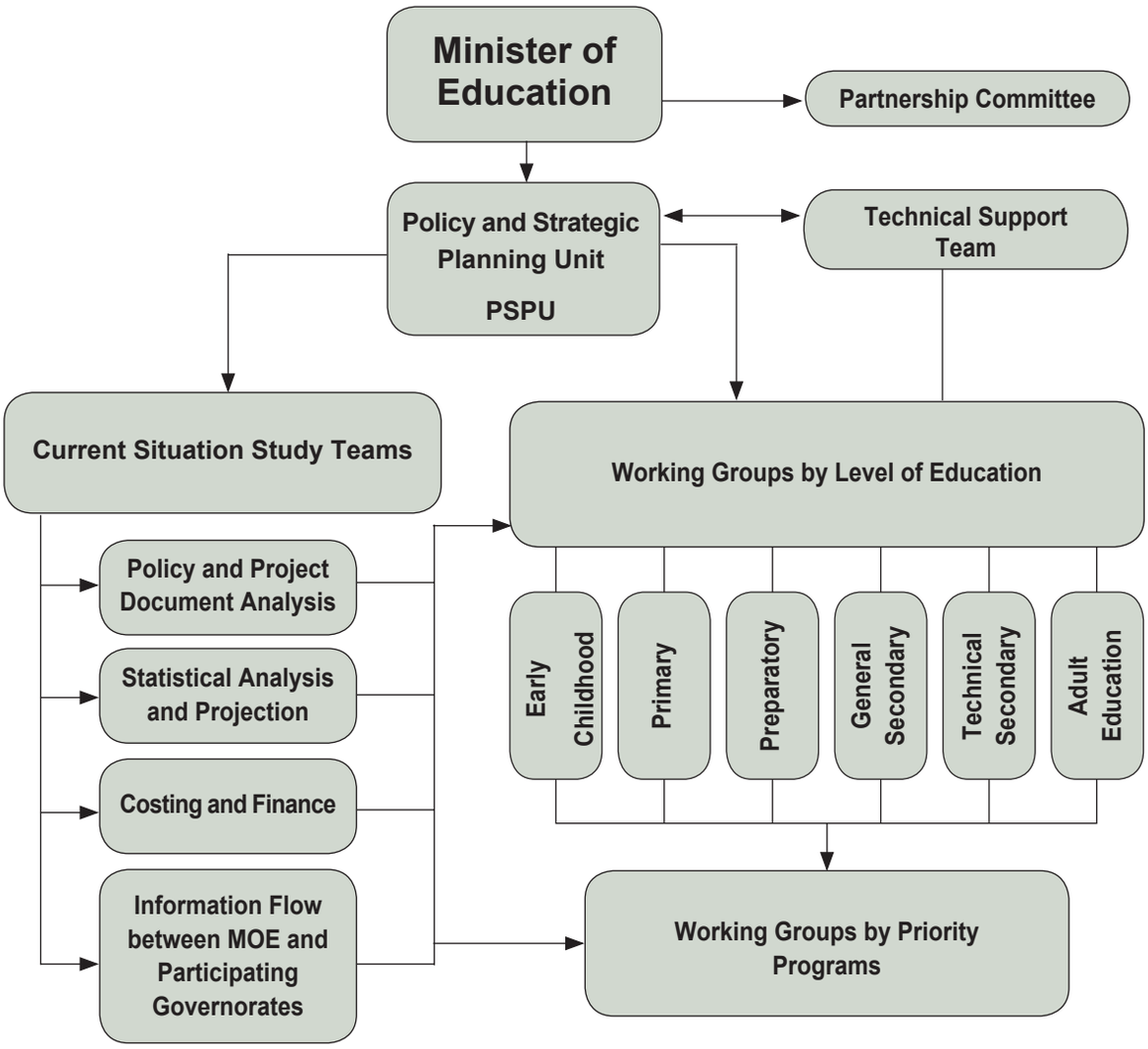
II. National Strategic Plan's Design Phases

The National Strategic Plan for Education Reform (2007/08 – 2011/2012) is the fruit of the following efforts:

1. Building a "General Framework for Future Educational Policies" in March 2006. It identified MOE's vision and mission statements, together with key values, principles, and directions for the future. It also set certain policy objectives, namely quality, system efficiency, equitable access, institutionalized decentralization, and quality for all.

2. Establishing the PSPU within MOE: The Unit has been entrusted with the task of transforming the above-mentioned conceptual framework into a tangible national strategic plan to realize the above-cited objectives. Figure (1) illustrates the structure and functions of the PSPU and explains its operational relationships, starting with assessment studies, including base-line, and ending up with priority programs.

Figure (1): PSPU's Organizational Structure



3. Analysis of Current Situation in the five levels of pre-university education, with the intent of monitoring the challenges and identifying the issues (i.e. strengths, weaknesses, opportunities, etc.). This process was of a particular importance to the phrasing of the general and operational objectives and the setting of quantifiable targets. It resulted in the production of five basic files, precisely analyzing the current situation across Egypt's pre-university education systems (see Annex 2).

The current situation analysis was conducted according to the following scheme:

- Compiling, validating, and analyzing the available data and statistics according to the internationally-accepted indicators;
- Studying the domestic reports published by the official or semi-official organizations, as well as those published by the competent international agencies; and
- Organizing numerous intensive meetings with stakeholder groups, created purposely from inside and outside the educational system.

The analysis has always envisaged, for the sake of policy formulation, certain vantage points, namely the electoral program announced by President Mubarak, GOE statement at the People's Assembly (the Egyptian Parliament) for the realization of that program (2005), policy papers discussed by the National Democratic Party (NDP) during its annual conferences (2002-2006), recommendations of the People's Assembly, Shoura Council, National Specialized Councils, other academic bodies, Egypt's obligations stipulated in the international agreements, historical experience, and the successful practices of the Egyptian Ministry of Education.

4. Constructing the Egyptian Analysis and Projection Model (E-ANPRO): The ANPRO Model is an international model designed originally by the UNESCO and employed by various countries for the purpose of strategic planning. Egypt adopted the model in recognition of its precision and efficiency, but adapted it to the Egyptian context in terms of logical and mathematical relationships. The PSPU got those changes approved by the IIEP of the UNESCO. The model has been utilized for all the variables, including cost and finance (see Annex 3 for detailed data and projections).

5. Determining and Designing Priority Programs: Based on quantitative and qualitative analysis of the current situation and guided by the vision, mission, values, and objectives, twelve coherent reform programs have been designed in light of the **three pivotal themes: quality assurance, system efficiency, and equitable access to pre-university education.** Those are:

1) Comprehensive reform of curriculum and integration of ICTs;
2) School-based reform, with a view to predisposing the Egyptian public schools for accreditation;
3) Upgrading human resource base, including professional development;
4) Institutionalization of decentralization;
5) Technological development and information systems (EMIS & SMS);
6) Modernizing M&E systems;
7) Developing school construction and maintenance;
8) Developing Early Childhood level;
9) Reforming Basic Education;
10) Modernizing Secondary Education (general and technical);
11) Community-based education, for girls, dropouts, and out-of-school children; and
12) Education and inclusion of the children with special needs.

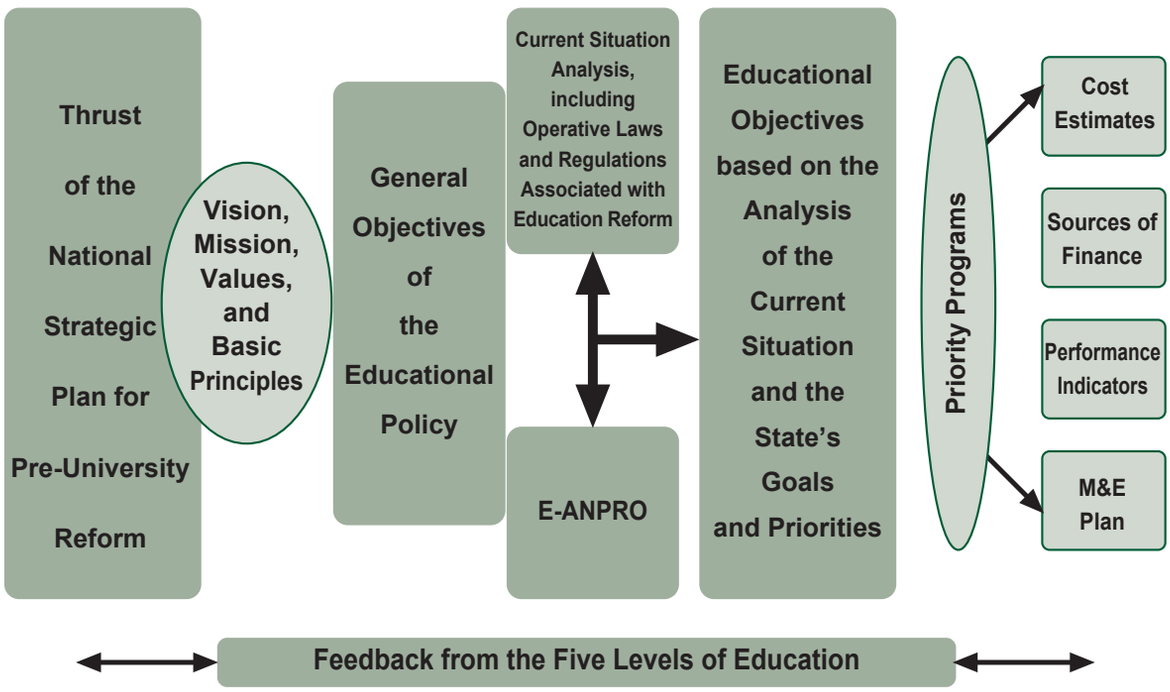
6. Analyzing Previous Budgets and Making Projections for the Future: This step was undertaken in light of cost estimates of each individual program using E-ANPRO Model.

7. Establishing National Strategic Plan's Implementation Systems, Performance Indicators, and M&E Modalities:

This final step was intended to facilitate plan implementation, define roles and responsibilities (who is responsible for doing what), follow-up with the progress, and evaluate performance at all levels according to a specific timeline that follows the fiscal year.

Figure (2) illustrates the National Strategic Plan's structure, phases of design, pivotal themes of action, and logical relationships among its components.

Figure (2): National Strategic Plan's Structure



III. National Strategic Plan's Major Features

1. Decentralization
2. Quality
3. Comprehensiveness and Integration
4. Compliance with International Agreements
5. Program-based Resource Allocation

1. Decentralization

Decentralization is a major feature of continual public sector reform. Within the state's general trend, MOE is attempting to make education the prime service sector to institutionalize decentralization.

National Strategic Plan seeks to increase devolution of administrative functions and responsibilities from the central to the other lower administrative levels, down to the school, being the focal unit of reform efforts.

National Strategic Plan objectives can only be attained through pertinent actions taken at local levels. In other words, the only way for the Plan to succeed is to translate it into carefully-tailored local educational plans. It is, therefore, imperative for governorates to work out their own plans for decentralized implementation. To do so, they are required to adjust the National Strategic Plan objectives to their own local needs through decentralized planning processes.

The National Strategic Plan incorporates national goals that apply to the state as a coherent whole. It also implies objectives for each individual educational sub-sector. However, the strategy team underlines the fact that national objectives are but national averages summarizing the diversity of situations and conditions at the governorate level. Differences do exist, not only in the educational state of affairs but also in the reforms to take shape in the future. The team also calls upon governorates to use the National Strategic Plan as a guideline in formulating their own plans, so as not to lose sight of the national objective and policies.

This will eventually require role re-definition from the central level and all the way down to the school level. Program No. 4 **(Institutionalization of Decentralization)** clearly defines the roles and responsibilities at each level, so that decentralization is gradually institutionalized during the plan implementation.

2. Quality

The national effort is currently dedicated to improving the quality of education. This particular National Education Strategic Plan (NESP) considers "improved quality of public education" a major policy objective. The twelve priority programs provide strong evidence of such an assertion. **School-based Reform Program** is the heart of the whole body of the set of programs. The school is, indeed, the action and change unit. It is the arena where quality manifests itself. The National Strategic Plan is, therefore, a gateway to move with the Egyptian education from the classical to the modern system, reflecting the new world trends, methods, ICTs, evaluation, teacher's professionalism, HR development, leadership pattern, and system efficiency. **But emphasis on quality is equally correlated to equitable access to education. As such, the National Strategic Plan is an instrument for the state to achieve social justice, alleviate poverty, and promote social mobility and community participation, including partnership with private and cooperative sectors and civil society.**

3. Comprehensiveness and Integration

Quality cannot be achieved separately nor in isolation from the other related variables, such as incentive, regulatory, and accountability systems. Those are critical assumptions for the realization of educational reform, without which such efforts cannot bear fruition, regardless of their magnitude.

This feature manifests itself in Programs No. 2 and 6 (School-based Reform and M&E), as well as Program No. 3: **Human Resources and Professional Development,** which includes the new Cadre Law and the establishment of Teachers' Professional Academy.

4. Compliance with International Covenants and Initiatives

There exists a consensus around a number of international initiatives, some of which are directly focused on education, while others are closely associated with it. In the field of the environment, the "Tokyo Protocol" is an initiative with an educational dimension that acquired a great deal of unanimity. The MDGs, Growth and Poverty Reduction Strategy are other examples of initiatives closely associated with education. In the immediate field of education, the "EFA, Dakar -2000," the United Nations Initiative for "Girls Education," and Child Rights Treaty are few examples of initiatives focused directly on education.

The National Strategic Plan has, in all its components, mirrored the objectives of those initiatives and treaties, since Egypt is an active member of the world community abiding by such initiatives and covenants which support global progress.

5. Program-based Resource Allocation

National Strategic Plan for pre-university reform is a medium-term plan (2007/08 – 2011/12). Its overall cost has been calculated on the basis of programs and, as such, requires new forms of resource allocation. Medium Term Expenditure Framework (MTEF) is one of those appropriate forms of resource allocation, i.e. program-based budgets for a specific number of years (normally three years), contrary to the classical one-year budget. The Plan has specified the requirements for program budgeting, in terms of detailed estimates for each component and cost of implementing the related activities. This may be especially suitable for Ministry of Finance's trend to shift from the traditional financial division budgeting. Of course, the National Strategic Plan is flexible enough to adapt, during a transitional period of one to two years, to any form of resource allocation (traditional or otherwise) during the shift to performance-based budgeting.

The central and local educational authorities will soon work together to manage and allocate resources. Education plans will be inputs to the local MTEF, which will, in turn, affect the annual budget. The budget will not be the one and only tool for resource allocation, since the MTEF will be prepared within the local education plans. The MTEF is considered a tool to commit resources to the long term local education plans, to be funded from the corresponding annual budgets[1].

Budgetary support, being targeted, is intended to help realize the National Strategic Plan's set objectives. For example, equitable access to and improved quality of primary education could be designed as a special program and budget. This program implies all the related activities and budgetary outlays, including teacher training and employment, school construction and equipment, and provisioning of supplies and other inputs to teachers and students alike. The budget will be allocated for the program in a separate line item (or complete budgetary section).

(1) Decentralized Planning of Education, UNESCO 2005; the Arabic version of this publication has been sponsored and published by the Education Reform Program, Egypt, 2007.

IV. Educational Principles Observed in Designing the National Strategic Plan

The National Strategic Plan rested in a set of fundamental concepts and principles which functioned as philosophical vectors, steering the planning process. Those are:

1. Every Student is Capable of Learning in a High Quality Educational Setting

High quality education is the essence of reform. The National Strategic Plan is established on a firm belief that all the children are capable of attaining the highest possible level of learning, regardless of poverty, ethnic group, or religious beliefs. Therefore, this present plan seeks to support all the children in realizing the highest possible learning levels, and its outcomes are measured by performance-based evaluation systems or standardized national and international tests.

If provided with a proper educational setting and learning atmosphere, all the children are capable of achieving the highest possible learning outcomes.

2. Enhancing the Quality of Education inside the Classroom and Promoting Non-Traditional Ways of Teaching and Learning

This principle is clearly manifested in Program No. **1: Comprehensive Curriculum and Instructional Technology Reform**, and Program No. **3: Human Resources and Professional Development.** It particularly requires the following to be ensured:

- Restoring to the school director the original function of an educator, in addition to the administrative dimension of his/her post. His/ her prime responsibility is to help improve the teaching and learning process in the classrooms. As an educational leadership, the school director, together with the teaching and support staff, is accountable for the school's academic achievement.

- Continual training, coaching, and mentoring for teachers, with a view to improving their teaching methods. Therefore, professional development is the core of Program 3 of the National Strategic Plan.

- Improving content presentation techniques, starting with the textbook down to teacher's applications. To this end, the integration of ICTs and choreography is fast becoming crucial to teaching and learning and is a salient feature of the National Strategic Plan.

- Providing well-performing teachers, through BoTs, with wider opportunities to apply varied pedagogical models so as to promote creative diversity among learners. In this context, critical thinking and creative approaches must be encouraged.

3. Establishing the Culture of Ongoing Evaluation and Assessment, based on Clear Standards for both Teachers and Students

This principle requires sustained development of student performance so as to reach the national and international standards and to establish a comprehensive assessment system. The ongoing assessment culture is the only way to verify the attainment of the required standards by all the students. Therefore, the National Strategic Plan underscores the significance of bequeathing the teachers such skills needed to efficiently use continual and comprehensive assessment techniques. The ongoing assessment is meant to prove that all students have reached the required learning outcomes. In the event that one or more students lacked a skill, remedial procedures must be applied at school to ensure acquisition of all the needed skills.

The inculcation of continual assessment culture necessitates to be accompanied by another principle, namely accountability. The two principles require a transparent working environment that enables the student to know what is expected of him/her in different situations, academic or otherwise, at school.

This working environment should also enable the teacher to appreciate what is expected of him/ her towards the students, i.e. what he/ she is supposed to teach, what standards to use, and on which scale to evaluate.

4. Clear Responsibility at Workplace, based on Genuine Partnership with the Stakeholders

The National Strategic Plan (2007/08 – 2011/12) rests on a strong belief that, in order for any action to succeed, there should be a champion to lead it and to ensure genuine partnership with the stakeholders. The latter should dedicate ample time to co-manage and evaluate the planned work so as to realize reform objectives.

Partners must agree to the set objectives. If, for example, the objective is to promote the right of each child to excel, at least 50 percent of the partners must agree on commitment to excellence, in what could be likened to a "social contract." **A clearly-defined responsibility and wider partnership generate a sense of ownership. The success of a school, as an educational institution, hinges on the partners' sense of ownership, within a framework of responsibility and accountability.** Therefore, the school-based reform program upholds the principle of school-based management and **good governance** through BOTs and local community participation.

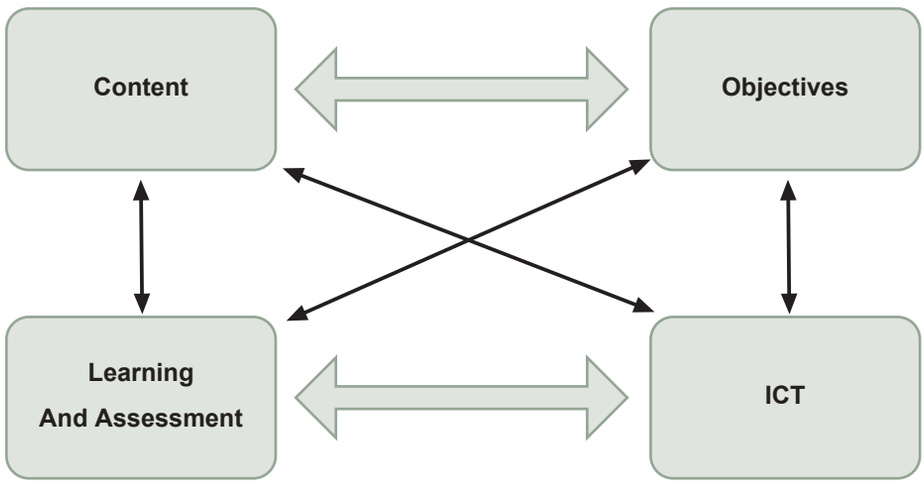
5. Creating a Coherent Structure for Each Education-Related Action

The National Strategic Plan provides a clearly-structured framework for education reform. **By structure here, we mean coherent components and efforts, designed to attain specific objective(s).** In other words, successful reform is a function of an integrated structure where each part supports the other.

This principle expresses itself well in the efforts being exerted by MOE to reform education in the first three grades of the primary level. The following elements are now in a state of structured coherent interaction inside the primary school classrooms:

- Education objectives;
- Content;
- Active learning;
- Comprehensive assessment; and
- Use of ICTs.

Figure (3) Coherent Pedagogical Structures inside Classrooms



Those elements constitute a coherent whole inside the classroom, and are used to achieve one objective, i.e. provide learners with the psychological aptitude, cognitive abilities, and skills to read, write, do simple arithmetic operations, and practice active learning and creative thinking. This is but one example that attests to the concept of this principle.

The fact that the programs constitute one matrix is, by itself, good evidence of the significance of this integrated coherent concept, which is a critical assumption for the success of the National Strategic Plan and a crucial component of the philosophy behind it.

6. Creating a Supportive Social Environment at School, for Students and Teachers alike

The crux of this principle is to pay greater attention to the low-performing and the underprivileged children. It also means that special attention should be given to the schools located in poor areas. Such a social support is indeed important to reduce dropout rates.

The National Strategic Plan is established on a firm belief that remedial programs are not sufficient by themselves. A supportive and inclusive social environment is needed to complement the remedial effort. Therefore, the Ministry of Education encourages various forms of cooperation with the Ministry of Social Solidarity in its programs to support poor households to improve poor children's enrollment and retention in the school system. Involvement of the local community and promotion of community participation,

promoted by the National Strategic Plan, are the off-shoots of this principle. Community participation is the basic safeguard for the continuity of such a supportive social set-up at school; and is, as such, a critical assumption for the National Strategic Plan success. A supportive social environment also observes the concept of "full inclusion" of the children with special needs. The National Strategic Plan's Program 12 attends carefully to those aspects.

Teachers' supportive environment is attainable through social welfare programs, improved economic conditions, and sustainable professional development. The new Cadre Law provides transparent basis, linking teachers' economic level to professional performance. The Teachers' Professional Academy's founding Law mandates it to enhance professionalism of both teachers and school leadership. School directors, who are supposed to have possessed distinct leadership skills, are called upon to make the teachers' supportive environment a major objective of school-based reform, in view of the fact that it constitutes a salient feature of the National Standards for Education.

V. Critical Assumptions for National Strategic Plan Success

In order for the National Strategic Plan (2007/08 – 2011/12) to be successfully implemented, all national efforts should come together to achieve the following:

1. **Change-friendly Culture,** to move from a traditional educational model which, for many years, promoted rote learning to a model that associates Egypt with a broader future by promoting critical thinking and creative approaches to problem-solving. This paradigm shift requires supportive media to vouch for change.

2. **Economic Support to Meet the Funding Challenge.** This, indeed, is a shared responsibility. Education is no longer a sole responsibility of the government, but an entire societal undertaking. Therefore, an all-out support is expected. In addition to the state's budget, the business community and civil society are invited to stretch a helping hand. The private and cooperative sectors should assume a greater share in education.

3. **Wider Community Participation,** with a view to a) promoting a sense of ownership; and b) creating social solidarity to rise up to the socio-cultural and financial challenges and foster citizenship values inside the educational set up and beyond.

4. **Institutionalized Decentralization,** including role re-definition at all the administrative stratums within the educational system, i.e. from the central level down to the school. The concept includes academic, administrative, and financial dimensions. Within their new roles and responsibilities, the local levels must assume an effective role in educational reform. A structured and gradual shift to decentralization will certainly ensure success of the new educational paradigm which seeks to enhance the individual's ability to carve his way in life and be a good citizen. It should also help establish novel levels of accountability and civil society participation in reform.

II. Executive Summary

1. Rationale

2. The Vision for the Ministry

3. The Mission for the Ministry

4. Key Principles and Values

5. The Main Documentary References of the Plan

6. Structure of the Plan

7. The Twelve Priority Programs

8. Goals and Objectives of the Twelve Priority Programs

9. Performance Indicators of Strategic Plan Implementation

II. Executive Summary

First: Rationale

With this document, the Egyptian Ministry of Education (MOE) presents its National Strategic Plan, 2007-2012, to ensure a modern pre-university education system which promotes the sustainable growth of the economy and consolidates democracy and freedom, as well as a successful dialogue and competition with other countries in an era of knowledge-based economies and globalization.

This Strategic Plan represents the culmination of the several important attempts made in the past to engage all stakeholders (including teachers, education managers, parents, pupils, NGOs, communities, academics, and intellectuals) to share in the reform process in order to establish an inclusive dialogue and nurture good faith among the various parties.

This document has been produced through an exhaustive effort and a broad participatory approach, which included various national experts and teams, allied ministries, and representatives from governorates whose work has been consolidated through the Policy and Strategic Planning Unit (PSPU/MOE). Experience of experts from the International Institute for Educational Planning (IIEP/UNESCO) and support of international development partners have also been utilized. The plan has been structured by a clear vision and mission of the MOE, with the intention to achieve high quality education for all Egyptian children according to national and international standards.

Second: The Vision for the Ministry

The Ministry of Education in Egypt is committed to reform the pre-university education system in Egypt, in order to promote equity and serve as an innovative model in the region, through: (1) providing high quality education for all, as a basic human right; (2) preparing all children and youth for healthy and enlightened citizenship in a knowledge-based society, under a new social contract based on democracy, freedom, and social justice; and (3) adopting a decentralized educational system that enhances community participation, good governance, and effective management at the school level as well as at all administrative levels.

Third: The Mission for the Ministry

The Ministry of Education fosters equal opportunities for all Egyptian students to realize quality education that empowers them to become creative, life-long learners who are tolerant critical thinkers with strong values and a wide range of skills for active citizenship and dynamic participation in an ever-changing global society.

Fourth: Key Principles and Values

The key principles and values upon which this strategic plan is based are: social justice, excellence, student and school empowerment, human development, citizenship, creativity, participation, public-private partnership, tolerance, enhancing civil society and co-operative sector, democracy, accountability and transparency, and decentralization.

In compliance with its mission, the MOE developed three fundamental policy goals which have been identified as priorities within the reform process.

The three fundamental policy goals of the plan

1- Ensure high levels of quality education performance;

2- Ensure efficient system of management, effective community participation, and decentralization; and

3- Ensure equal education access for all.

Fifth: The Main Documentary References of the Plan

- The election program of President Mubarak, 2005;
- The cabinet mandate at the People's Assembly, 2005;
- Policy Strategic Papers: the National Democratic Party, Education Committee;
- The National Framework for Education Policies in Egypt, Ministry of Education, March 2006;
- Historical experiences and best practices in education in Egypt;
- National studies and reports;
- International initiatives and agreements: the National Plans for EFA goals (2004) and MDGs (2005); and
- International studies and reports (WB, UNESCO, UNICEF, EU, etc.)

Sixth: Structure of the Plan

The plan contains four major parts, each of which is discussed in brief below.

Part One: "Current Situation" describes the current geographic, economic, political, and social contexts of contemporary Egyptian life. It demonstrates that the current government is committed to decentralization and sees the education sector as the test bed for decentralization in all government sectors. This part includes a summary of the Human Development Index (2006), which shows the progress made by Egypt from 1975 through 2004. While doing so, it makes clear the centrality of education to human development. This part outlines the strengths and weaknesses of the pre-university education system in Egypt and the possible actions which could be taken to enhance the strengths and eliminate the weaknesses. The pre-university education system consists of three levels: primary, preparatory, and secondary. Basic education, which comprises nine years (a six-year primary and a three-year preparatory level), is intended to include all children aged 6-14. Basic education is compulsory and has been guaranteed as a right of every citizen under the Egyptian Constitution. Secondary education, which generally comprises three years, is divided into general and technical, with some technical education schools having a five-year system.

Part one deals also with the Situation Analysis of the Education Sector Performance (2000-2006). Since the early 1990s, President Mubarak has inaugurated a sustained education initiative which made education a top priority in Egypt. Concerted efforts have been made to ensure equal opportunities for education for all children in Egypt. Those efforts resulted in a 240 percent increase in the education budget during the 1990s. A total of 14,000 schools were built between 1992/93 and 2005/06. This number is more than twice the number of schools that were built in the preceding 110 years (now approximately 40,000 schools are operating). This growth in schools was accompanied by an increase in enrollment in basic education for both boys and, especially, girls. Since 2000, the concept of quality in education has crystallized with the publication, in 2003, of the National Standards for Education in Egypt.

The plan is based on a paradigm shift in pre-university education with a main focus on quality issues.

Part Two: "The Way Forward" emphasizes three key areas of the plan, i.e. the quality of education, the innovation of education delivery mechanisms, and the need to continue to bridge education gaps for girls and in economically disadvantaged areas and overcrowded urban areas. This part develops a framework and principles on which the reform process will be conducted to achieve Egypt's mission and realize the vision of quality education for all as a basic human right. It also demonstrates the Egyptian version of the ANPRO Model, which was developed in reflection of Egypt's current situation, to make use of different scenarios created through this model. The model produces reliable projections (financial and statistical) and suggests various alternatives in order to suit user and situational needs based on the available resources.

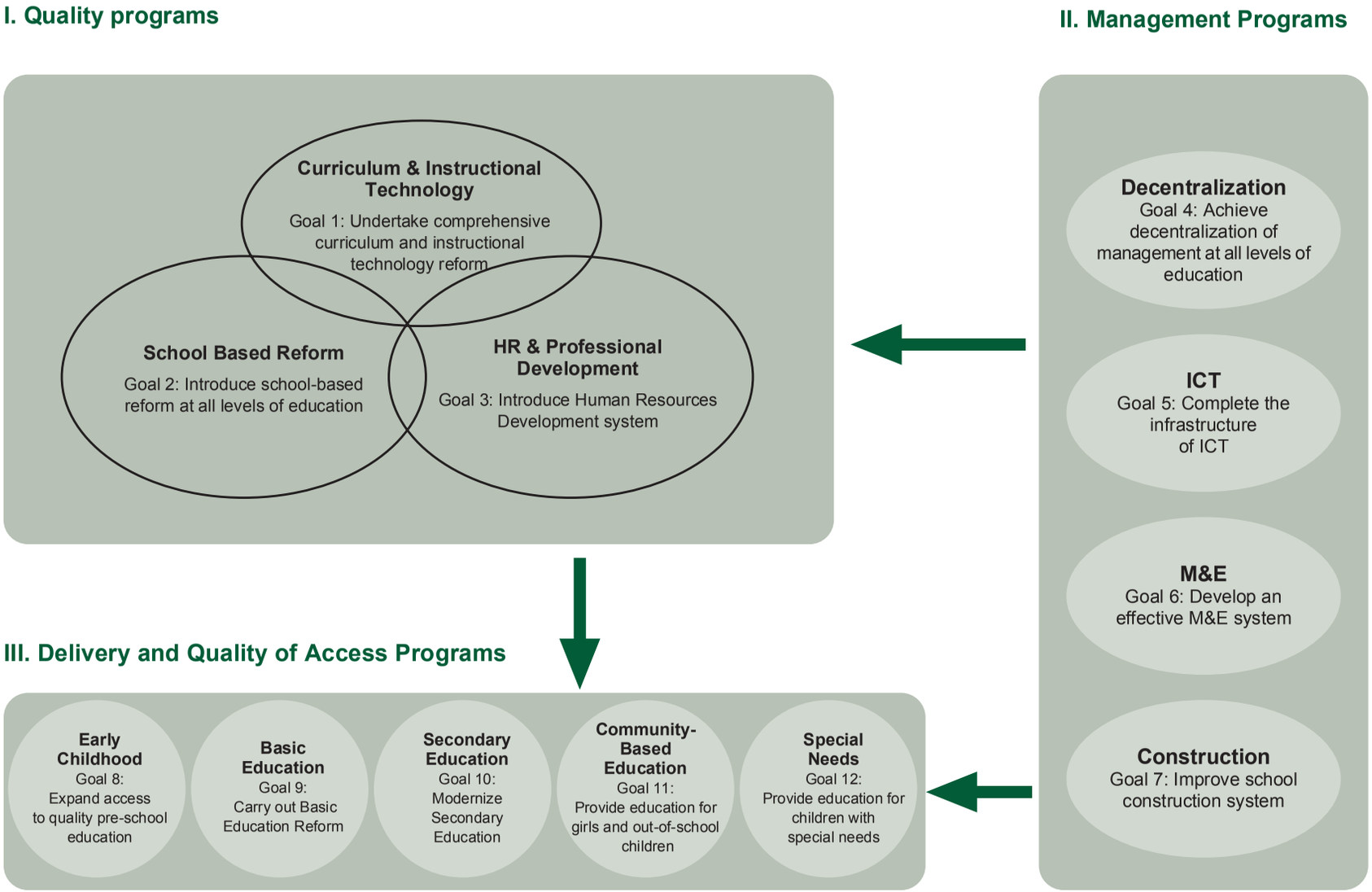
Part Three: "Priority Programs" identifies 12 priority programs which need to be addressed as part of the pre-university educational reform process in Egypt. Descriptions of these programs include discussions of the strengths and weaknesses in the education system, which were extracted from the narrative description of each respective priority program (see Annex 2). The program descriptions indicate possible actions designed to enhance the strengths and eliminate the weaknesses. These actions are summarized in two separate matrices for each priority program: (a) the policy matrix, which includes objectives, targets, sequence of activities, and timelines for implementation; and (b) the logical framework matrix, which includes performance indicators, means of verification, and critical assumptions.

Part Four: "Budgeting and Implementation of the Plan" contains details of the financing and implementation of the plan. Plan implementation will be organized in a flexible way, on the basis of Annual Operational Plans. A general annual review of the National Education Strategic Plan, as well as quarterly reviews of the Operational Plans, will be carried out in order to assess progress made and problems encountered during the time period under review. A National Education Plan Implementation Committee (NEPIC) has been set up by the Minister of Education and will be supported by PSPU. It is clearly stated that if the National Strategic Education Plan is to succeed, it has to be translated into governorate education plans. The implementation of the National Strategic Plan at the decentralized level will be undertaken by transposing the Plan into the governorate context. In order to undertake the extended planning task required at the governorate level, governorate planning capacity will be strengthened by establishing a Governorate Educational Planning and Implementation Committee (GEPIC), which will be responsible for monitoring and implementation of the Strategic Plan at the Governorate level (Muddiriya, Idarra, and schools).

Seventh: The Twelve Priority Programs

The twelve Priority Programs that are included in the National Strategic Plan 2007/2008 – 2011/2012 are classified into three groups; the first group is Quality Programs. It consists of three programs with School Based Reform as the core program in this group, and Curriculum Reform and Human Resource Development as supportive programs that will ensure the success of School Based Reform. The second group is System Support and Management Programs, which provide technical support for system reform. This group includes the following four programs: Institutionalization of Decentralization, ICT for Management, Modernization of Monitoring and Evaluation System, and School Construction. The third group is level based programs,which are centered on levels of schooling. They are: Early Childhood Education, Basic Education, Modernization of Secondary Education, Education for Girls and Out-of-School Children, and Children with Special Needs. These programs are inter-related and complementing to achieve the planned paradigm shift in the Egyptian Education. By adopting school based reform, Egypt is shifting from an input-driven development approach to comprehensive reform, namely the school level, which also supports the overall policy of decentralization.

Figure (4) Programs of the Strategic Plan



Eighth: Goals and Objectives of the Twelve Priority Programs

The twelve Priority Programs of the Strategic Plan are expected to have positive outcomes and impacts on the education system during the coming five years.

1. Comprehensive Curriculum and Instructional Technology Reform

The overall goal of this program is to enhance the quality of the curricula, instructional technology, and teaching methodology for all students in all levels (Early Childhood, Primary, Preparatory, and Secondary) and maximize the use of such technology to achieve high quality education. The program objectives are: (1) introduce a modern standard-based curriculum and syllabus; (2) develop and produce blueprint and/or guidelines for the new textbooks and instructional materials in line with the new developed curriculum; (3) enhance instruction of Arabic language; (4) enhance the performance of staff for implementing the new curriculum; (5) develop the process of textbook authoring; (6) improve the efficiency of procurement procedures, printing, and delivery of textbooks; (7) restructure the CCIMD; and (8) develop a professional cadre of curriculum and instructional materials design.

The plan sees the implementation of the national standards and performance indicators for curriculum as the essential way of ensuring equity of learning opportunities for all students. The curriculum reform plan also highlights the issues which will need to be addressed:

- a new curriculum framework;
- scientific preparation of textbooks and teachers' guides through new publishing and delivery mechanisms;
- book piloting before scaled-up implementation, and the establishment of links between teacher training and follow-up in the classrooms;
- new teaching methods and learning styles inside the classroom, which aim to:
  - build up a variety of contexts able to generate links to other fields related to the subject matter studied;
  - promote diversity in approaches to problem-solving;
  - organize diverse learning activities;
  - build up learning sequences; and
  - enable exploration of concepts studied;
- new assessment procedures based on performance indicators and benchmarks;
- new skills required for teachers;
- new school management culture;
- participation of all stakeholders in the planning and delivery of education;
- a coherent, decentralized plan for continuous teacher training (using a cascade model) and an integrated monitoring and evaluation system; and
- development and implementation of the National Standardized Test (NST) for the purpose of monitoring learning achievement and aptitudes and providing feedback on various elements of the educational system and process.

2. School-Based Reform, Accreditation, and Accountability

The plan calls for establishing systems whereby a school is recognized as the heart of any reform process. The adoption of a **performance-based approach** will ensure that all staff, regardless of their positions, are accountable for the work for which they have been assigned. An important issue will be the use of work targets to motivate staff at all levels in the school to deliver better quality education services to the community. The school-based reform depends also on **good governance and effective partnership**. The main theme of this program is to support schools to fulfill all the requirements for accreditation through the relevant authorities.

- Educational processes within governmental and private institutions are to be promoted. This is done through standards to measure the structures, systems, educational programs, staff performance, resources, and management methods in these institutions.
- Comprehensive evaluation for these institutions is to be carried out, followed by accreditation. Self-assessment is also supported.
- Competition among educational institutions is to be encouraged so as to raise both the quality of education and performance levels.

The overall goal of school-based reform is to cultivate a paradigm shift in management of the educational enterprise at the school level. The program objectives are: (1) prepare schools to ensure quality and readiness for accreditation; (2) prepare schools to practice school based management; (3) ensure good governance through community participation and stakeholders; and (4) ensure school buildings, spaces, equipment, and resources that are conducive to authentic pedagogy.

3. Human Resources and Professional Development (HRD/PD)

The third angle for achieving quality under this plan is the establishment of a Human Resources and Professional Development system. This new system would improve the employees' standards in light of national and international competitiveness by providing them with opportunities to become more skillful, motivated, and able to respond flexibly to new challenges and opportunities.

The overall goal of this program is to establish professional development management systems, effective incentives, and career ladders to provide and improve qualified teachers and administrators. The programs objectives are: (1) set up an up-to-date decentralized HR system; (2) detect, attract, and train promising administrative leaders; (3) develop a system for the preparation of qualified cadre based on the needs of the strategic plan; (4) implement teachers' new cadre according to five promotion levels; and (5) establish a professional academy for teachers.

The plan suggests that the HRD/PD strategy will concentrate on:

- The establishment of a Teachers' Academy to issue licenses for the teaching profession;
- Capacity building of a new training sector within the new HRD/PD system;
- The establishment of a new training system for educators, especially on new curricula, for all levels of education;
- The strengthening of distance training; and
- Training directed to the actual needs of individuals as scheduled in the plan.

4. Institutionalization of Decentralization

Decentralization of the education sector is a key issue in the plan, whose implementation is intended to ensure expanded participation and increased effectiveness of stakeholders at the planning stage as well as during their subsequent implementation. Accordingly, the plan calls for consultation with other line ministries (MSAD and MOF) and support from national and international agencies to devolve authority, responsibility, and accountability for education governance to governorate education offices (Muddiriyas, Idarras and schools).

The plan emphasizes that the successful realization of the school autonomy involves changes to be made to some parts of the legislation. This will involve changing legislations to allow new practices and procedures to be implemented and supported, as the current legislations do not encourage parents or school directors to take the initiative to improve the conditions in their schools.

The overall goal of this program is to support the institutional capacity of the educational system to achieve systems efficiency, effectiveness, and institutionalization of decentralization. The program objectives are summarized as follows: (1) support the institutional capacity of the MOE in decision-making, public relations, and evaluation; (2) restructure/merge the supportive authorities, entities, and centers; (3) support training centers in governorates; (4) support school-based management; (5) develop an administrative supervision system; (6) support school administrative authority; (7) increase the effectiveness to implement laws and decisions; (8) support the institutional capacity of the MOE in financial and administrative affairs; and (9) develop an institutional system for financial decentralization at school that links budget to performance.

5. Technological Development and Information Systems (EMIS and SMS)

Improving the quality of the education system requires adequate data to facilitate the development and implementation of the formulated policies and procedures. EMIS does not just provide data for statistical analysis by a computer; it is a tool for conceptual research to support decision-making mechanisms. The plan aims at empowering people at different levels in the education system to: have access to a valid system of data; manipulate the data reliably; consider the information collected as institutional property and, therefore, place it at the service of the system.

The overall goal of the program is to develop and install the ICT infrastructure and technical support needed to implement and sustain modern pedagogy and effective education management and planning, while the objectives are summarized as follows: (1) modernize and strengthen the technology infrastructure in all schools; (2) activate the role of information system management in the educational process; (3) support the best use of technology in distance learning and training; (4) build capacity in ICT domain; and (5) merge different technology departments in one sector to achieve unity and efficiency.

6. Establishing a Monitoring and Evaluation System

Within the overall framework of the education reform, the M&E component will involve the establishment of an independent system to evaluate the performance of all educational entities. Monitoring and evaluation reports produced by this system will then be disseminated to and discussed with all stakeholders.

The overall goal of this program is to develop an integrated and effective system for monitoring and evaluating all aspects of educational process at all levels, while the objectives are summarized as follows: (1) monitor and evaluate learners' growth and performance in light of achievement indicators; (2) monitor and evaluate school performance according to the effective school indicators; (3) monitor and evaluate administrative and financial systems at all levels; (4) restructure the monitoring and evaluation system; and (5) support the institutional capacity of the NCEEE.

7. School Construction

The overall goal of this program is to build the required number of classrooms and achieve the decentralization of school construction and maintenance systems to ensure equality of access and quality, while the objectives are summarized as follows: (1) design schools according to specific standards; (2) improve the school building planning procedures; (3) improve decentralization through a mechanism for site selection, school construction, and maintenance; (4) set up a plan to manage school construction at decentralized level; (5) establish a system to engage private and public sectors in the school construction process; and (6) decentralize the school construction system across the entire cycle.

An important feature of the reform process adopted in this strategic plan is to move towards decentralization in all aspects of education, including the school construction process. In light of this, it is important to reconsider all factors influencing efficiency of school construction (location, design, and construction activities) and explore alternative systems for school construction, and maintenance, involving identification of new roles and responsibilities at central, governorate, and community levels.

8. Early Childhood Education

Provide quality education for children (four to five years) to reach 60 percent gross enrollment rate (GER) by the end of the plan through: (1) enhancing the quality of the educational process; and (2) developing an early childhood management system.

9. Basic Education Reform

Establish universal enrollment in basic education to reach a GER of 100 percent by the end of the plan through: (1) enhancing quality of pupils' life in basic education; (2) developing a basic education flexible curricula and instructional materials in light of the national standards; (3) completing the ongoing modernization of pedagogical methods and assessment; (4) solving the problem of teachers' shortage and uneven deployment; and (5) developing societal awareness of the basic education reform.

10- Modernization of Secondary Education

Modernize the secondary education and reach a balance in the enrollment in general and technical secondary education by the end of the plan through: (1) transforming general and technical secondary education systems into an open system based on current global trends; (2) modernizing the secondary education curriculum; (3) achieving pedagogical paradigm shift; (4) enhancing the quality of secondary education students; (5) providing professional development for secondary teachers; (6) building the institutional capacity of secondary education schools; (7) improving the general secondary education certification system; (8) improving the examination and assessment system of the technical secondary education; (9) integrating specializations into the technical secondary education; (10) integrating the vocational secondary schools into the technical secondary schools; and (11) providing innovative models to be the bases for the future technical secondary education.

11. Education for Girls and Out-of-School Children

Expand the establishment of community schools/ classrooms for girls and out-of-school children through: (1) establishing schools in cooperation with local communities; (2) providing a sufficient number of trained managers, supervisors, facilitators, and workers; (3) producing instructional materials within the national curriculum; (4) providing a school feeding program for all children; and (5) developing an effective management system.

12. Education for Special Groups – Children with Special Needs

Provide quality and equal educational opportunities to ensure inclusion of ten percent of children with special needs in mainstream basic education schools by the end of the plan through: (1) including ten percent of children with mild disabilities in mainstream basic education schools; (2) improving quality of education in existing special education schools; and (3) establishing a supportive inclusive environment within mainstream basic education schools.

The General Authority for Adult Education is the responsible body for implementing the national plan for literacy and adult education.

The National Plan for Adult Literacy

Egypt has a long history in the field of combating illiteracy. It is considered one of the most dangerous problems hindering the citizens' involvement in the knowledge society. The negative impact of illiteracy on individuals and society makes it a key obstacle that threatens our efforts towards achieving integral and comprehensive development.

Adult Education Agency

In 1991, Law No. 8 was issued to establish a General Authority for Literacy and Adult Education to act as a virtual authority. It has become, since then, the agency in charge of planning, coordinating, and following-up the implementation of literacy programs. It has 27 branches which cover the whole governorates and Luxor city as well. The local bodies in each governorate are in charge of the implementation of literacy programs.

Illiteracy in Egypt

- According to CAPMASS Census in January 2007, illiteracy rates decreased to 29.3 percent.

The National Plan for Adult Education

- The Board of the General Authority, chaired by the Prime Minister, has approved a national plan for eradicating illiteracy. This plan is based on innovative methods that reach beyond teaching illiterates reading and writing to integrating them in their societies, and equipping them with life skills that would increase their opportunities in leading quality lives.
- A comprehensive strategy based on cooperation between local authorities, government bodies, NGOs, and private and cooperative sectors will be used to carry out the plan.
- The plan focuses on three aspects:
- Closing the sources of illiteracy;
- Educating the current number of illiterates; and
- Improving post-literacy programs and enhancing skills of new literates.

Expected Outcome of the Plan

Decrease illiteracy rates to 17 percent in the age group under ten years by the end of the plan, through educating eight million citizens, and giving priority to younger people and women in rural and poorer areas, especially in Upper Egypt.

Ninth: Performance Indicators of Strategic Plan Implementation

1- The Socioeconomic Impact Indicators of the Strategic Educational Plan:

- Diminish the private tutoring, which is considered to be a social educational phenomenon. This is due to creating a modern educational paradigm through implementing the Strategic Plan, which creates an unconventional educational environment. This will be achieved through:
  - Increasing the confidence of parents towards the new schooling environment; and
  - Enhancing community participation and deepening the ownership and responsibility at the local community level through the implementation of decentralized systems.
- Support the country`s policy that tries to overcome poverty, realize the cultural integration and social justice, and contribute to establishing the culture of citizenship and dialogue within the Egyptian society.
- Support the establishment of a Good Governance system to reduce the corruption due to policies of enhancing civil society and institutionalization of decentralization.
- Support the rewarding policy and build a culture of accountability in the education sector to provide a supportive environment for the quality policies.
- Increase the sense of ownership of the school community.

2- The Expected Outcome Indicators:

Quality Improvements

- Enlightened citizenship, democracy, freedom, and social justice among learners.
- Curriculum harmonized with the national and international standards.
- Improved learning achievements of students.
- National Standardized tests applied.
- Equal opportunities for individual development provided.
- Increased self-esteem of teachers, senior teachers, and supervisors.
- Increased enrollment, especially for girls, those in deprived areas, and children.
- Professionalized teachers and school leaders.
- Increased number of schools ready for accreditation.
- Reduced class density through increasing the number of well-equipped schools.

System Efficiency and Decentralization

- An accurate Education Management Information System (EMIS) established.
- Relevant functional entities merged.
- The planning process and budget execution transferred to the local educational institutions level.
- A comprehensive and accurate set of baseline data, especially for administrative and organizational structures, established.
- A well-coordinated system for monitoring and evaluation developed.
- Performance indicators and benchmarks at all levels formulated.
- National Standardized Tests (NST) at all levels developed.

Equal Access

- Increased net enrollment rates, especially in deprived areas, early childhood, and general secondary education.
- Enhanced and strengthened community participation to support children education and Education for Girls and Out-of-School Children.
- Promoted equity of quality, especially in poor and remote areas.

The following Chart summarizes the overall goals, objectives, and targets of the 12 priority programs included in the Strategic Plan of Egypt, 2007/08 – 2011/12:

Summary of the Strategic Education Plan 2007/08 – 2011/12

VISION: A commitment to provide pre-university quality education for all, as one of the basic human rights adopting a decentralized system based on community participation as a cornerstone; enhancing the education system in Egypt to be a pioneering model in the region; and preparing citizens for a knowledge-based society in a new social contract based on democracy, justice, and constant futuristic vision.

Fundamental Policy Goals for the Development of the Education Sector

Fundamental Goal-1:
Continuous reform and improvement of educational quality according to the National Quality Standards

Fundamental Goal-2:
Development of effective monitoring and evaluation systems based in part on the institutionalization of decentralization

Fundamental Goal-3:
Foster equitable educational opportunities for all children in Egypt, achieve inclusion of children with special needs, and provide second chance education opportunities for out-of-school children.

Priority Programs of the Strategic Education Plan 2007/08 – 2011/12

(1) Comprehensive Curriculum and Instructional Technology Reform	(2) School-based Reform for Accreditation	(3) Human Resources and Professional Development	(4) Institutionalization of Decentralization	(5) Technology Development and Information Systems	(6) Modernization of Monitoring and Evaluation
(7) School Construction	(8) Early Childhood Education	(9) Basic Education Reform	(10) Modernization of Secondary Education	(11) Community Based Education for Girls and Out-of-School Children	(12) Education for Special Groups: Children with Special Needs

National Strategic Plan for Pre-University Education Reform in Egypt

2007/08 – 2011/12

Annexes

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Annex 1

Glossary

Annex 1

Glossary[1]

1. Access rate

Number of children enrolled in first year primary, represented as a percentage of the population who are at the formal age of school enrollment (age six).

2. Accountability

The responsibility for implementation or procedures and decisions made, and results or outcomes produced. Teachers are often said to be accountable for their students' learning in the assigned subject area, within the limits of the students' abilities and the time and resources available.

3. Accreditation

Recognition and approval of the national standards of an educational institution, normally done by an education system independent body which, in Egypt, is the National Authority for Education Quality Assurance and Accreditation.

4. Achievement

Performance on standardized tests or examinations that measure knowledge or competence in a specific subject area. The term is sometimes used as an indication of education quality within an education system or when comparing a group of schools.

5. Active learning

A process whereby learners are actively engaged in the learning process, rather than "passively" absorbing lectures. Active learning involves reading, writing, discussion, and engagement in solving problems, analysis, synthesis, and evaluation; it is a method of acquiring information through hands-on, interactive means. Active learning is also known as cooperative learning.

6. ANPRO model

A model which produces reliable quantitative projections (both financial and statistical) and suggests various alternatives in order to suit the needs according to the available resources. It facilitates the production of reliable cost projections for proposed education reform programs for the different levels.

7. Average number of pupils-years per pupil by grade

Average of years for each pupil in a specific grade divided by number of pupils in the group. The impact of repetition and drop-out often make this number more than one.

8. Base year

The year preceding the first year of projection.

(1) Terms are arranged alphabetically

9. Baseline data

The statistical data of the year preceding the first year of projection.

10. Benchmarks

A detailed description of a specific level of expected student achievement at particular ages, grades, or developmental levels. Benchmarks often are used in conjunction with standards.

11. Blueprint for books

The guidelines, primary images, and instructional materials requirements concerning functional and technical specifications through which the preparation of new textbooks, teachers' guides, and instructional materials is done according to the new curricula.

12. Boards of trustees

An appointed or elecated board that supervises the affairs of a school. BOTs in Egypt are a mix of election and hiring according to the ministerial decree.

13. Coaching of training

An instructional and training method in which teachers support students as they perfect old skills and acquire new skills in practical ways.

14. Coefficient of internal efficiency

A criterion for the internal efficiency for an educational system. It is acquired through dividing the optimum number of years which a cohort of students spends to complete a stage or an educational level (e.g. six years for completing the primary level) by the total estimated number of years which the same cohort of students spends to complete that level. When the coefficient is less than one, this indicates that there is a weakness in the internal efficiency (this could stem from an increase in the rate of repetition, for example).

15. Community-based education

Education programs which are community-based and directed, and intended primarily for the members of the local community.

16. Community participation

Community participation reflects the desire and readiness of the community to effectively participate in the efforts to improve education and increase school effectiveness in accomplishing its educational objectives.

17. Comprehensive / authentic student assessment

An assessment based on student performance and used to measure students' progress in all domains. The Comprehensive Assessment System is designed to:

- inform and guide teaching and learning;
- evaluate student, school, and idarra performance; and
- determine student eligibility for the Competency Determination requirement in order to award high school diplomas.

18. Comprehensive evaluation of programs

An evaluation of an educational program that reflects the needs of the program, its design, implementation, impact, and efficiency.

19. Constructivism

Constructivism is based on the belief that reality is constructed by humans through social interaction where realizations are built and knowledge is developed. Constructivism in education expresses an educational model and assumes that learners build their own world and knowledge on the base of interacting with their environment. The philosophical bases for Constructivism in education are:

- Using active learning;
- Encouraging exploration;
- Producing knowledge through pupils' interaction with the social and educational live context;
- Continuous thinking and meditation; and
- Using ICT.

20. Costs /expenditure

The education cost is the monetary value of all the inputs in the education process (teachers, buildings, and materials, etc.). The term "cost" is often used as a synonym for the term "expenditure." In the plan of education, costs refer to the necessary budget needed to achieve all targets.

21. Critical thinking

Logical thinking that draws conclusions from facts and evidence to construct logical proofs to reject, change, or accept an issue.

22. Curriculum (plural curricula)

A course of study pursued in educational institutions. It consists of selected bodies of knowledge, skills, and attitudes organized into a planned sequence that are conveyed by educational institutions, primarily schools, to facilitate the interaction of educators and learners to achieve specific intellectual and social objectives.

23. Curriculum documents

Integration by subject of the chosen pedagogic model and methodology with specific aims, contents, typical activities, use of ICT, and integration of assessment. It also defines expected output and levels.

24. Curriculum framework

General overview of all subjects, levels, time plans, and general instruction on how to deliver learning, how to organize assessment, and how ICT can support learning and assessment.

25. Decentralization

The process by which decision-making responsibilities are transferred from higher levels of government to lower levels and even to the schools themselves.

26. Distance education/ learning

Distance education, or distance learning, is a field of education that focuses on the pedagogy / andragogy, technology, and instructional systems design that are effectively incorporated in delivering education to students who are not physically "on site" to receive their education. Instead, teachers and students may communicate asynchronously (at times of their own choosing) by exchanging printed or electronic media, or through technology that allows them to communicate in real time (synchronously). Distance education courses that require a physical on-site presence for any reason including the taking of examinations is considered to be a hybrid or blended course or program.

27. Drop-Out rate

The percentage of students who do not complete a specific grade or a specific level within a school year. In other words, those who leave the formal school system without completing an educational level without a known reason.

28. E- Government

Refers to the use of new information and communication technologies (ICTs) by governments as applied to the full range of government functions. In particular, the networking potential offered by the internet and related technologies has the potential to transform the structures and operation of government.

29. Early Childhood Education Enhancement Project (ECEEP)

Early Childhood Education Enhancement Project is a national project that develops and cares about the early childhood stage in Egypt.

30. Early Childhood Program

An Early Childhood Program is normally designed for children aged four to five years and includes organized learning activities.

31. Education Management and Information System (EMIS)

A management information system is the set of structures and procedures that govern the collection, processing, analysis, presentation, and use of information within an educational organization.

32. Empowerment

The ability of all groups to exercise choice based on freedom and the opportunity to participate in, or endorse, decision-making that affects their lives.

33. Enrollment

The number of pupils or students enrolled at a given level of education, regardless of age. See also Gross Enrollment Ratio and Net Enrollment Ratio.

34. Entrants

Number of children who join the first grade of a particular level of education.

35. Evaluation

Assessing the effectiveness of a program in achieving its goals and/or objectives using methods to determine whether program outcomes can be attributed to the program or other factors. It aims at program improvement through modification of program operation and/or design. The evaluation process includes analyzing data gathered during monitoring to get directive results.

36. Evaluation for empowerment

An approach to gathering, analyzing, and using data about a program and its outcomes that actively involves key stakeholders in the community in all aspects of the evaluation process, and that promotes evaluation as a strategy for empowering communities to engage in system changes.

37. External evaluation

Collection, analysis, and interpretation of data conducted by an individual or organization outside the organization being evaluated.

38. Gender parity index

Rate of females enrollment compared to males enrollment which measures progress towards equality of enrollment in the pre-schooling, basic, secondary, and non-formal programs and also measures the learning opportunities for females compared to that of males.

39. Girls' friendly schools

The Child-Friendly School framework is used to draw on the success of other processes such as the Girls' Education Movement (GEM) that facilitate child participation in the development of strategies to fight gender-based violence. A number of action points are recommended, including teacher development and parent and community participation.

40. Graduates

Students that completed the last grade of an educational level and who are qualified to join the first grade of the next higher level. That is, those students who succeeded. Graduates do not include those who repeated the last grade or who dropped out from the last grade.

41. Gross Enrollment Ratio (GER)

Total enrollment in a specific level of education, regardless of age, expressed as a percentage of the population in the official age group corresponding to this level of education.

42. Gross Intake Rate

Number of new entrants in first year primary regardless of age; represented as a percentage of the population who is at the formal age of school enrollment (age six).

43. Human Resource Development (HRD)

Organized learning experiences, such as training, education, and development, offered by employers within a specific timeframe to improve employee performance or personal growth.

44. Indicator

A characteristic or attribute which can be measured to assess an intervention in terms of its outputs or impacts. Output indicators are normally straightforward. Impact indicators may be more difficult to derive; it is often appropriate to rely on indirect indicators as proxies. Indicators can be either quantitative or qualitative. The term "performance indicators" is also used.

45. Information and Communication Technology (ICT)

Hardware, software, networks, and media used for the collection, storage, processing, transmission, and presentation of information (voice, data, text, images), as well as related services.

46. Infrastructure

The underlying mechanism or framework of a system. In e-learning, the infrastructure includes the means by which voice, video, and data can be transferred from one site to another for processing.

47. Institutionalization

Make changes stick by building them into the formal fabric of the organization, for example:

- Make them an organizational standard by building them into the systems of standards.
- Put them or aspects of them into the primary strategic plan.
- Build them into people's personal objectives.
- Ensure people are assessed against them in personal reviews.

48. Instructional materials planning

The definition of instructional materials types (source books, activity books, classroom wall charts, teacher books, copy masters for assessment, computer applications, websites, e-learning tools, etc.) that will be available to learners and staff and relating "type to purpose," in order to get the best match at the level of effect (learning impact), efficiency (in practical use), and costs (investment versus value of use versus available budget).

49. Integrated ICT

ICT is integrated into the curriculum (what to do, when, what level/complexity), and syllabus (related to activity books), via website (or DVD) and via lesson plans (how to use ICT in this lesson).

50. Learning community

A learning community is a group of people in an educational context who share common values, beliefs, are actively engaged in learning together, and may be engaged in "peer tutoring" as well. This concept is based on an advanced kind of educational (or "pedagogical") design and instructors who may contribute from several distinct fields of study.

51. MOE Electronic portal

This project represents a technological leap that paves the way to facilitate the daily work among the Ministry's sectors and alleviates the burden of people through the Electronic Service Portal and opening new horizons for E-learning through the E-Learning Portal. Also, informing the education officials and stakeholders with the latest events, news, and conferences through the Knowledge Portal. This Portal can contribute to developing the EMIS for the education system.

52. Monitoring

Regular gathering and preliminary analysis of information needed for day-to-day management or evaluation. Monitoring activities provide indicative information to track and review the performance of policies, strategies, and programs at regular intervals to inform management decision-making. This indicative information must directly relate to the expected outcomes and outputs of the policy, strategy, or program. Monitoring provides information on what is occurring and what the program, policy, or strategy is achieving.

53. National evaluation system

A system which judges the quality of education system performance, enhances decision-making concerning pupils' progress, points of strengths and weaknesses (whether generally or individually), and judges the suitability of curricula and effectiveness of teaching methodology. Thus, the national evaluation system may be seen as the basic means for future reform of the education system. The national evaluation system in this strategy includes four components: the continuous comprehensive evaluation, evaluation at the end of the stage, evaluation using standardized tests, and evaluation through competencies.

54. Net Enrollment Rate (NER) Number of students who are at the formal age for a specific educational level and represented as a percentage of the total population in the same age.

55. Out-of-school children Previously, the UNESCO Institute for Statistics (UIS) considered a child to be out of school if he or she was of primary school age (usually between the ages of 6 and 11 years) and not enrolled in primary school. The standard definition changed in 2005 to include all primary school age children not enrolled in either primary or secondary school.

56. Transition Rate Number of students who succeed at the end of an education level; represented as a percentage of the total enrollment at the last grade of that level.

57. Performance evaluation An evaluation that compares actual performance with that planned in terms of both resource utilization and production. It is used by management to redirect program efforts and resources and to redesign program structure.

58. Performance indicators A description of what is measured to determine the extent to which objectives and outcomes have been achieved.

59. Promotion Rate The percentage of students in a specific grade who transfer to the next higher grade in the next school year.

60. Public costs Costs of the inputs which are presented by the governmental organizations (ministries, idarras, etc.) which are financed by the public budgets.

61. Pupil cohort A group of students that join the first grade of a specific level in a certain school year, who move and pass to higher grades, and who are subjected to repetition and dropout until the end of the level.

62. Quality education Quality education is defined by five key dimensions: what learners bring, environments, content, processes, and outcomes. This definition of quality education starts with a focus on an adequate number of schools, books, pencils and trained teachers, and the number of children who finish school. It moves beyond this to consider what goes on inside and outside of school. It encompasses education for human security, for community development, and for natural progress. It is an enormous challenge. It is also an immense opportunity.

63. Reflective practices

Reflective practice is linked to inquiry, reflection, and continuous professional growth. Reflective practice can be a beneficial form of professional development at both the pre-service and in-service levels of teaching. By gaining a better understanding of their own individual teaching styles through reflective practice, teachers can improve their effectiveness in the classroom.

64. Re-Integration Rate

Number of students who dropped out during the previous years and rejoined a governmental school at a certain grade. It is represented as a percentage of the drop-outs at the same grade in the previous year.

65. Remedial (remedy) programs

Programs which intend to correct or improve deficient skills in a specific subject to achieve a specific objective.

66. Repetition Rate

Percentage of a cohort in a particular grade who remain (are retained) in the same grade in the following year or who repeat the same grade.

67. School Based Management (SBM)

School-based management is the systematic decentralization to the school level of authority and responsibility to make decisions on significant matters related to school operations within a centrally determined framework of goals, policies, curriculum, standards, and accountability.

68. School-Based Reform (SBR)

School-based reform is a catch phrase that includes a number of programs and policies. Reforms usually change some procedures or rules that affect how the school operates.

69. School Management System (SMS)

School Management System (SMS) is a large database system which can be used for managing a school's day to day business. SMS allows users to store almost all of their school's information electronically, including information on students, employees, properties, subjects taught, etc. Most importantly, this information can be easily shared with authorized users, records can be easily searched, and reports can be easily generated.

70. School mapping

Land analysis that can be used to get information on school location. It is essential to analyze the demographic needs and composition of the selected school area.

71. School mission

The mission is a precise written statement that identifies the priorities and educational beliefs of the school community with regard to what is to be developed within its students.

72. School vision

Every school should have its own vision for the future to meet the requirements of the local community and the state's educational policy and cope with international changes. It should have a mission through which it can realize this vision.

73. Self-evaluation

An evaluation that is performed or commissioned by members of the organization responsible for the intervention itself. It helps them collect and use monitoring and evaluation data to answer their own questions concerning the quality and direction of their work and manage their performance.

74. Social marketing

The planning and implementation of programs designed to generate social change, social marketing is a system that can be used to change the way people think or behave.

75. Student learning outcomes

Measuring student achievement of knowledge and skills and other educational outcomes such as improved student attitudes and behaviors that should have been taught to them. This term covers acquisition, retention, application, transfer, and adaptability of knowledge and skills.

76. Student-years per graduate

Total number of student years which a group of students spend in a specific educational level (certain educational level, primary education, for example) divided by the number of graduates.

77. Survival Rate

The percentage of student cohort which reaches the end of the level regardless of the number of years that are spent in school.

78. Sustainable professional development

Often refers to skills required for maintaining a specific career path or to general skills offered through continuing education, including the more general skills area of personal development. It can be seen as training to keep abreast with changing technology and practices in a profession or in the concept of lifelong learning. Developing and implementing a program of professional development is often a function of a human resources or organization development department of a large corporation or institution.

79. Syllabus

A process model which puts aims, content, and activities taken from the curriculum into a logic ("typical flow") that determines the way learning will take place in daily practice. It defines student and teacher activities.

80. Target

It is the interpretation of an objective which reflects the value of how much should be achieved by a certain date.

81. Teachers' book

It contains five sections: Quick start (what is new, the do's and don'ts), background, lesson plans, assessment materials, and extra activities.

82. Total Quality Management

Total Quality Management (TQM) is a comprehensive and structured approach to organizational management that seeks to improve the quality of products and services through ongoing refinements in response to continuous feedback.

Sources of Glossary Terms:

http://www.equip123.net/webarticles/anmviewer.asp?a=386
http://www.thefreedictionary.com/Institutionalization
http://changingminds.org/disciplines/change_management/creating_change/institutionaliztion.htm
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http://www.npgoodpractice.org/CompleteGlossary.aspx?ID=-1&curLetter=A
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ERIC Identifier: ED449120, Publication Date: 2000-10-00, Author: Ferraro, Joan M. Source: ERIC Clearinghouse on Teaching and Teacher Education, Washington DC. http://www.ericdigests.org/2001-3/reflective.htm

EFA Global Monitoring Report 2007

Annex 2

Situational Analysis of Education in Egypt 2001-2006

Early Childhood

Primary

Preparatory

General Secondary

Technical Secondary

Overview

Included in this Annex are five situation analyses which cover the educational levels relevant to contemporary education in Egypt: early childhood (kindergarten), primary, preparatory, general secondary, and technical secondary. These reports analyze the situation of education in Egypt, covering the period from 2001/02 to 2005/06, by describing educational issues in terms of access, quality, and systems/management.

The analysis is based on the National Goals for Educational Development, which aim at:

- Ensuring access to basic and secondary education for all children between 6 and 17 (Ministry of Education, 2006b);

- Providing the school climate and educational content that can lead to quality outcomes; and

- Establishing organizational regulations and management approaches to facilitate the transition to decentralization, partnership, transparency, and accountability.

This investigation attempts to identify what has been achieved so far with respect to declared national policies. Each of the level reports concludes with a clear identification of the key challenges that lie ahead.

NOTE

- Results contained in this report are based on formal data obtained from the General Administration of Information and Computer, Ministry of Education (MOE-GAIC). Results derived from other sources are documented in tables, figures, graphs, or text.
- All data provided in tables and figures are related to public and private education only, unless otherwise stated.

Situational Analysis of Early Childhood

1. Introduction

Egypt began the current development of the Early Childhood level in 1990/91 when the First Decade of the Egyptian Child, “Protection and Care”, was declared. Subsequently, the National Council of Childhood and Motherhood was established. This declaration coincided with the Education for All (EFA) project endorsed by the World Education Forum held in Dakar in 2000. The main objective of this project is to "expand and enhance early childhood education, giving special care to deprived and underprivileged children" (UNESCO EFA, 2002, p. 37).

In 2001/02, President Mubarak declared the Second Decade of Child Protection. According to this declaration, Egypt should "exert the same effort initiated in the first decade to protect and keep children at the heart of our national plans." Hence, greater attention was given to expanding early childhood classrooms, with the goal being to enroll 60 percent of the age group (4-5-year-olds) as a preliminary step to rendering this level a cycle in primary education (NDP, 2005).

2. Current situation

The current situation of early childhood classrooms is approached through three key aspects: access, quality, and systems/management. Each of these is discussed below in detail, after brief discussions of background issues and the importance of the early childhood level.

Background: Many governmental organizations offer services for children up to age six. These include the National Council of Childhood and Motherhood, Ministry of Education, Ministry of Health, and Ministry of Social Solidarity. In addition, a number of non-governmental organizations have established nurseries and child care centers.

Within the framework of developing the Egyptian educational system, the early childhood level witnessed progress through a series of government decrees. The first was Ministerial Decree 154 (1988), regarding the operation and organization of the early childhood level. A new administration was established in 1989, namely the General Administration of Kindergarten, by virtue of Decree 13.

In 1994, Ministerial Decree 230, regarding early childhood classrooms affiliated to public and private schools, was issued. In 1997, the executive regulation of child law - based on Prime Ministerial Decree 3452 - was issued. This law states that the main goal of Early Childhood is to develop pre-school children in order to prepare them for primary education. In 2003, Ministerial Decree 188 authorized the establishment of the Childhood Development and Care Center at Mubarak Educational City, with a model Kindergarten being affiliated to the center (MOE, 2003a).

The importance of the early childhood level

The Early childhood level plays a fundamental role in preparing children for subsequent levels. Thus, providing access to early childhood programs is a priority, since it helps in:

- boosting children's literacy skills and enhancing their ability to interact with their peers;
- building their social and emotional communication skills through group work, which decreases their feeling of loneliness and social isolation;

- enhancing their linguistic and verbal competence, which develops their comprehension as well as their behavioral skills and achievement; and
- sustaining cooperation between teachers and parents to activate the family's role at this early stage (Strategies for Children, 2006).

To ensure high quality in early childhood education, the Ministry has embraced a development strategy which includes the following activities (NDP, 2005):

- expand early childhood classroom construction, so that enough facilities are available to enroll 60 percent of children aged 4-5 by 2010;
- prepare a national map for early childhood classrooms integral to the national school map;
- develop early childhood curricula and programs in light of international standards; and
- build early childhood teachers' capacities.

2.A ACCESS

The most important measures related to access to the early childhood level are: growth in early childhood schools and classrooms; enrollment rates; discrepancies between rural and urban areas; and number of teachers.

2.A.1 Growth in the number of early childhood schools and classrooms: The number of schools, classrooms, and learners has grown between 2001/02 and 2005/06, as shown in Table (1).

Table (1): Growth in Early Childhood Schools, Classrooms, and Learners (MOE-GAIC, 2006a)

Year	Schools	Classrooms	Teachers	Learners		
				Boys	Girls	Total
2001/2002	4312	13,504	17,718	217,186	196,539	413,725
2005/2006	6259	17,945	22,971	281,071	253,260	534,331
Growth rate	45.2%	32.9%	29.6%	29.4%	28.9%	29.2%

Source: MOE, PSPU

- Table (1) shows that between 2001/02 and 2005/06 the number of early childhood schools rose by 45.2 percent, from 4,312 in 2001/02 to 6,259 in 2005/06. In the same period, the number of classrooms increased by 32.9 percent, from 13,504 to 17,945.
- The number of children admitted to early childhood classes has grown by 29.2 percent, from 413,725 in 2001/02 to 534,331 in 2005/06.
- Girls enrolled in the early childhood level accounted for 47.4 percent of all enrolled children in 2005/06.

2.A.2 Enrollment rates: There was an overall increase in the number of children enrolled in early childhood schools between 2000/01 and 2005/06 of 35.5 percent. This increase has been in public and Al Azhar schools (60.2 percent each), while private schools have seen a decline of 8.9 percent (see Table (2)).

Table (2): Distribution of Children Enrolled in Early Childhood Public and Private Schools (MOE-GAIC, 2006a)

Year	Number of Children			
	Public Arabic and experimental schools	Private Arabic and language schools	Al Azhar	Total
2001/2002	227,597	186,128	19,553	433,278
2005/2006	364,680	169,651	51,747	586,078
Growth rate	60.2%	-8.9%	164.6%	35.3%

Source: MOE, PSPU

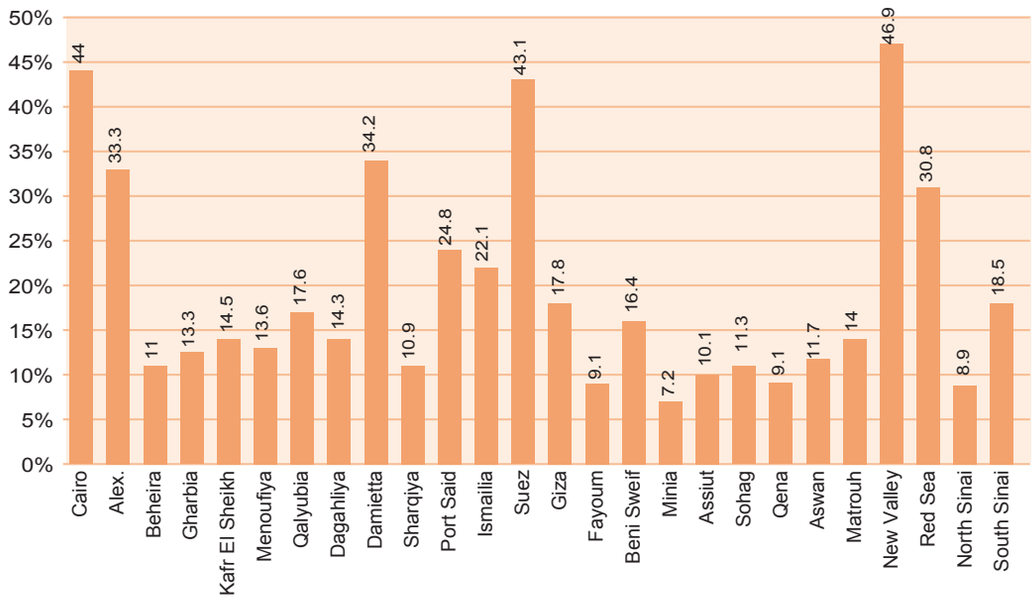
Children enrolled in public schools accounted for 11.3 percent of children in the 4-5 age group and comprised 62.2 percent of children enrolled in early childhood in 2005/06. Children enrolled in private schools, on the other hand, accounted for 5.3 percent of children aged 4-5 and 28.8 percent of those enrolled in early childhood. The children enrolled in Al Azhar schools amounted to 1.6 percent of all children in the 4-5-year age group in 2005/06.

Combined enrollment rates in the early childhood level are obviously low, which has led the government to encourage the private sector to take part in funding this level to meet international standards. It may be noted that all early childhood classes for children aged 4-5 are under Ministry of Education supervision. The Ministry of Social Solidarity supervises all nursery classes, which admit children younger than four and, sometimes, children older than four. However, accurate data about the number of children enrolled in nurseries affiliated to the Ministry of Social Solidarity is not available at the present time.

2.A.3 Growth of intake rates: In 2005/06, there was a total of 3,230,948 children in the 4-5-year age group. The number of children admitted in early childhood classes in the same year was 534,331, yielding an intake rate of 16.5 percent, which is relatively low compared to countries at the same level of economic development as Egypt. This intake rate is also low compared to the highest populated nine countries in the world. The average intake rate in low-GDP countries reached 20 percent. In medium-GDP countries, the average rate is 47 percent, which is clearly higher than the rate in Egypt. All of these comparative figures serve to emphasize the need to increase enrollment at the early childhood level in general, and ensure equal access opportunities in particular.

2.A.4 Discrepancies between rural and urban areas: Statistics show a wide discrepancy in enrollment rates between rural and urban areas. The percentage of children enrolled in urban areas is 65.4 percent, versus 34.6 percent in poor and remote areas. Furthermore, enrollment rates vary in Egypt governorates as shown in the following figure.

Figure (1): KG Total Enrollment Rate, 2005/06



Source: MOE, PSPU

Figure (1) shows that there are discrepancies in terms of enrollment across governorates. The New Valley, for instance, has the highest enrollment rate (46.9 percent), while Minia has the lowest (7.2 percent). This low rate in Minia might be a reflection of the environmental and cultural deprivation faced by children in this governorate.

2.A.5 Number of teachers: There were 22,971 teachers at the early childhood level in 2005/06, while the number of classes reached 17,945. These figures reveal a teacher shortage at this level estimated at 12,919 (bearing in mind that each class should have two teachers, according to the National Standards). The pupils/teacher ratio was 23.3 in 2005/06 (MOE-GAIC, 2006a).

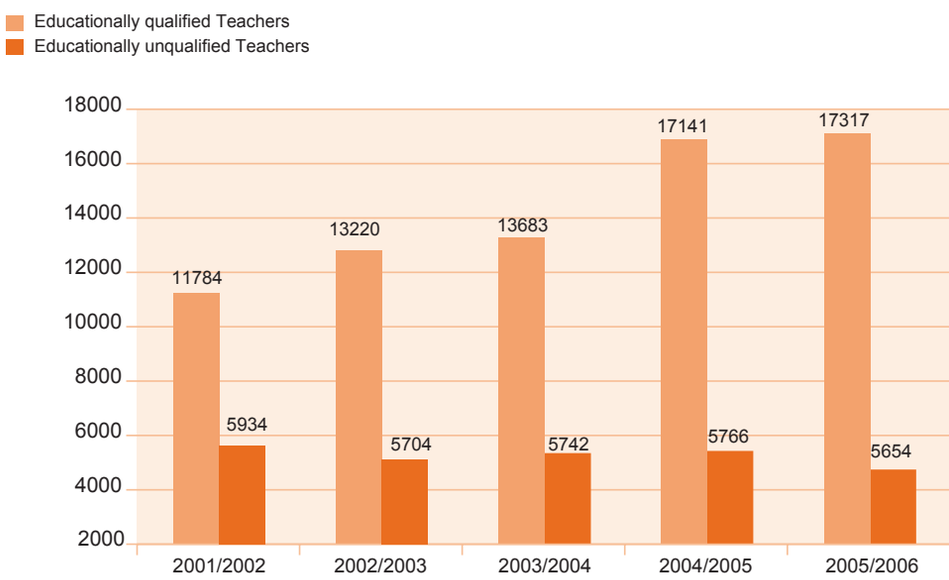
2.B. QUALITY

In this report, quality of education in the early childhood level is defined by factors that directly affect the performance of the early childhood system: teacher competence, technology, and class size.

2.B.1 Teacher competence

2.B.1.a Teacher qualifications: In spite of the apparent growth in the number of educationally qualified teachers, the percentage of non-qualified early childhood teachers is still relatively high. This situation is likely to have a negative effect on teachers' practices and interaction inside the class. There are 17,317 qualified preschool teachers (75 percent of current teachers), while there are an estimated 5,654 unqualified ones (25 percent of current teachers). Figure (2) illustrates the growth of educationally qualified early childhood teachers, estimated at about eight percent between 2001/02 and 2005/06. In addition to a lack of qualifications among some teachers, their heavy work load does not allow them to spend enough time on professional development. Early childhood teachers spend the entire school day in class with children, without any breaks.

Figure (2): Qualified vs. Non-Qualified Teachers: Early Childhood Level (2001/02 through 2005/06) (MOE-GAIC, 2006a)



Source: MOE, PSPU

2.B.1.b Professional development: There are three specialized centers for training early childhood teachers in Egypt: a training center in Nasr City, a training center in Port Said, and a center in 6th of October City in Giza. Each of the first two centers can train up to 150 teachers at a time. The third center was established in cooperation with the Arab Gulf Program for United Nations Development Organizations (AGFUND).

Discussions held in the first consultative workshop stressed that the training courses currently offered to early childhood teachers at these centers are inadequate, mainly due to limited funding resources and to the lack of well-qualified training staff (MOE-PSPU, 2006a).

Sometimes training is carried out voluntarily by early childhood specialists, a practice which has led to the absence of systematic training programs targeting teachers, supervisors, and school directors. In addition, many early childhood supervisors are neither specialists nor qualified to evaluate progress in early childhood schools, a lack which has a negative impact on the quality of the educational process, and, thereby, the quality of its outcomes.

Sometimes teachers are recruited through a contract system to overcome shortages; however, this system does not help to achieve the required quality standards. These teachers oftentimes leave their classes in the middle of the school year, which interrupts the continuity of the educational process.

2.B.1.c Overseas training: Overseas training is an important means of realizing ongoing professional development. In September 1998, the Ministry sent 30 early childhood teachers to Dublin University. The number of early childhood teachers sent abroad has increased annually, amounting to 195 during the period from 1998 to 2003.

2.B.2 Technology: Recently, science activity labs were introduced into KG schools to provide learning opportunities through play-based activities. These labs include a measurement lab, a Math lab, and a computer and skills lab. Every lab has a computer, a receiver, a video, and a set of CDs. About 100 schools have been equipped with developmental and electronic games. The internet has been introduced in 399 schools, with dial-up connections. Children's libraries that include many books and other learning media were introduced in some schools. These libraries help to attract children's attention and raise their interest in learning, as well as help them acquire important skills.

2.B.3 Class size: According to the GAIC, there were 17,945 early childhood classrooms in 2005/06 (Table (1)). A total of 534,331 children were enrolled in early childhood in that year, with an average of 29.8 children per class in public and private schools. Class size varied across governorates. In Alexandria, there was an average of 43.6 children per class, while there were 18.67 per class in the New Valley and 18.47 in North Sinai. According to international standards, no early childhood class should have more than 20 children (UNESCO E-9, 2003).

2.C SYSTEM/MANAGEMENT

There are several key issues related to management at the early childhood level, including the essential links between home and school, the need for coordination among the various organizations that offer educational services for children in this level, the system of supervision and follow-up, and public awareness of the importance of this early level of education. Each of these issues is discussed in Section 3.C, below.

3. Programs and initiatives at the early childhood level

A number of programs have been implemented at the early childhood level to raise its quality, the main one being the Early Childhood Education Enhancement Project (ECEEP). To enlarge and strengthen early childhood education, the Ministry has undertaken the ECEEP (2005-2010) in cooperation with donor organizations.

• Project Objectives

The project is intended to provide high quality education for children aged four and five-especially deprived and marginalized ones-to enhance their readiness for the primary level. Project objectives are as follows:

A. Increase early childhood schools enrollment capacity

The project aims at expanding public early childhood schools construction and increasing the enrollment rate to 33 percent by the end of the project in 2010 (World Bank, 2005). Achieving this goal involves the following:

- sustaining construction and regular maintenance of early childhood institutions;
- sustaining the expansion of nursery schools affiliated with the Ministry of Social Solidarity and encouraging civil society to provide facilities; and
- addressing enrollment problems and obstacles in public and private sectors by encouraging community participation.

B. Improve early childhood education quality

Develop a high quality, activities-based, child-centered, and standards-based curriculum.

- Enhance early childhood teachers' skills and capacities through training programs.
- Link a heightened awareness of nutrition and health programs to the educational process within the early childhood level.

C. Build early childhood schools' institutional capacity

- Coordinate efforts of all concerned organizations to establish a national standards-based educational and supervision system congruent with early childhood level requirements.
- Set an efficient system for early childhood schools through:
  - establishing an effective management system;
  - designing a management skills training program for those in charge of operating early childhood schools; and
  - encourage local community participation to help sustain and upgrade early childhood institutions.

• Project scope

The early childhood project is being implemented in 18 governorates, in 152 centers. The project comprises three main phases. The first phase (2005/07) includes Fayoum, Beni Sweif, Minia, Dagahliya, Sharqiya, and Qalyubia. The second phase (2006/08) covers Sohag, Qena, Luxor, Kafr El Sheikh, Menoufiya, and North Sinai. The third stage (2007/09) includes Assiut, the Red Sea, Cairo, Giza, Beheira, and Matrouh.

• Expected project results

It is expected that by the end of the project in 2010, a total of 311,000 children will benefit from early education (119,000 in public schools and 192,000 in community early childhood schools). It is also expected that the number of children enrolled in public early childhood schools will reach 628,640. This means that the total number of children enrolled in public early childhood schools may reach 939,640 by 2010.

Through program implementation, it is expected that:

A. 100 trainers will complete TOT (training of trainers) courses, to prepare them to train early childhood teachers for a new early childhood curricula;

B. 14,200 early childhood teachers will be trained on new curricula; and

C. 1.1 million children will benefit from a nutrition program supported by the World Food Program.

4. Main challenges facing early childhood level

4.A ACCESS

The problems related to access faced by the early childhood level are as follows:

4.A.1 Awareness: There is a lack of family awareness. One of the most prominent challenges is the prevalent culture, especially in communities facing economic and social pressures, where the early childhood level is seen as a dispensable luxury, rather than a necessity. Sometimes educational opportunities are granted to boys rather than girls in families that adopt a male-biased perspective (Ready, et. al, 2005).

4.A.2 Fees: Early childhood schools charge relatively high fees. In fact, the early childhood level fees are so high for some families (exceeding LE150 annually), that many could not afford even to pay in installments.

4.A.3 Number of schools: The government is unable to construct an adequate number of early childhood schools and classes due to the lack of funding resources.

4.A.4 Special needs children: There is a lack of sufficient interest and care for children with special needs, who make up an estimated 12 percent of this age group.

4.B QUALITY

4.B.1 Behavioral and social problems: Early childhood institutions face many obstacles which hinder the children's development, particularly their social-emotional development. The challenges which children experience at this stage often have a serious impact on their behavior, whether their social interaction with peers is inside the class or with their family at home. Thus, there is an urgent need to develop programs and curricula for the early childhood level which would provide children with a suitable school climate (Strategies for Children, 2006).

4.B.2 Early Childhood teachers: The most important problem is a teachers' shortage due to the limited number of qualified early childhood teachers. While 75 percent of current teachers are qualified, the plans for increasing enrollment in the early childhood level will require a large number of additional teachers in a relatively short period. It is likely that the potential supply of qualified early childhood teachers will not cover the needs over the next few years. Moreover, currently deployed teachers often lack experience that enables them to deal properly with young children and to recognize and detect special needs pupils, whether gifted or delayed. In addition, some early childhood teachers are not academically qualified; rather they are primary or preparatory teachers who are redeployed to work at the early childhood level. These teachers often lack the motivation and willingness to teach children at such an early age.

4.B.3 The curricula: At present, there is not a clear, well-identified plan for early childhood curricula and daily programs. Rather, traditional academic curricula have been adopted. These curricula overload children with textbooks, syllabi, and homework instead of focusing on their interests and developmental needs. It had been assumed that such academic subjects would best prepare children for the next educational levels. In addition, the relationship between children and their teachers imposed by current programs is inadequate. Thus, early childhood curricula and programs need to be designed in such a way that ensures a mutual and cooperative relationship between teachers and children (Jingbo & Elicker, 2005).

4.B.4 The social status of the child's family: In Egypt, many family constraints hinder the full utilization of available early childhood facilities. Non-working mothers prefer to keep their children at home, assuming that this would provide them with more protection. In the case of a mother's absence, the prevalent extended family culture makes it feasible to find someone else to look after the child. A second factor is the prevailing high rate of illiteracy among parents, especially women in rural areas. A third factor is related to the care centers (nurseries) supervised by the Ministry of Social Solidarity. These centers are well-attended, being close to residential districts and having affordable fees, which is especially attractive for underprivileged parents. However, most of the time, they offer a low quality of education and are monitored by unqualified supervisors, a situation which can negatively affect children's upbringing.

4.B.5 Follow-up and evaluation system: The system used to evaluate achievement, whether of a program or an individual learner, plays a vital role in boosting performance at all levels of education, including the early childhood level. It helps in determining if programs have succeeded in achieving their objectives (Summers, et. al, 2001), as well as in monitoring progress in young learners. However, the early childhood supervisors, who are responsible for implementing the evaluation system, are not qualified in this area, as most of them are non-specialists.

4.B.6 School buildings: The quality of school buildings is one of the most important issues facing the early childhood level. Some of the existing buildings and equipment are unsuitable. Sometimes primary or even secondary classrooms, whose size and furniture do not suit younger children, are utilized. This usage indicates that standards suited to early childhood children are not being taken sufficiently into account (Salama, 2006).

4.C SYSTEM/MANAGEMENT

4.C.1 Interaction between parents and schools: Building a strong relationship between the family and early childhood school is a critical challenge that school directors have to meet. School principals are supposed to possess the capacity to design management and educational programs based on school-parents, cooperation. For example, parents should be allowed to participate in identifying their children's needs. A well-developed relationship between home and early childhood can enhance the administrative and management performance of the early childhood institution, which can help sustain the network of relationships between early childhood schools and the society. This relationship may also play a substantial role in the development of a child's personality and improve their skills in dealing with family members and their teachers as well (Li, 2004).

4.C.2 Lack of coordination among ministries responsible for early childhood education: At present, there is no clear institutional framework governing early childhood education. Various ministries and organizations, working in isolation, are responsible for the early childhood level. However, the specific roles and responsibilities of each organization are unclear. There are discrepancies regarding the groups targeted by each organization. In addition, there is no coordination of the methods used to collect data about early childhood. Sufficient data about children enrolled in nurseries affiliated to the Ministry of Social Solidarity and about those enrolled in Al Azhar education are unavailable. These inconsistencies are impediments to building an early childhood–specific database.

4.C.3 Supervision and follow-up systems: The system of follow-up and supervision at the early childhood level is inadequate. This could be due to the fact that most early childhood school directors lack knowledge and skills regarding financial and administrative affairs. The nature of the executive decrees relevant to the early childhood level and the manner in which they are implemented could also affect the supervisory system.

4.C.4 The weak role played by mass media: Social awareness is one of the most important challenges facing the early childhood education system. The mass media require more explicit direction so that they can play a more positive role in raising community awareness of the importance of early childhood.

Situational Analysis of Primary Education

1. Introduction

Basic education in Egypt is compulsory and free of charge. It includes a primary education cycle (with two three-year phases), and a three-year preparatory cycle. At the end of each phase, a general exam is held. Children are admitted to primary education at the age of six. Educational policy at this level is intended to provide access to primary education for all Egyptian children, rich or poor, boys or girls, in urban or rural areas.

2. Current Situation

This analysis of the current situation examines three dimensions: access, quality, and systems/management, over the five year period extending from 2001 through 2006.

2.A ACCESS

2.A.1 Growth in Primary Level Schools, Classrooms, and Pupils: The Egyptian Government has taken various measures to ensure that all children have access to primary education. The most noticeable endeavor in this respect has been the construction of new schools and classrooms that have absorbed a large portion of the growing number of age-group children.

Table (1) shows the growth in the number of primary level schools, classrooms, and pupils through a period extending from 2001/02 through 2005/06.

Table (1): Growth in the Number of Schools, Classrooms, and Pupils (MOE-GAIC, 2006d)

Year	Schools	Classrooms	Pupils		
			Boys	Girls	Total
2001/2002	15,653	174,451	3,758,391	3,382,912	7,141,303
2005/2006	16,412	205,389	4,559,107	4,225,182	8,784,289
Growth rate	4.8%	17.7%	21.3%	24.9%	23%

Source: MOE, PSPU

Data in Table (1) show that the number of schools, classrooms, and pupils have each grown over the five-year period. However, there is an obvious discrepancy between the growth rate of classrooms (17.7 percent) and that of pupils (23 percent). This gap may reflect a decline in a critical quality of education factor, namely, class size. Class size can be estimated from the above data at 40.9 pupils per class in 2001-2002, and 42.7 in 2005-2006. In other words, the number of enrolled children increased at the apparent expense of education quality. In addition, Table (1) shows also that the number of girls enrolled in primary schools increased between 2001/02 and 2005/06 compared to the number of boys. The percent increase of girls enrolled (24.9 percent) actually exceeded that of boys (21.3 percent). These findings indicate that girls' enrollment in primary schools has achieved parity with that of boys.

2.A.2 Types of primary schools: To evaluate access at the primary level, it is vital to identify the role played by the private sector. It is equally important to determine the role of Al Azhar's religious education in increasing access. Table (2) shows the current enrollment figures for primary education in terms of the type of primary school: public, private, or Al Azhar.

Table (2): Primary Education: Public, Private, and Al Azhar (2005/2006) (MOE-GAIC, 2006d)

	Public		Private		Al Azhar		Total
	Number	%	Number	%	Number	%	
Schools	14,963	76.7	1449	7.4	3090	15.8	19,502
Pupils	8,078,202	82.5	706,087	7.2	1,010,302	10.3	9,794,591

Source: MOE, PSPU

Table (2) shows that the Ministry clearly offers the main access to primary education for Egyptian children (82.59 percent), while Al Azhar and private education play relatively limited roles in terms of number of children enrolled (10.3 percent and 7.2 percent, respectively).

2.A.3 Enrollment rates: the national level: The gross enrollment rate is an effective indicator of how successful education policy is with respect to providing educational opportunities for all children. However, the implications of gross enrollment regarding access must be seen in the light of net enrollment. Table (3) indicates the changes in gross and net enrollment rates for primary education, public and private combined, during the period covered in this report.

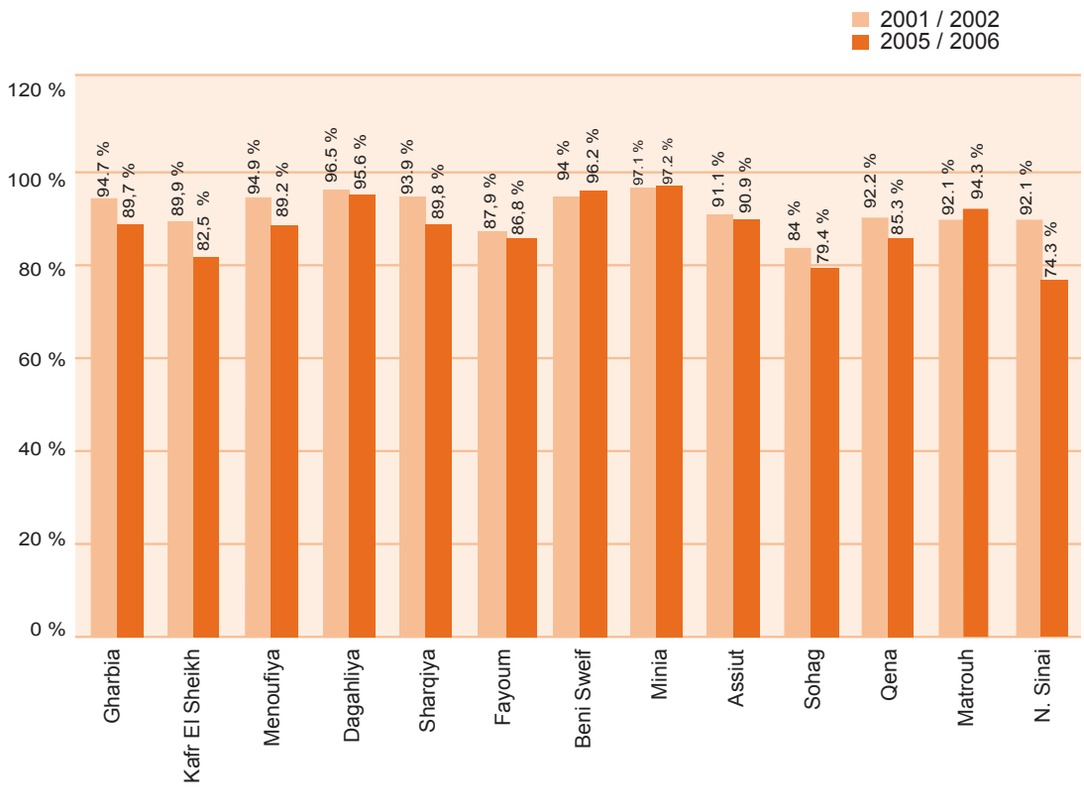
Table (3): Gross and Net Enrollment Rates for Primary Education (2001/02 – 2005/06)(MOE-GAIC, 2006d)

	2001/2002			2005/2006		
	Boys	Girls	Total	Boys	Girls	Total
Gross Enrollment	101.45%	95.04%	98.31%	96.30%	95.60%	96%
Net Enrollment	93.6%	89.4%	91.6%	86.7%	87.5%	87.1%

It is evident from Table (3) that net enrollment is noticeably lower than gross enrollment. The relative inflation in the gross enrollment rate could be the result of including pupils who do not belong to the relevant age group, being either older or younger. This would mean that there might be a corresponding number of children who stay out of school, although they belong to the age group. The net enrollment rate, on the other hand, is estimated by including only those children who belong to the relevant age group.

2.A.4 Enrollment rates at the governorate level: To obtain a wider perspective on enrollment rates in primary education, it is essential to identify these rates in various governorates. Figure (1) illustrates gross enrollment rates in thirteen governorates which are characterized by their low enrollment rates, which mainly fall below the national average.

Figure (1): Gross Enrollment Rate in 13 Governorates (2001/02 – 2005/06) (MOE-GAIC, 2006d)



The data in Figure (1) indicate that the gross enrollment rate fell between 2001/02 and 2005/06 in each of these thirteen governorates. At the same time, examination of demographic data shows that there were increases in the number of 6-12-year-old children in these governorates during this time period. For example, in North Sinai the number of age group children rose by 49.5 percent, from 39,230 to 58,668 children. Further investigation is needed to identify reasons for this disparity, as circumstances vary in different governorates.

2.A.5 National intake rates: This indicator assists in estimating the number of children aged six who are absorbed annually into the educational system. Absorbing all children born annually is one of the main challenges facing the educational system. Table (4) shows the growth in intake rates throughout the reporting period. After adding students admitted to Al Azhar, amounting to 210,517 or 13.3 percent of all age groups, a total intake rate of 104.6 percent is obtained.

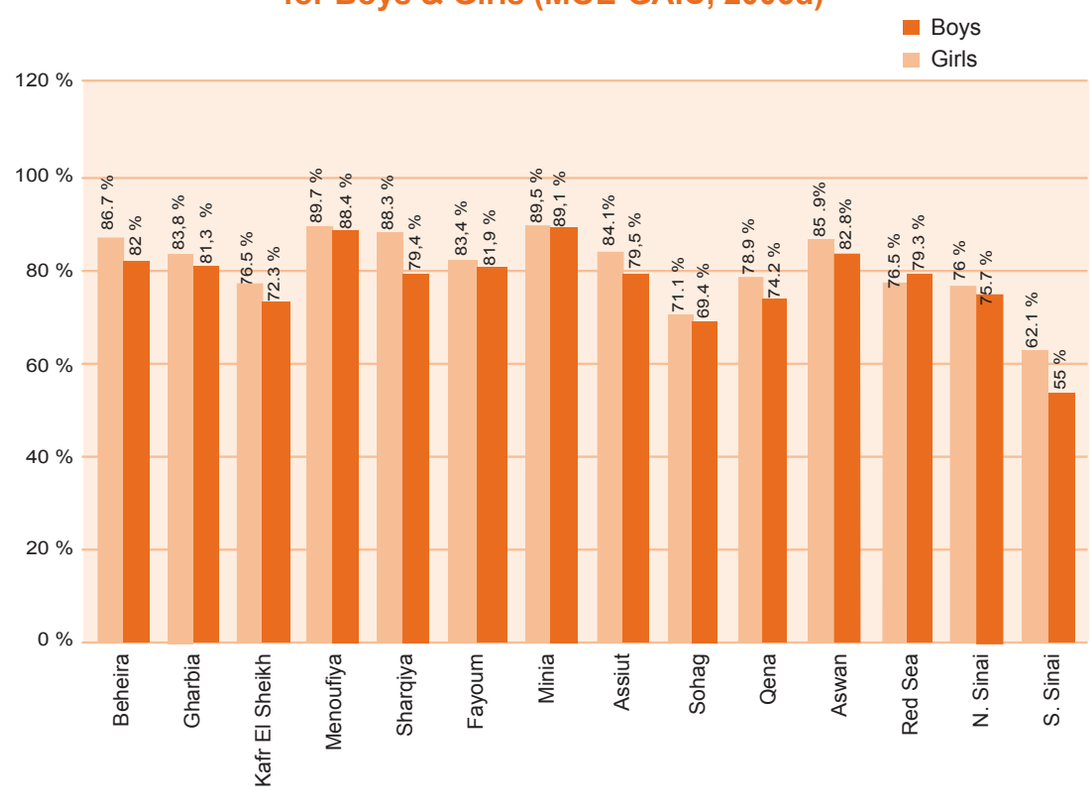
Table (4): Intake Rates at the Primary Level (2001/02 – 2005/06) (MOE-GAIC, 2006d)

2001/2002			2005/2006			Change Rate		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
93.2%	90.5%	91.9%	89.5%	93.1	91.3%	-3.7%	-2.6%	-0.6%

Table (4) shows that the overall intake rate fell by 4.7 percent in 2005/06 compared to the starting year. During that time, however, girls surpassed boys in terms of intake rate (93.1 percent for girls compared to 91.3 percent for boys), a finding which indicates that they have overcome their traditional disadvantaged education status in relation to boys.

2.A.6 Intake rates at the governorate level: Going beyond the national level, differences in intake rates are found among governorates. Figure (2) shows the intake rates in selected governorates.

Figure (2): Intake Rates at Primary Level in Governorates, for Boys & Girls (MOE-GAIC, 2006d)



It also shows that the intake rates in five governorates are noticeably below the national average. Enrollment rates in these governorates were similarly below the national average. Figure (2) reveals a relative improvement in girls' conditions with respect to their intake rate compared to that of boys. This improvement is particularly clear in Assiut and Sharqiya.

The lowest rate is in South Sinai, with an intake rate of 58.5 percent. This could be due to lack of demand for primary education in this governorate. In Qena and Sohag, the low intake rate could be attributed to the lack of available schools. In Qena, for instance, an average of one class for every 55 children and in Sohag a class for 54 children, whereas in Cairo there is a class for every 35 children and in Port Said, a class for every 37 children. There are other factors that could negatively affect the intake rate, such as household poverty, illiteracy, and indirect costs of education, particularly private tutoring. Further studies are needed to pinpoint the sources of these apparent differences in intake rates across governorates.

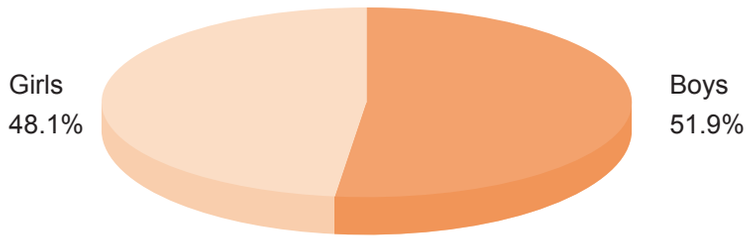
2.A.7 Shift system: Distribution of primary schools according to the system of school day adopted by each school needs to be taken into consideration. In 2005/06, the primary school level was divided as follows:

- 7,478 schools adopted the full day system, accounting for 45.6 percent of all primary schools.
- 7,135 schools adopted the morning one-shift system. They accounted for 47.8 percent of all primary schools. The school day is mainly dedicated to teaching academic subjects rather than activities and the school day extends from four to five hours.
- 1,253 schools adopted the evening one shift system, accounting for 7.63 percent of all primary schools.
- 546 schools adopted the double-shift system. They accounted for 3.33 percent of all primary schools.

The previous figures show that there is some way to go until all schools adopt the full day system, which is the educational system's longer-term goal. Adopting a shorter day not only negatively affects the quality of teaching and learning but also affects the quality of education overall. Lacking enough time for activities, students are deprived of genuine opportunities to play and move, both of which are critical at this stage of development.

2.A.8 Girls' education: Girls' education is one of the most critical issues with which the Ministry of Education has to deal. Traditionally, girls were often deprived of an education, relative to boys. However, in recent years, girls have experienced an improvement in their status, as indicated in Figure (3). This figure shows that girls (48.1 percent of enrolled pupils) are nearly on par with boys (51.9 percent of enrolled pupils). In 2005/06, a total of 4,225,182 girls were enrolled, compared to 3,382,912 in 2001/02. This means that the number of girls enrolled in primary schools has increased by 24.9 percent, which reflects the Ministry’s apparent success in reducing the gap between boys and girls. The gender gap was 6.4 percent in 2001/02, which decreased to 0.7 percent in 2005/06.

Figure (3): Percentage of Girls vs. Boys in Primary Level (2005/06) (MOE-GAIC, 2006d)



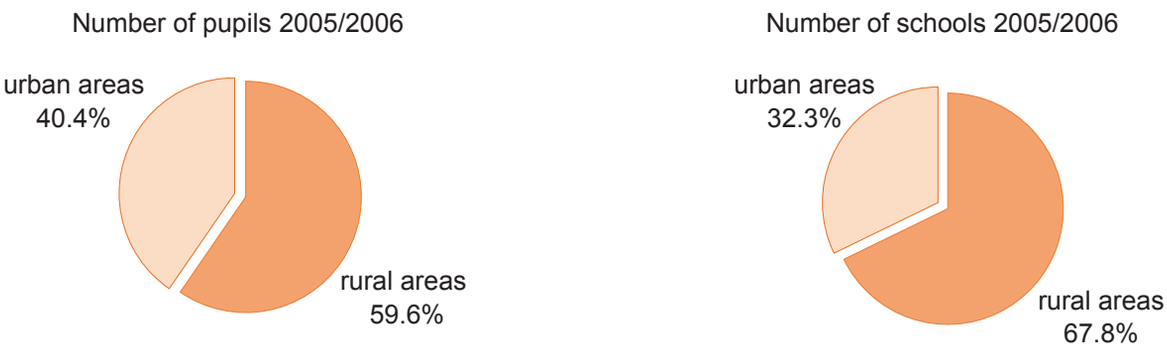
With regard to intake rate of girls, according to Table (4) above, girls' intake rate increased by 2.6 percent, from 90.5 percent in 2001/02 to 93.1 percent in 2005/006. New models of schools that cater to girls' needs and conditions such as one-classroom schools, community schools, and girls' friendly schools were also introduced to help increase girls' participation in basic education. Table (5) shows the number of schools, classrooms, and girls in Community Schools, One-Classroom Schools, and Girls' Friendly Schools (MOE, 2006). The MOE has also implemented measures to raise gross enrollment rates of girls in primary schools to 100 percent through new school construction in selected sites. Seventy new schools provide 770 classrooms and 170 multi-level classrooms which serve 30,000 girls.

Table (5): Number of Schools, Classrooms, and Girls in 2005/06 (MOE-GAIC, 2006e)

	No. Schools	No. Classrooms	No. Pupils
Community schools	212	267	9204
One classroom schools	3146	3146	68,627
Girls' friendly schools	298	298	7975

2.A.9 Focus on rural areas: Within the framework of extending educational services to all pupils, rural areas in Egypt have been the focus of attention. Efforts have been made to construct schools and provide adequate educational programs for pupils in remote areas to ensure adequate provision of educational services for all pupils. Eventually, living in remote areas can be one of the most difficult obstacles hindering pupils from getting access to primary education. Fortunately, there is an observable expansion in the number of available schools as well as the number of pupils who attend primary schools, as shown in Figure (4).

Figure (4): Number of Primary Schools and Pupils, Rural vs. Urban Areas (2005/06) (MOE-GAIC, 2006d)



The emphasis given to rural areas is clearly reflected in the growth in the number of schools, which amounted to 11,123 or 67.8 percent of all primary schools in 2005/06. The number of enrolled pupils in rural areas schools amounted to 5,237,780, accounting for 59.6 percent of all pupils enrolled in the same year. These figures reflect the high level of attention given to reducing the gap between rural and urban areas to ensure full access. However, there are an estimated 2,237 rural units which still lack primary schools. These rural units are included in the General Authority for Educational Building Construction Plan, which extends to 2011/12.

2.A.10 Consolidating private education: The private sector has become a fundamental stakeholder in realizing the development of education at all levels, including the construction and funding of public schools. Although many private schools are investment-oriented, they still have a vital role to play in enhancing the educational process, particularly at the primary level. The number of private primary schools rose between 2001/02 and 2005/06, as indicated by Table (6) (Ministry of Education, 2002, 40-41).

Table (6): Growth in Private Primary Schools, Classrooms, and Pupils (2001/02 to 2005/06) (MOE, 2002)

	2001/2002	2005/2006	Rate of Increase
Schools	1294	1449	11.98%
Classrooms	16,041	21,072	31.36%
Pupils	570,923	706,087	23.67%
Average Class Size	35.59	33.51	_

The results contained in Table (6) may be summarized as follows.

1. The number of private schools rose from 1294 in 2001/02 to 1449 in 2005/06. Schools have increased by 11.98 percent and classrooms by 31.36 percent.
2. The number of pupils enrolled in private schools amounted to 706,087 in 2005/06 which represents an increase of 23.67 percent over 2001/02.
3. Class size fell from 35.6 pupils in 2001/02 to 33.5 in 2005/06, which should have a positive impact on the teachers' performance.
4. The intake rate in private schools was estimated at eight percent in 2005/06, based on the number of enrolled pupils (126,514) divided by the total number of age group children (1,585,140).
5. The percentage of pupils enrolled in private education classes reached 7.7 percent in the year 2005/06, based on the number of enrolled pupils (706,087), and the number of children in the age group 6-12 (9,159,415). This enrollment rate is relatively low, which in turn necessitates further efforts on the part of the Ministry to sustain private sector school expansion plans.

2.A.11 Educating pupils with special needs: To ensure equal opportunities for all pupils, the Egyptian Government has taken an interest in education for special needs children. It has developed new mechanisms to enhance their abilities and life skills and has given them equal rights in the area of education. Governmental concern is apparent in the growth in the number of schools and classes allocated to children with special needs seen in Figure (5), as well as the noticeable growth of enrollment rates in these schools (Ministry of Education,GAIC, 2006d).

Figure (5): The Growth of Special Needs Schools, Classrooms, and Pupils, Primary Level (2001/02 – 2005/06) (MOE-GAIC, 2006d)

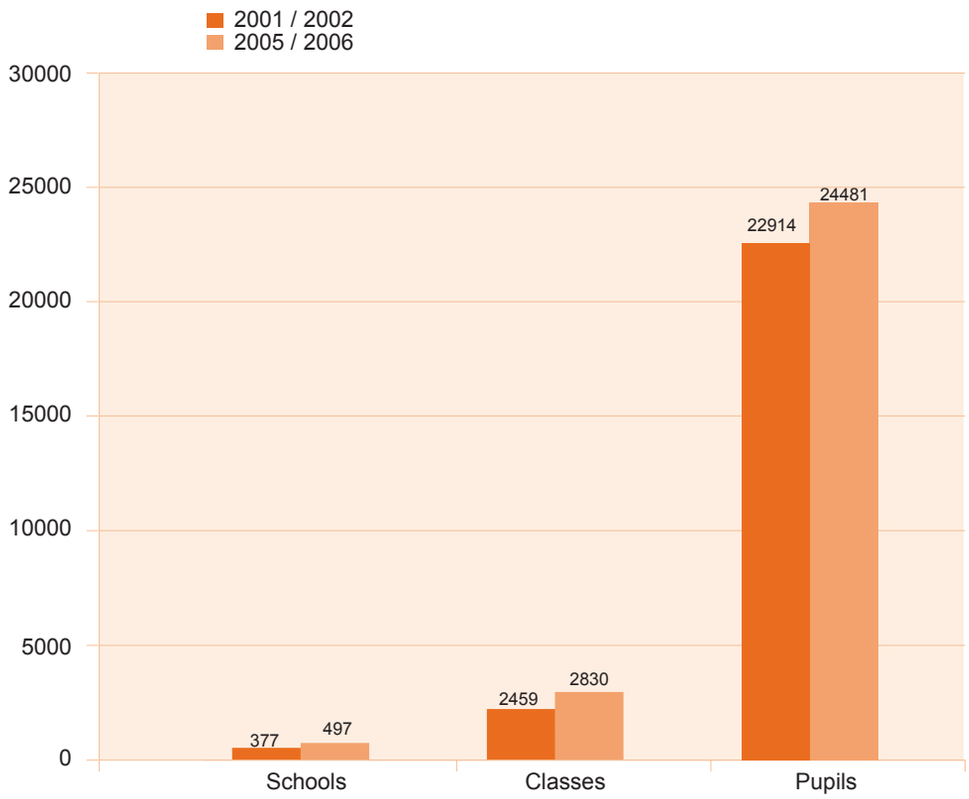


Figure (5) indicates that there was an increase in the number of special needs schools, from 377 in 2001/2002 to 497 in 2005/2006. The number of special needs pupils enrolled in these schools rose by 6.8 percent, from 22,914 in 2001/02 to 24,481 in 2005/06. Parents have been encouraged to send their children, who were previously deprived of all educational opportunities, to these special schools.

2.A.12 Teacher shortage: The teacher shortfall at the primary level is estimated at 86,743. The biggest shortage is recorded in Minia (11.36 percent), followed by Sohag (10.01 percent). The lowest percentage is in Luxor (0.7 percent), Red Sea Governorate (0.22 percent), and New Valley (0.44 percent). Figure (6) shows the teacher shortage by school subject (Ministry of Education-PSPU, 2006c).

Figure (6): Shortage in Primary Level Teachers, by Subject (2005/06) (MOE-GAIC, 2006d)

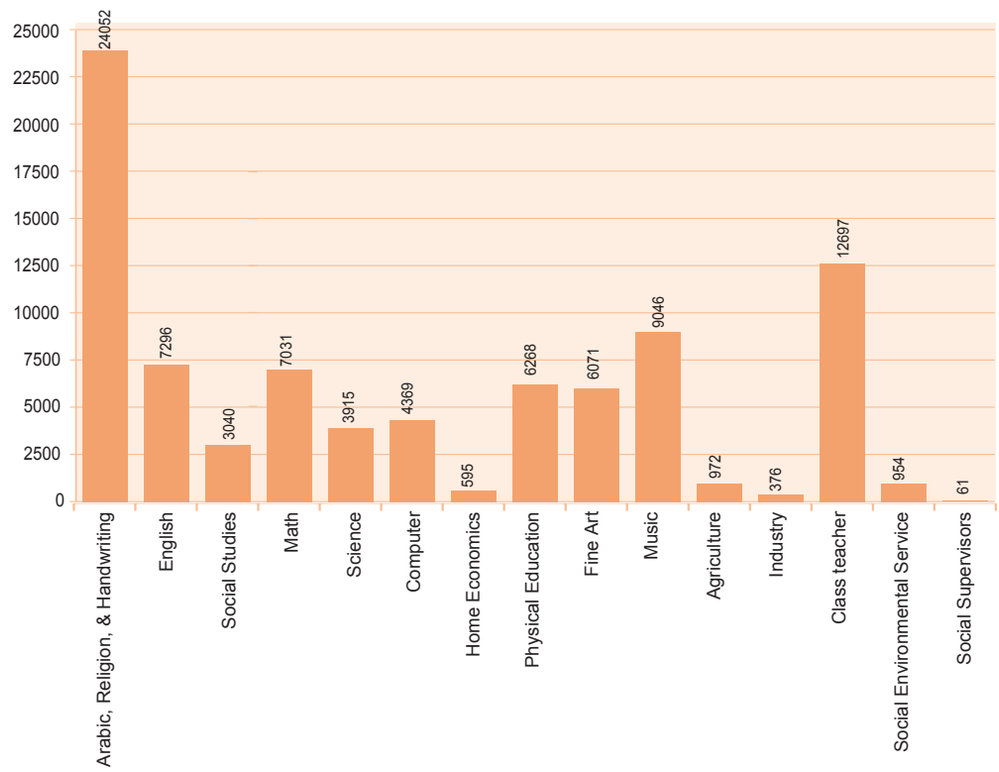


Figure (6) indicates that there is teacher shortage in the subject areas of Arabic (27.73 percent), English (8.41 percent), and math (8.11 percent). Based on these shortages, the Ministry has applied a contract recruiting system for teachers. The number of teachers deployed via this system amounted to 29 ,710 in 2005/06 (11,780 males and 17,930 females).

2.B QUALITY

Quality is a fundamental element that all primary school reform efforts worldwide aim to realize. Ensuring a quality education is the main means via which we can ensure the provision of educational output that realizes the intended goals. It is the main factor which can affect pupils' levels of achievement at the primary level. Basically, through applying criteria for judging the input and output of the educational process, primary education quality can be measured and evaluated (Geijsel & Berg, 1999).

Quality at the primary level can never be assured unless proper conditions are available to ensure an adequate educational climate, where learners and educators are capable of taking initiative and adapting to changing conditions. This educational climate should also empower schools to autonomously execute a variety of self-reform programs away from any direct central ministerial or administrative supervision (Geijsel & Berg, 1999).

2.B.1 Dropout rates. The attention paid to raising enrollment rates at the primary level and to providing a suitable educational climate has resulted in a noticeable decline in the dropout rate (Ministry of Education-GAIC, 2006c). Table (8) shows that dropout rates fell in 2005/06, when it reached 0.22. The girls' dropout rate declined to its lowest level (0.15 percent) in 2005/06, when it was even lower than that of boys in the same year.

Table (8): Dropout Rates, Primary Level (2001/02 – 2005/06) (MOE/GAIC, 2006c)

Year	Boys			Girls			Total		
	Enrolled pupils	Dropped out	Percentage %	Enrolled pupils	Dropped out	Percentage %	Enrolled pupils	Dropped out	Percentage %
2001/2002	3,774,009	41,739	1.11	3,368,118	20,460	0.61	7,142,127	62,189	0.87
2005/2006	4,483,296	13,122	0.29	4,150,819	6070	0.15	8,634,115	19,192	0.22

Table (9) illustrates the dropout rates in primary grades (Ministry of Education-GAIC, 2006c). The lowest dropout rate is recorded at the sixth primary grade which emphasizes the pupils' awareness of the importance of obtaining the Primary Level Certificate to gain entry to the preparatory level. The highest rate is recorded at the fourth and fifth grade. Dropout rates in public schools are higher than those recorded in private schools.

Table (9): Dropout Rates (%), Primary Grades, by Grade (2005/06) (MOE-GAIC, 2006c)

	Grade one	Grade two	Grade three	Grade four	Grade five	Grade six
Public	0.6	1.7	2.4	3.6	4.8	0.1
Private	0.6	0.6	0.6	0.4	0.4	0

2.B.2 Repetition/transition rates: Table (10) demonstrates that repetition rates have decreased in all primary grades. The highest rate is in the sixth grade (8.1 percent), which might be due to the fact that the sixth grade represents the end of the primary level. It may also be noted that repetition rates in private schools are lower than those of public schools, which may be a reflection of the relatively higher quality of private schools.

Table (10): Repetition Rates (%), Primary Level, by Grade (2005/06) (MOE-GAIC, 2006d)

	Grade one	Grade two	Grade three	Grade four	Grade five	Grade six
Public	0.0	2.3	3.4	4.7	4.2	13
Private	0.0	0.3	0.2	0.4	0.3	0.4

Table (11) contains figures on transition rates among primary level grades. It may be noted that these rates are relatively high, with those of private schools being higher than those of public schools. Of the 1,381,154 students enrolled in the sixth grade, some 1,267,899 graduated from that grade in 2004/2005, for a pass rate of 91.8 percent. This figure denotes the high internal efficiency of public schools. Nevertheless, the Ministry needs to exert even more effort to increase transition rates. As for private schools, of the 108,627 pupils enrolled in the primary level, some 108,192 graduated from the primary level, for a pass rate of 99.6 percent. This rate is a clear indicator of the internal efficiency of the private sector.

Table (11): Transition Rates (%), Primary Level, by Grade (2005/06) (MOE-GAIC, 2006f)

	Grade one	Grade two	Grade three	Grade four	Grade five	Grade six
Public	99.4	96	94.2	91.7	91	91.8
Private	99.4	99.1	99.2	99.2	99.3	99.6

2.B.3 Technological progress: Learning at the primary level is likely to be affected by the incorporation of communication technology into basic strategies and approaches. Therefore, many programs and models, which focus on integrating technology into the educational process and incorporating various technological media such as the internet, distance learning, and e-learning, have emerged.

Technological development at the primary level takes different forms, as follows:

1- **Science labs:** to develop pupils' sense of science as well as positive attitudes towards experimentation and drawing scientific inferences at an early stage. Primary level labs comprise a set of units including basics of experimentation, scientific awareness, measurement, and the lab library. Science labs are available in all primary schools.

2- **Multi-media labs:** these include computer labs, which show multi-media programs. Multi-media labs include:
   - A computer and (LCD-OHP) set
   - A video player, an overhead projector, and a TV
   - Satellite channels receiver

A total of 15,714 computer labs are available at the primary level. These computer labs are connected to schools via educational hyper-media which aims at increasing the efficiency of the educational process. A total of 810 primary schools have also been connected via e-learning. Approximately 13,058 primary schools have been supplied with telephone lines to provide internet service (Ministry of Education, 2006c, 45). Multi-media labs have been introduced into all primary schools. About 20 primary schools were supplied with multi-media labs, each comprising ten Pentium IV computers. The electronic government program was introduced into all primary schools. About 8,511 primary school computer teachers have been trained by the Education Enhancement Program (EEP) and the World Bank.

The Ministry has taken measures to integrate the use of advanced technology into the educational process, including curriculum and school management. However, the incorporation of technology and the internet at the primary level poses many challenges. Thus, various criteria for activating the use of technology in the education process have been suggested (Ministry of Education-PSPU, 2006b), including the following:

1- train pupils on exchanging information via technological media and the internet as well as through distance learning facilities, i.e. video conference;
2- train teachers to employ technology in planning and presenting their lessons as well as in organizing pupils' group work to boost ongoing learning at the primary level;
3- increase access to technology for a wide range of pupils, especially deprived and hard-to-reach ones; and
4- incorporate the use of the internet into educational activities, to raise pupils' academic and behavioral levels of achievement.

2.B.4 School subjects: The primary level study plan being applied at present lacks balance. The time allocated to academic subjects such as Arabic, science, math, and social studies exceeds that allocated to practical subjects. This division is reinforced when periods of practical subjects such as physical education, art, and music are sometimes cancelled during the actual course of study in favor of academic subjects, which are the focus of the evaluation system.

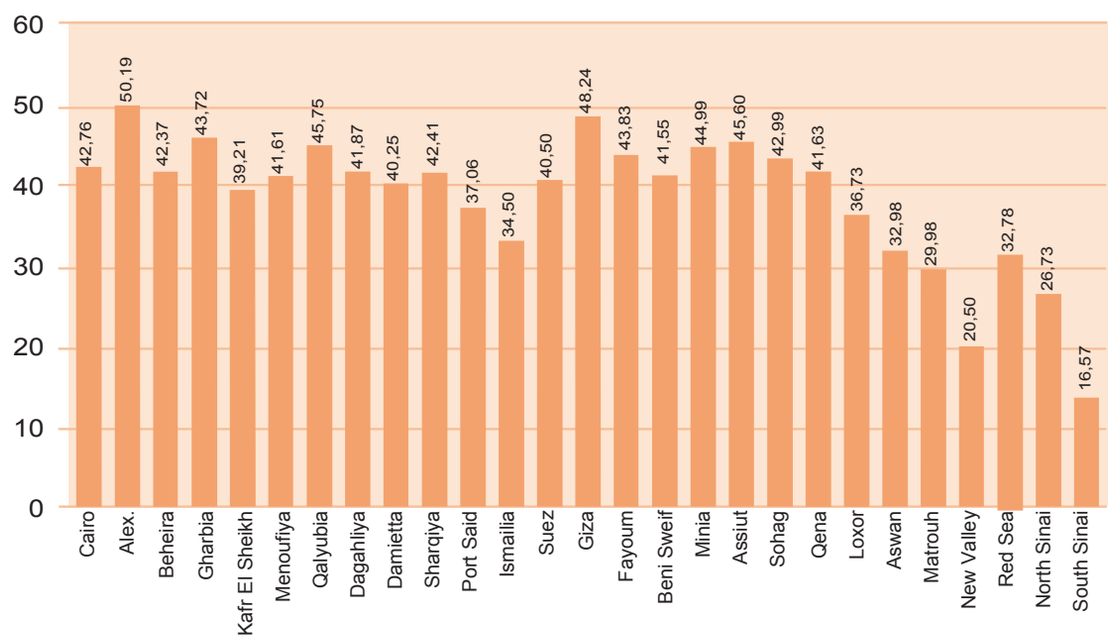
Currently, the Center for Curriculum and Instructional Materials Development (CCIMD) is responsible for the development of primary textbooks. All of their endeavors are intended to realize essential goals, such as: developing critical thinking and problem solving skills; helping pupils acquire new values, such as democracy, tolerance, and environmental awareness; and mastering technological skills (NCERD, 2003b).

However, recent studies have shown that most of the efforts exerted are ad hoc and incremental, rather than being an integral part of a comprehensive development plan based on a sound philosophy, which would allow room for partnership and criticism. Moreover, the curricula are still characterized by the following: focus on quantity instead of quality; focus on academic rather than practical aspects of the curriculum; lack of regional variations; failure to keep pace with the rapidly changing scientific and technological context; lack of experimentation; absence of follow-up and feedback; and predominance of subject segregation (NCERD, 2006, 77; NCERD, 2003a).

2.B.5 Class size: Large class size is one of the most important challenges influencing the quality of the education processes at the primary level. The current average class size of 42.77 students per class is considered high for this age group, based on international standards, and is likely to have a negative impact on the educational process and, therefore, the outcome.

It is clear from Figure (7) that large discrepancies exist among governorates in terms of class size. Some governorates have low class size, such as South Sinai (16.57 pupils per class) and New Valley (20.5); others have medium class sizes ranging from 30 to 40 pupils, such as the Red Sea, Aswan, Port Said, Ismailia, Luxor, and Kafr El Sheikh. Most of the remaining governorates show a high class size ranging from 40 to 45, with Qalyubia having a class size of 45.75, Giza 48.24, and Alexandria 50.19. Similarly, discrepancies exist between rural and urban areas as far as class size is concerned. In urban areas, the aggregate class size is 44.13 versus 41.9 in rural areas.

Figure (7): Class Size in Governorates, Primary Level (2005/06) (MOE/GAIC, 2006b)



2.B.6 Teacher's competence: Capacity building is a key challenge at all levels, but especially with respect to primary level teachers. With this in mind, the Ministry is attempting to reconsider all teachers' professional development programs and activate school training units. Current and future training programs are intended to help teachers to become planners, educational leaders, and transformation and development agents. Thus, many training programs are intended to train teachers to use modern technology and methods of teaching, with the purpose of upgrading their general skills and increasing their efficiency.

Primary level teachers may come from various backgrounds: some have a teaching diploma, others a university certificate from the Faculty of Education (primary department or other department); still others, a certificate from another faculty. This mixture can result in inconsistencies in teachers' performance. Until all teachers have received the same fundamental preparation, the main way to achieve parity is through a well-planned and implemented in-service training.

2.B.7 Pupils' achievement: A review of public school statistics shows that the pass rate for the 2004/05 Primary Certificate Exam reached 90.2 percent for boys versus 94.8 percent for girls, with an overall percentage of 92.4 percent. Of all students enrolled in the first primary grade, 87 percent completed basic education in urban governorates and urban areas in Lower Egypt, 82 percent in rural areas in Lower Egypt and urban areas in Upper Egypt, and 73 percent in rural areas in Upper Egypt (UNDP, 2004, 74).

These pass rates must also be viewed in light of educational quality standards. The Education Reform Program (ERP) conducted a study aimed at evaluating educational quality in Egypt at the basic level. The study concluded that critical thinking and higher order and problem solving skills were effectively absent from almost all primary classrooms observed for the study (World Bank, 2005a, 23)

2.C SYSTEM/MANAGEMENT

2.C.1 Decentralization: Decentralization can have a significant effect on institutional performance. It is the means for achieving education quality. Thus, the Ministry is attempting to empower schools to improve and develop all aspects of their performance. This requires tackling matters such as regulatory legislation and mandates organizing school processes. Decentralization also requires the provision of adequate human resources. School buildings and their adequacy in light of a rapidly changing environment is also relevant here. In other words, decentralization relies on an effective and strong system supported by a rigorous social and legislative framework. It requires teamwork governed by clearly specified tasks and roles.

2.C.2 Developing administrative systems at the school level: The Ministry of Education is attempting to improve school-level administrative systems through improving systems for data collection and analysis. It is also trying to define roles and responsibilities necessary to monitor the execution of national educational policies at various administrative levels. Directorates in each administration will be in charge of managing education at the local level. They will also be entrusted with the direct monitoring of schools under their supervision.

2.C.3 Educational systems: School management is one of the most important challenges for the primary education sector. Education leaders are entrusted with developing the potential capabilities of primary schools. This includes providing the type of educational climate necessary for applying student-centered learning. School leaders are also responsible for providing suitable mechanisms for tracking and monitoring teachers. Of course, the teachers' perspective plays a fundamental role in enhancing the director's management style, as teachers are the most aware of their pupils' social and academic demands. School directors should, thus, give teachers the chance to take part in setting curricula as well as administrative procedures (van der Grift & Houtveen, 1999).

At the level of the education process, the focus of school management is mainly on the means of assuring the quality of the curricula. The school administration is also responsible for determining whether or not technology could be incorporated in the school enhancement process. Management should also provide all mechanisms necessary to ensure parents' participation in school administration.

2.C.4 Administrative reform systems: Administrative reform processes at the primary level aim at providing equal access to high quality education opportunities for all students, whether boys or girls, normal or with special needs, to help them pursue their education more efficiently. All reform processes are focused on realizing interaction between the school and the family, an outcome which could have a positive effect on the educational process.

Administrative reforms at the primary education level embrace diverse objectives, as follows:

- Ensure opportunities for all pupils to pursue their education through providing an enabling climate that facilitates and enhances education.
- Reduce risks resulting from the decline in pupils' level of academic achievement.
- Ensure equal access to high quality education for all pupils without discrimination.
- Monitor pupils' achievement to determine their points of strength and weakness regarding the applied reform as well as the teacher's adopted mechanism for interacting with students.

Administrative reform at the primary level aims at boosting pupils' levels of achievement and intake rates as well. This is achieved through embracing many methodological reforms and adopting a self-management system inside the school. Thus, access, quality, and system represent the general framework for reforming primary education. This means that the management system should be reformed by introducing various modern management systems, the most prominent of which is the social management of the educational process, which takes place within the framework of school-based reform. In other words, system/management reform is the first step toward the establishment of an administratively and academically effective school.

2.C.5 Community participation: This approach is based on activating channels of communication between schools and community institutions. It is also based on prompting boards of trustees as well as parents and teachers' councils to participate in the school administration. This type of involvement also implies stimulating the private sector and other institutions to participate in funding primary education.

• For example, the Alexandria project in decentralization, which commenced in December 2001 under the auspices of the Ministry of Education, aimed at upgrading the quality of education in Alexandria based on a decentralized model through:

- forging a partnership between teachers, administrators, and the community at large through three-tiered committees which provided support, follow-up, and implementation;
- implementing advanced decentralized management through modifying policies and procedures and delegating both authority and responsibility to the school level; and
- providing advanced training to employees in conformance with up to date, international pedagogical and educational systems (UNDP, 2004).

3. Projects and programs

A number of programs have been initiated and implemented to raise education quality at the primary level. They include the following.

3.A Education Enhancement Program (EEP)

This program, which is being implemented in 15 governorates, was initiated in 1997 to build on previous successes with respect to reform of basic education in Egypt. EEP is supported by the government of Egypt, the European Commission, and the World Bank and is managed by the Program Planning and Monitoring Unit (PPMU).

EEP has wide-ranging goals covering access, equity, quality, and systems efficiency. In this respect, it has been successful in providing quality inputs to the basic education system, such as school buildings, instructional materials, learning technologies, and teacher in-service professional development. It is also conducting a longitudinal study to evaluate the effectiveness of projects sponsored by the EEP to improve education quality (Prenton, 2004).

3.B Mainstreaming Interactive Learning Project

This project was jointly implemented by the MOE and UNICEF in 90 schools in Fayoum, Qena, and Assiut. The project has achieved the following:

- Issued a regulatory framework to activate school self management
- Designed instructional packages for implementing active learning
- Prepared Trainer of Trainers (TOT) courses on active learning skills

3.C New Schools Project

This project was initiated in 100 schools jointly with the USAID. The project commenced at the beginning of 2004/2005 in three governorates: Fayoum, Minia, and Beni Sweif. Alexandria also participated in the project. Within the framework of this project, national education standards were transformed to rating scales to be incorporated into assessment of school quality. The project is also centered on encouraging schools to set development plans congruent with standards-based reform.

3.D The Effective School Project

This project is one of several initiated by the Ministry of Education in 150 primary schools in Qena, Minia, Kafr El Sheikh, Ismailia, Sharqiya, Dagahliya, Sohag, Qalyubia, and Gharbia. Another 100 schools were incorporated into this project in 2005/06.

The project is sponsored and funded by the World Bank, the European Commission, and the Ministry of Education under the supervision of the PPMU. The project was launched in 2004 and terminated in 2006. A follow-up study is being conducted along with the project to investigate the project schools' level of performance and to select new schools for experimentation.

This project attempts to realize the model of the effective school suggested by the National Standards of Education, including a school vision and mission, the school's social climate, methods of teaching, and the learning environment. Its main approach is to create clusters of adjacent schools whose pupils can directly or indirectly communicate (share) their opinions and information. The project supports the transformation of the school administration to a decentralized one relying mainly on teachers and parents' participation. The project aims at enhancing the effectiveness of all primary schools in Egypt (Prenton, 2004).

3.E Education Reform Program (ERP)

This program, which is funded by USAID, is being implemented by the Ministry of Education in Alexandria, Cairo, Fayoum, Beni Sweif, Minia, Qena, and Aswan, covering 30 schools in each governorate. ERP encourages system-wide reforms by experimenting at lower levels of the educational system (schools, community, and local government authorities) to try out effective strategies for educational improvement. The program addresses all levels, including the primary level. Egypt's newly developed educational standards provide the framework for the overall reform and the program activities in particular. The program's goal is to capitalize on the readiness of Egyptians-particularly the business community and families of students-to support positive change and improvement in the quality of the education system. This solution includes a mix of interventions, such as teacher training, administrator training, improving schools' capacity to facilitate pupils' transition to the labor market, and developing supplemental classroom resources. The key strategies adopted by this program are:

- building institutional capabilities that consolidate reform and expansion in light of national standards.
- designing evaluation and assessment tools as well as observation checklists. These tools are intended to support the school self-evaluation process as well as improvement plans as a step toward school accreditation (World Bank, 2005).

3.F School Team Excellence Awards Program (STEAP)

The School Team Excellence Awards Program establishes a standard of excellence and motivates educators to attain that standard in 16,000 schools. Awards are funded by the USAID and distributed to educators and education teams. In so doing, USAID aspires to motivate individual teachers to improve the quality of their teaching in light of the National Standards of Education. Thus, a guide for Egyptian schools was designed to help schools adopt standard-based quality reform. The program selects 25 percent or 30 percent primary schools and provides training for teachers and all others concerned with the educational process and setting improvement plans.

Quality improvement at the primary level requires a paradigm shift in the social perspective of the educational process at this level. This shift is one of the main challenges facing primary school development. In other words, education at this level should never be considered just a means to assist pupils in mastering reading, writing, and math skills. Rather, it should be perceived as a system intended to enable pupils to acquire values, attitudes, behaviors, and skills that assist them in forming their present perspectives and future orientations (Palafox et al, 1994).

3.G System programs to upgrade primary education quality

System-based programs have been initiated in three areas: rebuild the curricula of the first three grades of the primary level; develop a comprehensive evaluation project; and apply active learning strategies.

3.G.1 Rebuild the curricula: New curricula are suggested at primary level, which should contribute to the development of pupils' academic and behavioral abilities, as well as improve their capacity to solve personal and inter-personal problems. The curricula suggested will empower the teacher to face many challenges, the most important of which is his/her capability to directly and adequately influence pupils' academic and behavioral practices. The teacher should possess the ability to understand the changes in the surrounding environment and thus have to prepare pupils to deal with these changes on an ongoing basis. The teacher should also encourage students to adopt group work and cooperative learning (MOE-PSPU, 2006a).

A development plan was established based on discussions attended by representatives of all stakeholder groups. The implementation of the plan began in 2006/2007. Development aspects were determined as follows (MOE-PSPU, 2006c):

- Restrict the prescribed subjects 1st, 2nd, and 3rd Primary to four basic subjects: Arabic, foreign language, math, and religion. The curriculum will be distributed into two semesters to reduce pupils' load and lighten the weight of the books carried by these young children.
- Design an activities guide for teachers to assist them in preparing activities for each subject, along with other educational activities (MOE-PSPU, 2006c).

3.G.2 Comprehensive evaluation project: This project aims at developing an assessment system for the primary level that embraces various aspects essential to learning at this level: cognitive, affective, and practical within the framework of primary education goals. The application of this system is expected to realize a balanced development of the pupil's character and enables him/her to cope with an ever-changing and developing world.

The project is based on the following steps (MOE-PSPU, 2006c):

- Start with the first three primary grades, then expand the project to cover all subsequent primary grades.
- Incorporate the National Standards of Education as the referential framework.
- Adopt authentic evaluation that is based on real activities.
- Confirm that the evaluation should be comprehensive, embracing all aspects of learning, continuously applied throughout the school year, and covering all school activities completed by the pupils.

The project is based on the adoption of a set of key evaluation tools:

- The pupils' portfolio: a purposeful collection of all work completed by the learner under the teacher's supervision, which is intended to present a realistic and integrative perspective of his/her achievement through the school year.
- End-of-term exams.
- Extra-curricular activities.

3.G.3 Applying active learning strategies: This strategy emphasizes the interaction between the teacher and the learners and focuses on the child's performance on various activities during the learning process (MOE-PSPU, 2006c). Active learning strategies are based on the following assumptions:

- Apply the extended session system at an average of three daily extended sessions instead of the currently adopted period system. Each shift will take 60 minutes with 10-15 minutes breaks between shifts. The school day should terminate approximately at half past one.
- Give enough time for pupils for recreation by reducing the number of subjects taught daily.
- Give adequate opportunities to teachers to incorporate a myriad of activities during the lesson, and allocate specific time for teachers to identify problems or challenges that might impede the course of the school day.

Quality at primary level has a great influence on pupils' level of achievement. Quality-which includes teacher's performance, quality of the school and administrative reform, curriculum, and methods of teaching-is considered the basic determinant affecting attendance and absence of both teachers and pupils at this level. It also has a significant effect on pupils' academic and behavioral achievement as well as on teachers' job satisfaction and their professional welfare (Muhamed, 2000).

4. Challenges

An analysis of the current situation in the primary level reveals a number of challenges in the areas of access, quality, and systems/management.

4.A ACCESS

1. teacher shortage;
2. the low intake rate in some governorates;
3. the unequal distribution of schools among governorates; and
4. the wide gap between gross and net enrollment rates.

4.B QUALITY

1. the large class size, which averages 42.77 students per class, in this level;
2. the inadequacy of teacher training programs;
3. the diversity of primary school teacher qualifications, which results in discrepancies and inconsistencies in teacher performance;
4. the deployment of unqualified teachers to teach some subjects, such as English;

5. the short day system adopted in morning/one shift schools, which account for 47.8 percent of all primary schools;
6. the lack of balance between academic and practical subjects;
7. the teacher's low efficiency, which leads to the prevalence of private tutoring at this stage; and
8. the inadequacy of many school buildings and the lack of enough space to practice activities necessary at this stage (Muhamed, 2000).

4.C SYSTEM/MANAGEMENT

1. the existence of multiple administrative authorities, which leads to an apparent conflict in responsibilities and decisions taken;
2. an excess of administrators at each school, which hinders work inside the school;
3. the frequent transfer of teachers among schools during the school day, which leads to the instability of the school schedule;
4. the inadequacy of some Ministerial decrees and regulations, which are intended to organize schoolwork;
5. inflation of management systems and the overlap of specializations in schools and directorates;
6. the low budget allocated to primary schools;
7. the lack of community participation in school reform; and
8. the inadequate devolution of the decision making to the school level.

Situational Analysis of Preparatory Education

1. Introduction

The Egyptian National Plan of Education for All 2002-2016 (UNESCO, 2003,a, 41) has embraced the goal of enrolling all students aged 12 to 14 as one of its main priorities. This goal is to be achieved by 2005 for boys and 2015 for girls. Universal access means that education should be available to all citizens regardless of their social or cultural status. At the preparatory level, pupils acquire the social values underpinning good citizenship, as well as the national culture. They deepen their knowledge of the national language, as well as consolidate progress in acquiring a foreign language. In addition, they form positive attitudes towards technological progress. At the end of this level, students either pursue further education or engage in practical life (MOE-PSPU, 2006a; UNESCO, 2000).

2. Current Situation[1]

2.A ACCESS

2.A.1 Growth of schools: Table (1) shows that the number of public preparatory schools increased between 2001/02 and 2005/06 by 12 percent, while private preparatory schools increased by 13.7 percent. These rates reveal a higher growth rate for private schools compared to public schools. This increased rate was reflected in a noticeable increase in the number of students attending private schools, which reached 4.5 percent of all preparatory level students in 2001/02 and rose to five percent in 2005/06. Comparatively, vocational schools, which are attended by low achieving primary students, show a steady growth rate of three percent throughout the reporting period.

Table (1): Growth in Preparatory Schools, by Type of School (2001/02 – 2005/06)

Year	Public		Private	Total
	General	Vocational		
2001/2002	6816	266	911	7993
2002/2003	7050	269	933	8252
2003/2004	7336	270	991	8597
2004/2005	7476	270	1011	8757
2005/2006	7650	272	1036	8958
Growth rate	12%		13.7%	–

(1) This reporting period includes the restoration of 6th primary, which had been excluded from education in Egypt for nearly 20 years. Due to this re-instatement, the figures for prep level included in this report may seem at times misleading. Thus, Table (2) shows that in 2001/02 there were some 4,706,476 pupils enrolled in all types of prep schools, while in 2005/06, there were only 3,123,456 pupils. While this may look like a large decrease (which would be highly unlikely, given the short time period involved), the drop actually reflects the fact that apparently missing pupils were enrolled in the newly-restored 6th primary

2.A.2 National enrollment rates: In 2001/02, the gross enrollment rate was an estimated 98.4 percent. The number of students in Al Azhar religious preparatory schools reached 313,265 (representing seven percent of this age group). The overall gross enrollment rate reached 105.4 percent. An enrollment rate which exceeds 100 percent is generally an indication that there are children enrolled who do not belong to the identified age group, being either younger or older than the target age of children in the age group.

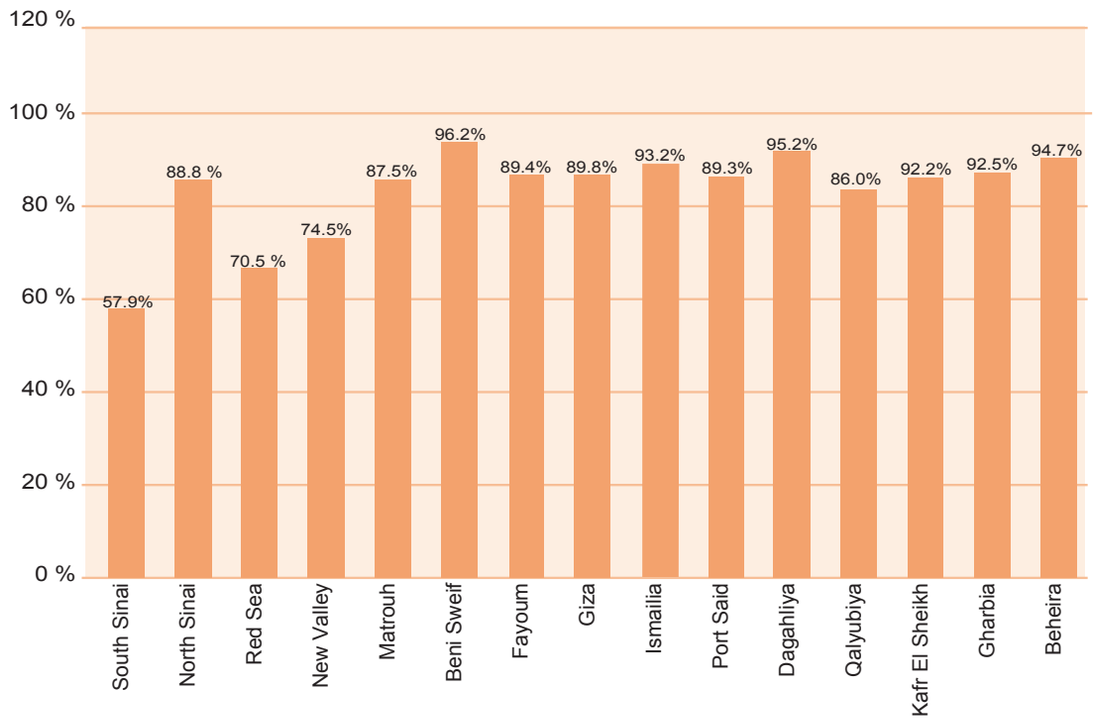
Table (2): Distribution of Pupils Among Different Types of Preparatory Education (2001/02 – 2005/06)

	Public Schools		Private Schools	Al Azhar Preparatory Schools	Total
	General	Vocational			
2001/2002	4,044,942	157,446	190,823	313,265	4,706,476
2005/2006	2,561,738	119,538	129,851	332,962	3,144,089

In 2005/06, the gross enrollment rate at preparatory schools (general, vocational, and private) was 96.9 percent. Taking into consideration the enrollment rate in Al Azhar preparatory schools (7.1 percent), the total enrollment rate becomes 104 percent, which is quite similar to that estimated in 2001/02.

2.A.3 Enrollment rate in governorates: Although the average national enrollment rate is close to universal enrollment, there are discrepancies between Egypt governorates and the national average. Universal enrollment was achieved in 12 governorates. In eight of these, enrollment rates exceed the national average. In the 15 remaining governorates, enrollment rates were below the national average, as shown in Figure (1).

Figure (1) Governorates Enrollment Rates Below the National Average



This figure shows that the gap between these governorates' enrollment rates and the national average widens as one moves from the right side of the figure to the left. The last governorate on the left, South Sinai, recorded the lowest enrollment rate of 57.9 percent.

The net enrollment rate, on the other hand, was estimated at 78.8 percent in 2001/02. This value is quite similar to that estimated for 2003/04, which reached 77 percent[(2)]. How can the disparity between the gross enrollment rate of 95.2 percent and the net enrollment rate of 77 percent be accounted for in the year 2003/04? A study would be needed to answer this question. This study would investigate the number of age-group children (12-14) who are still in primary schools and the number who are enrolled in secondary schools. Such a study would be critical as far as access is concerned, since, for example, the number of poor children not enrolled in preparatory schools is three times the number of their middle-class and wealthy counterparts (World Bank, 2002).

The first interpretation of this situation might be that the low economic status of many families keeps them from being able to ensure educational opportunities for their children. In addition to the regular costs of attending schools, poor households are especially vulnerable to the high private lessons costs associated with schooling in Egypt. This type of spending is estimated by the Human Development Report of 2004 at 1.6 percent of the GDP allocated to education (which represents 1/3 of the total allocated amount) (World Bank, 2005, p.17).

(2) The enrollment rate recorded in 2003/04 is used here for comparison because the 2005/06 enrollment rate is confounded by the absence of students who were enrolled in sixth primary rather than first prep (see Footnote 1).

The unusually large household spending on private tutoring, which becomes a necessity at this level, renders vulnerable families unable to send their children to school. It should be noted that about two-thirds of preparatory level pupils receive private tutoring (Assad & El Badawy, 2004). Sending children to school also deprives their underprivileged families from the possible income they could have earned if these children had been sent to work instead.

This gap between economic classes is emphasized by the results of the Education Enhancement Program (EEP), which developed a subsidy strategy to provide school uniforms and stationary for economically underprivileged families. Some 12,000 students, at an average per-student cost of LE 50, have benefited from this program. The program prompted about 4,000 students who dropped out to rejoin basic education (World Bank, 2002, 12).

2.A.4 Gender gap: An improvement in gender disparity with regard to access was noted in the data. In 2001/02, at the national level, boys' enrollment rate was 101.9 percent versus 94.9 percent for girls, which means a gender gap of seven percent. This gap is narrowed in the year 2005/06 to 0.5 percent, when boys' enrollment rate was 97.2 percent versus 96.7 percent for girls. The significant reduction of the gap at the national level as well as in 19 governorates should not conceal the fact that gender disparity is still a critical concern in some governorates known for their disadvantaged status. In Table (3), a gender gap can still be recognized in eight governorates.

Table (3): Gender Gap at the Preparatory Level

Governorates	2001/2002			2005/2006		
	Boys Gross Enrollment	Girls Gross Enrollment	Gap	Boys Gross Enrollment	Girls Gross Enrollment	Gap
Matrouh	96.6%	54.98%	41%	104%	68.8%	35.3%
Beni Sweif	94%	68.55%	35.5%	101.8%	90.1%	11.7%
Minia	96.6%	69.01%	27.6%	108%	96.4%	11.6%
Fayoum	98.2%	74.8%	23.4%	92.7%	85.6%	7%
Assiut	100.3%	80.5%	19.9%	108%	98.6%	9.4%
North Sinai	111.6%	96.4%	15.2%	105.3%	75.1%	30.2%
New Valley	130%	113.6%	14%	77.6%	71.3%	6.4%
El Menoufiya	107.7%	100.65%	7%	103.8%	96.7%	7%

As Table (3) shows, there was an observable decline in the gender gap throughout the period in all governorates except North Sinai, where the gap widened. This finding indicates that the policy to rectify the gender gap in enrollment has been relatively successful; the current situation in North Sinai needs further analysis and explanation, especially since boys' enrollment has dropped by seven percent and girls' enrollment by 21 percent.

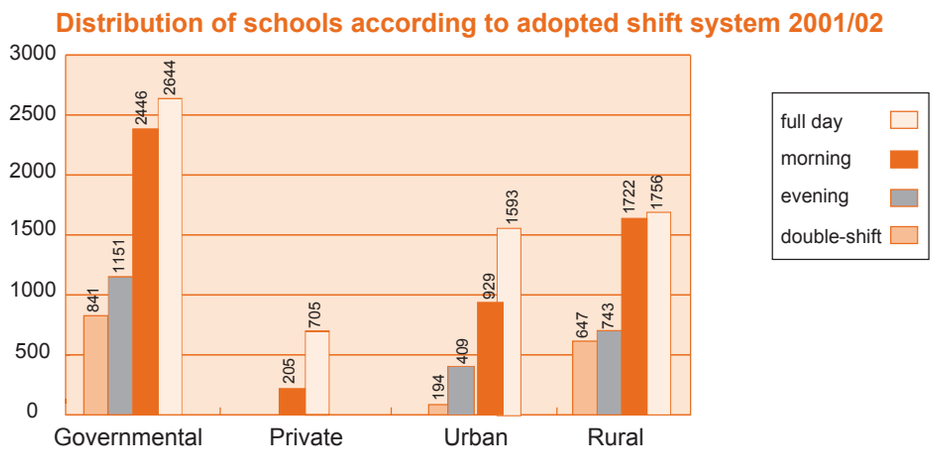
2.A.5 Dropouts: Dropouts are a serious concern at the preparatory level. In 2001/02, the dropout rate was about 3.5 percent, which decreased to 2.91 percent in 2004/05. These percentages should not be underestimated, however; serious implications can be drawn when percentages are translated to figures: 101,898 and 81,039 children, respectively. An investigation of the problem of dropouts in various governorates showed that most governorates in Upper Egypt and some in Lower Egypt showed dropout rates that exceeded the national average (UNDP, 2004). For instance, the dropout rate in South Sinai governorate was seven percent, Giza 4.6 percent Assiut 4.6 percent, and Alexandria four percent.

2.A.6 Shifts: From another perspective, the distribution of preparatory schools with respect to school day systems needs to be reviewed. Out of the 8,958 preparatory schools in the year 2005/2006:

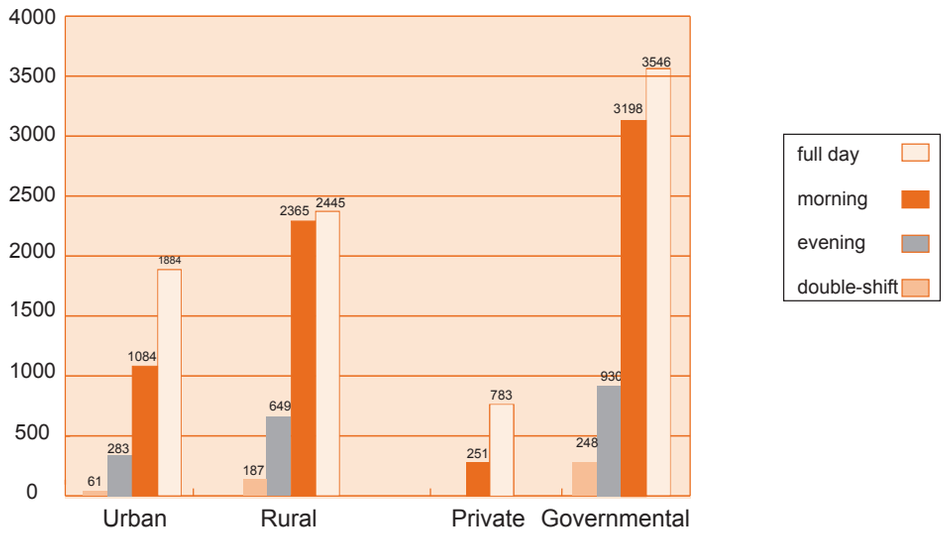
- 3,449 schools apply the morning one-shift system (four to five hours). Having no time to practice activities, the school day is almost focused on teaching academic subjects;
- 932 schools use the evening one-shift system (four hours). However, these schools are not preparatory schools; rather, they belong to other levels and are used in the evening to serve preparatory pupils. The school day in these schools is quite similar to that of morning schools;
- 248 schools adopt the double–shift system; these are mostly preparatory schools which are used alternatively in the evening and morning. This means a short learning time of four or five hours.
- 4329 schools apply the full day system, which represents the model to be generalized in all schools. This system provides a prolonged learning time of seven hours a day, enabling pupils to practice diverse activities and develop their talents and abilities as far as possible (MOE, 2006b).

Figure (2) shows the distribution of preparatory schools according to school shift system in the years 2001/02 and 2005/06. It may be noted from this figure that there was a reduction in the number of evening one-shift schools: 1,152 schools in 2001/02 decreased to 932 in 2005/06. Similarly, the number of double-shift schools was reduced from 841 to 248 in the same period.

Figure (2): Distribution of Schools by Shift System (2001/02 – 2005/06)



Distribution of schools according to adopted shift system 2005/06



2.A.7 Vocational preparatory schools: It was observed above, in relation to Table (2), that governmental preparatory education includes vocational preparatory schools, which admit pupils with learning difficulties as well as those who scored the lowest on school examinations. Most students in vocational schools come from poor, illiterate families. These schools offer them a very poor quality of education: in effect, vocational schools provide students with neither vocational skills nor a proper education.

The existence of vocational schools in the educational system is considered a sort of human isolation for 3.7 percent of children in 2001/02 and 4.5 percent in 2005/06. Some children quit school to find a job to overcome their difficult economical condition. In addition, attending such a school may impart a worse stigma than not going to school at all. Accordingly, there is a need to fundamentally rethink the existence of vocational preparatory schools, which only serve to deepen a lack of equity in educational opportunities.

According to Ministerial Decree 209 (1988), which established the Vocational Preparatory Schools, the following categories of students may attend these schools:

1- those who prefer to join vocational education after completing primary school;
2- those who repeatedly fail primary school, so they can focus more on practical courses rather than general courses; and
3- those who fail twice in the first or second preparatory year.

To verify the facts surrounding vocational preparatory schools, a field study was conducted to obtain data about these schools in Cairo, Alexandria, and Qena (Holsinger, February 2006). This study concluded that the majority of students who attend vocational schools are from the second and third categories listed above; hardly any student attends vocational schools for the purpose of getting skills training. In Ca iro, for example, 12 percent of the students enrolled in vocational schools are low achievers from primary schools, two percent come from illiteracy classes, and 86 percent from General Preparatory Schools (Holsinger, 2006, 22).

The declared objective of vocational schools according to the decree is to "provide practical training programs to prepare students to contribute in the fields of skilled work and production, while providing them with cultural knowledge" (Holsinger, 2006, 22). However, vocational school administrators claim that: "vocational education is now a complete failure because it does not satisfy the needs of the students or their parents, and does not produce specialized skillful craftsmen or technicians according to declared objectives" (Holsinger, 2006).

Vocational schools are viewed as inefficient due to poor or unavailable facilities. School buildings are inadequate and ill-equipped. Some schools use existing general preparatory school facilities in the afternoon without preparing the school for vocational training. The workshops and tools are of very low quality or nonexistent. When machines or equipment are available, students are not allowed to use them. They are only allowed to watch and listen to the teacher as they lecture and demonstrate (Holsinger, 2006, p.32). Most schools hold two shifts of classes, with one meeting in the morning and the other in the afternoon, due to the lack of available facilities.

Attendance in vocational schools is very low. One administrator of a vocational school noted that all vocational schools should be closed because they are a waste of public funds and the rate of attendance does not even exceed 30 percent of all enrolled students (Holsinger, 2006, p.22).

Vocational prep schools curriculum similarly does not reflect the original philosophy in the light of which these schools were established. Vocational subjects make up only 34 percent of the curriculum, with the rest being general subjects. Furthermore, vocational subjects were offered as a group of 21 classes per week for boys and 19 for girls. This number has been reduced to seven for both. Within the vocational subjects, students study several vocations focusing on a specific field in which to develop marketable skills. Vocations taught in these schools generally do not match the needs of the local job market.

Most of vocational preparatory schools students are not able to read and write. Students who could read and write were estimated at 43 percent by the study. Thus, teaching reading and writing has become the first priority at many of these schools (Holsinger, 2006, 40).

As far as their future, most vocational students drop out or quit the school to engage in the labor market. Students who stay and complete their studies successfully graduate with a certificate and are qualified to continue their studies in a secondary vocational school. In most cases, students attend vocational classes being held at a technical secondary or agricultural school. There is a wide range in the percentage of students who continue on to vocational secondary study, estimated to represent anywhere between 15 percent and 65 percent (Holsinger, 2006, 22). Finally, there are students who unsuccessfully complete vocational preparatory school. These are promoted from one grade to the next without passing the exam. They get an illiteracy certificate and are not allowed to pursue any further education. Most of them work or remain unemployed without getting education or a certificate.

The study provided a future perspective for this type of school that can be summarized in two main alternatives. The first alternative is that vocational schools be closed altogether and integrated within general preparatory schools. That is, convert them into comprehensive schools with equal emphasis on academic and practical study. The second alternative calls for improvement of vocational schools, by designing a new system of education suitable to the very specific role of vocational education. This option would include reform of building, facilities, curriculum, teacher training, as well as management systems. These reformed vocational schools would turn into genuine vocational learning environments where enrollment of a new stream of successful students from primary schools would be encouraged (Holsinger, 2006, 46).

2.B QUALITY

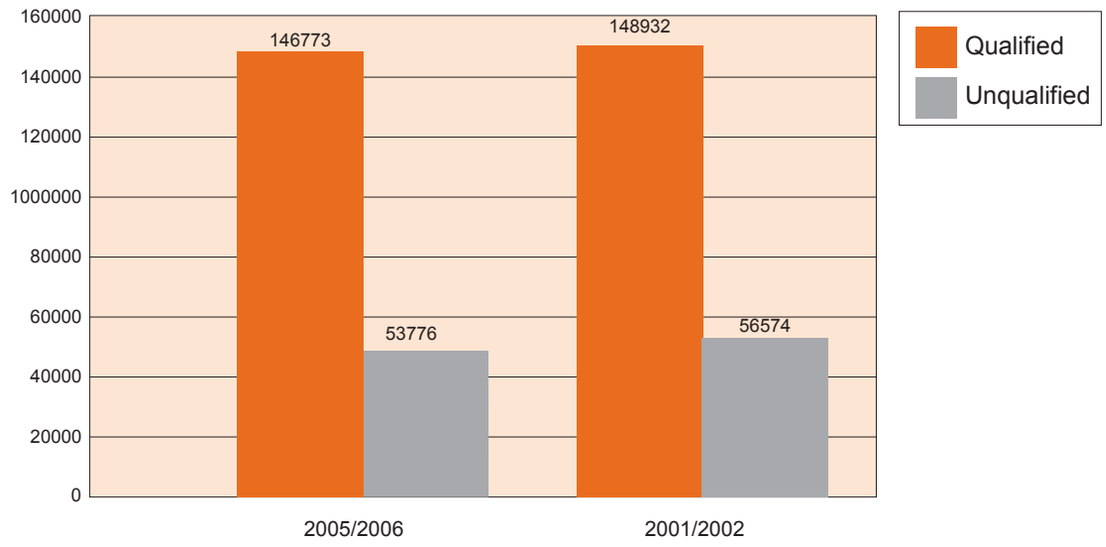
To give a comprehensive overview of preparatory education, it is vital to investigate its qualitative aspects along with elements related to access. Expanding preparatory education to increase access should never be at the expense of educational content and quality. In this section of the report, various quality indicators are pinpointed in order to identify what is needed to enhance the quality of preparatory education.

2.B.1 Teacher competence: The first and most substantial factor that affects educational quality is teacher competence. At present, the teacher is considered a facilitator who empowers students to practice self-learning skills.

Egypt possesses institutions for preparing preparatory level teachers in each governorate, namely, Faculties of Education. Graduates of these faculties have suffered from unemployment for more than five years. Strangely enough, instead of recruiting faculties of education graduates, the system sometimes recruits graduates from other faculties to teach at preparatory schools.

The number of educationally qualified teachers in 2001/02 amounted to 148,932; the number of unqualified teachers was 56,574. In other words, out of the total number of teachers (205,506), only 72 percent are prepared at faculties of education while 28 percent are deployed from other faculties without any sort of pre-service education formation. These figures remained almost unchanged in 2005/2006: 73.2 percent versus 26.8 percent respectively.

Figure (3): Number of Qualified to Unqualified Teachers (2001/02 - 2005/06)



The Central Department for In-Service Training (CDIST) was established in 2003 (replacing the GDIST) and is entrusted with responsibility for planning and facilitating training programs for public school teachers, supervisors, and managers, including those in the preparatory level. However, the annual budget of LE 170,000 does not cover estimated needs for effective in-service training. Similarly, the annual governorate in-service training budget amounts to an average of LE 35,000 per governorate (UNDP, 2005, 64). Besides CDIST, the Center for Curriculum and Instructional Materials Development (CCIMD) provides training for preparatory supervisors and senior teachers on developed and new curricula throughout the MOE video conference facility. In addition, the National Center for Educational Evaluation and Examinations (NCEEE) conducts training for supervisors and senior teachers on examination design and tools for student and teacher assessment. The Technology Development Center (TDC) and the General Administration for Educational Computer provide training in computer skills and the use of computers in the classroom (UNDP, 2005, 65).

In spite of all these training efforts, only very limited effects have been noted. This lack of solid progress is likely due to the:

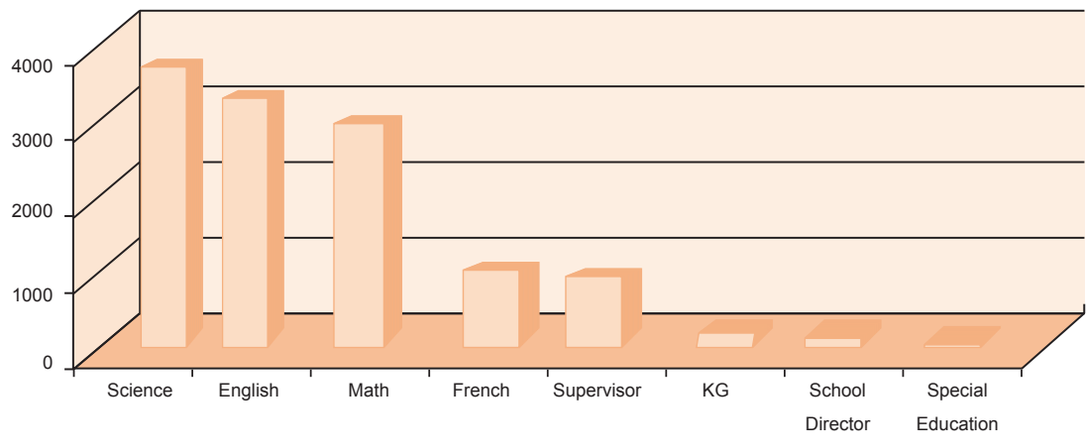
- absence of a national comprehensive strategic training plan that coordinates training stakeholders' efforts;
- lack of needs assessment, the cornerstone in any training program;
- limited budget allocated to the training programs; and
- absence of practical training (NCERD, 2004b).

Training designed and executed by Faculties of Education suffers from the same shortcomings. Realizing the shortcomings of the current system, the need to establish the Professional Academy for Teachers (PAT) emerged (UNDP, 2005, 64). The Academy reflects the goals of a master plan that covers all training programs provided under the umbrella of the MOE in Egypt and hence leads to a more efficient utilization of the limited training budget.

Converting preparatory schools to training and evaluation units proposed by the school based training unit (SBTU) project in 2000 is still a challenge which has not yet proved its effectiveness and adequacy. Such a goal requires a highly qualified and competent technical staff along with a radically different educational climate.

The Government has assisted a number of preparatory teachers to participate in overseas training in the United States, the United Kingdom, and France. Overseas training aims at increasing teacher's awareness of developed educational systems and training them on the most recent teaching methods and technology as well. The number of teachers trained abroad up to 2005/2006 amounts to 11,674. Figure (4) indicates the distribution of pre-university teachers sent abroad for training according to their specializations.

Figure (4): Distribution of Teachers Trained Abroad, by Specialization



The evaluation of preparatory teachers, a significant factor in improving teachers' performance, is carried out in an outdated way, driven (along with other educational aspects) by the inefficient screening examination system. Inspectors, misleadingly named supervisors, lack all relevant evaluation skills and lack authority and ability to hold teachers accountable. They overlook the performance of some teachers as a favor to them or to their headmasters (World Bank, 2002, 35). Thus, the teacher loses a potential opportunity for support and development, which may negatively affect his/her quality.

2.B.2 Class size: A quality indicator, relied on by most international institutions, is the number of children in each classroom. Eventually, the fewer the children, the greater the opportunity for better learning. In such a climate, students can cooperate in an effective way and the teacher can address the needs of each child (Riddell, 2003, 30). In 2001/02, class size amounted to an average of 44.2 in public schools and 32.8 in private schools. These figures decreased to 38.9 and 29.17 respectively in 2005/06 (Figure (5)).

Figure (5): Average Class Size, by Type of School, Preparatory Level (2005/06)

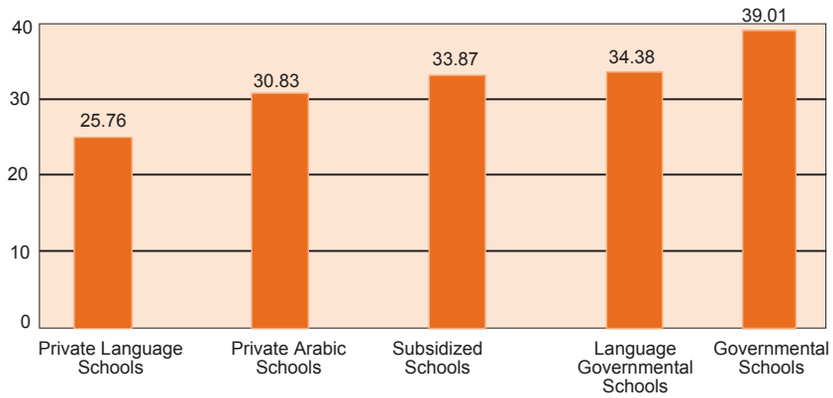


Figure (6): Class Size, Preparatory Level, by Governorate (2005/06)

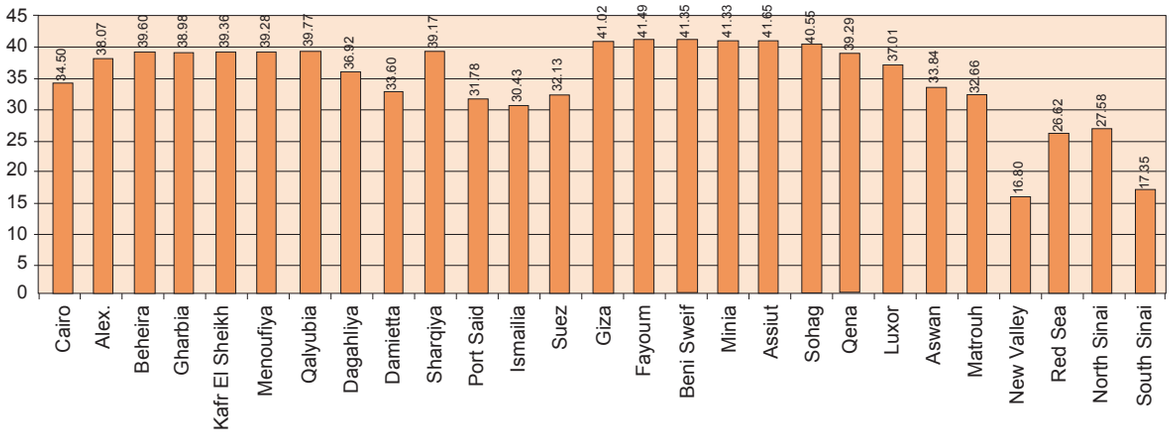


Figure (6) shows that 11 governorates have reached the desired national average (36 students per class). Of these governorates, five have class sizes lower than 36: New Valley 16.8, South Sinai 17.4, the Red Sea 26.6, North Sinai 27.5, and Ismailia 30. Clearly, the estimated low class size in the above governorates is not the result of an intended policy. However, social demand for preparatory education in these governorates is lower than the educational supply represented by the number of available schools. This interpretation is further emphasized through revising gross enrollment rates for these governorates in 2005/06: 74.5 percent, 57.9 percent, 70.5 percent, 88.8 percent, and 93 percent, respectively. These governorates, therefore, need to undertake action to stimulate social demand, to reduce the current wastage in spending in terms of schools construction, supplying schools with equipment, and recruiting teachers.

As for the other six governorates that have achieved the desired national average in terms of class size (36 pupils), more effort is needed to align class size as far as possible to international norms. Obviously, the national ambition should never stop at this desired average but it has to work diligently to exceed this ceiling, as was achieved in: Port Said 31.8, Suez 32.7, Matrouh 32.6, Damietta 33.6, Aswan 33.8, and Cairo 34.5, all of which are relatively close to the international average.

The remaining 16 governorates, on the other hand, should take concrete measures to construct new classrooms to align class size to national average. Then they have to seek further reductions to keep pace with the international average.

2.B.3 Pupil/teacher ratio: Figures indicate that at the preparatory level, pupil/ teacher ratio is low compared to most developing countries. This low ratio, as some studies argue, partly accounts for the high educational cost, which renders the budgetary system wasteful and inefficient. A World Bank study claims that excessive recruiting of teachers further reduces resources, making less money available to provide performance-based financial incentives to existing teachers. Furthermore, a smaller pupil to teacher ratio is not a strong predictor of student achievement. Thus, reducing the current pupil/teacher ratio at the preparatory level is unjustified (World Bank, 2002, 17).

The pupil/teacher ratio in 2001/02 was estimated at 21.4, which decreased to 14 in 2005/06. This is an accidental unreal drop resulting after restoring sixth primary (Ministry of Planning, 2006/07). This conclusion is further supported by the decline in the number of prep teachers from 205,506 to 200,549 during the period 2001 to 2006. It should be noted that this ratio fell unreasonably in some governorates, which increased the cost of education. In New Valley, the ratio fell from eight in the starting year to 4.4 in 2005/06, while in South Sinai it fell from 10.5 to 4.5 and from 12.8 to 8.5 in the Red Sea. This decline in the pupil/teacher ratio is more prominent in remote under-populated governorates, given the small number of children aged 12-14 there.

2.B.4 Instructional time: The amount of time spent daily by the learner in the school influences the quality of the educational system. At the preparatory level, pupils, after spending a short or long day at school, pursue their studies either at home or in private lessons. Surprisingly, most pupils, especially those in the final preparatory year, cease to go to school to save their time for private tutoring.

In theory, 4,329 schools adopt the full day system from 8:00 in the morning to half past two in the afternoon (six hours daily) or 1,020 annual hours (NCERD, 2001a, 42). This means that Egypt fares well on annual hours of instruction at the preparatory level compared to other countries. The instruction time in double shift schools and one-shift schools does not exceed four or five hours a day, which means a low annual average.

Therefore, all stakeholder efforts should focus on expanding and activating the full day system. This goal can never be achieved unless private tutoring or the parallel school is eliminated. Again it is evident that children of underprivileged families who study in double shift or evening schools are the ones who feel the negative impact of the short school day (El Saharty, et al., 2005, 2).

2.B.5 Curriculum and textbooks: To achieve education quality, two key goals are relevant in the area of curriculum and instructional materials: building the pupils' capacity to use knowledge and information resources, and enabling them to use the acquired knowledge and information in a practical way. Consequently, a balance should be achieved through equal emphasis being given to academic and practical aspects. However, the current preparatory level study plan lacks balance. A total of 26 periods (out of 39) are allocated to academic subjects (such as Arabic, science, math, social studies), whereas just 13 periods are allocated to practical and applied subjects (e.g. art, music, home economics). This unfair division is reinforced when periods of practical subjects (physical education, art, music) are sometimes cancelled during the actual course of study in favor of academic subjects which are the focus of the evaluation system.

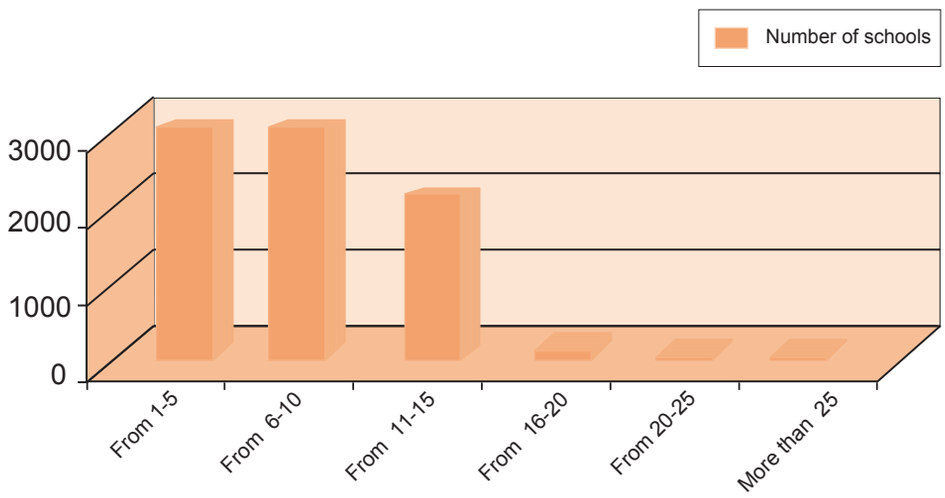
Substantial efforts and resources-especially after the 1994 Preparatory Education Development Conference-have been devoted to revising the preparatory curricula, incorporating new and relevant topics into the syllabus, and developing new textbooks. Currently, the Center for Curriculum and Instructional Materials Development (CCIMD) is responsible for the development of preparatory student textbooks for all areas of the curriculum. All these endeavors are intended to realize substantial goals such as: developing critical thinking and problem solving skills; helping students acquire new values such as democracy, tolerance, and environmental awareness; and helping them master technological skills.

However, recent studies have revealed that all actions undertaken to develop curricula have not yet yielded results (NCERD, 2003b). Most of the measures taken are ad hoc and incremental, rather than being an integral part of a comprehensive development plan based on a sound philosophy, which allows room for partnership and criticism. Moreover, the curricula are still characterized by the following: focus on quantity instead of quality, focus on academic rather than practical aspects, lack of regional variations, failure to keep pace with the rapidly changing scientific and technological context, lack of experimentation, absence of follow-up and feedback, and predominance of subject segregation (NCERD, 2006, 77).

2.B.6 Technology: Egypt has adopted a five-year plan to increase the number of computers at preparatory schools to give students enough opportunities to learn how to deal with technology. All the national and international endeavors in this domain focus on developing and extending technological facilities to all schools as a means of integrating technology into curricula. Recent technology-related initiatives include equipping all preparatory schools with multi-media labs consisting of a computer attached to a projection device, a video set, and satellite channel equipment. It also includes providing internet access for most preparatory schools (NCERD, 2001a).

The number of preparatory schools where computers are installed reached 7,782 in 2005/06. A total of 63,087 in these schools are used to aid the teaching and learning process, along with another 21,240 computers dedicated to train students on computer skills. Together, these yield a total of 84,627 computers in all preparatory schools. Figure (7) shows the distribution of computers in prep schools. Specifically, it shows that 5,583 preparatory schools have from one to ten computers, while 114 schools possess more than 20 computers. This increase in the number of computers can be partly attributed to the applied partnership with sectors and parties concerned with the educational process (MOE, 2002, 103).

Figure (7): Number of Prep Schools Equipped with Computers



However, in spite of this large number of computers available at preparatory schools, access to the internet is somewhat limited. Where there is a phone line, it is often needed by the school administration. The reliability of connectivity is problematic at times, and results in frustration for the teaching staff as it can interfere with planned lessons and teaching. Therefore, there are plans underway to complete the installation of phone lines to all schools. This is to be followed immediately with a second phone line to ensure a dedicated line for educational purposes. With advances in connectivity, many preparatory schools have ISDN lines to eliminate the need for a second phone line. At present about 6,400 preparatory schools are connected to the internet, 88 schools of which are sponsored by the Smart School project, which are connected through high-speed VPN lines, of 256 Kilo byte per second speed. One of the efforts underway is to equip 2,000 preparatory schools with high speed ADSL lines. To date, 650 schools have been connected using this technology.

Despite all of these serious efforts to connect all schools to the internet, preparatory teachers still lack the competencies and necessary skills to incorporate this facility in the teaching and learning process (NCERD, 2004a).

To consolidate the use of technology in preparatory schools, the Technology Development Center (TDC) is engaged in producing video films for educational satellite channel and schools, computer graphic programs, and animation. It has developed and provided many CD-ROMs to preparatory schools. The CD-ROMs are of two types: those used for reference purposes and those used to assist in the delivery of content. The TDC also has designed many programs to train teachers on how to use computers and technology in the learning and teaching process (UNESCO, 2003b, 32).

However, the benefits from all these facilities are limited in preparatory schools. Teachers are mostly overloaded by the need to cover academic subjects, which leave scarcely any time to using technology. Thus, most teachers barely make use of the CDs, satellite channels, or other media. This lack of time is reinforced by the lack of emphasis given to the use of these facilities by preparatory level supervisors. Supervisors' attention is only drawn to outdated criteria used for teacher evaluation: amount of syllabus covered, the lesson planning notebook, and the use of traditional teaching methods. Ineffective use of technology is additionally due to the short class period and the difficulty of giving pupils real hands-on access to computers: sometimes 40 or 50 students per class have to share just one or two machines.

Furthermore, in addition to all technological facilities, advanced labs have been installed in 7,128 preparatory schools and are planned to be extended in phases to all schools. Some 6,997 schools consist of one lab and 131 schools consist of two labs. Yet, incorporation of these labs into the educational process remains limited as long as the whole system is governed by the outdated exam system.

2.B.7 Teaching methods and evaluation: Preparatory teachers, especially qualified ones, possess all the academic knowledge related to modern teaching methods. However, this knowledge remains useless and ineffective due to the examination-driven system, which dampens the teacher's desire to experiment with new teaching methods. Unfortunately, the examination system only assesses pupils' ability to memorize stored facts and thus neglects other higher order thinking skills.

The educational policy has adopted ambitious goals, such as developing critical thinking and problem solving skills, developing higher order thinking skills, activating cooperative learning, linking learning to pupils' needs, and giving more consideration to practical aspects. Not only has the educational system adopted these goals at the policy level, but also many in-service training programs are conducted to help teachers achieve these intended goals.

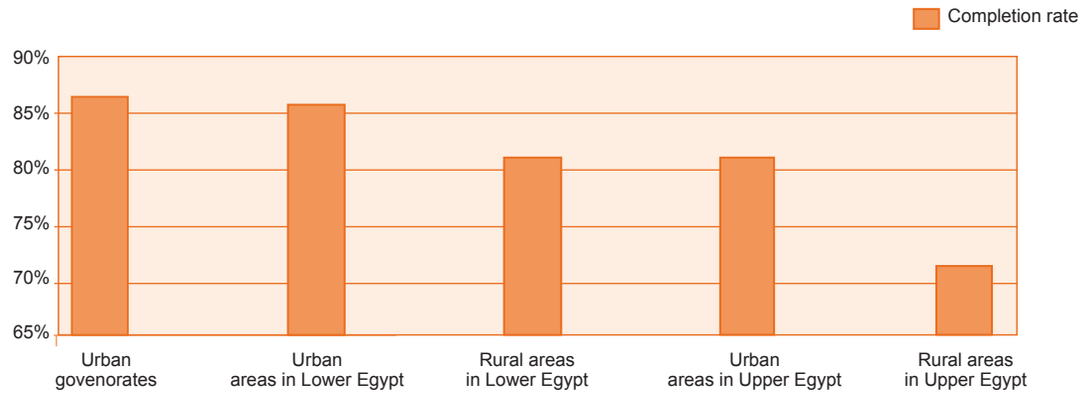
Apparently, it is impossible to predict the effectiveness of all such in-service as well as distance training efforts unless they yield results. The Education Reform Program (ERP) conducted a baseline study to evaluate preparatory teachers in seven governorates using the standard-based classroom observation protocol for Egypt (SCOPE). The SCOPE measures teacher enactment of instructional practices that are characteristic of and common to standard and reform-based teaching methods. The instructional practices targeted by the SCOPE are aligned with the "teacher standards" as outlined in the National Standards for Education in Egypt (Vol.1). The study concluded that, in general, preparatory teachers in all seven governorates use very traditional instructional practices when compared to those practices espoused by the ERP and Egyptian national education reform documents. In particular, instruction was characterized as authoritative, teacher-centered, non-collaborative or cooperative, exclusively academic, compartmentalized, and discipline-specific, non-responsive to student lives and needs, poor in providing feedback, and focused on rote learning, convergent final products, and algorithmic problem solving (World Bank, 2005, 23).

These results are supported by the International Association for the Evaluation of Educational Achievement, which applied the tests of trends in international Mathematic and Science Study (TIMSS) to evaluate fifth primary and third year preparatory pupils in science and math. The study included 47 participating countries. Based on the TIMSS results, it may be concluded that both the science and math syllabi ignore practical aspects as well as higher order thinking skills, critical thinking, and problem solving skills. The ERP study argues that teachers need training on recent methods to help pupils master all learning objectives at all levels.

2.B.8 Pupil achievement: Education quality is reflected in the capacity of the educational system to fundamentally alter students' performance and behaviors. The pupils' level of achievement is measured via traditional screening exams that assess pupils' rote learning and give them high scores whenever their answers are typical to the textbook content. Other learning objectives such as thinking skills, values, and behaviors are never tackled by the assessment system.

The pass rate on the general preparatory certificate examination was 79 percent for boys and 85 percent for girls in 2004/05, giving an average of 81.5 percent. Statistics also show that in the year 2000 the level of achievement in 50 percent of public schools in Upper Egypt was below the national average, compared to 26 percent of the schools in Lower Egypt, and three percent in urban governorates. Moreover, of all students enrolled in the first year primary grade, 87 percent completed basic education in urban governorates and urban areas in Lower Egypt, 82 percent in rural areas in Lower Egypt and urban areas in Upper Egypt, and 73 percent in rural areas in Upper Egypt (UNDP, 2004, 74). In 2004/05, the aggregate pass rate at the prep level was 82.2 percent, lower than the rate recorded in 2001/02 (86.8 percent). The ratio was 87 percent in urban areas compared to 78.8 percent in rural areas in 2004/05.

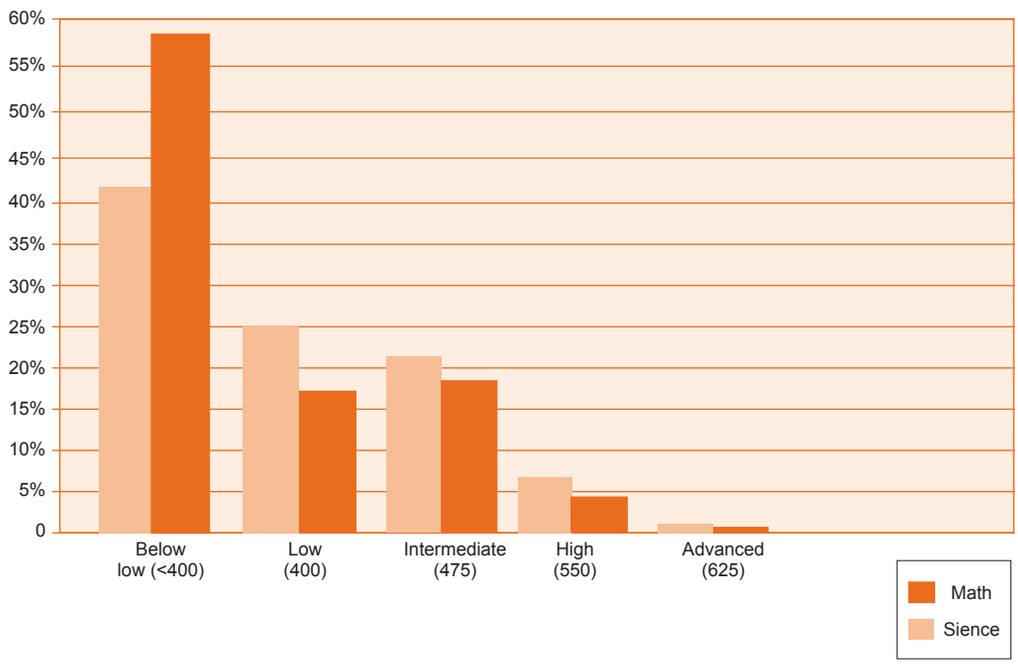
Figure (8): Completion Rates, Preparatory Level



On the previously-mentioned international TIMMS tests of Science and Math sponsored by IEA (2003), Egypt occupied the thirty-sixth rank in science and the thirty-seventh rank in math compared to the other participating 47 countries. Egypt was outperformed by countries such as Bahrain, Jordan, and Palestine (Martin, et al, 2003).

The percentage of pupils placed in the lowest international benchmark in science (below low)[(3)] amounted to 41 percent. The percentage of pupils positioned in the lowest benchmark was 48 percent. The highest international benchmark was occupied by just one percent of Egyptian pupils in both subjects. The rest of pupils are distributed, in science, among other benchmarks: 26 percent in the low benchmark, 23 percent in the intermediate rank, and nine percent in the high rank. In math, pupil percentages were 28 percent, 18 percent and five percent respectively, (Martin, et. al, 2004).

Figure (9): Preparatory Level Pupils' Performance on TIMSS (2003)



(3) The TIMSS test has 5 benchmarks: advanced, high, intermediate, low and below low.

These results are similar to those found in the previously mentioned ERP study, which aimed at evaluating educational quality at the basic level. That study concluded that critical thinking, higher order, and problem solving skills are in effect absent from almost all observed preparatory classrooms (World Bank, 2005a, 23).

In the light of previous considerations, tackling repetition rates is of little value; what is assessed by the examination system can barely be a determinant of students' achievement. Yet, assessing repetition rate can provide some indication of the education quality. The repetition rate in the year 2005/06 reached 13 percent, which was higher than that recorded in the year 2001/02 by about 8.4 percent.

2.C SYSTEM/MANAGEMENT

2.C.1 Centralization: While some progress has been made in the direction of decentralizing public education, Egypt still has a highly centralized educational system. Among the important indicators of centralization are the following:

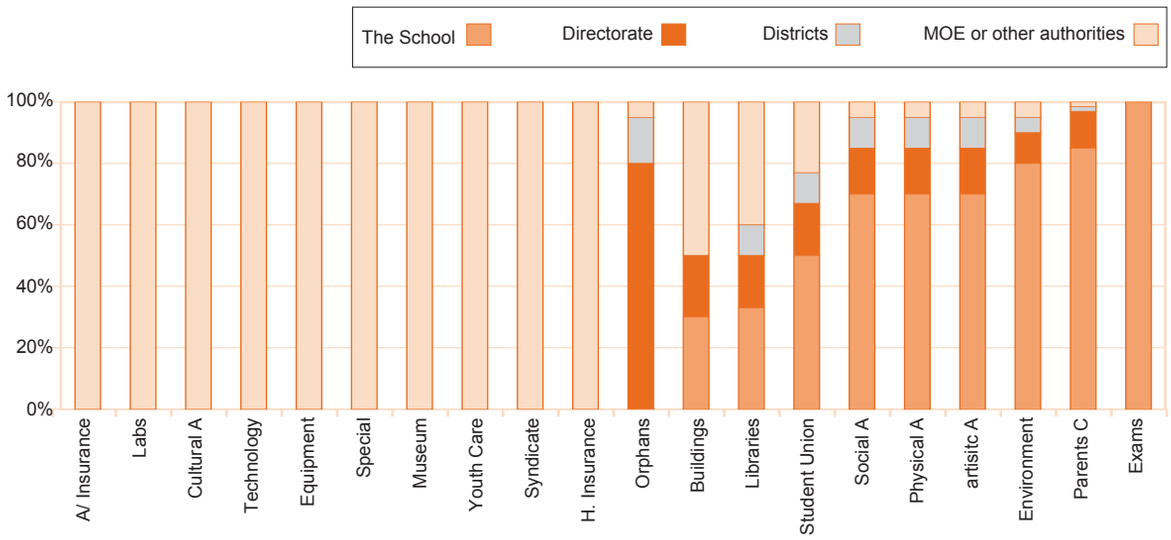
- Expanding preparatory education to enroll all children of the corresponding age group takes place at a central level according to central policies intended to achieve universal access and overcome all obstacles. According to these policies, universal access should be realized in preparatory education in the year 2015.
- Designing and developing curricula-regardless of what is claimed about local participation-is still a highly centralized endeavor. Textbook provision is dominated almost by the MOE and the CCIMD which decide the content and design of the textbooks and related learning materials for all pupils. The CCIMD works through a set of specialists at the central level who rarely consider the cultural, social, and economic conditions of diverse regions. In other words, children are provided with the same content and the same topics regardless of their diverse environments, problems, and ambitions (UNDP, 2004, 65).
- The education budget is centrally determined and distributed among various items and chapters. Governorates have little real discretionary budget, even less so at the sub-governorate level. School-based management is virtually nonexistent in the vast majority of schools (World Bank, 2005b, 25). Line item budgeting at the school level limits the scope of transfers of funds between budget categories, though schools may request such transfers. It is usually the governorates that receive and accede to or reject the school's request. The process is bureaucratic and lengthy. Furthermore, the MOE prescribes the fees to be charged by public schools at each level. Revenue from fees does not stay with the school; it instead goes directly to the MOE.
- As a proportion of pre-university recurrent expenditure, the share of wages was 83 percent in 2001/02, confining other current expenses to just 11 percent. This means that that allocation to recurrent expenditure other than staff compensation is lower than in other countries. This trend of growing wages leaves fewer resources for items that have an impact on the quality of instruction, such as providing routine maintenance of buildings and facilities, rewarding high-performing teachers, and purchasing instructional materials. Of course, in the context of this highly centralized budgeting, variance among governorates persists. In other words, disadvantaged governorates are allocated fewer budgets than privileged ones, which reinforces inequity and reduces quality, especially in underprivileged governorates.

- Even teachers' deployment is highly centralized. Redeployment of staff across or within districts is difficult and not based on merit or even need. Such an issue should be a regional responsibility rather than one that is controlled at the central level. Giving responsibility for teacher's deployment to local regions can give more opportunities to deploy the best and most competent teachers in each locality. Furthermore, having the local regions in charge of such matters can be one way of confronting private tutoring which violates all human and national values, the most important of which is providing education free of charge to all children (World Bank, 2005c, 26).
- The MOE is the sole agency authorized to set educational goals and study plans, as well as design programs to achieve the intended goals. The Ministry does not devolve any authority to localities to identify regional-specific goals congruent with their social and economic conditions within the national framework (NCERD, 2001a, 11).
- Teacher training is centrally planned and executed. The Central Department for In-service Training (CDIST) is the main body responsible for planning, organizing, and coordinating all in-service training conducted by the MOE. Regional training centers do not have much say with respect to training, being sites for receiving teachers without actual participation either in assessing teachers' needs or in designing training programs. Here, too, the central authority constrains the local initiatives that can help in achieving the goal of promoting teachers' and supervisors' competence through in-service training (NCERD, 2004b).

2.C.2 Decentralization: The term decentralization implies devolving all central system responsibilities to localities. Hence, what has been achieved so far can never be considered decentralization in a real sense. Efforts initiated thus are just attempts to move in the direction of decentralization rather than completely embracing it. Among the indicators of decentralization are the following:

- Education directorates in all governorates hold responsibilities such as: teachers' deployment, penalties, following up schools, monitoring the execution of financial and administrative regulations, and organizing training programs in light of the central authority directions. Evidently, all these responsibilities can hardly empower local administrative authorities to practice decentralization. Implementing central rules is paramount, as is compliance with many regulations and requirements.
- One of the measures taken to support decentralization is Ministerial decree 140 (2002), which is a step towards giving preparatory schools more financial autonomy. Prior to this decree, only about 25 percent of the student fees stayed within the school; the remaining fees were sent directly to the MOE. Based on this decree, about 64 percent of fees revenue now remains in the schools. This represents an important step towards decentralization. Figure (10) illustrates the distribution of fees between the school and other authorities.

Figure (10): Fees Distribution, School and Other Authorities



The first eleven columns in the figure represent the items whose fees go entirely to authorities other than the school. The nine columns on the right, except the last one (which remains entirely in the school), show the items whose revenue is shared by the school.

Therefore, one of the important steps in making the transition to decentralization is to allow all fee-based revenue to remain at the school level. This would give the school more autonomy and readiness for engaging in school-based reform.

All efforts towards decentralization attempt to expand stakeholders' participation in education reform: parents, non-governmental organizations, communities, and syndicate. In this context, some regulatory legislation has been introduced to stimulate participation and transform it into a partnership. This partnership was realized by the establishment of boards of trustees in all preparatory schools, based on Ministerial decree 258 (2005). These boards review and approve annual schools plans, mobilize resources in the community, and decide on the use of these resources. To show how these boards are working out, the EEP conducted a follow-up study in Upper Egypt and determined procedures to promote their performance (MOE-PSPU, 2006a).

However, all efforts for bringing about a paradigm shift in educational management confront a deeply-rooted culture of bureaucratic and rigid relations with the central authority. Reviewing the results of a study conducted by the EEP to evaluate the management practices of the directorates in ten governorates, the main shortcomings are: lack of a strategic framework that clearly specifies the mission, vision, and strategic objectives; lack of an organizational mandate or profile that clearly specifies the tasks and operations expected of directorates and their sub-units; the shortage of a current job description that specifies technical job requirements; the absence of an objective framework for monitoring and evaluating staff performance; the lack of the requisite infrastructure; the weakness of the current organizational structure as well as the regulations; the lack of work unit mandates that specify the task and function in directorates-based units; the arbitrary segregation of work units within the directorate organization structure; and lack of opportunities for job-specific training and sustainable professional development (Logan, 2005, 45).

The teacher and school evaluation system is inefficient and rigid. Evaluation is carried out by inspectors, officially called supervisors. Inspectors evaluate teachers on the basis of their own concept of good teaching, which emphasizes rote learning rather than active learning. Such an approach frequently prevents teachers from implementing the new pedagogy learned from training workshops: self-learning, creative thinking, and critical thinking. Furthermore, inspectors use inconsistent criteria to evaluate teachers (World Bank, 2002, 35).

To help schools develop an effective evaluation and follow up system, the SBU project (school-based unit) was initiated. This project is intended to transform the preparatory school to an independent unit that is professionally empowered to adopt an accountability system, embrace efficient evaluation mechanisms, and provide adequate teacher-training. Eventually, this autonomous school will be able to reconstruct operations and processes compatible with the National Standards of Education.

To make the transition to decentralization, experimentation with new models of local and regional partnership is being carried out. Experimentation is a first step towards mainstreaming these models on a wider scale. Within this framework, the Alexandria project, which started in 2001, is a case in point. The project aims at: (a) creating and supporting a mechanism for the community to be involved meaningfully in schools management; (b) transferring substantial responsibility and authority for management of school to the school administration; and (c) undertaking significant action to improve classroom instruction. A total of thirty primary, preparatory, and secondary schools have come under the purview of the project in its first four-year phase from 2002 to 2006. Through this project, the Governor, through a dispensation by the Minister of Education, is granted authority to make decisions, in consultation with the Alexandria Advisory Committee regarding school management, instead of waiting for instructions from the Ministry. The results of Alexandria project efforts are evident in the annual school improvement plans and the community involvement in and support for these plans. Alexandria's reform approach is now seen as a model that will gradually be introduced in at least 15 other governorates (UNESCO, 2003b, 43).

3. Programs and projects

3.A Education Enhancement Program (EEP)

The Education Enhancement Program is part of Egypt's basic education reform program which was launched in the early 1990s. The EEP was initiated in 1997 to build on previous success with respect to Egypt's basic education reform. EEP is supported by the government of Egypt, the European Commission, and World Bank. EEP as a program is managed by the Program Planning and Monitoring Unit (PPMU) and has been implemented in 15 governorates.

EEP has wide-ranging goals covering access, equity, quality, and systems efficiency. In this respect, it was successful in providing quality inputs to the basic education system such as school buildings, instructional materials, learning technologies, and teacher in-service professional development. It is conducting also a longitudinal study to evaluate the effectiveness of projects sponsored by the EEP to improve education quality (Prenton, 2004).

3.B The Effective School Project

This project was initiated by the Ministry of Education in 300 primary and preparatory schools in Qena, Minia, Kafr El Sheikh, Ismailia, Sharqiya, and Dagahliya, Sohag, Qalyubia, and Gharbia. Another 100 schools were incorporated in this project in the year 2005/06.

The project is sponsored and funded by the World Bank, the European Commission, and the Ministry of Education under the supervision of the PPMU. The project was launched in 2004 and ended in 2006. A follow-up study is being conducted alongside the project to investigate the project school level of performance and to select new schools for experimentation. This project attempts to realize the model of the effective school, including the school vision and mission, the school social climate, methods of teaching, and the learning environment. It is mainly based on creating clusters of adjacent schools whose pupils can directly or indirectly communicate their opinions and information. The project supports the transformation of the school administration to a decentralized one that relies on teachers and parents' participation. The project aims at rendering all Egypt's preparatory schools effective according to the National Standards of Education (Prenton, 2004).

3.C Alexandria Project in Decentralization

The Alexandria project was initiated in 2001 and funded by the U.S. Agency for International Development (USAID) and managed by the Ministry of Education and the Governorate of Alexandria.

A total of thirty primary, preparatory, and secondary schools with 30,000 students and 1,600 teachers came under the purview of the project in its first four-year phase from 2002-06. The management structure for implanting the initiative includes three layers: (a) the Alexandria Education Advisory Committee, consisting of the Minister of Education, the Governor of Alexandria, and 16 other leaders in education, culture, media, and business. It was responsible for overall guidance, as well as consideration of key issues such as the scope of the project activities, adequacy of resources, and assessment of progress; (b) the District Education Committee, consisting of representatives of the Boards of Trustees of participating schools and officials at each district level; its functions include the monitoring of each schools' management and performance; and (c) Boards of Trustees in each school with 16 members, including the school director, a district education office representative, the social worker and physician, two elected teacher's representatives, four community leaders, and six elected parents' representatives.

Results indicate that responsibility at the governorate, district, and school levels has promoted greater local initiative and accountability. The Alexandria reform approach is now seen as a model that will gradually be introduced in at least 15 other governorates (UNESCO, 2003, 43).

3.D Smart Schools

This project is managed by the Ministries of Education and Communications and Information Technology and is funded by the USAID. The project goals are: 1) to build the capacity of teachers to integrate information and communication technologies (ICTs) into inquiry-based teaching and learning; and 2) to strengthen the capacity of local non-governmental organizations (NGOs) to assist schools and communities

The project started in September 2003 with a pilot study of 60 schools covering 13 governorates as follows: 30 public general and experimental schools, 20 private and national institutions, and ten schools in cooperation with School Enhancement Project in Alexandria. The roots of the Smart Schools training program lay in the promotion of school-community linkages for mutual learning and benefit. The ultimate goal of this project is to institute a system by which teachers learn from students and the community, the community learns from teachers and students, and students learn from teachers and the community. The project embraces two phases: the first phase takes five years and is mainly concerned with basic education. It covered about 500 preparatory schools in 2002/03, 1500 schools in 2004-06 and 2000 schools from 2006-08. The second phase is mainly focused on secondary education (International Educational Systems, 2006).

3.E Education Reform Program (ERP)

The program is managed by the Ministry of Education and is funded by the USAID in Alexandria, Cairo, Fayoum, Beni Sweif, Minia, Qena, and Aswan, covering 30 schools in each governorate. The ERP program encourages system-wide reforms by experimenting at lower levels of the educational system (i.e., schools, community, and local government authorities) to test effective strategies for educational improvement. The program addresses all educational levels including the preparatory level. Egypt's newly developed educational standards provide the framework for the overall reform and project activities in particular. The program's goal is to capitalize on the readiness of Egyptians—particularly the business community and families of students—to support positive change and improvement in the quality of the education system. The particular focus in this project is to improve the quality of education received by Egyptian children (K–12 as well as vocational and preschool children) by focusing on enhancing student learning in schools and non-formal educational settings. This program includes a mix of interventions such as teacher training, administrator training, improving schools' abilities to assist students to move from school to work, assisting in the development of supplemental classroom resources, and supporting development. The key strategies adopted by this program are:

- building institutional capabilities that consolidate reform and expansion in light of national standards;
- finalizing the development of evaluation and assessment tools and observation checklist. These tools are intended to support school self-evaluation processes as well as improvement plans as a step towards accreditation (World Bank, 2005).

3.F Egyptian Environmental Education and Outreach Program (E3OP)

Working with schools, communities, government, and private sector institutions, the Egyptian Environmental Education and Outreach Program (E3OP), which is funded by USAID, seeks to transform the way educators teach environmental education and the way it is approached by communities. It aims at assessing existing environmental education materials, developing new materials as needed, and disseminating the materials to schools and communities directly and via an environmental education and outreach resource center. Additionally, E3OP is training teachers to direct their students in real world environmental projects and working with the government, the media, and the private sector to engage wider communities in the activities. As a result, schools and communities will become advocates of environmental awareness and action, private-public partnerships will help sustain environmental initiatives, and educators, students, and community members will have access to high-quality environmental education resources. The project extends from 2006 through 2008 (International Educational Systems, 2006).

3.G International Education and Resource Network (iEARN)

Starting in the year 1999, the iEARN has been sponsored by Ministry of Education in cooperation with the American Center of Information and Cultural Relations and the local office of English in the American Embassy in Cairo. The project serves about 85 primary and preparatory schools throughout Egypt. It is mainly concerned with the environment and raising environmental awareness among students of participating schools. It enables students to use the internet and other new technologies to engage in collaborative educational projects that both enhance learning and make a difference in the world. Through this project, students from different schools are encouraged to communicate with their counterparts in the USA and other participating countries. In each school, an English language teacher is assigned to be responsible for the project at his/her school. There is also a special site for this project on the internet, including all participating schools and students along with many other details (iEARN Egypt, http://www.iearnegypt.org/).

3.H E-Learning Project

This project was initiated in the year 2001/2002 with the objective of constructing high quality educational sites on the internet including images, video films, educational chatting rooms, and other TV channels along with other educational components such as curricula, enriching activities, evaluation tools, entertainment tools, and a self and group evaluation guide. A special site for the preparatory level was designed and connected throughout the intra-net to the internet, the Ministry of Education, and the directorates. This site allows pupils to interact with teachers who provide a full presentation of the content online through the internet. Pupils then are given the chance to answer questions sent by the teacher and get immediate answers throughout interactive discussions, which take place through virtual classrooms. There is also a time schedule for virtual classes so that pupils choose the suitable time to interact with teachers. The infrastructure of this project was completed by 2003 and the experimental broadcast started from 2002/2003. Now we are in the phase of actual broadcasting and schools participating in the project are increasing every month (E-learning: http://www.emoe.org/arabic/).

3.I The National Plan for Education for All

This Ministry of Education plan extends from 2002 to 2015. The plan has identified the following goals for education:

- Following an effective policy to enhance education quality, according to the national standards, to open the door for competitiveness in the current age of globalism.
- Providing equal opportunities for all students without discrimination.
- Giving the chance to gifted children to develop their talents.
- Applying the policy of Education for All.
- Expanding and developing technology at the preparatory level.
- Applying the principle of Education for Excellence to all components of the educational process.
- Developing curriculum so that it supports national belonging, interaction with global changes, a search for knowledge, research capabilities, and technological awareness.
- Applying comprehensive evaluation that embraces all aspects of the educational process: inputs, processes, and outputs.
- Promoting school management and supporting professional skills among teachers.

- Fostering the educational climate through reducing class size, eliminating multiple-shift system, enhancing student/teacher ratio, and upgrading the school general conditions.
- Mobilizing decentralization at the level of local planning and management and encouraging the civil community's participation in planning, management, and tracking the educational process (UNESCO, 2003a).

4. Challenges

4.A ACCESS

1. The existence of a wide gap between the net and gross enrollment rate exceeding 15 percent.
2. The gap in gross enrollment rates between deprived governorates and more privileged ones.
3. The persistence of the traditional gender gap in eight governorates ranging from 6.4 percent to 35.4 percent (in favor of boys).
4. The small proportion of private preparatory education (five percent of all schools), in spite of its high growth rate compared to public education.
5. The existence of double-shift schools which reached 2.7 percent and evening one shift schools (7 percent) which increases inaccessibility especially for underprivileged families.
6. The growth of private tutoring that limits educational opportunities for disadvantaged pupils.
7. The incomplete realization of the principle of "equal education for all" due to the existence of two tracks: general and vocational preparatory schools, where the latter represents an unjustifiable duality in the basic level of education.

4.B QUALITY

1. The relatively small proportion of schools that apply the full day system (48 percent of all prep schools). This imposes a short school day on the majority of pupils, which deprives them of the chance to experience comprehensive and integrative educational development.
2. The observable large class size in the majority of Egyptian governorates (16 governorates) compared to the intended national average (36 pupils per class).
3. The neglect of adequately professionalizing teaching as a career.
4. The deployment of non-specialist teachers (about 26.8 percent of the total number of prep teachers).
5. The inefficiency of the educational in-service training programs offered to preparatory level teachers.
6. The inadequacy of the exam-driven system that restricts the whole education process to assessing rote memorization and conformity to the textbook content.
7. The prevalence of academic study at the preparatory level and the lack of emphasis on practical aspects of the learning process.
8. The incompatibility of the currently adopted curricula with the National Standards of Education.
9. The marginal role played by technological media in the educational process at this level.
10. The prevalence of teacher-based learning, which renders the teacher the sole source of knowledge and makes students passive recipients of information.
11. The pupils' low level with respect to creative and critical thinking, problem solving skills, and higher-order thinking skills.

4.C SYSTEM/MANAGEMENT

1. The prevalence of centralization in all preparatory education aspects: planning, budgeting, decision-making, curriculum design, teacher recruitment, and training.
2. The negative effect of centralization on lower levels.
3. School management is highly centralized. The school director holds trivial authorities, which are not shared by the school staff members. Most of the administrative relations within the schools are hierarchical starting from the center (the Ministry), directorates, districts, down to the school level.
4. The lack of opportunities granted to the teachers to incorporate their initiative and creative capabilities to solve their everyday problems.
5. The lack of transparency in terms of providing sufficient information about school, teachers, and pupils' performance to staff members, parents, and community members.
6. The shortage of the adopted supervision and accountability system.
7. The weakness of communication between preparatory schools and local environments and the absence of partnership with the local community.
8. All endeavors towards achieving decentralization are still inefficient as they are faced with many obstacles such as: the lack of a strategic organizational framework, the absence of accurate job descriptions, and the absence of plans for accountability.

Situational Analysis of General Secondary Education (2001-2006)

1. Introduction

The point of departure of this analysis is the declared National Goals for Educational Development which aim at: ensuring full access to General Secondary education for all people in the 15-17 age group to achieve equity of access (MOE, 2006b); providing the school climate and the educational content, which reflect the National Standards of Total Educational Quality; and setting organizational regulations and management approaches to facilitate the transition to decentralization, partnership, transparency, and accountability.

2. Current situation

2.A ACCESS

2.A.1 Secondary education sectors: Secondary education is a multi-track system; each track representing a semi-independent structure. Table (1) shows the relative weight of each secondary education sub-structure in 2005/2006.

Table (1): Secondary Education in Egypt (2005/06)

	General Secondary Education - Public	General Secondary Education – Private	Vocational Education	Al Azhar Secondary Education	Total
Number of Students	1,145,174	94,015	1,961,162	279,963	3,480,314
Relative Weight	32.9%	2.7%	56.3%	8%	100%

The implications of the data presented in Table (1) may be revealed by examining the total number of population aged 15 to 17, estimated at 4,437,708. Based on this figure, the enrollment rate in secondary education (including enrollments in all sub-tracks) amounts to 78.4 percent. This means that 21.6 percent of the age cohort are still outside secondary education.

2.A.2 Growth in general secondary schools. Table (2) shows the growth in general secondary schools. The number of general secondary schools, their geographical distribution, and the annual expansion in school construction are all key factors that indicate how far access has been realized.

Table (2) shows that the growth rate in the first two years is three times greater than that recorded in the last two years. This was probably due to the measures taken by the Secondary Education Enhancement Program (SEEP) to convert 315 Commercial Secondary Schools to General Secondary Schools as a preliminary step to eliminate Commercial Technical Schools. The drop noticed in the last two years represents the regular expansion of schools or new schools actually constructed.

The growth rate of private secondary schools (38 percent) was relatively higher than that of public schools (21 percent). Expansion has taken place in both types of secondary education, public and private. It was expected that the growth rate of private schools classes would outstrip that of public schools; however, the number of public school classes has risen by 14 percent versus 11 percent for private schools. This relatively lower growth rate might be due to the education supply, which is likely to surpass social demand in these costly private schools; yet as long as schools are there, classes in private schools are just waiting for students and subsequently the growth rate will eventually rise.

Table (2): Growth of General Secondary Schools, by Schools & Classrooms (2001/02 – 2005/06)

	2001- 2002		2002-2003		2003-2004		2004-2005		2005-2006	
	Schools	Class rooms	Schools	Class rooms	Schools	Class rooms	Schools	Class rooms	Schools	Class rooms
Public Schools	1351	25049	1448	26623	1556	27777	1596	28851	1641	28785
Growth Rate	–	–	7.2%	6.2%	7.4%	4.3%	2.5%	3.8%	2.8%	-0.2%
Private schools	432	3029	494	3237	525	3281	574	3340	598	3367
Growth Rate	–	–	14%	6.8%	6.3%	1.4%	9.3%	1.8%	4.2%	0.8%
Total	1783	28078	1942	29860	2081	31058	2170	32191	2239	32152

A.2.3 Enrollment rates: Table (3) demonstrates that: the gross enrollment rates have grown between 2000/01 and 2005/06. However, the rise fluctuates from year to year. Furthermore, General Secondary education enrolls only about one quarter of the age group concerned (27.9 percent). This is a reflection of the limited educational opportunities currently provided at the General Secondary level. The remaining students attend Technical Secondary Schools (44.2 percent), or Al Azhar Secondary Schools (6.3 percent), or do not attend secondary level at all (21.6 percent).

Table (3): Growth of Gross Enrollment Rates in General Secondary Education

		2001/2002	2002/2003	2003/2004	2004/2005	2005/2006
Public Education	Students	1,057,934	1,143,788	1,168,406	1,199,966	1,145,174
	Enrollment rate	23.1%	25.2%	26%	26.8%	25.8%
Private Education	Students	104,945	105,918	104,244	99,267	94,015
	Enrollment rate	2.3%	2.3%	2.3%	2.2%	2.1%
Total	Students	1,162,879	1,249,706	1,272,650	1,299,233	1,239,189
	Enrollment rate	25.4%	27.5%	28.3%	29%	27.9%

A.2.4 Secondary education imbalances, rural and urban areas: Data presented in Table (4) show the deteriorating conditions in rural areas as far as access to General Secondary education is concerned. In addition to the low opportunity at the national level, low enrollment in rural regions shows the negative effects of the imbalanced distribution of general secondary schools between rural and urban areas. As Table (4) indicates, the share of rural areas in secondary schools reached 33.4 percent or one-third of all secondary schools, even though approximately 55 percent of Egypt's population lives in rural areas. (El Saharty, et al, 2005).

Table (4): Distributions of General Secondary Schools, Classes and Students between Rural and Urban Areas

Years	Urban Areas			Rural Areas		
	Schools	Classes	Students	Schools	Classes	Students
2001/2002	1187	20,941	880,883	596	7,137	281,996
Percentage	66.6%	74.6%	75.8%	33.4%	25.4%	24.2%
2005/2006	1,482	22,956	887,027	757	9196	352,162
Percentage	66.2%	71.4%	71.6%	33.8%	28.6%	28.4%

This situation is further intensified if the rural areas' share of classes is considered: they amounted to just a quarter of all General Secondary classes. Due to these limitations in the number of classes and schools, students living in rural areas account for only 24.2 percent of all secondary education students, compared to 75.8 percent in urban areas.

This state of affairs in secondary education in rural areas continued into 2005/06. The number of schools remained unchanged and the number of classes grew by only four percent, which is equal to the growth rate in students. The unequal situation that rural areas students encounter is two-fold: students have to face the restricted opportunities in General Secondary education at the national level and they have to bear the results of unequal distribution of schools and classes between rural and urban areas.

A.2.5 Disparities in number of schools, by governorate: Table (5) shows the wide disparity among eight governorates with respect to the distribution of General Secondary schools. The first four governorates in Table (5) represent privileged social and economic conditions, whereas the last four represent under-privileged socio-economic conditions. The fourth column shows the number of population aged 14 to 16 per governorate, revealing the intensity of the social demand for secondary schooling. Figures in this column were obtained by dividing the total number of population in the concerned age group by the number of secondary schools available in each governorate. As indicated in column four, the first four governorates have a moderate social demand for general secondary schools compared to the high demand in the more disadvantaged governorates. A tangible improvement may be noted in all governorates during the period under consideration. This is represented by the apparent decrease in social demand for General Secondary education as revealed by the percentages in the final column.

Table (5): Relative Weight of General Secondary Schools in Eight Governorates

Governorates	2001/2002			2005/2006			Decrease In Social Demand
	Population of the Age Group	Number of Schools	School Share of Students	Population of the Age Group	Number of Schools	School Share of Students	
Cairo	464000	363	1278.2	429600	441	974	-23%
Damietta	67279	44	1529	63240	48	1317.5	-13.7%
Alexandria	222000	127	1748	207600	156	1331	-23.8%
Port Said	34659	18	1925.5	33580	22	1526	-20.7%
Beheira	324669	62	5236.5	312374	106	2946	-43.7%
Fayoum	165579	35	4730	162117	48	3377	-28.6%
Minia	252179	56	4503	243900	73	3341	-25.8%
Sohag	236069	58	4070	226622	71	3192	-21.5%

A.2.6 Disparities in enrollment rates, by governorate: The eight governorates mentioned in Table (5) were used again to provide a common ground for comparison of net and gross enrollment. Table (6) illustrates the disparity in enrollment rates among these governorates; data drawn from Table (5) should be kept in mind while analyzing Table (6).

Table (6) shows that access to General Secondary Education is not the same in all governorates; there are discrepancies as far as educational opportunities are concerned. In Cairo, such opportunities are available to 46.8 percent of the age group concerned. This percentage represents, in turn, the prospective students who might pursue their tertiary education. In other words, 53.2 percent of the concerned age group in Cairo are deprived of the chance to pursue tertiary education.

In Fayoum, however, opportunities to enter General Secondary were available to just 13 percent of the age group in 2001/02. This means that 87 percent of the age group were deprived of the opportunity of obtaining General Secondary education, while Vocational Secondary education was available to about 52 percent and Al Azhar secondary education was available to approximately seven percent. Obviously, there is a wide gap between the two governorates -Cairo and Fayoum- regarding students' chances of access to General Secondary schools as the main gateway to university.

Table (6): Changes in Net & Gross Enrollment in Eight Governorates

Governorates	2001/2002		2005/2006		Growth Rate	
	Net Enrollment	Gross Enrollment	Net Enrollment	Gross Enrollment	Variation Rate of Net Enrollment	Variation Rate of Gross Enrollment
Cairo	41%	46.8%	40.3%	47.4%	0.7%	0.6%
Damietta	31.2%	36.2%	29.8%	32.5%	-1.4%	-3.7%
Alexandria	33.9%	38.3%	34.5%	44.8%	0.6%	6.5%
Port Said	33.4%	38%	30.8%	33.1%	-2.6%	-5%
Beheira	12.8%	14.8%	16.6%	19.7%	3.8%	4.9%
Fayoum	11.3%	13.1%	14.8%	17.3%	3.5%	4.2%
Minia	14.8%	17.3%	18.8%	22%	4%	4.7%
Sohag	12.2%	14.2%	16.2%	19.5%	4%	5.3%

As Table (6) indicates, the difference between 2001/02 and 2005/06 was not substantial; the conditions were nearly the same despite the slight improvement in gross and net enrollment rates. Relatively privileged governorates retained their superior condition. Comparatively, underprivileged governorates maintained their poorer condition as well. This picture is supported by the change in gross enrollment rates as indicated in the last column in Table (6).

A.2.7 Gender disparity at the national level: Traditionally, girls were always less advantaged than boys with respect to educational opportunities. However, educational policies have undertaken significant actions to eliminate this gap.

Table (7): Gross Enrollment, by Gender

Years	Gross Enrollment Rate - Boys	Gross Enrollment Rate - Girls	Gap
2001/2002	24.5%	26.3%	-1.8%
2002/2003	25.9%	29.3%	-3.4%
2003/2004	26.6%	30%	-3.4%
2004/2005	27%	31.2%	-4.2%
2005/2006	25.8%	30.2%	-4.4%

First, it is to be noted that the limited educational opportunities usually granted to girls have been eliminated. Girls not only have attained enrollment rates comparable to that of boys, but they have also nearly outstripped boys. This conclusion is supported when the following are taken into consideration. The number of boys within the age cohort exceeded that of girls; 2,337,824 persons versus 2,246,146 in 2001/02. This trend continued in 2005/06 since boys numbered 2,309,871 while girls numbered 2,127,837.

Throughout the period from 2001/02 to 2005/06, girls' enrollment rates remained higher than those of boys; the gaps between boys and girls were: -1.8 percent, -3.4 percent, -3.4 percent, -4.2 percent, and -4.4 percent, respectively.

2.A.8 Gender gap at governorate level: The gender gap in twenty out of Egypt's twenty-seven governorates has disappeared and, in some cases, the situation was reversed in favor of girls in 2005/06. On the other hand, the seven governorates where the gap occurred in 2001/02 made visible progress by 2005/06 (Table (8)). In four governorates, the gap has been closed; however, it has made little progress in Minia, Sohag, and Beni Sweif. This overall progress hopefully foreshadows the disappearance of the gender gap in all governorates in the coming years.

These results reflect positively on the educational policy adopted in 2002/03 with the goal of eliminating disparities between boys and girls by 2005 (UNESCO, 2003b, 42). This progress seems to coincide with the timing of major government initiatives for awareness campaigns and policies introducing involvement of communities and parents targeted at the poorest regions and covering about 38 districts. These awareness campaigns were launched in cooperation with local community and non-governmental organizations. This success may also be attributed to the rise in the number of secondary schools and the efficient utilization of available local facilities (World Bank, 2002, 12).

Table (8): Gap in Enrollment Rates, by Gender, in Seven Governorates (2001/02 to 2005/06)

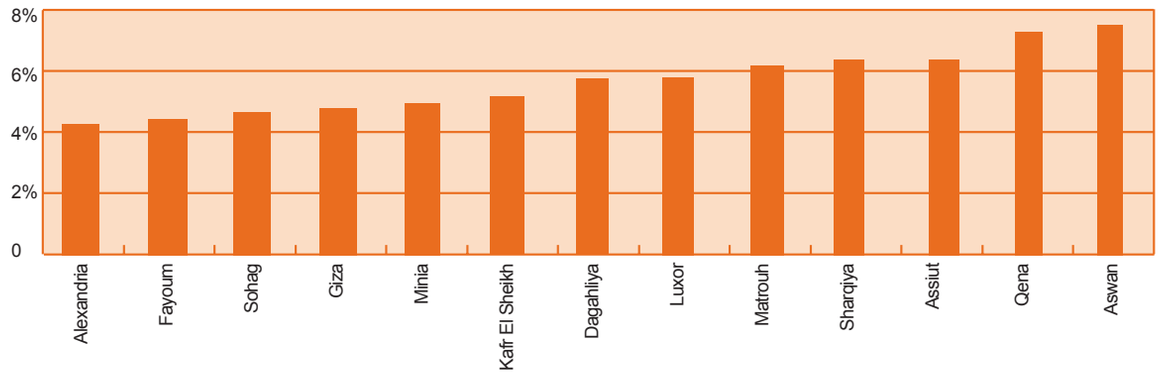
Governorate	2001/2002	2005/2006
Minia	3.9%	0.9%
Sohag	2.6%	0.6%
Beni Sweif	2.1%	0.9%
Fayoum	1.5%	-2%
Assiut	1%	-3.4%
Qena	0.5%	-2.8%
Giza	0.4%	-3.7%

2.A.9 Drop-outs: At the national level, the drop-out rate in 2001/2002 was 3.3 percent, which increased to 4.3 percent in the year 2005/2006. When expressed in number, the drop-out rate seems somewhat serious, especially since it apparently increased. It is important to consider that the drop-out rate for boys at 3.9 percent was higher than that of girls at 2.7 percent in 2001/02. These rates increased in 2005/06 to 5.4 percent and 3.2 percent, respectively.

Going beyond the national level to investigate drop-out rates in Egypt's twenty seven governorates, it becomes evident that the rates generally tended to increase between 2001/02 and 2005/06 in all governorates except in four where drop-out rates have been declining: Gharbia, Dagahliya, Sharqiya, and Port Said. Despite this slight decline, drop-out rates in these governorates are still higher than the national average, as indicated in the next Figure.

From Figure (1), it is clear that drop-out rates in thirteen governorates surpassed the national average in the year 2005/06. This increase shows that more efforts need to be exerted to address this problem that has negative effects as far as access is concerned. Dropping out can be attributed to the heavy financial burden that requires students to leave secondary school early. Unfortunately, pursuing study in General Secondary schools requires high household spending on private tutoring to compensate for the poor quality of education. This interpretation is further supported by what was concluded in a UNESCO study which revealed that private tutoring is the highest item of household expenditure for education, often reaching one-third of disposable income of a middle class family. Total household expenditure for private tutoring across all educational levels exceeds total public expenditure for education (UNESCO, 2003b, 26). Moreover, studies stress that about 14 percent of poor families' children enroll in general secondary education. Those children are forced to bear the burden of limited access to secondary schools as well as that private tutoring expenditure which might force them to leave school (El Saharty, et al, 2005, 20).

Figure (1): Governorate Drop-out Rates (2005/06)

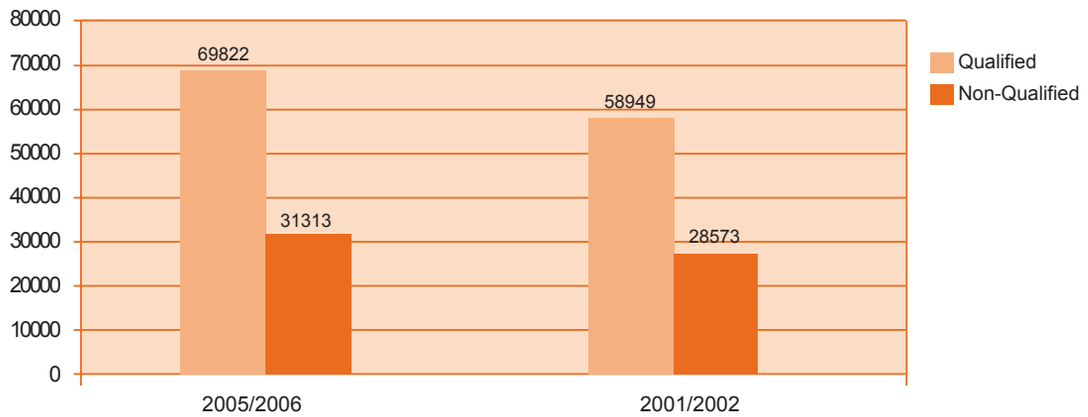


2.B QUALITY

2.B.1 Teacher competence: It is self-evident that teaching and learning processes depend on a competent and well-trained teacher who is able to be a facilitator of the learning process, a provoker of students' participation, and a consolidator of self-learning skills. This section also sheds light on the actions undertaken to provide teachers for secondary schools through in-service training.

There are a total of 101,135 secondary teachers, of whom 93,728 are deployed in public schools, versus 7,407 in private schools. Data show that most secondary level teachers are educationally prepared.

Figure (2): Number of Qualified to Non-Qualified Teachers



As Figure (2) indicates, the ratio of educationally prepared teachers in 2001/02 was 67.4 percent, which rose to 69 percent in 2005/06. The number of non-educational teachers reached 31,250 in 2005/06. The teaching performance of those teachers is not necessarily lower than their educational counterparts (MOE, 2006b, 26).

From another perspective, being educationally qualified does not entail by any means that the teacher's performance is compatible with the National Standards of Education. These standards require the mastery of numerous teaching skills such as: planning, designing teaching strategies, organizing, incorporating adaptive teaching methods, and so on. In fact, even qualified teachers need ongoing training and development to cater for the paradigm shift in the teaching approaches currently adopted (MOE, 2003b, Vol. I). This urgent need for training is further supported by the World Bank's Report on Secondary Education Enhancement Program (SEEP) (World Bank, 2001, 7). The report emphasizes the need to further consolidate secondary teachers' academic knowledge in their field of specialization and improve their methods of instruction, means of evaluation, and ways of interacting with students. In addition, the report shows the necessity of training teachers on how to integrate modern technology into their teaching. With this in mind, to attain national standards regarding teacher quality, teacher preparation at Faculties of Education, along with all in-service training programs, not to mention all measures being implemented to improve their social and financial status, need to be reconsidered. Current efforts exerted by the educational sector to provide in-service training take a number of forms.

2.B.2 Direct training: Some training programs are organized at the entry level for new teachers. Unfortunately, this sort of training lacks many basic requirements such as: assessment of trainees' needs; competent high-qualified trainers; planning; adequate funding; evaluation; and follow-up mechanisms. The total number of all pre-university teachers trained at the central level amounted to 10,284, receiving about 206 training programs in 2001/02. This figure went down in 2005/06 to 9,604; with the number of training programs decreasing to 196 in the same year.

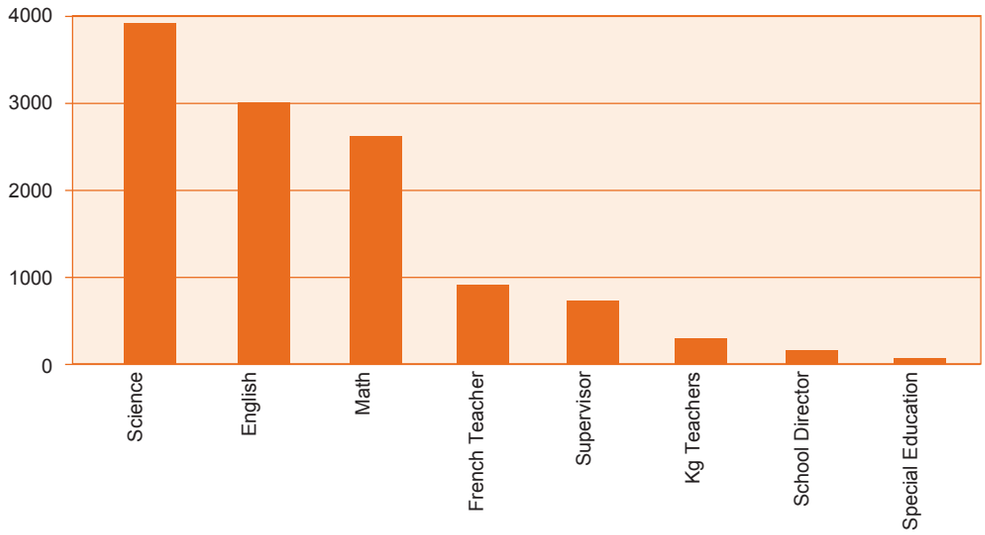
In addition, special attention is given to training teachers on how to incorporate technology in the educational process by the Technology Development Center (TDC). The center managed to train 27,079 teachers from all educational levels on integrating technology into teaching, as well as 14,408 teachers on the ICDL.

Local training centers in various governorates have also organized many training programs for pre-university teachers and supervisors. To date, the number of trainees at these centers reached 230,482.

2.B.3 Indirect training: Distance training is implemented throughout the video conference networks which use 72 training regional sites and address up to 8,000 trainees at the same time. To date, the total number of teachers in all pre-university levels trained throughout distance-learning amounts to 1,212,324. They account for about 53 percent of all those trained throughout the video conferencing facility (UNESCO, 2003b, 24).

2.B.4 Overseas training: A number of teachers have been sent abroad to countries such as the United States, United Kingdom, and France, to understand the educational systems there and to learn about the most recent instructional methods and advanced technology. The number of trainees at all pre-university levels sent abroad reached 11,674 by 2005/06. Figure (3) illustrates the distribution of teachers according to their specialization.

Figure (3): Teachers Sent Abroad, by Specialization



The problem with this sort of training is that when teachers come back from their missions, they encounter a number of traditional constraints which impede their ability to apply what they have acquired abroad (UNESCO, 2003a, 25).

2.B.5 Class size: The average class size at the national level was 41.5 in 2001/02 which decreased to 38.6 in 2005/06. Class size remains an important factor in determining educational quality. However, this indicator loses its value when the General Secondary school adopts active learning. In such a climate, the quality of the learning environment is determined by assessing the students' share of gardens, playgrounds, spaces, labs, and information resources, along with other aspects characteristic of the active school.

In our secondary schools traditional context, classes are crowded with large numbers of students sitting in rows elbow-to-elbow in an immobile climate that only allows for passive reception of information. In such a context, movement on the part of students is limited, even forbidden. Hence, class size in its traditional sense becomes the only suitable indicator of educational quality.

Practically speaking, using only the number of students per class may be quite misleading. According to international standards, each student's share of the classroom space should be about 1.8 square meters of the class area. In other words, the area of the ideal class of 30 students should amount to 54 square meters. This ideal situation is rarely, if ever, found in any of our secondary schools. Educational policies have thus undertaken action to reduce class size from 38.6 to 30 to meet international standards.

At the regional level, class size in nine governorates in 2001/02 exceeded the national level of 41.5; the other 18 governorates have a lower class size compared to this average. In 2005/06, class size in ten governorates surpassed the national level, which in turn fell to 38.6. Seventeen other governorates had a comparatively lower class size. Figure (4) shows the gap between governorates with higher class sizes and lower ones.

Figure (4): General Secondary Class Size, by Governorate (2005/06)

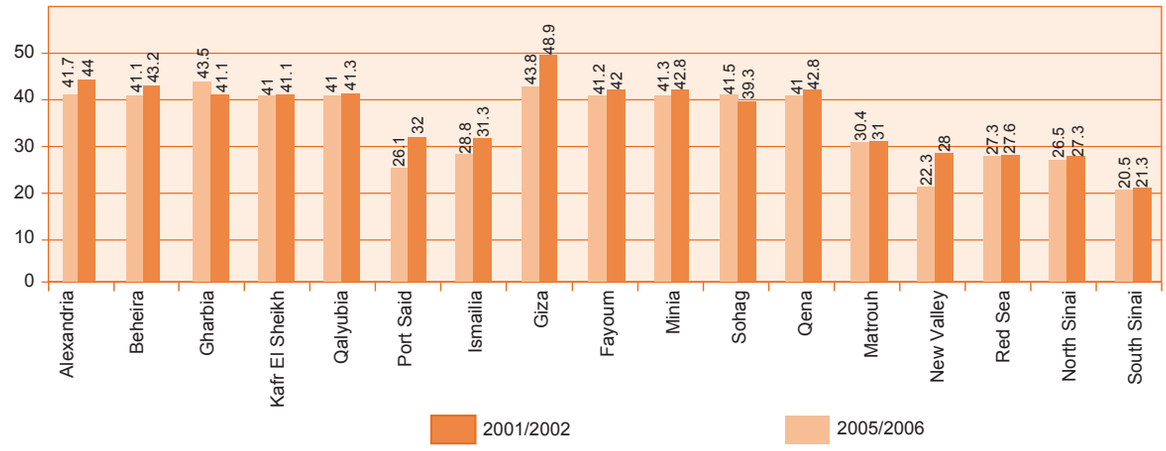


Figure (4) represents 17 governorates; the class size in ten governorates exceeds the national average of 38.4. The other seven governorates with comparatively low class size, surpass the international level (30). This low class size can never be an intended effort on the part of the educational policy; rather it is due to the low social demand compared to the educational supply in these governorates; all these seven governorates are under-populated. For instance, in South Sinai, where class size reaches 20.5, enrollment rates could have doubled if the social demand for Secondary Education was rather heavier. Of the 5,000 boys and girls who represent the age group in this governorate, only 1,000 are enrolled in General Secondary education, while 2,200 are tracked in Technical Secondary education. This means that about 1,700 boys and girls of the relevant age group are currently out of school.

The other remaining ten governorates occupy a middle position between the international and the national levels. Figure (5) shows the improvement rate regarding class size, which is extremely slow to change. Any improvement entails that a greater effort should be exerted on the part of the government to reduce class size to 25 in all secondary classes by 2015 as was pinpointed in the pre-university national plan (NCERD, 2006, 41). There are also disparities within each governorate regarding class size, when it might reach as many as 60 students (UNESCO, 2003a, 25).

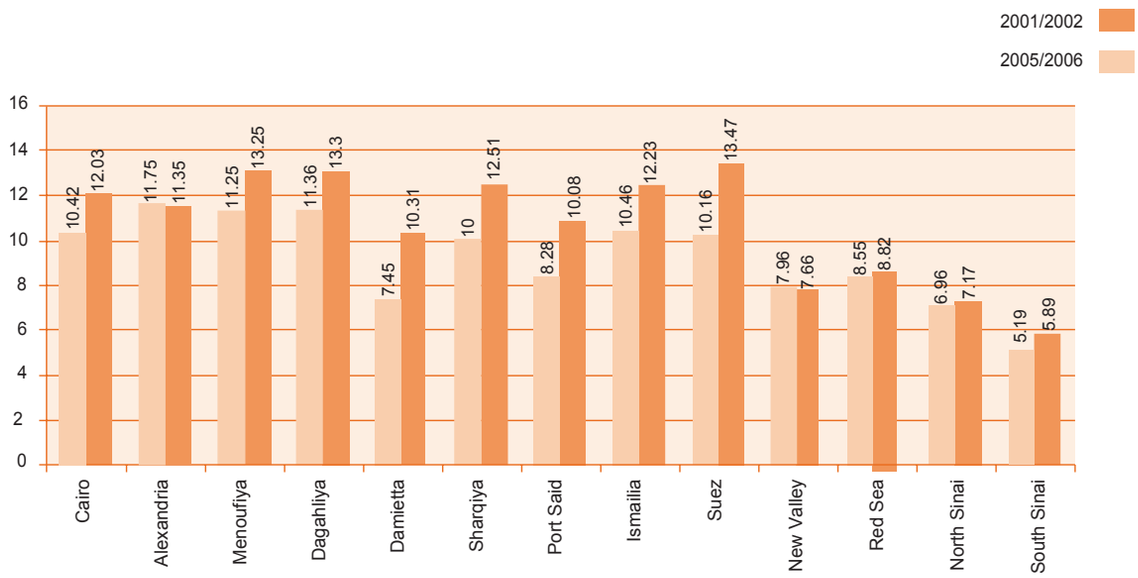
2.B.6 Student/teacher ratio: Data showed a student/teacher ratio of 13.3 at the national level in 2001/02. This ratio remained relatively constant, although it fell slightly, to 12.3 in 2005/06. Some studies predict that the drop in student/teacher ratio will continue until it reaches seven (World Bank, 2002, 38). This decline is expected to increase the overall cost of public provision of secondary education as funds are channeled to teachers' wages, which by then will exceed the need (as measured by student/teacher ratio) (World Bank, 2005, 10). With this in mind, international studies recommended that the student/teacher ratio be aligned to international levels, otherwise by the year 2010 we will have about 64,000 excess teachers in General Secondary education (World Bank, 2002, 50).

It is important then to accurately estimate the number of teachers before tackling precise student/teacher ratios. It is also important to realize that the education system could make better use of teachers to boost effective teacher-student contact through such measures as team–teaching, individualized learning, and a gradual increase in the ratio of teaching to non-teaching staff (UNESCO, 2003a, 25).

It is clear from Figure (5) that about half of Egypt's governorates (13 governorates) are below the national average as far as class size is concerned. On the other hand, the other half (14 governorates) are above the national average. If one scrutinizes the columns that represent each governorate, it becomes evident that the student/teacher ratio tended to decline between 2001/02 and 2005/06. This finding supports the expectation of the World Bank study, i.e. that student/teacher ratio will drop to seven in 2010.

The student/teacher ratio in three governorates has dropped to the former expected ratio; and even in two governorates, South Sinai and North Sinai, the ratio recorded is lower than the projected one: 5.2 and 6.9, respectively. On the other hand, discrepancies occur among the other 14 governorates recording above-national average ratios. The ratios ranged from 12.6 in Gharbia and Aswan to 16.6 in Giza. Generally, in almost all of these governorates, ratios have been falling between the starting year and the year 2005/06. It goes without saying that variations regarding student/teacher ratios also exist within each governorate.

Figure (5): Student/Teacher Ratio, 13 Governorates (2001/02 – 2005/06)



2.B.7 Instructional time: The first issue to be addressed in this respect is the number of schools that adopt a full day system versus those that adopt one shift or double shift system. Data available in Table (8) indicate the relative weight of secondary schools adopting each type of school day.

Table (8): School Day System, General Secondary Schools, Relative Weight (%) (2001/02 – 2005/06)

School day system	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006
Full day system	64.3%	62.6%	60.2%	60%	61.3%
Morning shift schools	24.6%	24.8%	28.9%	25.5%	30.1%
Evening shift schools	3.7%	4.5%	3.7%	4.2%	3.5%
Double-shift schools	7.4%	8%	7.2%	6.3%	5.1%

Table (8) indicates that the percentage of schools that adopt the full day system compared to schools adopting other systems declined between 2001/02 and 2005/06 by three percent, despite the apparent rise in the number of these schools from 1147 to 1373. In other words, the relative weight of full-day system schools that enroll 62 percent of general secondary level students has fallen, although they represent the model that the educational policy aspires to expand. Full day schools provide a suitable learning climate that encourages students to acquire intended skills, values, and attitudes. Furthermore, the full day system is the most feasible model to eliminate the parallel school, provided that all its potential and activities are utilized. Ultimately, after spending a long day of hard work, genuine study and serious activities at school, students go home to seek rest and, hence, hardly any time, desire, or effort is left for private lessons.

As for schools that adopt the short day of four or five hours, no dramatic change in their weight between 2001/02 and 2005/06 is seen. Morning one-shift schools amounted to 24.6 percent in 2001/02, which rose slightly to 30 percent in 2005/06; evening one shift schools changed from 3.7 percent to 3.5 percent and double-shift schools from 7.4 percent to 5.1 percent. These less-than-full-day school day systems are inefficient due to the short period available which does not lend itself to any genuine learning or activities. Actually, such short days can only lend themselves to teaching prescribed academic subjects according to out-dated teacher-centered methods. Table (8) supports the realization that efforts exerted to convert all general secondary schools to the full day system are still limited and need further consolidation.

In secondary schools the full day system comprises seven daily hours which yield a week of five days comprising 35 hours; yet this week is only attained in 62 percent of all secondary schools. Investigating other international experiences in this respect, we recognize that the school week includes six days in Japan (comprising 46 hours) and Korea (50 hours) (O'Rourke, 2003, 29). Our secondary schools are in urgent need of this expanded week to radically transform all our schools to real learning centers that prevent any activities, such as private tutoring, that render formal schooling null and void (MOE, 2006b).

2.B.8 Curriculum structure and content: The General Secondary level embraces two main goals: preparing students for life and preparing them to pursue their university education. Specific objectives embrace a wide range of skills, including: mastering critical, creative, and problem solving thinking skills; utilizing technology; communicating effectively; dealing with information resources; analyzing, categorizing, and reusing information; and predicting and adapting to the future, which proposes that every citizen will be required to change his professional and academic track at least five times during his life (World Bank, 2001, 16).

Besides these skills, the general secondary school aims at helping students acquire the values of tolerance, interaction, self-management, self-learning, citizenship, democracy, and equality (World Bank, 2001, 37).

The general secondary school attempts also within the framework of its specific objectives to develop students' positive attitudes toward manual work. It intends to enable them to master practical skills and acquire professional ability to be more responsive to the labor market and production process (MOE, 2006a, 44).

In fact, the declared goals and specific objectives are consistent with the National Standards of Education. However, there is a wide gap between these declared objectives and what actually takes place in secondary schools. The reason is that the general secondary school, with all its components, is a one-dimensional structure that scarcely prepares students to participate in practical life; rather, it is only focused on providing them with a mass of information that has to be memorized and retrieved on the end-of-level exams. The second goal, thus, is unrealistic since there are barely any facilities or conditions that help in realizing the professional and practical formation of students. Studies in this field argue that realizing this goal requires a comprehensive revision of secondary school curriculum and a sort of integration between technical and general education (MOE, 2003b, 79; NCERD, 2005, 68-70).

The Ministry has committed itself within the framework of its long-term strategy to revising pre-university curricula in light of the national standards to assure quality and to attain the flexible curriculum for which decentralization calls (MOE, 2006a, 52). However, this study plan is totally devoid of any components that would help prepare students to engage in the labor market. The focus is on academic subjects, which are taken out of their original academic context and are presented as isolated material to be memorized before exams. Second, subjects are confined to textbooks that represent the sole source of information, and the single tool to be relied upon when taking the exam.

Furthermore, there is no connection between these subjects and the local environments students live in. Incorporating pre-prepared syllabi with highly restricted topics within which exams are entirely restrained supports the formal characteristics of the study plan, which consolidates the need for private tutoring. This is underlined by the fact that all experiments included in the scientific subjects are rarely carried out by students; instead, they are dealt with like academic, ready-made information just to memorize and retrieve.

Even the opportunity granted to students to choose the subjects they want to study is not based on a planned decision on the part of the students, who lack the capacity to make such a critical decision. Rather, the selection is always haphazard and left to chance. It is also dependent upon many prevailing misconceptions about how the selected subjects could qualify students to enter the faculties to which they aspire. The output after studying all these subjects is weak and invalid; after spending long hours in studying Arabic and obtaining the full marks, for example, secondary level students are unable to speak Arabic correctly and even their writing is always poor and full of grammatical and spelling mistakes (El Saharty et al, 2005).

2.B.9 Sources of information: Despite numerous information sources available nowadays, the secondary school curriculum is confined to textbooks. This contradicts secondary school attempts-as reflected in its objectives-to emphasize the active role students should enact to obtain information and to deal with its sources. The adoption of this active role by students is a prerequisite for enabling them to pursue future study.

Textbook provision is dominated almost entirely by the Ministry, which spends a large amount annually to produce textbooks. A total of LE 1.6 billion was paid in 2004/05 to print 481 million copies (UNESCO, 2003b, 13). These textbooks remain the only source of information secondary students refer to and the sole norm for identifying their level of achievement. Any efforts initiated by the educational sector to renovate the educational content are only directed to developing textbooks which intensifies negative elements described above. Even more serious secondary students do not often access the prescribed textbooks, ignoring them in favor of some distorted summaries propagated by private teachers to facilitate rote learning (NCERD, 2005).

Textbooks are developed by subject specialists who are chosen through a competition. These specialists develop the textbooks with little or no contact with teachers, students, or classrooms. This mechanism for developing textbooks might account for the observed isolation among different subjects, and sometimes within a subject.

2.B.10 Methods of teaching: Most teachers use traditional teaching methods: lectures, demonstrations, and simplification of the textbook content. Students hardly ever participate in what takes place during the lesson, and even the questions they raise are all requests for further explanations of ambiguous points not adequately covered by the teacher (NCERD, 2005, 56).

Similarly, the same situation occurs during private lessons; the teacher explains the facts and information included in the textbook more than one time and students just receive the information passively. The basic difference between what happens in school and what takes place in private lessons is that private teachers train students well on the model answers to be replicated in the final exams.

These teaching methods based on rote memorization are consistent with other secondary curriculum constituents, which are all driven by the final exam. Apparently, with the predominance of these out-dated methods imposed by the exam system, there is no room for incorporating recent teaching methods aspired to by national plans and strategies such as learner-centered methods and research-based methods. In this context, it is unrealistic to tackle the teacher's role in developing students' critical and creative thinking, or their problem solving skills. Studies indicate that test-taking skills often supersede learning how to actually apply knowledge at the secondary level (World Bank, 2002).

Thus, in light of the predominance of all secondary school curriculum components, it seems worthless to talk about developing methods of teaching. Actually, development of any of the curriculum components that aims at attaining ambitious goals can hardly be achieved unless all reform procedures work in tandem to target all components consistently and harmoniously so that nothing is left without reexamination and revision.

2.B.11 Technological media: Unsurprisingly, within the prevalent exam-driven framework, technological media are likely to adopt a marginal role at secondary schools. Available technological media are not considered an essential component in the General Secondary school curriculum. This component could, if adequately adopted, open new domains for students and facilitate their acquisition of research skills as well as the creative utilization of information sources (UNESCO, 2003b, 33).

Within the framework of Secondary Education Enhancement Program (SEEP), efforts are being made by the MOE to disseminate technological media nationwide. There are a total of 1,745 advanced labs, which, despite their potential value, are not incorporated in the general secondary school curriculum. This statement is proved by the fact that the evaluation system never assesses students' progress with regard to practical skills. If these labs were actually a substantial part of the learning process, it should have been necessary to set practical exams whose results are included in student evaluation.

Furthermore, attempting to make use of Egypt's Nile satellite, an agreement was made between the TV and Radio Union and the MOE to establish specialized educational channels for all levels, including the secondary level, that transmit education programs for 12 to 18 hours daily.

In the same context, the Smart School project was launched in cooperation with the Ministry of Communication. The program has actually started at the preparatory level and is targeted at the secondary level in the second phase. It aims at supporting the technological infrastructure of secondary schools.

Computers also, though available in all secondary schools, play a marginal role in learning. The number of schools possessing computers reached 1,604, comprising about 1,075 computers, all used as learning media. The distribution of computers according to their number in secondary schools is indicated in Figure (6).

Figure (6): Distribution of Computers in Secondary Schools

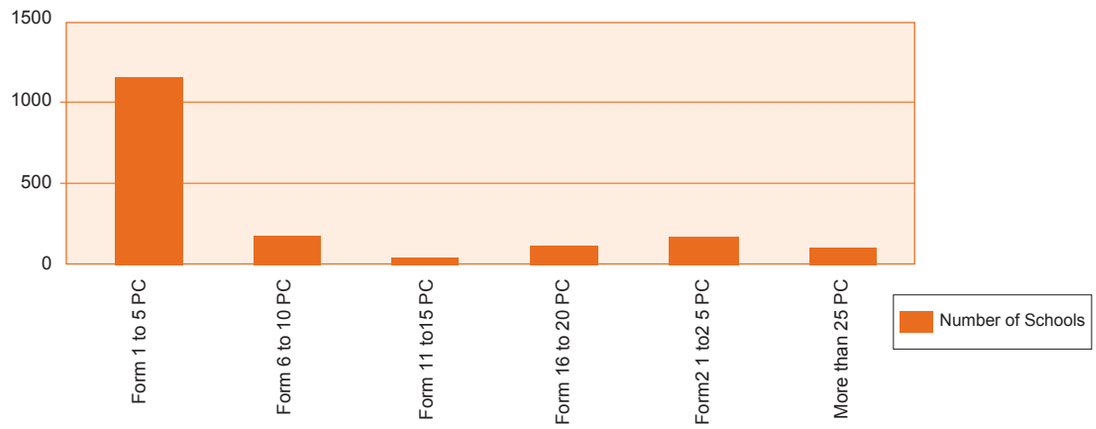


Figure (6) shows that about 1,365 of all secondary schools contain from one to ten computers and about 165 schools have from 20 to more than 25 computers (MOE, 2002; MOE, 2006, 103). Besides the previous figures, another 38,097 computers were installed to train students on computer skills.

Also within this context, the Technology Development Center (TDC) in the Ministry is engaged in producing video films for educational channels and schools, computer graphics programs and animation, and CDs for teachers and students relevant to curricula content. It also takes measures to connect all schools to the internet and exchange slow telephone lines with high-speed ISDN lines.

Furthermore, numerous projects are engaged in developing and distributing technology in secondary schools as follows:

- The Broad Band project, which is intended to generalize high-speed internet connections to all schools;
- The Competitive School project (PFCE) that aims at increasing students' skills in using information technology and enabling them to acquire academic research skills to attain international standards. The project aims also at integrating information technology with the curriculum.
- The ORACLE Academy project aims at helping students acquire design and programming skills.
- Think.Com program is intended to develop a special educational community for both teachers and students through which they can exchange emails inside and outside school and design useful educational sites on the internet (MOE, 2006c, 22).

2.B.12 Evaluation: Various levels can be distinguished with respect to evaluation. The input level includes the teacher, equipment, available facilities, students, and resources. The processes level embraces the teacher along with all that takes place inside the school. Finally, the output level comprises the students' level of achievement and performance. In this report, the discussion is limited to student achievement, which is solely based on their results on final exams that determine their prospective academic and professional future (ARE, Educational Decree 1983, no. 139).

At the end of the second and third secondary grades, students are mainly screened through very limited achievement tests that only evaluate their ability to retrieve stored facts and information. This type of testing assumes that student evaluation is focused solely on assessing their rote memorization, which raises questions about the benefits of using such worthless evaluation methods. What is intended to be achieved by the secondary school according to declared objectives (such as developing critical thinking and creative abilities, fostering problem solving skills and raising social and environmental awareness along with all other skills, values, and behaviors), are not assessed at all by the present examination system (UNESCO, 2003b, 38).

The examination system determines whether the student would pursue his/her university education or leave school to enter the labor market. It has turned the educational process to simply be a means that helps the student pass the final exams and attain the highest scores. Eventually, just passing the exams is not enough; the student has to gain the highest possible score so that he can gain entry to the prestigious faculty he/ she aspires to.

Results of studies tackling this fundamental curriculum component vary in their perspectives. Some studies have concluded that secondary certificate exams should be modified to be more comprehensive and objective. Others offer many alternatives to the examination system. However, a few studies call for a radical reexamination of the evaluation process at the secondary level.

According to this last viewpoint, the new evaluation system should stem from the national standards, which cover all skills, attitudes, and behaviors acquired. This entails that the learning process should focus on enabling students to integrate knowledge and information acquired in authentic situations. This approach to assessment would mean that the school would be revitalized through providing real opportunities for students to actually work inside labs, classes, libraries, electronic resources centers, and so on (MOE, 2003b).

Currently, modern evaluation tools are being trialed in seven governorates. These pilot evaluation tools are mainly focused on assessing higher order thinking skills, critical thinking, problem-solving, and student achievement in Arabic, math, and science (MOE, 2006, 23). However, these tools have not yet been institutionalized, or used to obtain feedback about teachers and administrators' performance. To be useful instruments, these tools need to be generalized nationwide to track secondary schools' progress over time (World Bank, 2002, 38).

2.B.13 Internal Efficiency: The main indicators of internal efficiency are pass rate, repetition rate, and drop-out rate. Figure (7) sheds light on secondary level pass rates. There was a notable rise in the pass

rate on the end-of-level exams, which is more obvious in the first two years compared to the last ones. It is also evident that the percentage of girls who passed the exams outstripped that of boys. From another perspective, to explore governorates' disparities, regional pass rates on the end-of-level exam can be compared to the national pass rate.

Figure (7): Growth in Pass Rates for General Secondary

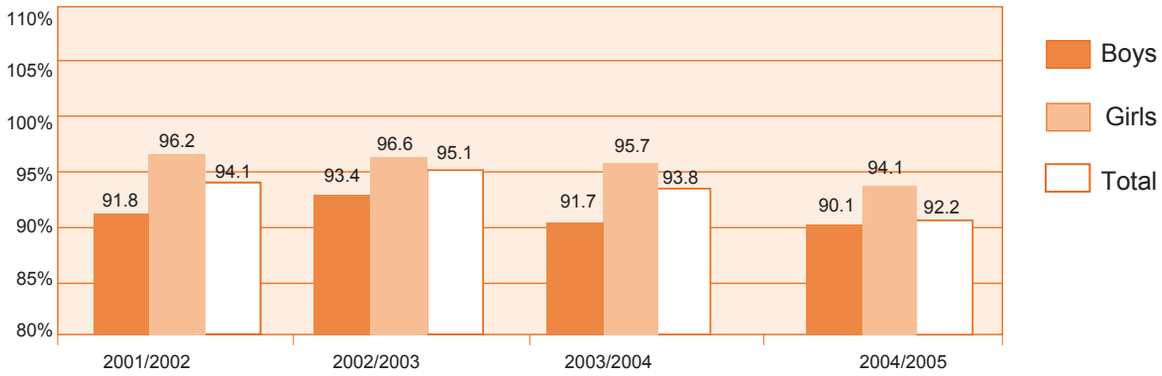
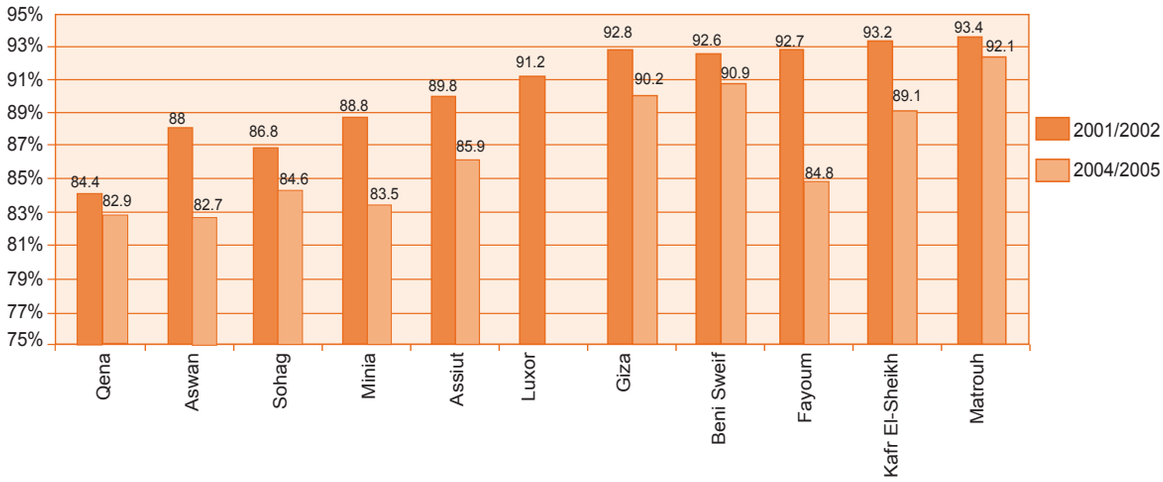


Figure (8) shows the pass rates in governorates whose pass rates are below the national level. Clearly, Upper Egyptian governorates have the lowest pass rates. This emphasizes the fact that students' social and economic status has a negative bearing on their level of achievement. It is well known that Upper Egyptian governorates have poor economic conditions compared to Lower Egyptian governorates. It should also be noted that the girls' pass rate is generally higher than that of the boys.

Figure (8): Pass Rates Below National Average, by Governorate



The repetition rate is closely related to the pass rate, as together they define internal efficiency. According to the statistical data available in 2004/05, about 2.2 percent of the students failed the first year secondary exams, eight percent failed the second year exam, while 7.7 percent failed the third year exams, giving an aggregate percentage of 17.9 percent. Adding this percentage to the drop-out rate in the same year (4.3 percent), a wastage percentage of 22.2 percent is obtained. In other words, of every 100 students who enroll in the secondary level, only 77.8 percent complete it successfully (what is known as the completion rate).

In the figures above the wastage amounts to 281,921 students. From an economic perspective, this wastage is estimated at LE 419.8 million, based on a per student expenditure of LE 1,489. This wastage would rise if household spending were included.

2.B.14 External efficiency: Internal efficiency refers to the institutional capacity to estimate its own success in achieving intended objectives. External efficiency, on the other hand, means having the educational institution's performance evaluated by external bodies that are expected to make use of the institution's outputs.

The labor market is the most important party likely to employ secondary level graduates. It expects that secondary students could meet its demands. Statistical data show that of all unemployed people, 6.5 percent have less than secondary education while 28.3 percent have completed secondary education. This reveals the negative returns of secondary education as well as the unsuitability of general secondary schools output where one third of basic level graduates are enrolled (NCERD, 2005, 65). These findings indicate that general secondary schools produce the wrong kind of skills.

The other main institutions which are interested in evaluating the success of general secondary education are higher education institutions for which these students are being prepared. Studies have pointed out that General Secondary schools have not succeeded in qualifying students to pursue their studies at the university (NCERD, 2005, 71). Similarly, the report from the Specialized National Councils claims that universities admit students who are not well qualified to pursue their studies in higher institutions. In this way, the General Secondary schools fail to realize its main goals: preparing students to engage in the labor market, and preparing them to pursue their studies in the university (Specialized National Councils, 1993, 16).

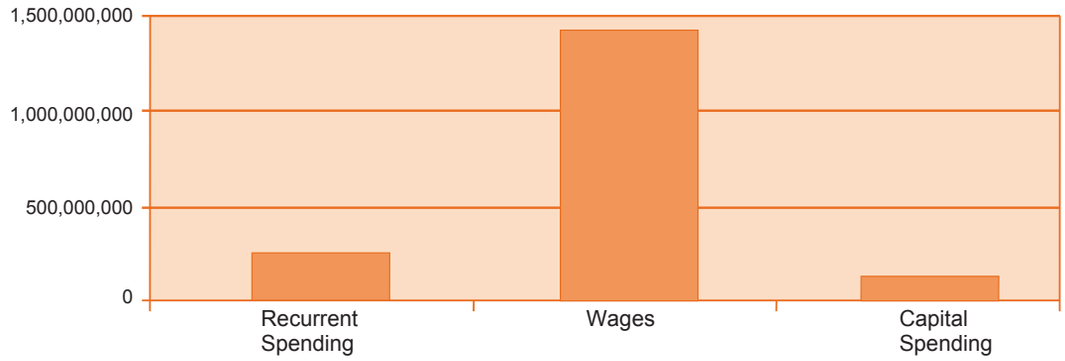
2.B.15 Education spending: Egypt budgets approximately six percent of its gross domestic product (GDP) annually to education, which is considered high by international standards. Egypt's spending is comparable to the Organization of Economic Co-operation and Development (OECD) average of five percent and higher than the four percent average of lower middle income and MENA countries (World Bank, 2005, 6). However, the efficacy of Egypt’s spending on education can only be deduced when we realize how funds are allocated to educational levels and tracks.

In 2004/05, about LE 24.8 billion was allocated for education in Egypt. The proportion of spending on pre-university education is relatively low. About 70 percent of overall education spending, or LE 17.4 billion, is channeled to basic and secondary education. Universities absorb 30 percent of the budget, although they only enroll about six percent of all students in Egypt. These figures show that there is a bias for expenditure on tertiary education at the expense of basic and secondary education (World Bank, 2005, 7).

Pre-university spending reached 4.1 percent of GDP and a high of 13.5 percent of total public spending. Within the pre-university budget (17.4 billion), about 10.2 percent is allocated to spending on general secondary education, 15.3 percent to technical secondary education, 22.4 percent to preparatory education, and 48.7 percent to primary education of the recurrent expenditure (according to MOE budget). The remaining 3.5 percent goes to pre-primary, special education, and one classroom schools (World Bank, 2005, 7).

The 10.2 percent budgeted to General Secondary education is estimated at LE one billion 787 million, which yields a per student cost of LE 1,489 in 2004/05. Although this per student cost is a critical education quality indicator, it is more important here to examine how the general secondary level budget is distributed. Evidently, wages absorb most of the allocated budget. Figure (9) can help us figure out this critical fact.

Figure (9): General Secondary Budget Distribution, by Chapter



It is obvious in Figure (9) that as a proportion of total general secondary education spending, teaching and non-teaching staff wages absorb about 78 percent, whereas only seven percent is allocated to capital investment; other recurrent expenditure accounts for 14.96 percent. As a proportion of recurrent expenditure, the share of wages is 84 percent, confining other current expenses to 21 percent. In fact, this latter facet of spending is one of utmost importance since all funds allocated to this category are spent on items demanded by educational processes such as school equipment routine maintenance; paying telephone, water, and electricity bills; and purchasing instructional materials along with all spending aspects that impact education quality. Unfortunately, funds allocated to this latter category are likely to decrease as a result of the rapid growth of spending on personnel wages, which exceed the need (World Bank, 2005, 1).

2.C SYSTEMS/MANAGEMENT

2.C.1 Centralization: Constraints and achievements. General secondary education, like other types of education, originated and proceeded as a result of the central authority initiative. With the emergence of modern education in Egypt at the beginning of the 19th century, secondary education was the most important sector in the educational system. It was in charge of supplying higher education institutions with all students. Actually, secondary education is still playing this critical role nowadays.

Indicators of the predominance of centralization in secondary education are as follows:

- Neither governorate nor MOE officials at any level have authority with regard to budget allocations and distribution. In other words, the Ministry of Education is itself governed and controlled by a higher central authority, namely, the Ministry of Finance (MOF). This latter Ministry is the only one in charge of determining the MOE budget and how its funds are distributed. This means that the MOE does not have the discretion to allocate budgets. This has resulted in a system that is totally supply-driven without accountability for student results or market needs. Current budgetary practices stifle rational planning, do not promote efficiency, and discourage the development of sound management.

- The total Ministry budget is distributed between the central ministry and the governorates (87 percent) and the supporting agencies (13 percent). The supporting agencies include the General Authority for Educational Building (GAEB), which receives nearly 90 percent of the supporting agencies' budget allocation. Of their combined share, the central ministry receives about 15 percent and the governorates about 85 percent, almost entirely for salaries, determined centrally by the Civil Service System, the Parliament, and the President (UNESCO, 2005, 19).
- The policies for budgeting governorates are not as well-coordinated as they could be, due largely to the split authority between Ministry of Finance and Ministry of Education. In addition, the governorates do not necessarily interface with the central MOE in the budgeting process, but instead communicate directly with the MOF to formulate and submit their budget request. In fact, the chief budget officials in the central MOE do not know what the governorates budget requests and allocation unless the governorates choose to send them (World Bank, 2005, 19-22).
- Once the budget is allocated by higher central authorities, governorates do not have any authority to transfer funds across line items in budget chapters or even across chapters. This leads to mismatches between the uses of funds and the actual needs as perceived by policy makers closer to the schools, directorates, and administrations (World Bank, 2005, 21). Even fees charged by public schools are prescribed by the Ministry. Furthermore, budgetary practices reflect neither student demand nor changing market needs.
- At the secondary school level, directors always have little decision-making authority. Their role is restricted to applying central rules governing technical, administrative, or financial affairs to meet inspectors' expectations (NCERD, 2001b, 112).
- The goals to be achieved by the school are also centrally specified without considering objectives addressing local and regional concerns (MOE, 2006b).
- The central authority is the only one responsible for setting and running the end-of-secondary level exams at the national level, which stresses the entire subordination and dependency of localities (World Bank-PPMU, 2001, 46).
- The central authority monopolizes the right of recruiting and deploying teachers as well as determining promotion, reward, or punishment regulations (UNESCO, 2005, 25).

The critical perspective presented above does not imply by any means that centralization as a method of operating, managing, and controlling secondary education should entirely disappear.

2.C.2 Making the transition to decentralization: To make the transition to decentralization, some vital and effective roles must remain at the central level. The first step in moving towards decentralization, in the context of our social conditions, must be launched by initiatives at the central level.

Thus, the Policy and Strategic Planning Unit (PSPU) was established in the Ministry of Education. This unit is intended to be the base that facilitates the dissemination of a decentralization culture and deepens its institutional foundations. At present, technical support is provided by this unit to enable governorates to practice their roles in managing and planning secondary education (MOE, 2006b, 72).

One of the important developments at the Ministry of Education's central level is the re-structuring of follow-up and evaluation units and the redefinition of their roles to keep pace with the culture of decentralization. One of the efforts initiated in this respect is the program launched by the Ministry of Education jointly with UNESCO to upgrade system-management proficiency at the central level (MOE, 2006b, 72).

2.C.3 Obstacles: The first obstacle to making the transition to decentralization lies in the prevailing centralized management culture deeply rooted in our education system. This culture grants higher administrative levels a magical capacity to make critical and effective decisions. Lower executive levels must conform to these central decisions and directions. Thus, top-down one-dimensional relations become pervasive (Logan, 2005).

Closely related to the dominance of centralization is the prevalence of passivity, carelessness, and idleness as well as the unawareness of the value of time as a productive resource. These centralization-related characteristics stimulate the need for more supervision, control, and dominance at the central level (NCERD, 2001b, 110).

The absence of horizontal communication not only at the level of executive units but also at the level of higher authority responsible for planning and determining general strategies is another obstacle.

The structure governing general secondary schools is highly rigid and inadequate. It comprises various administrations arbitrarily split in spite of their common responsibility and strong linkages. This reinforces routine and bureaucratic values and pushes the secondary education sector in the direction of conservatism and resistance of change (Logan, 2005).

Rigid, outdated technical and administrative instructions curb progress. They represent a restricting framework that wastes effort, impedes initiative, and supports unconscious behavior at all levels (NCERD, 2001b, 114).

There is a shortage of databases that can be timely and reliably utilized for the purpose of making informed decisions and developing sound educational policies (NCERD, 2001b, 120).

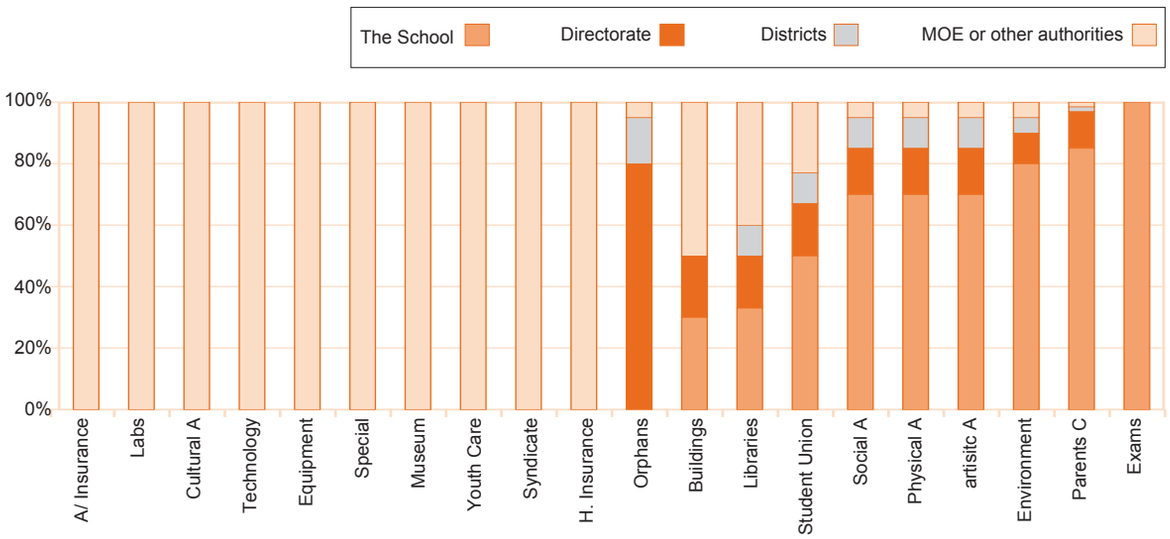
There is an absence of adequate educational leadership in secondary schools. The school director is often autocratic, using the same coercion mechanisms with school staff. Moreover, with the prevalence of this climate, integrity and honesty disappear, and are replaced by flattery, hypocrisy, and adulation (NCERD, 2001b, 116).
The conversion of means to ends becomes common. For instance, the evaluation system, the most critical of which is the end-of-secondary level exam, has become an end in itself. The incentives system also has turned from a means of sustaining progress, evaluating, and rewarding adequate performance to an end. In fact, all personnel receive incentives regardless of what they have actually achieved.

2.C.4 Positive initiatives:

- Incorporating concepts such as flexible curriculum, accreditation, and partnership along with other National Educational standards.
- Encouraging governorates to take part in the strategic planning of their educational systems. A case in point is Alexandria, which took the initiative of setting its own educational strategic plan.
- Preparing technical staff and training them to carry out strategic planning in each governorate.

- Establishing educational enhancement funds and providing sufficient technical support for governorates, which have already established these funds (UNESCO, 2003a, 44).
- Building empowering systems for executing plans at the local level. This includes setting evaluation mechanisms and converting the dominating role of central authorities to a supporting one to help governorates overcome any emerging difficulties during planning and execution.
- Instituting the concept of school-based reform: In this context, many promising attempts in experimental schools and others funded by the World Bank have taken place. For example, the Alexandria project in decentralization, which commenced in December 2001 under the auspices of the Ministry of Education, aimed at upgrading the quality of education in Alexandria based on a decentralized model through: (a) forging a partnership between teachers, administrators, and other stakeholders at large through three-tiered committees providing support, follow-up, and implementation; (b) implementing advanced decentralized management through modifying policies and procedures and delegating both authority and responsibility to the school level; and (c) providing advanced training to employees in conformance with up-to-date international pedagogic and educational systems. The three-tiered committees formulated to help in the program implementation including the following:
  - A Consulting Committee, which includes the Minister of Education, the governor, and 16 community leaders with relevant experience responsible for mobilizing community efforts; ensuring technical and financial resources; participating in the selection/monitoring of schools, directors, and principals; and providing recommendations and annual evaluation of the program.
  - An Educational District Committee led by the Head of Educational Administration, consisting of ten members with relevant experience. The Committee is responsible for monitoring school performance; deciding on rewarding or transferring school teachers; supporting the Boards of Trustees' efforts to secure additional resources; and ensuring that training needs are met.
  - A Board of Trustees composed of 16 members, including the School headmaster/mistress, a representative of the educational administration within the region, the school doctor and social specialist, school faculty, local leaders, and elected parent members (MOE, 2006b). Boards of Trustees would be established in all secondary schools as authorized by Ministerial Decree 258 (2005), which aims at:
    - decentralizing management, evaluation, follow up, and decision-making systems;
    - encouraging the effort of the civil communities to expand community participation;
    - realizing self- monitoring at the school level; and
    - reviewing and approving annual schools plans, mobilizing resources in the community, and deciding on the use of these resources.
- Increasing General Secondary schools' share of students' admission fees according to Ministerial Decree 140 (2002). According to this decree, the school keeps about 60 percent of the collected fees instead of the 25 percent which traditionally used to stay at the school level. This is a preliminary step that should be further supported so that the school could keep all fees. Figure (10) shows how fees are distributed as authorized by the Ministerial Decree among various expenditure categories.

Figure 10: Fees Distribution: Schools and Other Authorities



- Activating the concept of accreditation. When all quality elements are realized, the schools become well-prepared to be accredited or to achieve the declared National Standards of Quality Education. Each school exerts all its effort to obtain accreditation from the National Authority of Accreditation launched by Ministerial Decree in 2006. It aims at judging each school's performance and deciding whether they have succeeded or failed to achieve the National Standards of Education. This means that the school turns into a decentralized, evolving, and developing center of education. This process is known as "school-based reform." Cairo governorate is currently undertaking a project to obtain accreditation for all its schools by the end of 2011. This is also taking place in Alexandria, Fayoum, and Minia governorates (MOE, 2003b).

4. Challenges

4.A ACCESS

- The duality of the secondary education system due to the existence of two parallel sub-structures: general and technical education.
- The high percentage of students of the age group (about 21 percent) who are currently not enrolled in secondary schools.
- The prevalence of private tutoring, which diminishes equity between rich and poor students.
- The disparities between rural and urban areas in terms of opportunities to attend General Secondary school, and, thus, university.
- The regional disparities among governorates with respect to:
  - Enrollment rates
  - Number of schools and classes
  - Instructional time
- The disparity between gross and net enrollment rates, which necessitates overcoming both dropout and repetition.

4.B QUALITY

- The inadequate skills level of teachers and the necessity of upgrading pre-service and in-service training programs.
- The high class size and the necessity to make the transition to active learning where the need for outdated quality indicators, such as reduced class size, disappears.
- The low student/teacher ratio, which increases educational expenditure.
- The over-use of traditional methods of teaching.
- Reliance on the shift system and limited instructional time at some general secondary schools.
- The discrepancy between declared goals of General Secondary Level and the current status quo.
- The lack of balance in the General Secondary Level's curriculum between academic and practical subjects as well as between national concerns and local demands.
- Confining information sources only to the textbook.
- The absence of communication between the Technology Development Center (TDC) and the Center of Curriculum and Instructional Materials Development (CCIMD), which prevents the conversion of technology to a substantial component in the learning process.
- The weakness of the current evaluation system, in the form of the General Secondary Level Exam.
- The scarcity of funds allocated to the non-wage part of recurrent expenditure, which directly affects the quality of the education process and the channeling of all these funds to wages and salaries instead.

4.C SYSTEMS/MANAGEMENT

- The lack of adequate mechanisms to identify the financial needs of the education system.
- The imbalance among different chapters of spending on General Secondary education.
- The absence of opportunities granted to local authorities to take part in the process of identifying the objectives and curriculum content of the General Secondary level.
- The absence of a decentralization culture.
- The absence of horizontal communication within the secondary education sector.
- The lack of partnership at the level of planning and formulating national and local strategies.
- The isolation of higher administrative levels responsible for managing and monitoring general secondary schools.
- The predominance of traditionally inherited and enforced technical, administrative, and financial instructions, which impede progress and suppress initiatives.
- The inadequacy of databases at all administrative levels.
- The absence of a clear connection between allocation of incentives for teachers and their actual implementation.

Situational Analysis of Technical Secondary Education

1. Introduction

Technical secondary education is intended to equip a large sector of the society with necessary technical skills as a means of realizing comprehensive development. It is based on striking a balance between technical and academic skills to enhance students' cognitive, organizational, and technical performance. In Egypt, technical education aims at preparing highly qualified graduates whose skills keep up with National Standards. Technical school graduates should also be aware of the technical values underlying the labor market in the Egyptian society. They should have the capacity to upgrade their technical and social standards along with their academic level. Technical education graduates are also expected to move and change with their fields of specialization. This eventually entails that they have to be empowered to impact the external labor market and adapt to its requirements. Thus, the Ministry has exerted a great effort to develop technical schools, through developing their infrastructure, to enhance their academic and practical performance (MOE, 2006c).

2. The current situation

Technical education is a basic pillar in the national education and training system. It aims at preparing a skilled labor force that can assist in fulfilling national economical and social development plans. Technical education is also intended to develop learners' technical skills in the fields of industry, trade, agriculture, management, and services (MOE-PSPU, 2006b). Technical education, including all its sub-types, is described in the following sections, in terms of access, quality, and system/management.

2.A ACCESS

To ensure equality of access, students enrolled in technical education must be provided with adequate technical training opportunities. The main goal of access is to set a general framework for increasing community participation in providing and implementing mechanisms necessary for training technical schools students. Access in technical schools should focus on the following goals:

- achieve equality among all students with regard to resource allocation;
- encourage community participation to ensure the provision of a suitable climate for improving technical education.
- upgrading technical, educational, and training services to boost technical education quality.

2.A.1 Number of schools: The growth of technical schools between 2001/02 and 2005/06 is shown in Table (1), along with figures on the growth in the number of classrooms and students, for each type of technical school: industrial, agricultural, and commercial.

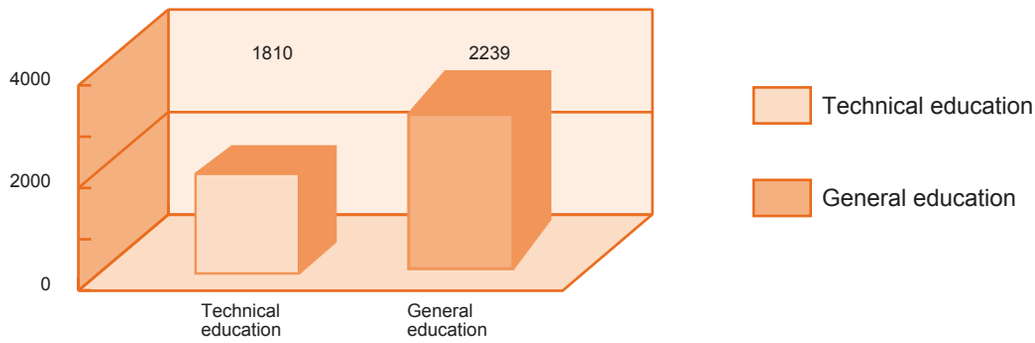
Table (1) shows a drop in the number of technical schools, from 1,940 in 2001/02 to 1,810 in 2005/06. This decline is due to the conversion of a number of commercial schools to general secondary schools. There are fewer agricultural schools (9.5 percent of the total of all technical schools) than industrial and commercial ones.

Table (1): Number of Technical Secondary Schools in Egypt 2001/02 – 2005/06 (MOE-GAIC, 2006d)

Schools	2001/2002			2005/2006		
	Public	Private	Total	Public	Private	Total
Industrial	794	11	805	863	11	874
Agricultural	168	0	168	172	0	172
Commercial	722	245	967	536	228	764
Total	1684	256	1940	1571	239	1810
General secondary	1351	432	1783	1641	598	2239

Figure (1) shows that the number of technical schools was less than the number of general secondary schools in 2005/06. Despite this fact, technical schools students accounted for 61.28 percent of all students enrolled in secondary education.

Figure (1): Number of General and Technical Schools (2005/06)



To strike a balance between general and technical education and achieve the goal of 50 percent general secondary to 50 percent technical secondary schools, about 201 commercial schools were converted to general secondary schools. This has increased the number of general secondary schools by 25.57 percent. The conversion process was terminated in 2003/04 for political and social reasons. The following table illustrates the number of converted commercial secondary schools.

Table (2): Commercial Schools Converted to General Secondary Schools (1/7/2001-30/8/2003) (MOE-GAIC, 2006d)

Total number of three-year commercial Schools	Target for Schools conversions	Number of Schools actually converted			
		2001/02	2002/03	2003/04	Total
611	315	33	88	80	201

The Egyptian government has implemented a rigorous admission policy for technical secondary schools, which led to a growth in student enrollment. Table (3) shows that the number of technical secondary education students decreased between 2001/02 and 2005/06, from 2,149,408 to 1,961,162. In 2001/02, students enrolled in technical schools accounted for 64.68 percent of all secondary level students while they accounted for 61.28 percent in 2005/06. In the same year, students enrolled in general secondary education comprised 38.72 percent of all secondary level students.

Table (3): Increase in Technical School Students, by Division, Compared to Secondary General Students (2001/02 - 2005/06) (MOE - GAIC, 2006d)

Schools	2001/2002			2005/2006		
	Public	Private	Total	Public	Private	Total
Industrial	930,159	3716	933,875	988,729	3328	992,057
Agricultural	225,311	0	225,311	223,386	0	223,386
Commercial	873,220	117,002	990,222	620,144	125,575	745,719
Total Tech secondary	2,028,690	120,718	2,149,408	1,832,259	128,903	1,961,162
General secondary	1,057,934	104,945	1,162,879	1,145,174	94,015	1239189

The emphasis given to technical education is in response to recent international challenges, which will eventually shift the role occupied by the labor market. That is, the labor market is expected to control the industrial society and even impose new paradigms on it. In the future, for example, it will require personnel trained in specializations not supported by the current education system.

Figure (2): Number of Students in Technical Education, by Section (2005/06)

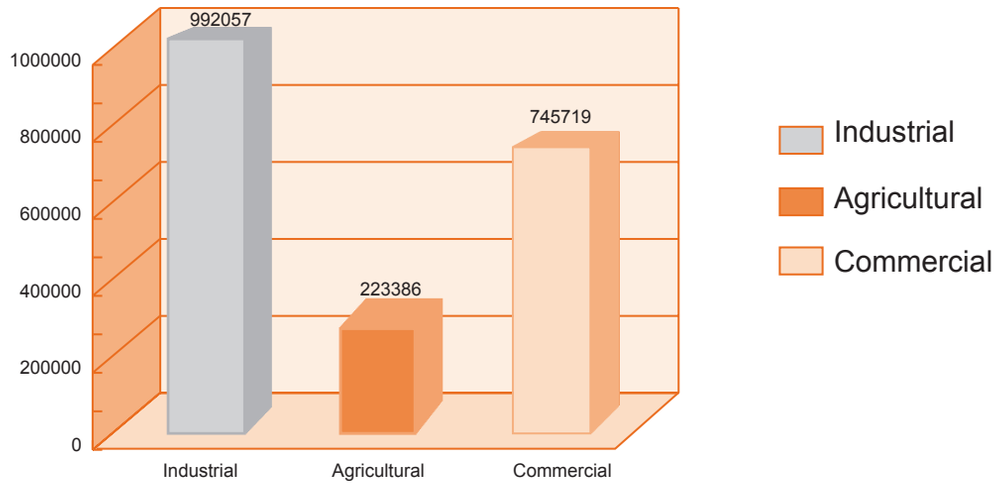


Figure (2) shows that the students enrolled in industrial education accounted for 50.6 percent of all students enrolled in technical education. On the other hand, students enrolled in agricultural and commercial education accounted for 11.4 percent and 38 percent, respectively.

2.A.2 Providing access to technical education for girls: Table (4) and Figure (3) show that girls account for 46.86 percent of all technical education students.

Table (4): Access to Technical Education for Girls (2005/06) (MOE-GAIC, 2006d)

Public		Private		Total	
Boys	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**
989,346	842,913	52,778	76,125	1,042,124	919,038
1,832,259		128,903		1,961,162	

Figure (3) reflects the emphasis given to girls education as one of the national priorities. With respect to access, private schools share of enrollment is low. The number of students enrolled in private schools amounts to about 6.6 percent of all technical education students.

Figure (3): Girls Enrolled in Technical Schools (2005/06)(MOE-GAIC, 2006d)

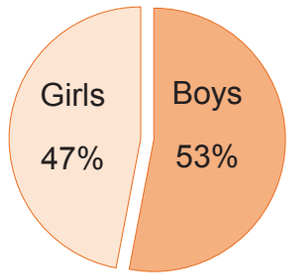


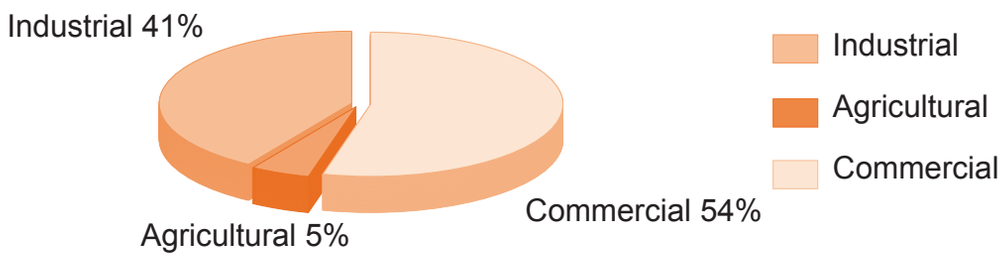
Table (5) shows a comparison of technical education types with respect to girls' enrollment rates.

Table (5): Number of Students in Technical Secondary Education: Boys and Girls (2005/06)(MOE-GAIC, 2006d)

Type of education	Boys	Girls	Total
Industrial	**617,620**	**374,437**	**992,057**
Agricultural	**172,161**	**51,225**	**223,386**
Commercial	**252,343**	**493,376**	**745,719**

The previous table and the next figure show that about 53 percent of girls are enrolled in commercial education, 41 percent in industrial education, and only five percent in agricultural education.

Figure (4): Girls' Enrollment in Technical Schools, by Division (2005/06)



2.A.3 Number of teachers: There is a noticeable shortage of teachers in academic subjects, workshops, and labs. This shortfall may be attributed to the fact that most qualified teachers find better job opportunities in the private sector. Furthermore, technical education lacks specialized technicians to provide regular maintenance of the schools' equipment and devices. Most of the teachers deployed lack skills, which may be attributed to a lack of adequate training. This situation has affected the quality of technical education graduates and has decreased their opportunities to find suitable jobs in the labor market. Table (6) shows the number of technical secondary teachers and the amount of the shortfall.

Table (6): Number of Teachers in Technical Schools and Shortage (2005/06) (MOE-GAIC, 2006d)

Specialization	Available Teachers	Shortfall (Excess)
Industrial education	93,091	13,737
Agricultural education	13,997	1567
Commercial education	39,918	1708 (excess)
Total	147,006	13,596

As table (6) shows, there were a total of 147,006 technical schools teachers in 2005/06. This number was not adequate to meet the needs of 1,961,162 students enrolled in 51,587 classes. The shortfall is estimated at 13,596 teachers.

2.B QUALITY

Ensuring quality in technical education helps the society to realize intended objectives and upgrade the labor force's academic and technical skills. Quality assurance must take into consideration the importance of coping with recent technological development. Factors affecting technical education quality are as follows (Cuadra, E., Moreno, J., et al (2005):

2.B.1 Teachers' competence and skills: The first factor that impacts quality is teachers' skills and technical competence. Studies stress the significance of providing well-designed programs for training teachers and equipping them with academic and technical skills. Technical schools teachers should also possess the ability to identify points of strength and weakness regarding their own or their students' performance.

2.B.2 Group work skills: Group work skills are a basic factor that enhances technical education quality. It helps both teachers and students to benefit from technology and all available resources in the educational process. It is thus an essential aid to help technical secondary teachers acquire skills that assist them to evaluate and monitor student group and cooperative work skills in classes and workshops.

2.B.3 Students' technical culture: Technical culture is the means through which we can evaluate how far students possess the ability to use their technical skills in their society. It assists in evaluating students'

ability to understand, identify, and cope with labor market requirements. Thus, technical culture is one of the most important factors in developing technical education quality standards. Undoubtedly, it enables teachers to cope with task-related training and detailed requirements of technical education (Tasheva, 2005).

2.C SYSTEMS/MANAGEMENT

A school's management plays a vital role in selecting and distributing students across the school's departments and in monitoring and evaluating the educational process. School managers are also in charge of initiating communication with other schools, on the one hand, and with civil organizations and companies to obtain technical resources and ensure jobs for graduates, on the other.

Technical secondary school management should thus provide a suitable environment conducive to the success of the educational process. It should also possess all mechanisms and channels via which resources can be obtained and utilized to develop technical education. Thus many tasks have to be carried out by the school administration, including the following:

2.C.1 Developing school infrastructure: Providing and developing technical school infrastructure is one of the most important factors which could help ensure a high quality educational climate. It implies that school departments will be supplied with technical tools and equipment necessary for school workshops. Furthermore, developing curricula, installing computers in school departments and workshops, and providing data are all factors that boost workshop and department quality.

2.C.2 Building teachers' and directors' capacities: The school administration should attempt to build the professional, academic, and technical capacities of subject and workshop teachers, lab supervisors, and heads of school departments. This expertise may be realized through providing technical training for each staff member according to his/her field of specialization. Furthermore, a large number of head teachers and subject counselors have to be trained on skills relevant to curricula development. Civil society representatives also should be trained on decision-making and on setting policies for technical schools to support decentralization and community participation. It is also the government's responsibility to supply technical resources necessary for technical training. This provision should not be restricted, yet it should be a continuous ongoing process that goes beyond academic study. Teaching methods adopted should be flexible so that they can help students to make the transition from academic to practical technical study at all levels (Megahed, 2002; UNESCO, 1990).

3. Current Programs

3.A Technological development

Some 764 instructional computer labs were installed in commercial schools, ten computers per every lab, all connected to the internet. Electronic government programs were introduced in all 1,810 technical schools in 2006, with all schools being connected to the internet. At the central level, approximately 1,180 general and commercial computer teachers were trained at the General Administration of Instructional Computers (GAIC). In addition, computer curricula were developed for commercial education (MOE, 2006d). Among the programs which introduced technology into technical education were the following:

3.A.1 The five-year advanced technical school for maintenance technology was established in Nasr City under Ministerial Decree 230 (1996). It has an independent administrative board responsible for all educational, technical, and financial aspects, and is headed by the director of General Authority for Educational Buildings (GAEB). The school accepts students from all governorates (25 percent from Cairo and 75 percent from the remaining governorates). Class size does not exceed 30 students and fees amount to LE 184 annually. It is a boarding school which offers meals to students for free.

3.A.2 The advanced technical school for information technology in Ismailia was established by Ministerial Decree 576 (1997). It has an independent administration board responsible for all educational, technical, and financial aspects, headed by the director of the General Authority for Educational Buildings (GAEB). Class size does not exceed 25 students and fees amount to LE 837.50 annually.

3.A.3 The Capital Fund Project is managed by the Ministry of Education. Under this program, the Ministry assists technical secondary schools to execute productive projects relevant to each school's fields of specialization. These projects are funded and managed according to regulations set out by the Ministry. Local specialized units and production sectors are expected to benefit from these projects by raising professional standards for craftsmen and workers in each governorate. They may also help raise students' educational standards through providing them with more practical training. The project is also intended to increase students and teachers' income through giving them production-based incentives and rewards.

3.A.4 The Mubarak-Kohl Project is based on an agreement signed between Egypt and Germany in February 1992, through which Germany aims to help Egypt develop its technical education and training through introducing the Technical Dual education system. In the Dual educational system, students undergo academic study for two days in a technical secondary school and then are exposed to four days of training in factories and companies.

The program is intended to prepare a skilled technical labor force using the most recent methods of education and technology. It also stresses that all workers should obtain a license before engaging in their professions. The project also emphasizes the role of community participation and cooperation between the government and private sector.

Funds allocated to the project from 1994 through 2008 amount to about 28.5 million Euros. It was agreed that German participation would last for four years, from April 1, 2004 to March 31, 2008. Participating parties in the program include the Ministry of Education (as the representative of the Egyptian government), factory owners, investor associations and unions, businessmen, non-governmental organizations, and the German Agency for Technical Cooperation (GTZ), representing the Federal Ministry for International Cooperation and Development (BMZ).

4. Challenges

The most prominent challenge facing technical education is investment. The World Bank has urged developing countries to implement the concept of educational investment through rendering education the first priority in their agenda. It has also called for delegating the responsibility for technical education provision to individuals, private companies, and training institutions, thus limiting the role of the government. This means that businessmen need to be convinced of the importance of providing training for their

employees, which is a big challenge. Undoubtedly, the high rate of unemployment among technical education graduates is also a great challenge for this sector (MOE-PSPU, 2006a).

One of the most important obstacles facing technical education is its inability to respond effectively to labor market demands, including the following educational policy objectives:

4.A ACCESS

Access can be tackled through recognizing that large class size impedes student achievement and teacher-student interaction. Large class size in technical schools has led to the adoption of the double shift system, and the mismatch between available school resources (equipment, tools, devices) and the number of enrolled student (MOE-PSPU, 2006d). The most prominent problem is the small number of classrooms (amounting to 51,587). Similarly, there are only a few workshops, labs, and farms available. They are poorly distributed across schools, and, thus, do not fulfill the needs of the large number of students (in 2005/06 total enrollment reached 1,961,162 (MOE-GAIC, 2006b).

Table (7): Class Size in Technical Education (2005/06) (MOE-GAIC, 2006b)

All Technical Education	Industrial Education	Agricultural Education	Commercial Education
38.02	36.2	38.9	40.4

Table (7) shows the average size of technical schools classes, which is high compared to international standards where class size should not exceed 20 students per class. Large class size leads to an imbalanced distribution of resources and reduces students' opportunities to benefit from scarce training mechanisms, especially workshops. Most technical schools still lack equipment and devices necessary for this type of education. Consumable resources allocated to each student are very limited and do not cater to training needs in all types of technical schools (MOE-PSPU, 2006b).
Table (8) includes the number of classes with different class sizes in public technical secondary schools.

Table (8): Numbers in Classes of Different Sizes, Public Technical Secondary Schools

Categories of class size (No. of Students)	Number of Classes	Percent of Classes
Less than 41	31,669	65.46%
From 41 to 51	15,008	31.02%
From 51 to 60	1652	3.41%
More than 70	52	0.11%

Table (8) shows that about 65.46 percent of all classes have a class size of less than 41 students, while 3.44 percent have a class size of 51 students and above. The Ministry has allocated resources and funding for building more classes for academic study. It has implemented measures to construct new labs for practical training to cover an increasing number of students. The Ministry also has exerted efforts to prepare technical staff in various fields. There also have been attempts to encourage the private sector to participate in meeting technical education sector needs. The following table shows the number of classes that should be constructed to overcome the shortage.

Table (9): Number of Classrooms Needed, by Source

Targets	Number of Classes
Eliminating multiple shifts	16,616
Reducing class size	9081
Meeting needs of growing population	5423
Replacing and renewing classes	933
Replacing rented schools	551
Total number of required classes	32,604

Table (9) shows the number of classrooms that have to be constructed, arranged by source of need. It should be noted that constructing just one classroom in an industrial technical school costs about LE 150,000.

4.B QUALITY

Many factors may influence the quality of technical secondary education. These include the technical culture, teacher provision, availability of physical and human resources, as well as reward and accountability systems. All of these factors represent main obstacles that hinder reform of technical education. Analyzing the current situation of technical education with all its academic and practical levels, the main problems can be pinpointed as follows (MOE-PSPU, 2006b):

4.B.1 Teacher and trainer professional development: Practical training in technical education faces many problems, the most important of which is the lack of resources and the shortage in raw materials used by students. Furthermore, equipment, workshops, and labs are limited. The equipment and devices provided in each workshop do not match the increasing number of students. This is due to the limited budget allocated for replacing and maintaining this equipment. Furthermore, teachers' training programs are limited. This can be attributed to the fact that only one budget is allocated to both general and technical education, the main part of which is allocated to general rather than technical education training programs.

4.B.2 The mismatch between students' training and available jobs: The labor market is ever-changing and developing, which necessitates an ongoing development of technical training systems and methods.

Thus, governments need to provide developed systems for training technical school students in order to help them acquire skills that qualify them for the labor market. Technology is very conducive to developing technical training. Thus, all school administrations should provide a climate that facilities the utilization of information and communication technology in developing teaching and training systems.

The Egyptian government has taken measures to develop training systems in technical school through investigating the labor market's current status quo. It has set priorities to continuously invent new training systems at the school level. It also has attempted to effectively incorporate computer and technology in student training. It even has provided training opportunities for distinguished technical schools graduates via new institutions especially established for this purpose.

4.B.3 Inadequacy of the curriculum and materials: The quality of technical secondary education is largely based on the availability of high quality curricula along with adequate educational and training programs. Curricula set the objectives to be realized by technical schools. Thus, there is an urgent need to develop curricula that cope with societal and labor market demands, as well as teachers and trainers' needs. Curricula development should focus on providing opportunities for students to get practical and hands-on training. They should also allow students to train in companies and other external institutions to gain all required technical skills, which will enable them to find suitable jobs.

Technical education curricula have to be developed to cope with recent technological progress. More specializations and new fields have to be introduced to cater to labor market demands. There is also an urgent need to delete some outdated fields of specialization scarcely required by the labor market. It is worth noting that the content of most curricula has not kept up with international standards.

Recently, the Ministry has spent a lot of money to produce and print textbooks. Table (10) contains the amount of funds allocated for textbook printing for Technical Secondary schools in 2004/2005 (MOE, 2006e). This table shows that the costs are very high. However, textbook provision is an important quality indicator; it helps to realize equality through providing relatively comparable educational opportunities to all students.

Table (10): Textbook Printing Costs: Technical Education (2004/05)

Type of Education	Cost
Commercial Education	52,366,034
Agricultural Education	20,367,609
Industrial Education	46,500,000
Total Cost	119,233,643

The most prominent problems in this respect are:

- A lack of accurate data available for planners about the production and service sectors' demands regarding the skills expected of technical schools graduates. This lack of accurate data hinders adequate planning, which ultimately leads to the existence of an excess of graduates and the growth of unemployment.

- The slow process of developing curricula and textbooks, which renders them outdated and incongruent with recent technological and scientific development. This slow pace might be due to the inadequacy of administrative and funding procedures underlying textbook provision.

4.B.4 The current evaluation system: Evaluation plays a vital role in identifying the strengths and weaknesses in the educational process. It helps to identify students' and teachers' standards as well as standards for school labs and workshops. Evaluation also helps to identify the extent to which the school administration has succeeded in providing the climate and conditions necessary to raise school quality standards, and, hence, student skills.

The current evaluation system is based on official written exams restricted to measuring rote memorization and academic skills. This characterization of the evaluation system implies that technical schools should adopt new evaluation methods that link both academic and practical achievements. These methods should cover all acquired skills and capacities. Currently students' admission to specific departments or schools is not based on their aptitudes or interests, but rather relies on scores obtained on the final level preparatory exams. Therefore, it is recommended that technical schools look for new admissions criteria that actually measure students' skills. These criteria should be set in cooperation with the Ministry of Industry as well as Syndicates and Labor Unions.

4.B.5 Equipment and supplies do not match student numbers and recent developments: Technical education is fundamentally based on hands-on training. Hence, workshop and lab infrastructure is an indispensable part of the technical school educational process. The private sector and businessmen can contribute in renovating current labs and workshops or constructing and equipping new ones to overcome shortages. There are many obstacles facing technical education in this respect:

- currently, labs are unable to fulfill their function, as they are often old-fashioned and lacking in any technological media;
- the school administration does not see lab renovation and overcoming a chronic shortage of equipment as high priorities; in part, this is due to the limited funds provided to technical schools, as well as to the inadequacy of the technical school administration; and
- there is a lack of technical equipment, which is needed for conducting curriculum-related experiments.

4.B.6 Student admission to technical schools: Students are admitted in technical schools according to a scores-based classification system. This system considers students' scores on the second cycle of basic education certificate (the preparatory level) to be the main criterion which would qualify them to enroll in either general or technical education. In other words, most of those admitted to technical education are not chosen according to their real interests; moreover, most of them lack aptitude, mental abilities, and creative skills (a state believed to be reflected in their low level of achievement at the basic education level). It is a common belief in Egypt that technical secondary education is less prestigious than general secondary education. The currently adopted admission system has largely contributed to the increasing unemployment among technical schools graduates. In fact, the number of students enrolled exceeds the labor market demand for employees.

4.B.7 Secondary vocational schools: A number of schools were established with the aim of preparing a skilled labor force. These schools admit students holding preparatory vocational certificates as well as those with basic education completion certificates. These students pursue their vocational agricultural and industrial study for three years. There are 256 vocational industrial schools, with 2,112 classrooms and 22,171 students, and 56 vocational agricultural schools with 404 classrooms serving 14,190 students. These schools are attached to technical secondary schools. It is a serious challenge to have two schools under one administration, both of which utilize the same teaching staff, labs, and facilities. This situation has resulted in many problems related to practical training. Labs and facilities are not sufficient for students, not to mention the overload to be carried by the school administration and its staff. Because of all these circumstances, students in these schools are not provided with real training opportunities.

4.C SYSTEMS/MANAGEMENT

4.C.1 The technical secondary school administration faces many problems, the most important of which are as follows (MOE-PSPU, 2006b):

- The lack of mobilization of community participation, including civil organizations, businessmen, and factory owners, in managing and funding educational processes as well as equipping workshops and labs.
- Boards of Trustees are unable to play their role in increasing communication between the school and parents through increasing their participation in the decision-making process and in identifying and distributing resources across various school departments.
- The interruption of the educational, training, and research process in technical schools due to the multitude of regulations hindering decentralization.
- The continuous migration of teachers, after gaining experience in technical schools, to private companies. This personnel loss is attributed to the poor incentives and low salaries technical secondary teachers receive and to the low social status associated with working in technical schools.
- Using the seniority system as the sole basis for nominating school directors regardless of their skills and competence. This practice almost always leads to the existence of directors who lack administrative skills and who are incapable of making sound decisions, which in turn affects their school's performance.
- The lack of an agreed-upon national job description system that identifies skill levels based on production sector input.
- The absence of legislation that organizes training and determines: responsible authorities, means of evaluation, workers' technical proficiency, essential equipment, and facilities-trainees' incentives (the link between training and job nomination, promotion, and skill level).

4.C.2 The weak link between technical schools and production institutions (MOE-PSPU, 2006b): Many organizations work in the agricultural, industrial, and commercial fields, either in the production or service sectors. These include the Ministry of Industry, research centers, tourist institutions, banks, cooperative societies, and agricultural and industrial training centers, among others.

Universities, higher institutions, and technical schools are in charge of preparing qualified staff who can work in these organizations. In theory, local organizations should contribute to planning for technical education and determining its qualitative and quantitative needs.

However, coordination between universities and these organizations is inadequate. This lack of cooperation has led to the failure of technical education to cope with the most recent developments in the production

and service sectors. This has in turn led to wasting training opportunities available for technical school teachers and students.

4.C.3 Inadequate school administration: The school climate provided by the school administration is one of the most important challenges to be met. The school climate is the first step to disseminating the school culture conducive to raising teachers' job satisfaction and thus their motivation to remain in the teaching profession.

The most prominent problems faced currently by the school administration may be due to the following:

- Some school administrators lack leadership skills, persistence, resolution, and the ability to deal with difficulties.
- Unqualified leaders are nominated to be in charge of school administration.
- Some of the school administrators adopt monotonous, traditional, and rigid methods and never attempt to adapt to social change.
- The lack of clarity of a technical education mission and vision statement on the part of many of those responsible for school administration.

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Annex 3

Egyptian ANPRO Model

(A) Summary of Projections for the Pre-Primary Education Chapter (*)

These summary tables present projections for:

Enrollment
Quality improvement
Teacher Training
Classrooms and other facilities

* Base year for the projections is 2005/2006 school year.
* Figures have been rounded

T.1	Enrollment									
	GER	Total enrollment (all types of schools)	Of which:						% girls in:	
Year			Public (MOE)	*% public*	Azhar	*% Azhar*	Private	*% Private*	Total enrollment	School-age population
05/06	18%	586,000	365,000	*62%*	52,000	*9%*	170,000	*29%*	47%	49%
06/07	18%	611,000	382,000	*63%*	53,000	*9%*	176,000	*29%*	49%	49%
07/08	**25%**	**835,000**	**568,000**	***68%***	**63,000**	***8%***	**204,000**	***24%***	**49%**	**49%**
08/09	31%	1,078,000	771,000	*72%*	74,000	*7%*	232,000	*22%*	49%	49%
09/10	38%	1,320,000	973,000	*74%*	85,000	*6%*	261,000	*20%*	49%	49%
10/11	45%	1,599,000	1,213,000	*76%*	96,000	*6%*	290,000	*18%*	49%	49%
11/12	**60%**	**2,129,000**	**1,704,000**	***80%***	**106,000**	***5%***	**319,000**	***15%***	**49%**	**49%**

T.2	Quality improvement						
	Pedagogical staff (Teachers & Principals)	Of whom, teachers:		Non-Teaching Staff	Non-Teaching Staff/ Teacher ratio	Pupil /Class Ratio [1]	Pupil/Teacher ratio
Year		Permanent	Contract				
05/06	17,600	13,700	2,500	12,200	0.8	31	23
06/07	19,800	13,500	5,100	12,000	0.7	31	21
07/08	**26,500**	**13,300**	**11,800**	**9,900**	**0.5**	**34**	**23**
08/09	35,700	13,100	20,900	8,900	0.3	34	23
09/10	44,900	12,900	30,000	8,600	0.2	34	23
10/11	55,700	12,700	40,800	10,700	0.2	34	23
11/12	**77,900**	**12,500**	**62,400**	**15,000**	**0.2**	**34**	**23**

[1] Class is "a group of pupils " (not a classroom).

T.3	Teacher training					
Year	In-service training: trainees	*% of new teachers*	*% of all other teachers*	New curriculum	Active learning	Other
05/06	2,700	*100%*	*10%*			
06/07	4,300	*100%*	*10%*			
07/08	**10,900**	***100%***	***20%***			
08/09	14,900	*100%*	*20%*			
09/10	16,700	*100%*	*20%*			
10/11	20,200	*100%*	*20%*			
11/12	**34,100**	***100%***	***20%***			

T.4	Classrooms					
	Available, non-rented classrooms	In addition: rented classrooms	Using Classrooms previously constructed	New Classrooms to build:		
Year				Total to build	By govt. (GAEB)	By civil society
05/06	11,800	0		600	600	0
06/07	12,400	0	0	1,500	1,500	0
07/08	**14,900**	**1,800**	**1,000**	**3,200**	**2,200**	**1,000**
08/09	19,100	3,600	1,000	3,400	2,400	1,000
09/10	22,500	6,100	0	4,000	3,000	1,000
10/11	26,600	9,100	0	5,800	4,800	1,000
11/12	**32,400**	**17,600**	**0**	**5,700**	**5,700**	**0**
Plan total			**2,000**	**22,100**	**18,100**	**4,000**

(B) Summary of Projections for the Primary Education Chapter (*)

These summary tables present projections for:

Enrollment
Quality improvement
Teacher Training
Classrooms and other facilities

* Base year for the projections is 2005/2006 school year.
* Figures have been rounded

T.1	Enrollment									
			Of which:						% girls in:	
Year	GER	Total enrollment (all types of schools)	Public (MOE)	*% public*	Azhar	*% Azhar*	Private	*% Private*	Total enrollment	School-age population
05/06	114%	9,815,000	8,098,000	*83%*	1,010,000	*10%*	706,000	*7%*	47%	51%
06/07	111%	9,884,000	8,070,000	*82%*	1,091,000	*11%*	722,000	*7%*	47%	50%
07/08	**108%**	**9,924,000**	**8,038,000**	***81%***	**1,148,000**	***12%***	**738,000**	***7%***	**48%**	**50%**
08/09	104%	10,001,000	8,060,000	*81%*	1,189,000	*12%*	751,000	*8%*	48%	48%
09/10	103%	10,055,000	8,075,000	*80%*	1,213,000	*12%*	766,000	*8%*	48%	49%
10/11	102%	10,102,000	8,104,000	*80%*	1,220,000	*12%*	778,000	*8%*	48%	49%
11/12	**101%**	**10,154,000**	**8,141,000**	***80%***	**1,223,000**	***12%***	**791,000**	***8%***	**49%**	**49%**

T.2	Quality improvement							
		Of whom, teachers: [1]						
Year	Pedagogical staff (teachers and principals)	Permanent	Contract	Non-Teaching Staff/Teacher ratio	Pupil/Class Ratio [2]	Pupil/Teacher Ratio	Survival rate (to grade 6)	Pupil-years per Graduate
05/06	387,000	304,700	29,700	0.8	44	24	87%	7.2
06/07	381,900	300,100	29,300	0.8	44	24	87%	7.3
07/08	**391,700**	**309,400**	**28,800**	**0.8**	**43**	**24**	**89%**	**7.0**
08/09	403,600	317,600	28,400	0.7	42	23	90%	6.8
09/10	417,800	324,800	28,000	0.6	40	22	91%	6.7
10/11	433,800	331,200	27,500	0.6	39	22	93%	6.4
11/12	**451,400**	**336,700**	**27,100**	**0.5**	**38**	**21**	**94%**	**6.3**

[2] Class is "a group of pupils" (not a classroom).

T.3	Teacher training					
Year	training: trainees	*% of new teachers*	*% of all other teachers*	New curriculum	Active learning	Other
05/06	25,300	*100%*	*5%*			
06/07	33,500	*100%*	*10%*			
07/08	**68,800**	***100%***	***20%***			
08/09	71,800	*100%*	*20%*			
09/10	74,400	*100%*	*20%*			
10/11	77,300	*100%*	*20%*			
11/12	**80,500**	***100%***	***20%***			

T.4	Classrooms			
Year	Available classrooms	% pupils in double-shift	Using classrooms previously constructed [1]	New Classrooms to build (by GAEB)
05/06	163,000	14%		4,653
06/07	167,000	14%	0	4,919
07/08	**173,000**	**14%**	**1,600**	**4,800**
08/09	181,000	14%	4,100	4,300
09/10	187,000	14%	4,100	3,600
10/11	194,000	14%	4,100	3,300
11/12	**202,000**	**14%**	**2,400**	**2,700**
Plan total			**16,200**	**18,700**

T.5	Support facilities								
	Support facilities built per year				Percentage of schools equipped with:				
Year	Computer labs and mobile units	Science labs	Libraries	Others	Computer labs	Computers for management	Science labs	Libraries	Others
05/06	0	0	300		16%		44%	78%	
06/07	0	100	0		0%		44%	81%	
07/08	**0**	**2,400**	**1,300**		**0%**		**44%**	**79%**	
08/09	0	2,600	1,300		0%		58%	84%	
09/10	0	2,800	1,500		0%		72%	89%	
10/11	0	3,100	1,600		0%		86%	95%	
11/12	**0**	**0**	**0**		**0%**		**100%**	**100%**	
Plan total	**0**	**10,900**	**5,700**						

(C) Summary of Projections for the Preparatory Education Chapter(*)

These summary tables present projections for:

Enrollment
Quality improvement
Teacher Training
Classrooms and other facilities

* Base year for the projections is 2005/2006 school year.
* Figures have been rounded

T.1	Enrollment											
	Transition rate from Primary to Preparatory	GER	Total enrollment (all types of schools)	Of which:						% girls in:	
Year				Public (MOE)	*% public*	Azhar	*% Azhar*	Private	*% Private*	Total enrollment	School-age population
05/06		76%	3,144,000	2,681,000	*85%*	333,000	*11%*	130,000	*4%*	47%	49%
06/07	104%	78%	3,294,000	2,806,000	*85%*	351,000	*11%*	137,000	*4%*	47%	49%
07/08	**102%**	**100%**	**4,222,000**	**3,619,000**	***86%***	**397,000**	***9%***	**207,000**	***5%***	**47%**	**49%**
08/09	101%	109%	4,615,000	3,960,000	*86%*	437,000	*9%*	218,000	*5%*	45%	49%
09/10	100%	110%	4,750,000	4,050,000	*85%*	477,000	*10%*	223,000	*5%*	44%	49%
10/11	99%	110%	4,793,000	4,040,000	*84%*	523,000	*11%*	230,000	*5%*	45%	49%
11/12	**99%**	**108%**	**4,823,000**	**4,029,000**	***84%***	**559,000**	***12%***	**235,000**	***5%***	**46%**	**49%**

T.2	Quality improvement							
	Pedagogical staff (teachers and principals)	Of whom, teachers:		Non-Teaching Staff/Teacher ratio	Pupil/Class Ratio[1]	Pupil/Teacher Ratio	Survival rate (to grade 9)	Pupil-years per Graduate
Year		Permanent	Contract					
05/06	237,200	188,000	6,900	0.7	39	14	94%	3.6
06/07	234,600	185,100	6,800	0.7	40	15	94%	3.6
07/08	**239,500**	**189,100**	**6,700**	**0.7**	**40**	**18**	**96%**	**3.5**
08/09	248,900	192,600	6,600	0.6	39	20	97%	3.4
09/10	258,500	195,600	6,500	0.5	39	19	98%	3.3
10/11	261,700	198,200	6,400	0.5	38	19	98%	3.3
11/12	**264,800**	**200,300**	**6,300**	**0.5**	**38**	**19**	**98%**	**3.2**

[1] Class is "a group of pupils" (not a classroom).

T.3	Teacher training					
Year	training: trainees	*% of new teachers*	*% of all other teachers*	New curriculum	Active learning	Other
05/06	8,400	*100%*	*20%*			
06/07	7,800	*100%*	*20%*			
07/08	**10,700**	***100%***	***20%***			
08/09	12,900	*100%*	*20%*			
09/10	12,900	*100%*	*20%*			
10/11	11,900	*100%*	*20%*			
11/12	**12,000**	***100%***	***20%***			

T.4	Classrooms			
Year	Available classrooms	% pupils in double-shift	Using classrooms previously constructed [1]	New Classrooms to build (by GAEB)
05/06	59,000	18%		1,809
06/07	59,000	18%	0	6,699
07/08	**83,000**	**18%**	**17,100**	**4,000**
08/09	92,000	18%	4,300	3,000
09/10	96,000	18%	0	2,300
10/11	97,000	18%	0	2,100
11/12	**98,000**	**18%**	**0**	**2,100**
Plan total			**21,400**	**13,500**

T.5	Support facilities built per year				Percentage of schools equipped with:				
Year	Computer labs and mobile units	Science labs	Libraries	Others	Computer labs	Computers for management	Science labs	Libraries	Others
05/06	0	0	200		74%		84%	83%	
06/07	0	0	0		0%		84%	83%	
07/08	**0**	**0**	**100**		**0%**		**64%**	**65%**	
08/09	0	1,000	1,100		0%		70%	74%	
09/10	0	1,100	900		0%		80%	83%	
10/11	0	1,100	1,000		0%		90%	91%	
11/12	**0**	**100**	**100**		**0%**		**100%**	**100%**	
Plan total	**0**	**3,300**	**3,200**						

(D) Summary of Projections for the General Secondary Education Chapter(*)

This Sheet contains a summary of the General Secondary Education Chapter:

Enrollment
Quality
Teacher Training
Classrooms and other facilities

* Base year for the projections is 2005/2006 school year.
* Figures have been rounded

T.1	Enrollment									
			Of which:						% girls in:	
Year	% of Public Preparatory graduates entering General	Total enrollment (all types of schools)	Public (MOE)	*% public*	Azhar	*% Azhar*	Private	*% Private*	Total enrollment	School-age population
05/06	39%	1,516,000	1,142,000	*75%*	280,000	*18%*	94,000	*6%*	49%	49%
06/07	41%	1,513,000	1,125,000	*74%*	294,000	*19%*	94,000	*6%*	48%	50%
07/08	**41%**	**1,241,000**	**884,000**	***71%***	**294,000**	***24%***	**63,000**	***5%***	**46%**	**50%**
08/09	43%	1,197,000	832,000	*70%*	300,000	*25%*	66,000	*6%*	46%	51%
09/10	46%	1,290,000	901,000	*70%*	313,000	*24%*	76,000	*6%*	49%	51%
10/11	48%	1,683,000	1,229,000	*73%*	349,000	*21%*	104,000	*6%*	50%	51%
11/12	**50%**	**1,993,000**	**1,494,000**	***75%***	**386,000**	***19%***	**113,000**	***6%***	**48%**	**51%**

* Percentage of Preparatory graduates the previous year entering General Secondary this year.

T.2	Quality improvement							
		of whom teachers						
Year	Pedagogical staff (teachers and principals)	Permanent	Contract	Non-Teaching Staff/Teacher ratio	Pupil/Class Ratio[1]	Pupil/Teacher Ratio	Survival rate (to grade 12)	Pupil-years per Graduate
05/06	110,700	93,700	1,400	0.4	40	12	100%	3.2
06/07	109,300	92,300	1,400	0.4	40	12	100%	3.2
07/08	**107,800**	**90,900**	**1,300**	**0.4**	**39**	**10**	**100%**	**3.2**
08/09	108,400	91,500	1,300	0.4	39	9	100%	3.2
09/10	108,800	92,000	1,300	0.4	38	10	100%	3.2
10/11	111,200	92,300	1,300	0.3	38	13	100%	3.2
11/12	**115,400**	**92,500**	**1,300**	**0.3**	**37**	**16**	**100%**	**3.2**

[1] Class is "a group of pupils" (not a classroom).

T.3	Teacher training					
Year	training: trainees	*% of new teachers*	*% of all other teachers*	New curriculum	Active learning	Other
05/06	3,200	*100%*	*5%*			
06/07	3,200	*100%*	*5%*			
07/08	**9,300**	***100%***	***20%***			
08/09	9,200	*100%*	*20%*			
09/10	10,500	*100%*	*20%*			
10/11	15,800	*100%*	*20%*			
11/12	**20,500**	***100%***	***20%***			

T.4	Classrooms			
Year	Available classrooms	% pupils in double-shift	Using classrooms previously constructed [1]	New Classrooms to build (by GAEB)
05/06	27,000	13%		1,088
06/07	27,000	13%	0	110
07/08	**27,000**	**0%**	**0**	**2,900**
08/09	27,000	0%	0	2,850
09/10	27,000	0%	0	2,856
10/11	30,000	13%	0	2,750
11/12	**37,000**	**13%**	**0**	**2,700**
Plan total			**0**	**14,056**

in previous years but used for other purposes. They will gradually be re-used for Primary.

T.5	Support facilities built per year				Percentage of schools equipped with:				
Year	Computer labs and mobile units	Science labs	Libraries	Others	Computer labs	Computers for management	Science labs	Libraries	Others
05/06	0	0	300		100%		100%	95%	
06/07	0	1,000	0		100%		100%	95%	
07/08	**0**	**0**	**0**		0%		**100%**	**100%**	
08/09	0	0	0		0%		100%	100%	
09/10	0	600	100		0%		100%	100%	
10/11	0	1,300	400		0%		100%	100%	
11/12	**0**	**700**	**200**		**0%**		**100%**	**100%**	
Plan total	**0**	**2,600**	**700**						

(E) Summary of Projections for the Technical Secondary Education Chapter (*)

This Sheet contains a summary of the main results of the Technical Secondary model:

Enrollment
Quality
Teacher Training
Classrooms and other facilities

* Base year for the projections is 2005/2006 school year.
* Figures have been rounded

T.1	Enrollment								
				O`which (public only):					
Year	% of Preparat-ory graduates entering Technical	Total enrollment (all types of schools)	Total enrollment (all types of schools),	Agriculture	*% Agriculture*	Industrial	*% Industrial*	Commercial	*% Commercial*
05/06		1,961,000	1,832,259	223,000	*12%*	989,000	*54%*	620,000	*34%*
06/07	*45%*	1,877,000	1,755,505	202,000	*12%*	941,000	*54%*	613,000	*35%*
07/08	**39%**	**1,418,000**	**1,340,805**	**151,000**	*11%*	**704,000**	**53%**	**486,000**	**36%**
08/09	*43%*	1,238,000	1,165,113	128,000	*11%*	623,000	*53%*	414,000	*36%*
09/10	*42%*	1,228,000	1,151,234	129,000	*11%*	630,000	*55%*	392,000	*34%*
10/11	*40%*	1,560,000	1,451,295	166,000	*11%*	815,000	*56%*	471,000	*32%*
11/12	**39%**	**1,732,000**	**1,613,311**	**193,000**	*12%*	**933,000**	**58%**	**488,000**	**30%**

* Percentage of Preparatory graduates the previous year entering Technical Secondary this year.

T.2	Quality improvement									
		Of whom, teachers:[1]			Pupil/Class Ratio[1] (3-Y courses)			Pupil/Teacher Ratio (all courses)		
Year	Pedagogical staff (teachers and principals)	Permanent	Contract	Non-Teaching Staff/Teacher ratio	Agriculture	Industrial	Commercial	Agriculture	Industrial	Commercial
05/06	170,400	145,500	4,200	0.6	39	37	30	16	10	19
06/07	168,200	143,300	4,100	0.6	39	37	30	14	10	19
07/08	**169,100**	**144,300**	**4,000**	**0.6**	**39**	**37**	**30**	**11**	**7**	**20**
08/09	169,700	145,000	4,000	0.5	39	37	30	9	7	19
09/10	170,200	145,600	3,900	0.5	38	37	30	9	7	18
10/11	170,500	145,900	3,900	0.5	38	37	30	11	9	18
11/12	**170,800**	**146,100**	**3,800**	**0.5**	**37**	**37**	**31**	**13**	**10**	**17**

[1] Class is "a group of pupils" (not a classroom).

T.3	Teacher training					
Year	training: trainees	*% of new teachers*	*% of all other teachers*	New curriculum	Active learning	Other
05/06	33,300	*100%*	*20%*			
06/07	32,800	*100%*	*20%*			
07/08	**33,000**	***100%***	***20%***			
08/09	33,200	*100%*	*20%*			
09/10	33,300	*100%*	*20%*			
10/11	33,300	*100%*	*20%*			
11/12	**33,500**	***100%***	***20%***			

T.4	Classrooms			
Year	Available classrooms	% pupils in double-shift	Using classrooms previously constructed [1]	New Classrooms to build (by GAEB)
05/06	32,000	62%		0
06/07	32,000	60%	0	131
07/08	**32,000**	**48%**	**0**	**475**
08/09	32,000	43%	0	450
09/10	32,000	44%	0	425
10/11	32,000	56%	0	400
11/12	**32,000**	**59%**	**0**	**375**
Plan total			**0**	**2,125**

in previous years but used for other purposes. They will gradually be re-used for Primary.

T.5	Support facilities built per year				Percentage of schools equipped with:			
Year	Computer labs and mobile units	Science labs	Libraries	Others	Computer labs and mobile units	Computers for management	Science labs	Libraries
05/06	0	0	0	0	0%		68%	0%
06/07	0	2,900	300	0	0%		68%	100%
07/08	**0**	**0**	**100**	**0**	**0%**		**100%**	**0%**
08/09	0	0	100	0	0%		100%	0%
09/10	0	0	0	0	0%		100%	1%
10/11	0	100	0	0	0%		100%	4%
11/12	**0**	**100**	**0**	**0**	**0%**		**100%**	**4%**
Plan total	**0**	**200**	**200**	**0**				

Annex 4

Operation of the Center for Curriculum and Instructional Materials Development

Operation of the Center for Curriculum and Instructional Materials Development

In this annex, the current organizational structure of CCIMD is described and the challenges faced as a result of the current structure are listed. Further challenges within the curriculum and textbook development and provision are also discussed.

Current Organization of CCIMD

CCIMD was established by Ministerial Decree no. 176 on June 4, 1990, to design, prepare, field test, revise, monitor, and evaluate curricula and instructional materials as well as train teachers to use revised curricula and instructional materials. CCIMD utilizes the latest technology and adopts best practices to develop comprehensive curricula which are not solely limited to printed materials or textbooks but extend to other resources that would enhance student learning. CCIMD also monitors and evaluates curricula and instructional materials to ensure their effectiveness and their availability, and offers new alternative instructional materials, such as learning kits and audio and video materials that suit classrooms with large numbers of students to overcome the problem of classroom density.

Structurally, CCIMD consists of the five sections: curriculum design, preparing instructional materials, field testing and design, teacher training, and technological monitoring. The CCIMD director is selected by the Minister of Education, as a person with extensive experience in curriculum development, and the stated preference will be for a professor in a faculty of education.

CCIMD can recruit experts on a temporary basis with remuneration suggested by CCIMD and approved by the Minister of Education. Staff are recruited from within the MOE, NCERD, universities, and other governmental organizations. CCIMD works closely with the curriculum development research section of NCERD, and requests NCERD to conduct specific research studies in order to continuously improve, develop, and upgrade curricula.

Organizational challenges

- Since its establishment, CCIMD has no approved organization structure and consequently it has no clear budget.
- CCIMD has no special cadre of staff equivalent to similar centers within the Ministry, which results in low status of the center and its inability to attract high caliber experts.
- Most CCIMD staff is seconded full-time to the center from various educational departments and yet still receive their salaries from these departments because CCIMD has no budget for staffing. CCIMD faces problems in renewing the secondments of these staff in spite of the fact that the center invests considerable resources in the professional development and upgrading of the skills of these staff via local and overseas training and training by international experts, which constitutes a waste of efforts and financial resources.
- There is an overlap between the roles and responsibilities of CCIMD and other entities within the MOE (namely, the instructional component of TDC and GAEC) which reduces efficiency and fragments responsibility and accountability.

Further, to the issues related to the current organizational structure of CCIMD, a key problem lies within the process itself. Although CCIMD should be responsible for and leading the design and development of all instructional materials, in reality, the curriculum and textbook development process is fragmented. Currently, CCIMD (a) produces curriculum documents that guide the writing of textbooks; (b) designs and produces some textbooks in-house; and (c) evaluates textbook manuscript entries that are received as a result of textbook writing contests. At the same time, the Technology Development Center **(**TDC**)** on its own produces CDs and web-based materials to support the curriculum with no oversight from CCIMD, while the National Center for Educational Evaluation & Examinations (NCEEE) independently produces assessment guides for each grade with no input from CCIMD. The result is that there is no integration or coherence among textbooks, ICT, and assessment instructional materials since three different MOE entities produce these materials with little or no coordination or oversight. Therefore, it is necessary to restructure CCIMD and redefine its roles and functions in order to improve the quality of curriculum and textbook development—as well as the roles of the TDC and the NCEEE. They may all be placed "under one roof," so to speak with one basic mandate, or, if the TDC must remain autonomous, its mandate must clearly state that it must serve and support NCEEE in its curricular and assessment efforts.

Annex 5

Terms of Reference for Technical Assistance Required for the Development of a Professional Cadre of Curriculum & Instructional Materials Designers

Terms of Reference for Technical Assistance Required for the Development of a Professional Cadre of Curriculum & Instructional Materials Designers

The purpose of the TA is to recruit six international consultants and a local consultant to provide technical support in the provision of specialized training for all members of the CCIMD curriculum and instructional materials design teams with the goal of building capacity within MOE in this area. The objectives of the TA are to provide support for the:

- development of a professional cadre of curriculum & instructional materials designers.
- revision of curriculum framework.
- production of new textbooks and instructional materials.

The curriculum development teams will include academics and assessment and ICT experts who will work in subject teams in a cross-subject model. International experts and consultants will train and coach the curriculum development team. Authors will work in teams selected and managed by CCIMD; work in teams per subject; and will be coached by the curriculum development team and international experts. Author selection should be based on an open and competitive process.

Instructional materials will be developed as "packages" at matching the level of ICT resources available (i.e. including all innovative aspects that can be handled by five star schools). Authors will prepare a "flowchart of activities" (syllabus per subject/level) linking "use" to "level of ICT instruction".

Development of instructional materials will take place "per package" covering three connected years of learning (1-3, 4-6, 7-9, 10-12) and consisting of: source books, activity books, teacher books (including all required assessment materials), and dedicated applications and scenarios for using generic digital ICT facilities.

The Expected Outputs of the TA are as Follows:

- standards-based curriculum framework that integrates ICT and assessment.
- guidelines for authoring and production of textbooks and instructional materials.
- new textbooks and instructional materials in science, math, English, Arabic, and social studies integrating ICT and assessment with content that focuses on critical thinking and problem solving activities.
- guidelines and rubrics for evaluating textbooks and instructional materials.

The Main Tasks of the TA are as Follows:

Phase 1: Curriculum Framework

- set a work plan in collaboration with curriculum development teams for all tasks.
- design and conduct a workshop for teams on content standards, performance standards, the adopted pedagogic (constructivist) model, components of a curriculum framework, the overall conceptual framework for integration of ICT and assessment, and define required instructional materials packages.
- set a format for production of curriculum framework.

- support the revision/production of the curriculum framework by the local content expert teams in science, math, English, Arabic, and social studies.

Phase 2: Authoring Guidelines & Evaluation of Textbooks and Instructional Materials

- set-up authoring guidelines and specification for production of textbooks.
- set-up instructional materials including types and quantity of ICT applications with all design teams.
- set a procedure for evaluating textbooks and instructional materials with local content expert teams.
- design rubrics to evaluate textbooks and instructional materials with local content expert teams.
- design and conduct specialized training sessions on textbook illustration and desktop publishing for specific members of the design teams.

Phase 3: Production of Textbooks & Instructional Materials

- set a work plan with the science, math, English, Arabic, and social studies design teams for production of textbooks and instructional materials packages.
- support the production of the textbooks and instructional materials.

The consultants needed are:

- five international consultants with content expertise in all school subjects and expertise in integrating ICT and assessment into the curriculum.
- one international consultant for textbook illustration.
- one local consultant for desktop publishing.

The five content consultants will work in collaboration and there will be a designated team leader who will ensure coordination with textbook illustration and desktop publishing. The following is an outline of timeframes of the TA required. The textbook illustration and desktop publishing consultants will work in Phases 2 and 3.

Phase 1	Curriculum Framework	30 days (two separate visits for each international consultant)
Phase 2	Authoring Guidelines/ Specialized Training	10 days
Phase 3	Materials Production	50 days (two separate visits for each international consultant)

Annex 6

Star System for School Classification

Star System for School Classification

In order to enable better future strategic planning with specific objectives and targets and activities that can be measured against accurate indicators, the Ministry of Education is considering conducting a comprehensive situation analysis of the technological status in all Egyptian schools. A multi-grade system to classify schools according to their level of technological development was suggested. This system has three to four grades, each of which is represented by an equivalent number of stars (e.g. grade three is represented by three stars). An advanced school would receive four stars and a less advanced one would receive three stars or less.

Areas that will be evaluated in schools are:

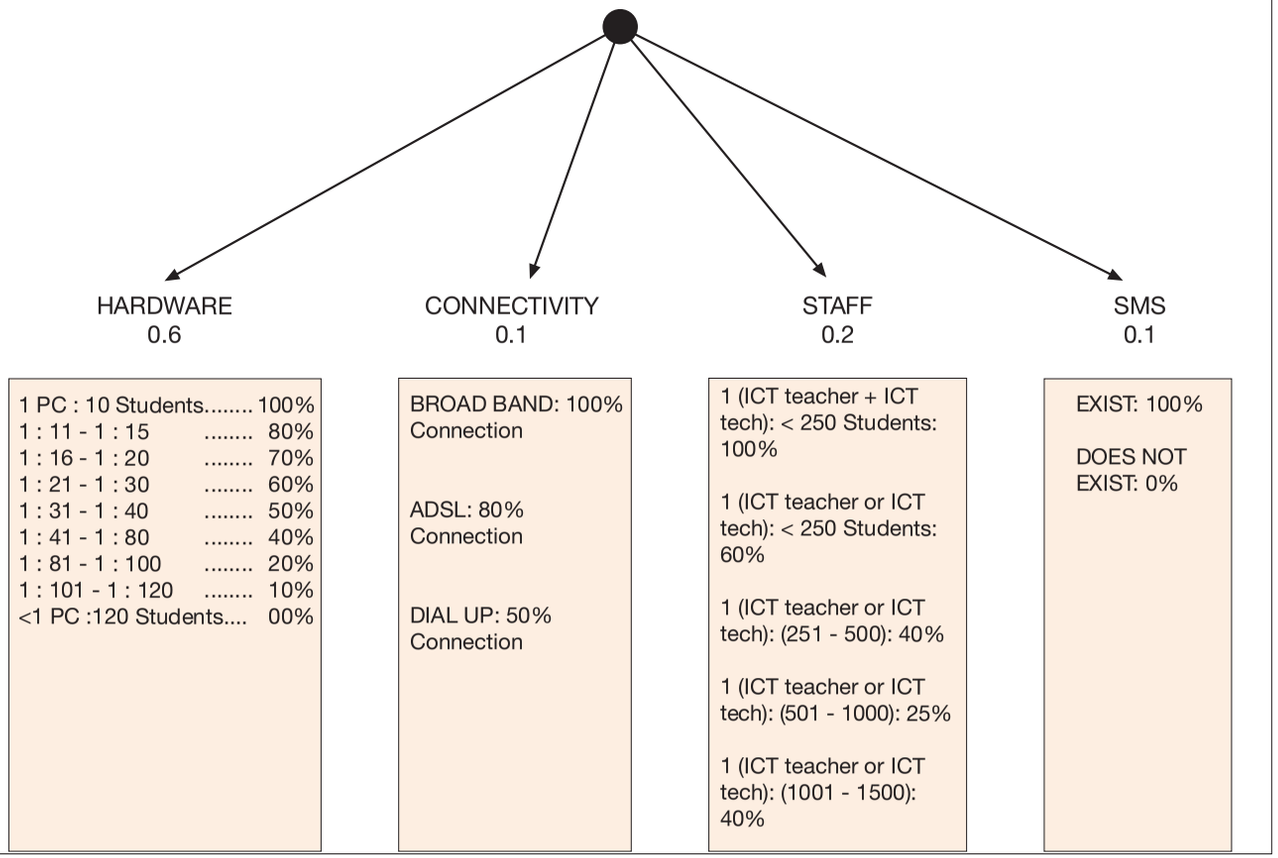
1. Hardware;
2. Connectivity;
3. Staff; and
4. School Management System (SMS).

A certain value (in the form of marks) has been specified for each area. The performance of schools in each of the four areas would be evaluated and the total score of the school would qualify it to receive a certain number of stars (one to five stars).

This system was then approved and applied in Egyptian preparatory and secondary schools and results were as follows:

Stage	Specifications	School Numbers
Prep.	0 stars	5624
Prep.	1 star	228
Prep.	2 stars	545
Prep.	3 stars	235
Prep.	4 stars	74
Prep.	5 stars	2
General Secondary	0 stars	1224
General Secondary	1 star	42
General Secondary	2 stars	99
General Secondary	3 stars	51
General Secondary	4 stars	7
Total Number		8131

Score ≥ 85%	5 STARS
Score 75% : < %85	4 STARS
Score 65% : < %75	3 STARS
Score 55% : < %65	2 STARS
Score 50% : < %55	1 STARS
Score < %50	0 STARS



Annex 7

List of Participants in Setting up the Strategic Plan

List of Participants in Setting up the Strategic Plan

General supervisor: **Hassan El-Bilawi**

Unit Coordinator: **Zaher Ahmed**

PSPU Members[1]

1. Abdel Naser Bayoumy
2. Amany Mostafa Kamel
3. Amira Elhussieny Mohamed
4. Amr Zein El Abdin
5. Iman Fouad Shafik
6. Khaled Ahmed Nasr El Din
7. Malek Ahmed El Refai
8. Mohamed Mahmoud Hussein
9. Samira Ali Yehia
10. Shams El Din Farahat
11. Tarek Mohamed Abdel Aziz
12. Wael Ahmed Raafat
13. Walid Fouad El Manakhly
14. Yasser Fekry El Gazzar

(1) Alphabetical order.

Members who participated in Setting up the Strategic Plan

1.	**Abdel Rahim Mustafa**	National Consultant - ERP
2.	**Abdel Alim Madkour**	Arabic language subject consultant- MOE
3.	**Abdel Aziz Abdel Hady Eltaweel**	Head of educational policy Dpt - NCERD
4.	**Abdel Aziz El Aguizy**	National Consultant
5.	**Abdel Fattah Abdel Salam**	Former First Undersecretary – Cairo Governorate
6.	**Abdel Naser Byoumy**	PSPU – MOE
7.	**Abdel Rafea Mohamed Kamal**	Former First Undersecretary - Sharqiya Governorate
8.	**Abdel Salam Anwar**	Primary Education director – West Alexandria Idarra
9.	**Abdel Salam Mohamed Elsabagh**	Researcher – NCERD
10.	**Abdel Wahab El Ghriany**	Former General Director Of Special Needs Education Department Department
11.	**Abdel Wahed Mohamed**	Director of Eltal Elkeber Idarra - Ismailia
12.	**Abdou El Baramawi**	Consultant -ERP
13.	**Abd Allah Byomy**	Prof. of Education foundation studies -NCERD
14.	**Abd Allah Omara**	Minister's Technical Office Director - MOE
15.	**Adanan Mohamed Qutet**	Researcher - NCERD
16.	**Adel Anwar Attia Abdu**	Facilitator – Community Participation Program - Ismailia Governorate
17.	**Affaf Ismail Khaer Allah**	PSPU Member - Gharbia
18.	**Ahlam Ahmed Hassanin**	Head of department – Central Department of Secondary Education
19.	**Ahmed Dewidar**	World Bank
20.	**Ahmed Fahmy**	Minister's IT Consultant
21.	**Ahmed Gaber**	Education and Training Consultant
22.	**Ahmed Hashish**	General Department of Demographic Education- MOE
23.	**Ahmed Kamel Elsayed**	Curriculum Expert Secondary Education- MOE
24.	**Ahmed Kamel Ayeldin**	Director of Strategic Planning Unit - Gharbia Governorate
25.	**Ahmed Mohamed ElKhateeb**	Chairperson Of Elkhateeb Special Schools
26.	**Ahmed Saad Elemnofy**	Central Department of Secondary Education
27.	**Ahmed Zeinhom**	Former General Director Of Monitoring & Planning
28.	**Aisha El Dugduge**	Institute Of Educational Study – Cairo University
29.	**Ali Abdel Tawab Elgendy**	Head of Programming Dpt- TDC – Beni Sweif Governorate
30.	**Ali Attia Masoud**	Prof. Faculty of Commerce – Assiut University
31.	**Ali Hani**	Undersecretary of Qalyubia Governorate
32.	**Ali Mohamed Shehata**	Head of the Technical Office- Sharqiya Governorate

33.	**Ali Mohamed Taha**	Head of Financing Department -Minia
34.	**Ali Sayed Ahmed**	Advisor to the Minister of Education- Director of Mubarak– Kohl Program
35.	**Alaa Sobiaa**	Disability Consultant – British Save the children Organization
36.	**Amal Elshahat Hafiz**	Researcher – NCERD
37.	**Amal Ibrahim Abdu**	NGOs Department – Fayoum
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42.	**Ameen Abu Bakkr**	Undersecretary of Central Basic Education Department
43.	**Amgad Attia**	General Director of Pre-school Department - MOE
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49.	**Ashraf Bakkr**	Monitoring and Evaluation Consultant - ERP
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62.	**Elsayed Abou Sreea Fayed**	English supervisor – Qalyubia Governorate
63.	**Elsayed Ahmed Abed Elmageed**	Administrative & Financial supervision- M0E
64.	**Elsayed Saad Abed Elhamed**	Director of Muslim Brother school – Sharqiya
65.	**Emam Abdel Wahab Mohamed (late)**	Head of General Department of NGOs- MOE
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75.	**Hafez Ahmed**	Professor, Sadat Academy
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99.	**Inas Hegazy**	Education Officer-UNICEF

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110.	**Magdy Michael**	Director of ROAA For Consultancy And Training
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115.	**Maha Mohamed El Sayed**	TDC Specialist, Alexandria Governorate
116.	**Maha Salah El Din Hassan**	Second Education Specialist, Adult Education Authority
117.	**Mahasen Ismail Ibrahim**	Head of Training Department
118.	**Maher Abdel Fattah Hassanein**	Financial and Administrative Senior Supervisor
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120.	**Mahmoud Abbas**	Professor, Faculty of Education, Sohag University
121.	**Mahmoud Abdel Mottaleb**	Director, Information Center
122.	**Mahmoud Fawzy Mahmoud**	Educational Development Specialist, Fayoum
123.	**Mahmoud Gamal El Din**	World Bank
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130.	**Marwa Fouad Abdel Hameed**	Researcher – NCERD
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133.	**Metwaly Saad Metwaly**	Industrial Education Director
134.	**Mimi Ishak Moawad**	Education Development Specialist, Fayoum Governorate

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136.	**Mohamed Abdel Azeem Mohamed**	Preparatory Department Director - MOE
137.	**Mohamed Abdel Elbaset Zidan**	Education Specialist
138.	**Mohamed Abdel Rhman Khalifa**	Office of Undersecretary - Ismailia Governorate
139.	**Mohamed Abde Alaal Moustafa**	Computer Specialist - Fayoum
140.	**Mohamed Abdellah**	English Supervisor - Menoufiya Government
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154.	**Mohamed Mohie**	Special Education Consultant - MOE
155.	**Mohamed Rabai Mohamed**	Education Technology Specialist - Minia
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159.	**Mohamed Saeed Talayea**	Education Technology Specialist - Gharbia
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162.	**Mona Hanem Mohamed**	SPU, Cairo Governorate
163.	**Mona Zikri**	Deputy Director, STEPS
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165.	**Mustafa El Gabali**	Education and Information Technology Consultant
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186. **Reda Elsayed Ahmed**	Education Technology Specialist – Gharbia
187. **Reda Mohamed Kandil**	Education Technology Specialist- Qalyubia
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205. **Samir Mohamed Rehan**	Former Undersecretary of the Minia Governorate
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215. **Shimaa Tork**	Researcher, NCERD
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224. **Tharwat Matta Azer**	New School Project Director - CARE
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227. **Wafaa Abdel Fattah**	Former Undersecretary of the Central Department for Administrative Development
228. **Wafaa Anwar Mohamed**	Senior Specialist, General Department of Special Education
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230. **Yasser Fekry El-Gazzar**	PSPU, MOE
231. **Yasser Khalaf Mohamed**	Instructional Technology Specialist, Minia Governorate
232. **Yasser Mohamed Abdel Aziz**	SEEP
233. **Yasser Youssef**	Expert, ERP
234. **Yousra Abdel Latif El Sharkawy**	Coordinator, ERP
235. **Yousry Afifi**	Head of CCIMD
236. **Zaghloola Ismail Ibrahim**	Director of Om El Abtal Girls' Secondary School , Ismailia Governorate
237. **Zaher Ahmed Mohamed**	Coordinator, PSPU, MOE
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