



Egypt
Ministry of Education
Policy and Strategic
Planning Unit

National Strategic Plan

2007/2012

Towards an Educational Paradigm Shift

EDUCATIONAL STRATEGIC PLANNING

□ Goal

- Set up a national framework for comprehensive education reform in Egypt to achieve a paradigm shift
- Create a common understanding of concepts, and focus on achieving national educational goals and priorities:
 - Where do we want to go in the future?
 - How can we achieve what we want?
 - How to make sure we are moving in the right direction?

- ❑ Follow a scientific approach to design comprehensive programs – with specific objectives, indicators, timelines, costing, and management responsibilities – to improve the efficiency of resource management and the effectiveness of efforts.
- ❑ Fit the programs funded by Donors and Civil Society into the strategic plan
- ❑ Support decentralization through providing a strategic framework as a guideline for reform efforts in governorates and Idaras

SETTING UP THE NATIONAL STRATEGIC PLAN OF EDUCATION

2007/2012

Process and Achievements

Strategic planning process:

- ❑ **Started in March 2006**
- ❑ **Policy and Strategic Planning Unit established to lead the strategic planning process**
- ❑ **More than 200 professionals participated: MoE at central and governorate levels, universities/FoEs, Ministry of Administrative Development, donors, international organizations, civil society, and 10 international experts**
- ❑ **International Institute for Educational Planning (IIEP/UNESCO-Paris) provided technical support**
- ❑ **International experts from UNICEF, CIDA, EU, USAID, WB and KFW also supported the planning process**
- ❑ **More than 150 thousand working hours invested in the planning process**

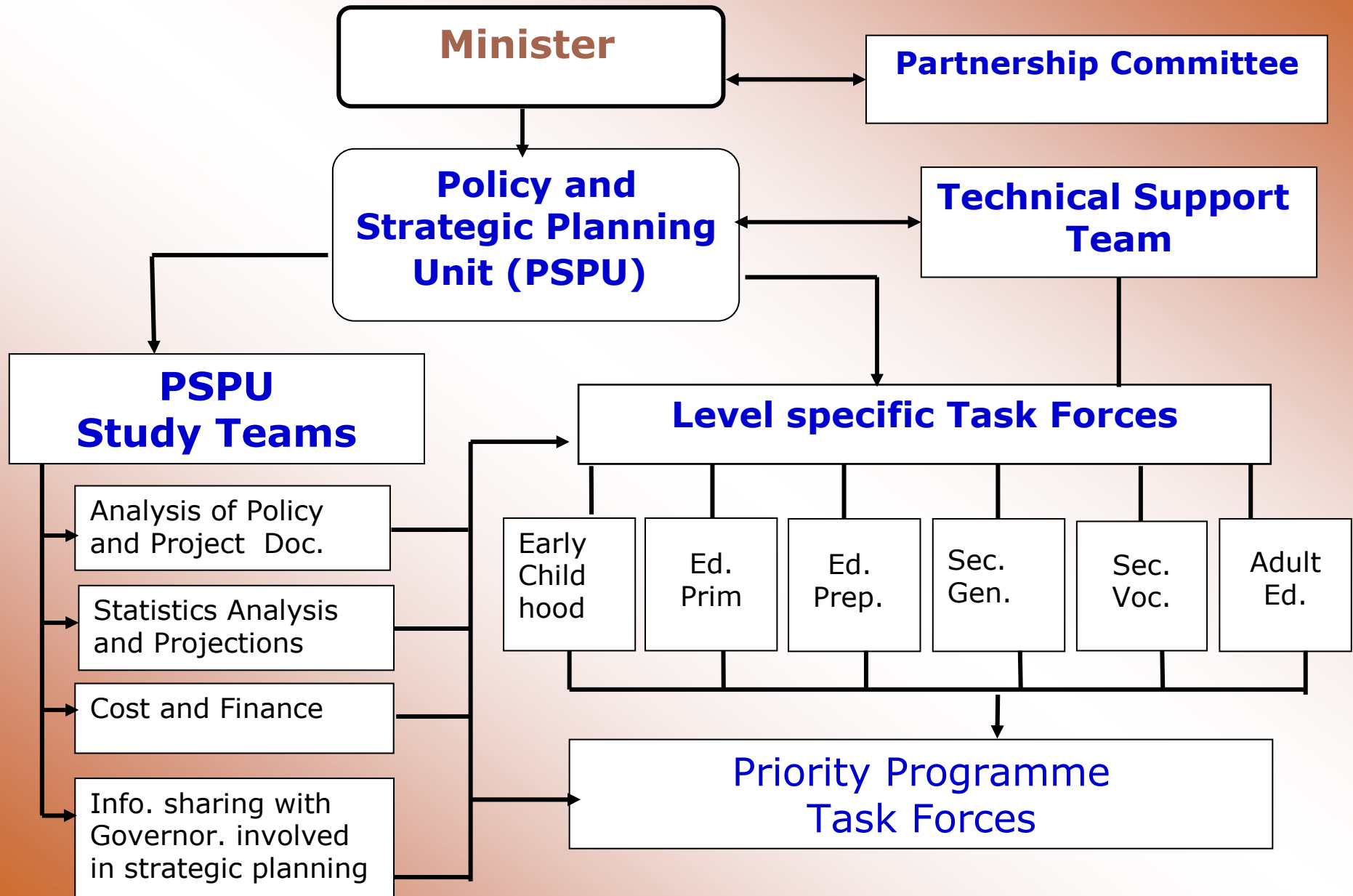
PLAN APPROACH

- ❑ Participatory: MoE at all Levels (Central, Mudiriyas, Idaras and Schools), Faculties of Education, civil society and international organizations
- ❑ Consistent with the real situation at the school level as well as all educational levels (Bottom-up and up-down)
- ❑ Scientific: based on data analysis and sector diagnosis
- ❑ Supported by national and international experts
- ❑ Focused on skill development, and institutional and system enhancement
- ❑ Aimed at developing common understanding and ownership of the plan

PHASES OF PREPARING THE STRATEGIC PLAN

- ❑ Based on the National Strategic Framework of Education, the following steps have been implemented:
- ❑ Situation analysis of pre-university education: identifying problems, setting objectives and targets in light of the education development vision
- ❑ Data analysis and needs assessment using the Analysis and Projection Model (ANPRO)
- ❑ Cost and finance data preparation
- ❑ Identifying and designing priority programs, and monitoring and evaluation system

Organisational set up for strategic planning



1- SITUATION ANALYSIS OF PRE-UNIVERSITY EDUCATION

- ❑ Situation analysis for Early Childhood, Primary, Preparatory, General Secondary, Technical Secondary and Adult Literacy has been made
- ❑ Analysis process:
 - ❑ Data collection and verification
 - ❑ Studying recent educational researches and reports and analyzing their results and recommendations
 - ❑ holding focus group discussions with all parts and stakeholders

2- ANPRO MODEL

- ❑ An internationally recognized approach that has been used by different countries to prepare their strategic plans
- ❑ Links supply to demand, as well as human and financial inputs, and provides horizontal and vertical data analysis
- ❑ Proposes alternatives and scenarios according to the available resources

ANPRO PROGRESS TO DATE

- ❑ Model was modified to fit the Egyptian Education system (Egyptian ANPRO Model)
- ❑ Information and input of statistical baseline data were consolidated (Public, Private, El-Azhar)
- ❑ calculations of Unit Cost for all educational inputs were completed
- ❑ Calculations of funds needed for priority programs implementation were prepared according to different proposed scenarios
- ❑ Training for MOE staff at central and governorate levels was conducted to achieve sustainability

3- COST AND FINANCE DATA PREPARATION

- ✘ MoE budget for the previous years was analyzed
- ✘ Unit Cost guide was developed for:
 - + Salaries/Compensations per Position (Teaching/ non Teaching)
 - + Goods (ICT, Furniture, Textbooks)
 - + Buildings and equipment (Classrooms/Labs/Libraries)
- ✘ Expenditure Reports were developed by:
 - + Level and type of Education (basic, general and technical secondary)
 - + Budget Chapters (recurrent/Capital)
 - + Per student by type of education
- ✘ Comparison with international standards of expenditure per student was conducted

REFERENCE DOCUMENTS OF THE PLAN

- × Presidential election program, September 2005
- × Government priorities
- × The cabinet mandate at the People's Assembly
- × General Framework for Education Policies– Ministry of Education, March 2006
- × Reports of successful educational practices in Egypt
- × International studies and reports

VISION

The Ministry of Education is committed to reforming the pre-university education system in Egypt, to promote equity and serve as an innovative model in the region, through: (1) providing high quality education for all, as one of the basic human rights; (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.

MISSION

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, tolerant, critical and independent thinkers with a wide range of skills enabling them to be active citizens and dynamic participants in an ever-changing global society.

KEY PRINCIPALS

- **Equality,**
- **Excellence,**
- **School empowerment,**
- **Human Development,**
- **Citizenship,**
- **Participation,**
- **Public-private partnership,**
- **Tolerance,**
- **Democracy,**
- **Accountability and transparency, and**
- **Decentralization**

FUNDAMENTAL POLICY GOALS

Fundamental Goal-1:

Ensure high levels of

**Quality education
performance**

(Education outcomes)

Fundamental Goal-2

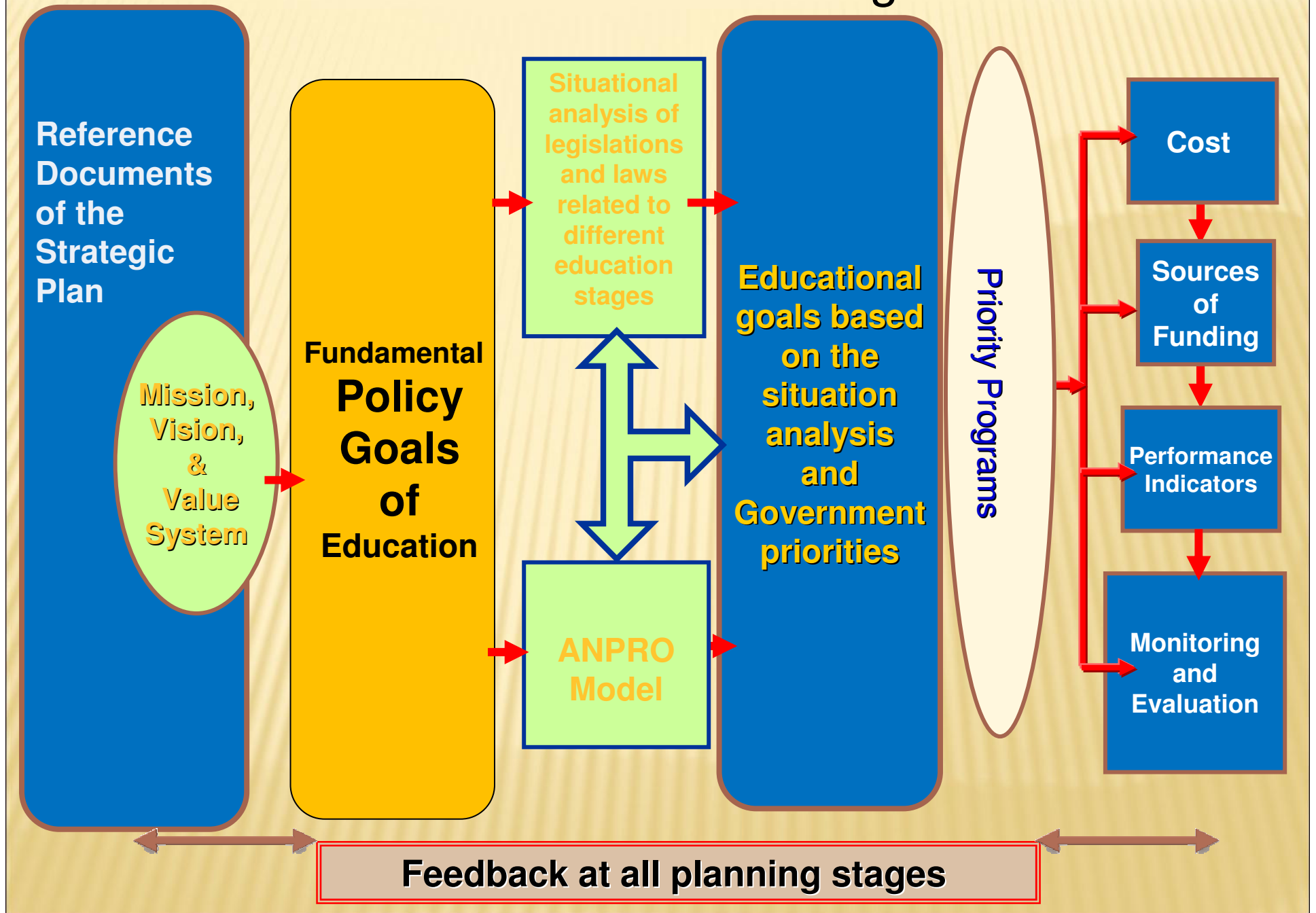
Ensure efficient system
management effective
community participation
and decentralization

Fundamental Goal-3:

Ensure Equal education

Access for all young
Egyptians

Structure of the Strategic Plan



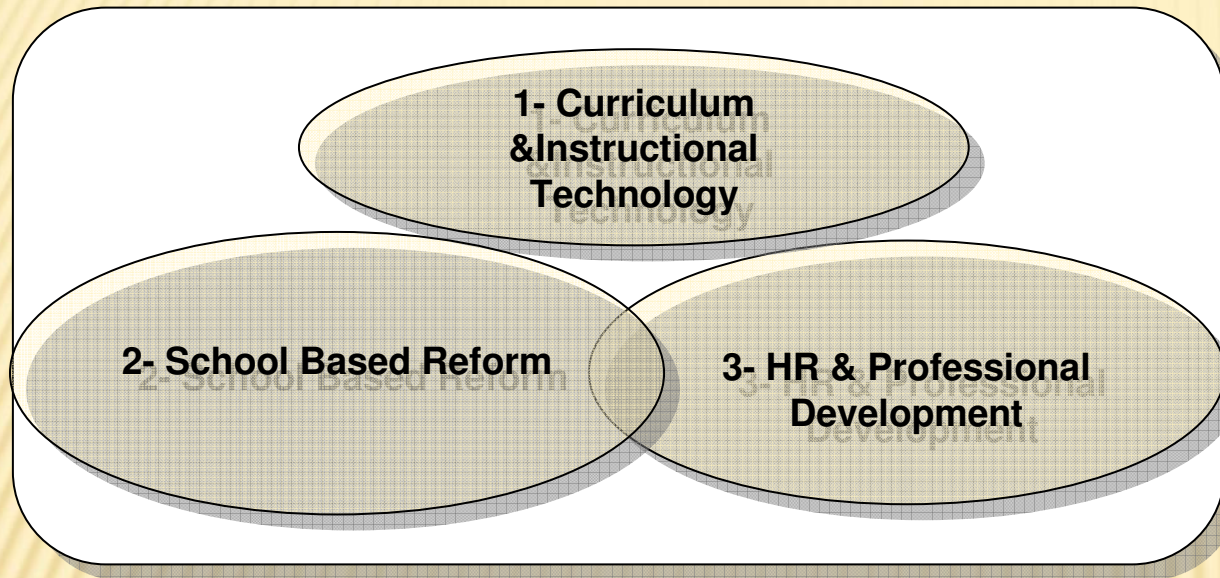
STRUCTURE OF PRIORITY PROGRAMS

- ❑ **The plan consists of 12 priority programs**
- ❑ **All programs within the strategic plan are interrelated in a way that supports the achievement of pre-university education goals.**
- ❑ **School Based Reform is the core program with which all other programs crosscut and complement.**
- ❑ **Through adopting School Based Reform, Egypt is shifting from input-driven development approach to comprehensive reform at the school level, which also supports the overall policy of decentralization.**

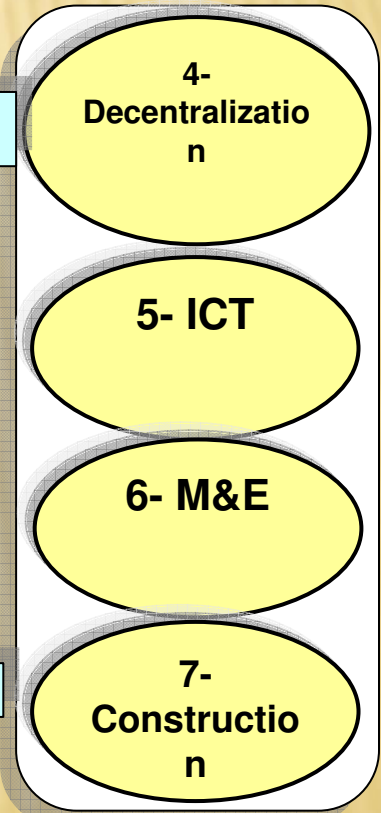
THE PROGRAMS ARE DIVIDED INTO THREE GROUPS:

- ❑ Group One: programs that provide support to the quality of education needed to improve students' performance. It includes the Curriculum and Instructional Technology Reform, School Based Reform and the Human Resource and Professional Development Programs.
- ❑ Group Two: programs related to Reform Management Systems. It includes the Institutionalization of Decentralization, Technology Development and Information System, Monitoring and Evaluation and Schools Construction. This group supports group 1 and 3.
- ❑ Group Three: programs related to educational levels Early Childhood Program – Basic Education (Primary & Preparatory) – Secondary Education (General and Technical), Community-Based Education and Special Needs Education This group is the direct beneficiary of the development process which aims at improving students' performance

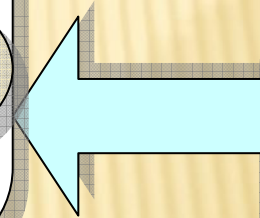
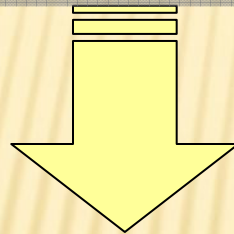
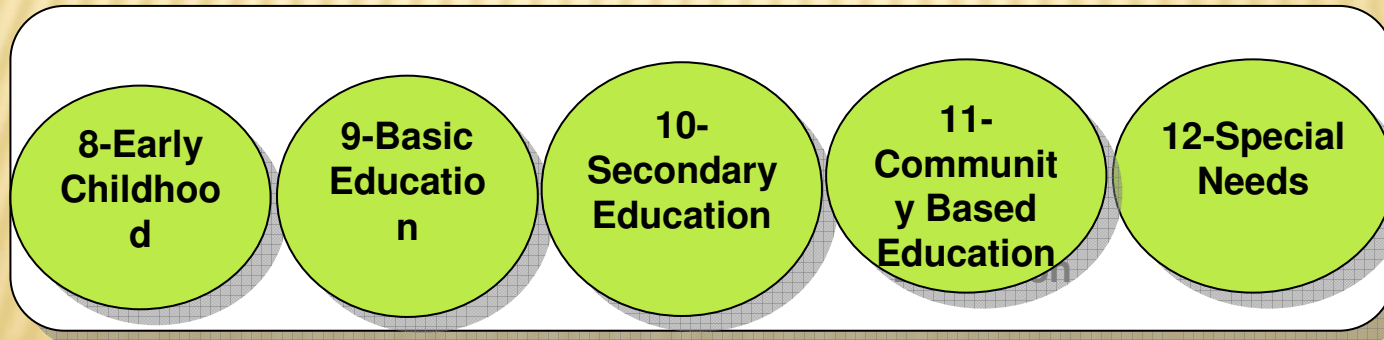
I. Quality programs



II Management Programs



III. Delivery and Quality of Access programs



***COMPREHENSIVE CURRICULUM &
INSTRUCTIONAL TECHNOLOGY
REFORM PROGRAM***

THE OVERALL GOAL

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 the move away from a traditional rote memorization approach to one that is focused on a relevant and flexible curriculum supportive of active learning and enhancing critical thinking , innovation, problem solving and life skills.

ISSUES AND CHALLENGES

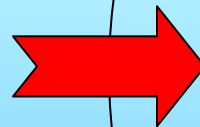
- ✘ **The current educational patterns do not stimulate excellence and creativity**
- ✘ **Curriculum and textbooks are traditional and are not based on the National Standards (except for the first three years of Primary Level),**
- ✘ **Textbooks are produced in huge number and they are unequally distributed.**
- ✘ **There is a lack of integration among technology, assessment and content.**
- ✘ **There is a lack of integration among textbooks, students' activities and teacher guide for each subject.**
- ✘ **multiplicity of entities that take over these tasks because they are fragmented at the technical and administrative level.**

PARADIGM SHIFT IN CURRICULUM DEVELOPMENT

**From a traditional rote memorization approach
with a strong focus on content**

To the modern developed approach

- Teacher is an assessor
source of information,
expert
- Student is passive,
disengaged
- Curriculum content is
abstract, theoretical
- Assessment is selective,
judgmental
- Learning environment
with Minimal interaction



- Teacher is a coach,
reflective practitioner
- Student is active, engaged
responsible his/her for
own learning
- Curriculum content is
relevant, practical,
realistic
- Assessment enhances
learning
- Challenging and highly
interactive learning
environment

Timeframe for Curriculum Reform at Different Educational Levels 2007/2008 – 2011/2012

Components of Curriculum Reform	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
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	
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	
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 & 8 TIMSS	5
A Study is being done to discuss the best ways for students to participate in these tests					

Comprehensive Curriculum & Instructional Technology Reform program

GUIDING PRINCIPLES

- Standards-based content
- Active learning methodology
- Integration of ICT
- Integration of assessment
- Integrate teachers' book, students' book and activity book as well as learning materials in a comprehensive way

Flexible and relevant curriculum

- Relying on quality standards -based content
- Enhancing active learning
- Integrating with technology and modern assessment tools

CRITICAL SUCCESS FACTORS

- Restructuring of CCIMD, NCEEE, TDC.
- Effective PD
- Effective M&E
- Decentralization
- Effective dissemination

The general Framework of Curriculum and Syllabus

IMPROVE THE APPROACH USED CURRENTLY IN TEXTBOOKS AND INSTRUCTIONAL MATERIALS PRODUCTION

Prepare textbooks and instructional materials by CCIMD (new structure) And printing by MoE

PILOT STUDIES WITH THE PRIVATE SECTORS AND GOVERNORATES TO INCREASE QUALTY AND EFFECIENCY FOR BEST USE OF THE RESOURCES

1- PILOT STUDY IN 3 GOVERNORATES

PRODUCE TEXTBOOKS AND INSTRUCTIONAL MATERIALS FOR K-12 MATH, SCIENCE, ENGLISH BY PUBLISHERS

2- PILOT STUDY IN 3 GOVERNORATES

PRODUCE TEXTBOOK FOR MULTIYEAR USE FOR Preparatory Level in MATH, SCIENCE, ENGLISH BY PUBLISHERS

Relationship with other programs

Objectives Relative programs	Design and develop standards-based curriculum framework	Develop and produce new textbooks and instructional materials skills	enhance the performance of teachers, supervisors and school administrators in implementing the new curriculum integrating active learning, comprehensive assessment, and ICT	Develop a process of textbook authoring	Improve the efficiency of procurement procedures in terms of textbooks printing and delivery	Restructure and redefine the CCIMD	Develop a professional cadre of curriculum and instructional materials designers
Technology	X	X	X		X	X	X
HR	X	X	X	X		X	X
Monitoring & Evaluation		X	X	X	X	X	
Institutionalization of Decentralization		X	X	X	X	X	
Early Childhood	X	X	X	X	X	X	
Basic Education	X	X	X	X	X	X	
Secondary education	X	X	X	X	X	X	
School based reform	X		X		X		
Children with special needs	X	X	X	X	X	X	
CBE	X	X	X	X	X	X	

Objectives and main actions

1- Introduce a modern standard based curriculum and syllabus that integrate IT, assessment, critical thinking, research, analytical and life skills

Develop national standards-based curriculum framework, syllabus and performance indicators through forming - with the assistance of the Higher Committee for Curriculum Development- a sub-committee for each subject in each level of schooling (pre- primary to Secondary) by 2007/2008

- ❑ Set new standards and performance indicators for each subject in each grade (EC-12) in the areas of languages, sciences, mathematics, social studies and religion that were not included in the national standards project including the Pre-Primary level by 2007/2008
- ❑ Develop curriculum framework for each subject (that integrates IT and criteria for its applications in the classroom) and linking it to comprehensive assessment by 2007/2008
- ❑ Evaluate and referee the curriculum framework by local and international experts by 2007/2008
- ❑ Prepare guidelines for authoring and production of textbooks and instructional materials by 2007/2008

2 -Develop and produce blueprint and guidelines for the new textbooks and instructional materials in line with the new developed curriculum that:

- **Integrate IT**
 - **Focus on activity-based learning, critical thinking, research, analytical and life skills**
 - **Integrate teachers' books, students' books and activity books as well as learning materials in a comprehensive way**
- Establish textbook and instructional materials design teams for each subject within CCIMD and evaluate current textbooks and materials in light of international and national standards by 2007/2008
 - 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
 - Write and produce textbooks, teacher guides, IT, CDs, web based and assessment materials by 2007 - 2012

3- Enhance the performance of teachers, supervisors and school administrators in implementing the new curriculum integrating active learning, comprehensive students' assessment, and ICT.

- ✘ Build the capacity of 10% of all staff in each school to enable them to apply the new curriculum to be completed by 2007 - 2012

4- Develop a process of textbook authoring through implementing two pilot studies a) production of new textbooks and instructional materials by private publishers and b) multiyear use of textbooks

- ❑ Pilot the production of new textbooks and instructional materials by publishers for grades 1-12 in all subjects through soliciting bids for textbook and instructional materials authoring by 2008/2009
- ❑ Pilot the instructional materials in three governorates by 2009/2010
- ❑ Expand the pilot study to another six governorates by 2010-2011
- ❑ Pilot a new policy on multiyear textbook use in science in the preparatory level implemented in three governorates by 2009/2010
- ❑ Expand the pilot study to another six governorates by 2010-2011

5- Improve the efficiency of procurement procedures in terms of reducing the number of textbooks, printing and delivery :

- ❑ Reduce the number of textbooks according to the international standards by 2007-2012
- ❑ Rationalize and reduce the cost of printing of textbooks and ensure delivery of all instructional materials (student textbooks, teacher guides, web based and assessment materials) to all schools (100%) for each grade by 2012 through evaluating the functioning of the present system of textbooks production particularly its cost-effectiveness and delivery, procurement procedures and establishing a database for textbook stocks in schools by 2007-2008
- ❑ Propose and implement new procedures and mechanisms for printing, delivery and monitoring by 2009/2010
- ❑ Evaluate efficiency and effectiveness of revised system in 2010- 2011
- ❑ Review the new system in light of evaluation results in 2010- 2011

6- Review the mandate and structure of CCIMD to enable it to efficiently achieve the targets of the above objectives

- ✘ Review and revise the mandate, functions, tasks, organization, structure and work-style of CCIMD with view to strengthen its effective role in contribution to: definition of standards of performance, integrated design of curriculum in terms of subjects, assessment and ICT use, development of manuscripts and design for all instructional materials, definition of training programs, specifications for instructional materials, definition of IT facilities requirements through establishing a working group to reorganize, review and propose new organizational structure, role and functions of CCIMD by 2007/2008

7- Develop a professional cadre of curriculum and instructional materials designers

- ✘ Recruit and train 150 curriculum and instructional material designers, editors and textbook illustrators, desktop publishers for all subjects by 2008 and provide specialized training for all members of curriculum and instructional materials design teams by 2007/2008

Policy Matrix for Curriculum Reform

Objectives	Targets	Activities	Timeline					Management
			7/8	8/9	9/10	10/11	11/12	
1.1 Introduce a modern standard based curriculum and syllabus that integrate IT, assessment, critical thinking, research, analytical and life skills	1.1.1 Prepare and apply national standards-based curriculum framework and syllabus and performance indicators for each subject in each grade (k-12) in the areas of languages, sciences, mathematics, social studies and religion	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 - 2008						<ul style="list-style-type: none"> 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 - 2008						
		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 - 2008						
		1.1.1(d) Prepare the new curriculum framework for each subject (that integrates ICT and criteria for its applications in the classroom) and linking 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 blueprint and/or guideline for the new textbooks and instructional materials in line with the new developed curriculum that: <ul style="list-style-type: none"> integrate IT focus on 	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	1.2.1(a) Set-up the necessary procedures which enable CCIMD to develop, revise and evaluate textbooks in 2007/08 (see objective 6)					<ul style="list-style-type: none"> The new structure of CCIMD 	
		1.2.1(b) Establish textbook and instructional materials design teams for each subject within CCIMD in 2007/08						
		1.2.1(c) Evaluate current textbooks and instructional materials in light of international and national standards to be completed by 2007/08						

Objectives	Targets	Activities	Timeline					Management
			7/8	8/9	9/10	10/11	11/12	
act ivity- ba- se d lea- rni- ng , critical thinking, research, analytical and life skills • Integrate tea- ch- ers , bo- ok , students' book and activity book as well as learning materials in a comprehensive way		1.2.1(d) Author and produce textbooks, teacher guides, IT, CDs, web based 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 critical thinking approach,	1.3.1 Improve the students` performance through acquiring the Arabic language skills in order to deal with different daily life situations.	1.3.1 (a) Implement specialized training programs to enable Arabic language teachers to acquire skills of different teaching methods.						
		1.3.1 (b) Implement active learning approach and extracurricular activities in classrooms					The new	

Objectives	Targets	Activities	Timeline					Management
			7/8	8/9	9/10	10/11	11/12	
		<p>1.3.1 (c) Support The Arabic Language laboratory project which aims at:</p> <ul style="list-style-type: none"> presenting the teaching/learning material through the use of simulation. integrating technology including internet into learning process. testing the new approaches of instruction. <p>This will deepen the feeling of cherishing the Arabic language</p>						
		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 discuss organizing Olympiad of Arabic language for students and teachers.						
1.4 Enhance the performance of teachers, supervisors and school administrators in implementing the new curriculum integrating active learning, comprehensive students` assessment, and ICT. (see Chapter 7 for School Based Reform and Chapter 8 for Human Resource program)	1.4.1 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	(See SBR and HRs chapters)						
1.5 Develop a process of textbook authoring through implementing two pilot studies: a) production of new textbooks and	1.5.1 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 and in another six	1.5.1(a) Solicit contests for textbooks and instructional materials authoring by 2008-2009						<ul style="list-style-type: none"> 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						

Objectives	Targets	Activities	Timeline					Management	
			7/8	8/9	9/10	10/11	11/12		
instructional materials by private publishers and b) multiyear use of textbook.	governorates by 2011.	select approved textbooks and instructional materials by 2008-2009							
		1.5.1(d) Pilot the new textbooks and instructional materials in three governorates by 2009-2010							
		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 2010-2011							
		1.5.1(g) Evaluate the results of the pilot to decide on up-scaling of the approach							
	1.5.2 Pilot multiyear textbook use in mathematics, sciences and English in the Preparatory Education Level in three governorates by 2009 and in another six governorates by 2011	1.5.2(a) Define the criteria for multiyear textbook use in 2008-2009							
		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 2010-2011							
		1.5.2 (d) Expand the pilot study to another six governorates in 2010/2011							
		1.5.2(e) Evaluate the results of the pilot study in terms of cost and effectiveness to decide on up-scaling 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 according to the 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 2007-2008 as compared to the textbooks procured for year 2006-2007 - 25% in grade 5 primary by 2008-2009 as compared to the textbooks procured for year 2007-2008 - 25% in grade 6 primary by 2009-2010 as compared to the						<ul style="list-style-type: none"> • Book Sector • the new structure of CCIMD • Muderias • Idaras

Objectives	Targets	Activities	Timeline					Management	
			7/8	8/9	9/10	10/11	11/12		
		textbooks procured for year 2008-2009 - 20% in each grade (7-12) starting in 2008 and completed in 2011							
	1.6.2 Rationalize and reduce the cost of printing of textbooks and delivery of all student textbooks, teacher guides, web based 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 2007-2008							
		1.6.2(b) Establish a database for textbook stocks in schools by 2007-2008							
		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							
		1.6.2 (e) Evaluate efficiency and effectiveness of revised system in 2010 -2011							
		1.6.2(f) Review the new system in light of evaluation results in 2010- 2011							
1.7 Review the mandate and structure of CCIMD to enable it to efficiently achieve the targets of the above objectives	1.7.1 Review and revise the mandate, functions, tasks, organization, structure and work-style of CCIMD with a view towards strengthening its effective role in: definition of standards of performance; integrated design of curriculum in terms of subjects, assessment and ICT use; development of manuscripts and design for all instructional materials; definition of training programs; specifications for instructional materials, definition of ICT facilities requirements.	1.7.1 (a) Form a working group to review and revise CCIMD						• MoE	
		1.7.1(b) Review current organization of CCIMD including decisions process, 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	1.8.1 Select (and recruit if necessary) and train 150 curriculum and instructional material designers, editors and	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	

Objectives	Targets	Activities	Timeline					Management
			7/8	8/9	9/10	10/11	11/12	
materials designers	textbook illustrators, desktop publishers for all subjects by 2007-2008. Form working groups that are incorporated into CCIMD and commence their work.	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 materials design teams (around 3-5 individuals each)						

SCHOOL BASED REFORM PROGRAM

THE OVERALL GOAL

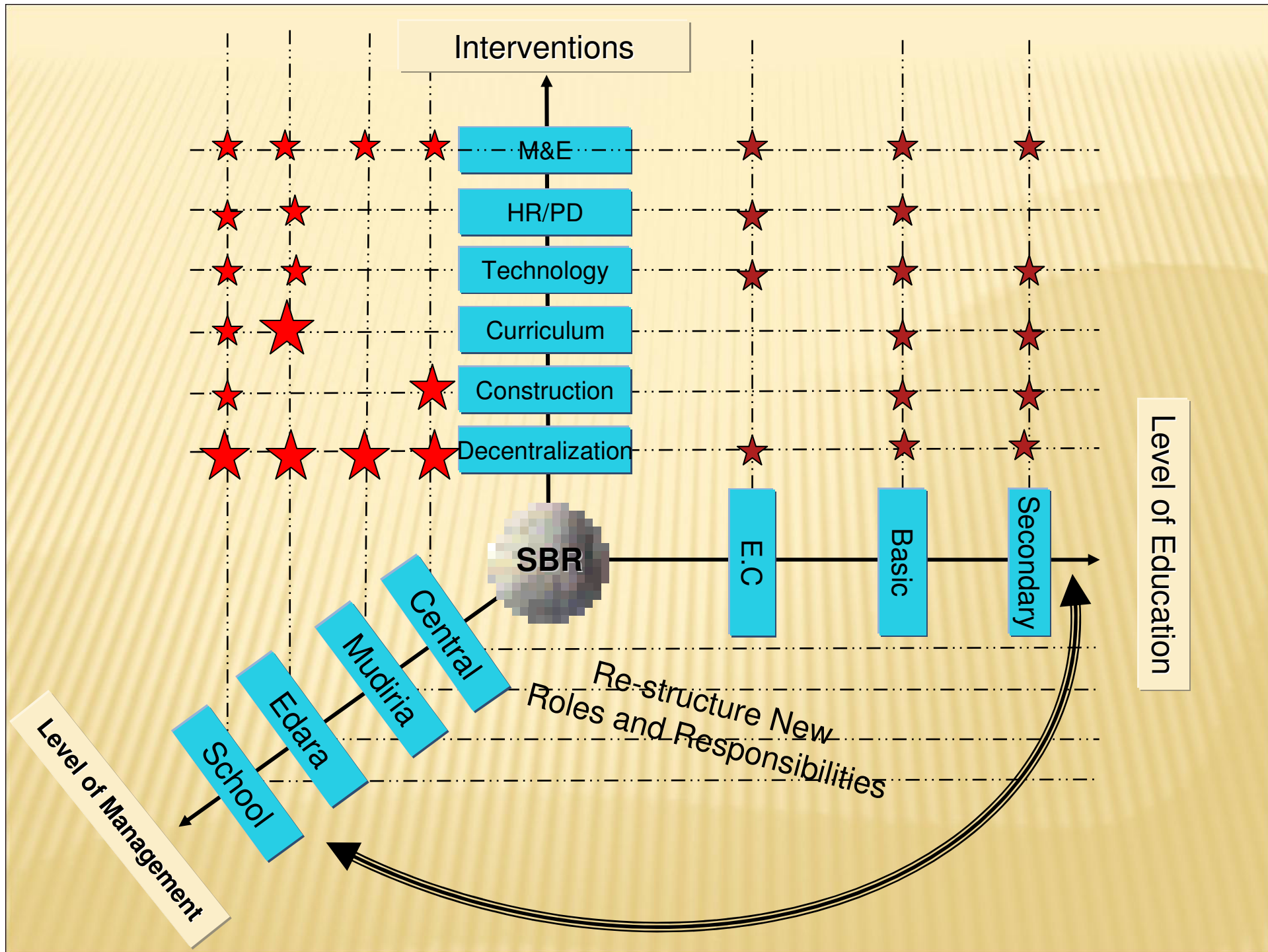
Cultivate a paradigm shift in management of the educational enterprise at the school level by empowering schools and their communities to practice school-based management (SBM) as part of a process to use local know-how to meet national standards for accreditation, school performance and student's achievements

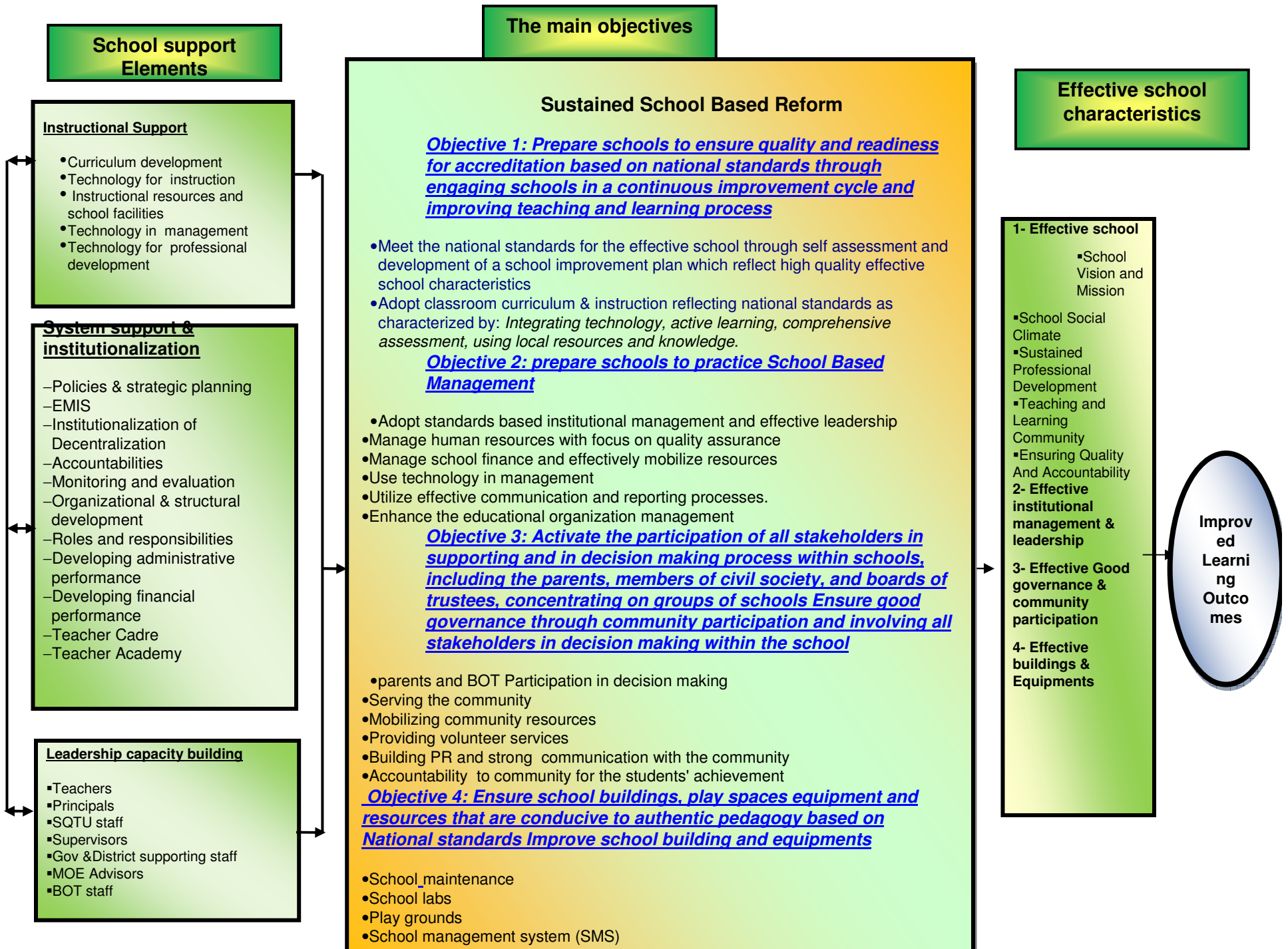
ISSUES AND CHALLENGES

- ✘ The absence of vision, mission and scientific reference to improve school performance
- ✘ The school management is too weak to achieve reform as a result of the severe centralization that cripples school authority
- ✘ The huge number of the school administrative staff with overlapped responsibilities
- ✘ the rigid financial and administrative legislations that regulates school functions and the lack of financial resources at school level
- ✘ The lack of integration between technical support and training at school as an organization unit for action

Program Strategy

- Developing authentic pedagogy: active learning , comprehensive and authentic assessment, using technology in the educational process.
- 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 through awareness campaigns about the importance of reform





RELATIONSHIP WITH OTHER PROGRAMS

PP	Asse.	Active L.	Tech	Flexible curri.	Vision & Mission	Self evaluation	Action plan	M&E	H.R	Org/Admin restructuring	SMS	Finance sys	Libraries	Lab	Activity rooms	Maintenance	Community participation
Construction													X	X	X	X	
Technology	X	X	X	X							X			X			
Curriculum	X	X	X	X													
M&E	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Decentralization	H.R/ PD	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	finance											X					
	Organizational restructuring					X				X		X					
	Administration					X						X					X

OBJECTIVES AND MAIN ACTIONS

- 1- Prepare schools to ensure quality and readiness for accreditation based on national standards through engaging schools in a continuous improvement cycle and improving teaching and learning process
 - ✘ Build the capacity of 10 % 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: school vision and mission, social climate, sustained professional development, teaching and learning community, and ensuring quality and accountability, scheduled as follows: 15% of schools in 2007/2008; 20% in 2008/2009; 20% in 2009/2010; 20% in 2010/2011; and 25% in 2011/2012
 - ✘ Build the capacity of 10% of all staff in each school to enhance the school's ability to implement the pedagogical component on the basis of the National Education Standards through employment of (a) technology in the teaching and learning process, (b) active learning, (c) comprehensive assessment, and (d) local resources and knowledge to enrich the teaching and learning process; and (e) reflective practice

2- prepare schools to practice school based management

- ✘ 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
- ✘ Build the capacity of human resources necessary for implementing the school-based management system
- ✘ Restructuring new roles and responsibilities at the level of school to provide authorities needed in light of decentralization
- ✘ Pilot the school based budget in three Idars at three governorates in the fourth year of the plan

3- Activate the participation of all stakeholders in supporting and in decision making process within schools, including the parents, members of civil society, private sector, and boards of trustees, concentrating on groups of schools

- ✘ Provide 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% in 2007/2008, 20% in 008/2009, 20% in 2009/2010, 20% in 2010/2011, and 25% in 2011/2012

4- Ensure school buildings, spaces equipment and resources that is conducive to authentic pedagogy based on National standards

- ✘ Improve school buildings, laboratories, libraries and activity rooms as follows: 15% in 2007/2008, 20% in 2008/2009, 20% in 2009/2010, 20% in 2010/2011, and 25% in 2011/2012

Policy Matrix for School Based Reform

Objectives	Targets	Activities	Timeline					Management
			7/8	8/0	9/10	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 teaching and learning process through out the plan period	2.1.1 Train 10 % 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% of schools in 2007/2008; 20% in 2008/2009; 20% in 2009/2010; 20% in 2010/2011; and 25% in 2011/2012	2.1.1(a) Prepare MToTs (30-150 experts) centrally for three days by 2007						<ul style="list-style-type: none"> 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						
		2.1.1(c) Train 10% of all staff in each school on each of the areas mentioned above, either at the school or clusters of schools level according to the circumstances of each school.						
		2.1.1(d) Train leader 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 10% of all staff in each school to enhance the school's ability to implement the pedagogical component on the basis of the National Education Standards through employment of (a) technology in	2.1.2(a) Prepare 150 expert trainers in each of the following areas: standards-based curriculum (3 days), using interactive learning (3 days), integrating of technology in the teaching and learning process (3 days), implementing comprehensive assessment (3 days), better use of local resources and knowledge in teaching, and training of teachers on reflective practice (3 days) centrally by 2007.						

Objectives	Targets	Activities	Timeline					Management
			7/8	8/9	9/10	10/11	11/12	
	the instructional process, (b) active learning, (c) comprehensive assessment, and (d) local resources and knowledge to enrich the teaching and learning process; and (e) reflective practice as follows: 15% of schools in 2007/2008; 20% in 2008/2009; 20% in 2009/2010; 20% in 2010/2011; and 25% in 2011/2012	2.1.2 (b) Prepare 2,700 (SToTs) in each of the areas mentioned above, centrally according to the weight of each governorate by 2012.						
		2.1.2 (c) Train 10% of all staff in each school on each of the areas mentioned above, either at the school level or clusters of schools level accordance 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 2012.						
		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 supervisor 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 100 / classroom annually						
		2.1.2 (h) Visit the school twice a year by two educational experts to support reform processes as follows: <ul style="list-style-type: none"> • 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 for schools reform in each governorate through the quality departments					
	2.1.3(b) Identify the schools ready to be accredited							
2.2 Prepare schools to	2.2.1 Complete the implementation of the	2.2.1(a) Establish MoE committee to review:						<ul style="list-style-type: none"> • Quality

Objectives	Targets	Activities	Timeline					Management
			7/8	8/0	0/1	10/1	11/2	
practice school based management through out the plan period	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% of schools in 2007/2008; 20% in 2008/2009; 20% in 2009/2010; 20% in 2010/2011; and 25% in 2011/2012	- the administrative structure and financial system at the school level during 2007/2008 - the ministerial decrees that determine the administrative and financial aspects at the school, as well as those related to school funding						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 levels (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 technology 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 Idars at three governorates in the third year of the plan.						
		2.2.1(h) Establish schools management information system (SMS) and operationlaize it in school’s decision making (See Technology chapter)						
		2.3 Ensure good governance through community participation	2.3.1Provide three days training for at least two BoT members in each school according to the list of schools	2.3.1(a) Prepare MToTs for 3-days on aspects of activating community participation by 2007				
2.3.1(b) Prepare 810 SToTs for 4 days on aspects of activating community participation by 2007								

Objectives	Targets	Activities	Timeline					Management
			7/8	8/0	0/1	1/0/1	1/1/2	
and involve all stakeholders in dissuasion making and support processes within the school	included annually in the plan by 2012 as follows: 15% in 2007/2008, 20% in 008/2009, 20% in 2009/2010, 20% in 2010/2011, and 25% in 2011/2012	2.3.1(c) Train all BoT members from each school for 3 days according to the list of schools included annually in the plan						
2.4 Ensure school buildings, spaces, equipment and resources that conducive to authentic pedagogy based on National Education Standards through out the plan period.	2.4.1 Improve school buildings, laboratories, libraries and activity rooms as follows: 15% in 2007/2008, 20% in 2008/2009, 20% in 2009/2010, 20% in 2010/2011, and 25% in 2011/2012 (See BER chapter)	2.4.1(a) Provide 50% of libraries with advanced equipment and tools during the five year plan period						<ul style="list-style-type: none"> • Idara • schools in coordination with GAEB
		2.4.1(b) Provide 50% of primary schools with simulation labs during the five year plan period						
		2.4.1(c) Provide 50% of preparatory and secondary schools with science labs during the five year plan period						
		2.4.1(d) Provide 50% of activity rooms and play grounds with advanced equipment and tools during the five year plan period						
		2.4.1(e) Provide schools with the internet connectivity (See Technology chapter)						
		2.4.1(f) Provide 100% of schools with internal network (See Technology chapter)						

***Human Resources and Professional Development
Program***

The Overall Goal

To establish human resource management systems, effective incentives and career ladders, with a view to providing and developing qualified cadres capable of achieving the MOE mission of maximizing the returns on human capital at the national level.

Issues and Challenges

- Multi training mechanisms and systems and absence of coordination between them
- There is no link between training programs and professional development needs on one hand, and personal needs of the teacher on the other hand
- The need for effective cadres, tools and mechanisms to evaluate performance and set effective training programs

Human Resources and Professional Development

Establish a professional academy for teachers and educational leaders

Implement teachers' new cadre.

Detect, attract and train promising administrative leaders.

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

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

6- Early childhood

7- Basic Education

8- Secondary Education (general- technical)

9- Community based education

10- Special needs

1- ICT in education

2- M & E

3- Institutionalization of Decentralization

4- School based reform

5- Curriculum development and updating

Relationship with other Programs

Priority Programs	To set-up an up-to-date decentralized HR system	To detect, attract and train promising administrative leaderships	To develop a system for preparing qualified training cadre based on the needs of the strategic plan	To implement teachers' new cadre	To establish a professional academy for teachers and educational leadships
Early childhood			X		
Basic education			X		
Secondary education			X		
Special needs			X		
Community-based education			X		
ICT in education			X		
School-based Reform	X	X	X	X	
Curricula development	X	X	X		
Institutional Decentralization	X		X	X	
Monitoring and Evaluation		X	X		X
Enhancing the technical capacity for those who will implement the HR programs	X	X	X	X	X
	X	X	X	X	X

Objectives and Main Actions

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

- To develop a plan for the formation and management of human capital in the educational system
- Establish Human Resources Directorates within the MOE organizational structure as well as in each governorate and providing them with the necessary cadres and training them.

2. Detect, attract and train promising administrative leaders.

- + Build institutional capacity to detect and attract personnel with leadership skills then develop their capacity and motivate them to take administrative positions.
- + Establish an administrative unit in each governorate to supervise the evaluation, selection, employment and development of educational and administrative leaders
- + Provide sustainable professional development opportunities for educational leaders and enhancing interaction between educational leaders through forums, magazines, and increasing the chances of exchanging experiences.
- + Develop and implement a continuous and comprehensive monitoring and evaluation system for leaders' performance

3. Develop a system for the preparation of qualified training cadres based on the needs of the strategic plan

- Determine the necessary training needs and all levels of the specialized authorities responsible for implementing the programs of the strategic plan
- Develop a professional development comprehensive program based on the needs of the strategic plan
- Develop and implement a framework for evaluating and monitoring the progress of the targeted training programs
- Set-up the framework for measuring the returns of implementing the different training programs

4. Implement teachers' new cadre

- Develop and prepare the instruments necessary for implementing the teachers' cadre
- Use these instruments to help teachers meet the requirements to be placed in the new cadre

5. Establish a professional academy for teachers and educational leaders

- Form a team to set- up the organizational structure and job description of the academy and provide the cadres that will meet work requirements
- Design and implement a system for issuing professional licensure for teachers and evaluators
- Design and implement a system for accrediting the agencies and the PD programs offered for teachers and leaderships

Policy Matrix for Human Resources and Professional Development

Objectives	Targets	Activities	Timeline					Management
			7/8	8/9	9/10	10/11	11/12	
3.1 Set-up an up-to-date decentralized HR system	3.1.1 Develop a plan for structuring and managing the human capital in education system.	3.1.1(a) Set-up a committee at all levels (central, Muderia, Idara, and school) to conduct the following:						<ul style="list-style-type: none"> MoE in collaboration with MSAD
		<ul style="list-style-type: none"> 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. 						
		3.1.2 Establish human resources directorates within the structural frame of the Ministry & Muderias.						
		3.1.2(a) Establish human resources directorates in the Ministry & Muderias.						
	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 detect 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 newly hired' leading abilities (within the human resources management system) for early identification, and having a system for recording and developing them professionally to occupy leading jobs in the future.						<ul style="list-style-type: none"> 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.						
		3.2.2 Provide sustainable professional development chances for educational leaders;						
	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							

Objectives	Targets	Activities	Timeline					Management	
			7/8	8/9	9/10	10/11	11/12		
	maximize the use of current leading cadres and enhance communication and interaction among them.	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 3543 administrative leaders at central, Muderias and Idara 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) Get educational leaders acquainted with new trends in Educational leadership through missions abroad targeted to 250 educational leaders. (50 leaders from different levels each year).							
	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 a comprehensive professional development yearly 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.						<ul style="list-style-type: none"> • HR Director at MoE and similar ones at the governorates
			3.3.1 (b) Determine the affiliated authorities who will be responsible of implementing the targeted training programs of the strategic plan both at central and decentralized levels.						
3.3.1(c) Select the qualified cadre according to the nature of each program									
3.3.1(d) Set-up the timeframes for the implementation									
3.3.2 Implement the professional development programs using the cascade model		3.3.2(a) Form a team of MToTs at central level, (30-150 cadres) according to the nature of each training program and the targeted groups. These teams will carry out the training at the decentralized level							

Objectives	Targets	Activities	Timeline					Management
			7/8	8/9	9/10	10/11	11/12	
		3.3.2(b) Form a team of SToTs at Mudeira levels,(30-150 cadre/Muderias) according to the nature of each training program and the targeted groups.. These teams will carry out the training for trainers at school level.						
		3.3.2(c) Form a team of trainers at school level (about 10% of the school staff) to train their colleagues at school level according to the targeted training programs.						
		3.3.2(d) Implement 70 training programs to serve the different plan 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	3.3.3 (a) Specialize training programs for limited number of trainees.						
		3.3.3(b) Conduct training programs through the Video Conference						
		3.3.3 (c) Support the development practices inside schools through experts in different fields						
	3.3.4 Provide two-week regular in-service training for 20% of the teachers annually for 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 measuring 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.	3.4.1 Develop instruments necessary for implementing teacher cadre such as evaluation and promotion instruments.	3.4.1(a) Develop knowledge, skill and attitude matrices required for each level.	By the end of December 2007					<ul style="list-style-type: none"> • MoE • MoF • MSAD • CAO A • HR Director at MoE and in
		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.						

Objectives	Targets	Activities	Timeline					Management
			7/8	8/9	9/10	10/11	11/12	
	3.4.2 Place teachers in the new cadre.	3.4.2(a) Use the above instruments to accommodate teachers in the new special cadre.						Muderas
3.5 Establish a professional academy for teachers.	3.5.1 Form a team to set-up the organizational and job structure of the academy.	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: <ul style="list-style-type: none"> • 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 the academy's work and information systems • Provide and train cadres that meet work requirements at the Academy. 						<ul style="list-style-type: none"> • MoE • SMAD • CAO • Teachers Syndicate
	3.5.2 Design and implement a system for issuing professional licensure for teachers, evaluators and trainers.	3.5.2(a) Set-up a system for issuing professional licenses for teachers, 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.	3.5.3(a) Set-up and implement standards for accrediting professional development programs and the institutions implementing them						

The Institutionalization of Decentralization Program

The overall goal

Support the institutional capacity of the educational system to achieve the systems' efficiency and effectiveness, and institutionalize decentralization at all educational system levels

Issues and Challenges

The educational system in Egypt suffers from institutional challenges

- Enlargement of the administrative system
- Financial centralization restricting governorates, schools, and Idaras' ability to improve the educational process management.
- Weakness of powers and authorities empowered to school management levels
- Tasks fragmentation and duplication of several entities struggling competencies, especially, at the Ministry level.
- Contradiction of ministerial decrees interpretations, and the absence of control and accountability.
- Spreading of parallel structures and created entities established by ministerial and heads of Moderias decrees.
- Spreading of the "waiting for orders" concept, lack of taking initiative, and job fear especially at middle and lower management levels
- Non existence of mechanisms to test policies at different executive levels (Moderyia – Idara - school) before being issued in the form of decrees and regulations
- Weakness of MoE institutional capacity in public relations and media.

Institutionalization of Decentralization At all Levels of Education System



Policy and System Supportive Programs:

H.R – M&E – EMIS/ SMS

Main Actions

- Merge entities relevant to strategic planning, policy making, and international cooperation and funding in one sector
- Restructure the supportive authorities and identify their expected roles under decentralization
- Merge all entities working in infrastructure of technology in MoE
- Merge entities working in information systems
- Merge entities working in utilizing technology and its applications in the educational process
- Merge entities relevant to the institutional performance of monitoring and evaluation at all levels
- Merge the relevant entities responsible for various sectors of education
- Develop the school organizational structure
- Reconsider the ministerial decrees, charters, and instructions organizing the administrative processes to achieve decentralization at the school level
- Support the institutional capacity of central ministry in setting policies, identifying priorities and preparing budgets, specially those of investment for education sector

Policy Matrix for Institutionalization of Decentralization
Component I: Organizational and Structural Development

Overall Goal: Organizational and structural development at all educational systems levels to achieve decentralization

Objectives	Target	Activities	Time line					Management
			7/8	8/9	9/10	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 & following-up, budget administration and planning administration at both General & Technical Education Sectors, Policy and Planning Unit in GAEB) in one sector with clear responsibilities, structure, and supportive organizational factors at governorates level by 2007/2008 (see target no. 4.613.1)	4.1.1. (a) Form a committee to: <ol style="list-style-type: none"> 1. Review the current organizational structure and identify relegating entities (Ministry, Muderias, Idaras, 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 (Muderias, Idaras, 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. 						<ul style="list-style-type: none"> • 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	4.2.1. (a) Form a committee to: <ol style="list-style-type: none"> 1. Review decrees issued for establishing the related entities; 2. Review job tasks, and the internal structure, and 						<ul style="list-style-type: none"> • GAOD in collaboration with concerned administrations

Objectives	Target	Activities	Time line					Management
			7/8	8/9	9/10	10/11	11/12	
	including NCEEE, NCERD, CCIMD, GAEB, and Regional Center for Adult Education (RCAED) in Sers Ellayyan by 2007/2008	<p>their current relationship with policy-making and planning processes;</p> <p>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;</p> <p>4. Present the draft proposal to stakeholders for feedback and participate in any modification</p> <p>5. Crystallize the proposal as a part of the restructuring of process the Central Ministry, and develop its role in the educational system</p> <p>6. Present the proposal to the administrative competent bodies for approval.</p>						
		4.2.1. (b) Put the implementation plan into action						
4.3. Restructure and merge the entities operating in instructional technology and its different applications and information systems in one sector	4.3.1. Merge all entities working in infrastructure of technology in MoE (TDC and its branches in Mudarias and Idaras, General Department for Educational Computer, Suzan Mubarak Science Exploration Centers) in one Sector responsible for management, maintenance and technical support by	4.3.1. (a) Form a committee to: <ol style="list-style-type: none"> 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: 						<ul style="list-style-type: none"> • GAOD in collaboration with concerned administrations

Objectives	Target	Activities	Time line					Management
			7/8	8/9	9/10	10/11	11/12	
	<p>2007/2008</p> <p>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 Muderias level by 2007/2008</p> <p>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, Suzan Mubarak Science Exploration Centers) with other entities responsible for producing curriculum to achieve the integration of content and technology by 2007/2008 (see objective no. 4.7.1)</p> <p>4.3.4. Transfer the affiliation of TDCs in governorates (currently affiliated to TDC the central ministry) to the Muderias by 2007/2008 (see target no. 4.1)</p>	<p>curriculum development and instructional materials, and the entity entrusted with technology and its applications in education in participation with the concerning entities;</p> <p>4. Present the draft proposal to stakeholders for feedback and to participate in revising;</p> <p>5. Present the draft proposal to policy making level at MoE for feedback;</p> <p>6. Crystallize the proposal as part of the restructuring process of Central Ministry;</p> <p>7. Present the proposal to administrative specialized bodies for approval and to start implementation.</p>						
		4.3.1. (b) Put the implementation plan into action						

Objectives	Target	Activities	Time line					Management
			7/8	8/9	9/10	10/11	11/12	
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, Muderias, and Idaras) in light of monitoring and evaluation program by 2007/2008, establish “The Quality Sector” at the Central level and General Department for Quality at Muderias level (Both set instruments to measure staff financial and administrative performance), Quality Department at Idara level and “Quality and Training Unit” at the school level (responsible for managing the processes of monitoring and evaluation, and training at school level) (See also target no. 4.6.9.1)	4.4.1. (a) Form a committee to: <ol style="list-style-type: none"> 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; 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 (the Minister) for feedback; 7. Present the proposal to the administrative specialized bodies for approval. 						<ul style="list-style-type: none"> • GAOD in collaboration with concerned administrations
		4.4.1. (b) Put the implementation plan into action						
4.5. Support the institutional capacity for entities	4.5.1. Merge the relevant entities responsible for various sectors of	4.5.1. (a) Form a committee to: <ol style="list-style-type: none"> 1. Review decrees issued for establishing relating entities; 						<ul style="list-style-type: none"> • GAOD in collaboration with both sectors of

Objectives	Target	Activities	Time line					Management
			7/8	8/9	9/10	10/11	11/12	
working in education sectors and merging them in one sector has clear roles and responsibilities support reform towards decentralization and quality	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 Muderias and Idaras levels in the light of decentralization by 2007/2008	<ol style="list-style-type: none"> 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; 7. Present the proposal to concerned administrative authorities for approval. 						General and Technical Education and Services
		4.5.1. (b) Put the implementation plan into action						
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 of CDIST to the human resource administration at the Muderia level (suggested to be structured and affiliated to the suggested human resource sector at the Central level)	<ol style="list-style-type: none"> 4.6.1. (a) Form a committee to: <ol style="list-style-type: none"> 1. Reconsider the decrees organizing subordination of the concerning administrations to Muderias; 2. Set clear and identified competencies for these divisions; 3. Prepare organizational structures to serve this goal 4. Approve the organizing decrees and structures from competent bodies. 						<ul style="list-style-type: none"> • GAOD in collaboration with concerned administrations.

Objectives	Target	Activities	Time line					Management
			7/8	8/9	9/10	10/11	11/12	
		4.1. (b) Put the implementation plan into action						
4.7. Develop the process of curriculum development and instructional materials production	<p>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, Suzan Mubarak Science Exploration Centers in order to achieve the integration of content and technology (see target no. 4.3.3.)</p> <p>4.7.2. Restructure the relation between CCIMD and NCEEE to achieve the integration of evaluation, content and technology by 2007/2008</p> <p>4.7.3. Set the optimum approach for spreading the instructional materials in different ways.</p>	<p>4.7.1. (a) Form a committee to:</p> <ol style="list-style-type: none"> 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 concerning authority; 5. Present the proposals draft 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 develop of its role in the educational system; 8. Present the proposal to 						<ul style="list-style-type: none"> • GAOD in collaboration with concerned entities each in its field of specialization.

Objectives	Target	Activities	Time line					Management
			7/8	8/9	9/10	10/11	11/12	
		concerned administrative authorities for approval.						
		4.7.1. (b) Put the implementation plan into action						
4.8. Enhance the institutional capacity of the MoE in public relations development	4.8.1. Increase the MoE's capacity to develop effective public relations with a focus on the media as means to create a public opinion supporting the educational policy by 2007/2008	4.8.1. (a) Form a committee to: <ol style="list-style-type: none"> 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; 8. Present the proposal to concerned administrative authorities for approval. 						<ul style="list-style-type: none"> • GAOD in collaboration with General Administration for Public Relations
		4.8.1. (b) Put the implementation plan into action						
4.9. Support school-based	4.9.1. Develop the school	4.9.1. (a) Form a committee to: <ol style="list-style-type: none"> 1. Reconsider ministerial 						<ul style="list-style-type: none"> • GAOD in collaboratio

Objectives	Target	Activities	Time line					Management
			7/8	8/9	9/10	10/11	11/12	
management according the school-based reform program	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, d) the communication channels between schools and community by 2007/2008	<p>decree no. 250/2005 concerning school management;</p> <p>2. Restructure school and set clear competencies for each administrative level,</p> <p>3. Re-draft the decrees organizing school management and its organizational structures and approve the decrees from the concerned authority.</p>						n with both sectors of General and Technical Education and services
		4.9.1. (b) Put the implementation plan into action						

Component II: Administrative Decentralization

Overall Goal: Develop administrative performance at all educational system levels to achieve decentralization

	Target	Activities	Time line					Man
			7/8	8/9	9/10	10/11	11/12	
s	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: <ol style="list-style-type: none"> 1. Prepare specialized training programs for administrative, personnel and coordination affairs so as to develop their skills and implement decrees and regulations; 2. Build capacities of staff working in administrative, personnel, and coordination affairs. 3. Prepare a procedural working guide for administrative decrees and regulations organizing work inside schools. 						<ul style="list-style-type: none"> • Trainin adminis Muderi concern -Develo Admini CAOA govern • CAO • Financi Admini in Mud
		4.10.1. (b) Put the implementation plan into action						<ul style="list-style-type: none"> • School BoTs • SQTU • Subject • School leading • The hig • E-gove
e	4.11.1. Empower schools to assess their needs for the delivery of education by 2007/2008	4.11.1. (a) Form a committee to: <ol style="list-style-type: none"> 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 3. Activate the decree no. 251/2005 concerning the weekly teaching load of headmasters & deputies 						<ul style="list-style-type: none"> • School BOTs • SQTU • Subjec • School (school • School leading • The hig • E-gove
		4.11.1. (b) Put the implementation plan into action						<ul style="list-style-type: none"> • School BOTs • SQTU • Subjec • School (school • School leading • The hig • E-gove
s	4.11.2. Empower the validity of school management to develop sub-orders organizing school work by 2007/2008	4.11.2. (a) Form a committee to: <ol style="list-style-type: none"> 1. Prepare school internal regulations 2. Identify tasks that can be delegated 3. Activate the role of the E-government at schools for preparing school database. 						<ul style="list-style-type: none"> • Idara • Madeir
		4.11.1. (b) Put the implementation plan into action						<ul style="list-style-type: none"> • Idara • Madeir
e	4.12.1. Enhance the implementation of laws and decrees related to the principle of decentralization to support the educational institution by 2007/2008	4.12.1. (a) Form a committee to: <ol style="list-style-type: none"> 1. Activate and reconsider ministerial decrees concerning school management jobs (250, 251, 253/2005, 213/1987), 2. Reconsider Article 8, Law 47/1978 and Article 93 of the Executive regulation of Law 43/1979 identifying Muderias as an independent unit that develops its own organizational structure, competencies, and job description cards after being approved from the Governor and CAO, so that the competency is transferred to the Idara and school levels in frame of clear administrative standards set by the Ministry in coordination with concerned ministries and authorities. 						<ul style="list-style-type: none"> • Idara • Madeir

Target	Activities	Time line					Man
		7/8	8/9	9/10	10/11	11/12	
	4.12.1. (b) Put the implementation plan into action						
4.12.2. Overcome multiple interpretations of Ministerial decrees so that they do not bear more than one interpretation by 2007/2008	4.12.2. (a) Form a committee to: <ol style="list-style-type: none"> 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 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 Muderias – modify the executive memo to be issued in its final form). 						<ul style="list-style-type: none"> • Muderia coordin • Develo Admini the gov • MoE • Madeir
	4.12.2. (b) Put the implementation plan into action						

Components III: Developing Financial Performance

Overall Goal: Develop financial performance at all education system levels achieving decentralization

	Targeted	Activities	Time line					T
			7/8	8/9	9/10	10/11	11/12	
al	4.13.1. Support the institutional capacity of central ministry in setting policies, identifying priorities and preparing budgets, specially those of investment for education sector as a whole by 2007/2008 (see objective no. 4.1)	4.13.1. (a) Form a committee to: <ol style="list-style-type: none"> prepare cadres capable of setting policies, identifying priorities and preparing budgets Set a mechanism for identifying the plan priorities and getting the minister's approval Construct "Audit Management Unit" 						
		4.13.1.(b) Put the implementation plan into action						
	4.13.2. Support the institutional capacity for the performance of the financial roles and responsibilities at school, Idara and Mudeira levels by 2007/2008	4.13.2. (a) Form a committee to: <ol style="list-style-type: none"> Set clear and specific competencies expressing MoE policies towards financial and administrative decentralization at (school, Idara and Mudeira) levels; Prepare job description cards according to specific competencies and present the proposal; 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						
ik	4.14.1. Activate the roles of schools, Idaras and Muderias 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 2007/2008	4.14.1. (a) Form a committee to: <ol style="list-style-type: none"> Prepare guidebooks and models for the plan, budget project, laws and decrees organizing for preparing each of them; Identify, study and re-assess these laws and agreeing that they suit all current operating conditions Re-draft conflicting, overlapping, dilatory and unused laws to be more effective; Make laws legal through relating legislative bodies; Use these guidebooks in trainings that will be referred to as an academic subject matter. 						• • •
		4.14.1. (b) Put the implementation plan into action						
in 1	4.15.1. Develop a budget for the management of quality support and school improvement plans processes by 2007/2008	4.15.1. (a) Form a committee to: <ol style="list-style-type: none"> Review relating decrees and regulations identifying expenditure at school level; Prepare a new regulation enabling schools to prepare budget, balance sheet and closing account in relation to school improvement plan Modify decrees with concerned authorities (MoE and 						•

	Targeted	Activities	Time line					I
			7/8	8/9	9/10	10/11	11/12	
		<p>CAOA) to enable schools to do expenditures in light of the plan and budget;</p> <p>4. Modify decrees and regulations organizing work in Idaras, Muderias and Ministry in accordance with school improvement plan;</p> <p>5. Modify duties and responsibilities for different administrations (Planning and Budget) at Idara, Muderias and Central Ministry levels;</p> <p>6. Restructure cadres of planning and budget at school, Idara, Muderia and Central Ministry levels;</p> <p>7. Prepare approved references guidebooks of activating these tasks at school, Idara, Muderia and Ministry levels.</p>						•
		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		<p>4.15.2. (a) Form a committee to:</p> <p>1. Cooperate with the committee entrusted with national standards for education;</p> <p>2. Prepare a proposal for relating paragraphs to be added to the national standards;</p> <p>3. Follow-up the discussions with the committee to reach an agreement on the final wording.</p>						•
		4.15.2. (b) Put the implementation plan into action						

TECHNOLOGY DEVELOPMENT AND INFORMATION SYSTEM

THE OVERALL GOAL

Complete the required infrastructure to implement ICT in education: teaching and learning, management and planning.

ISSUES AND CHALLENGES

- ✘ The absence of a framework to identify appropriate types of technology and their applications for each level.
- ✘ The need to complete and activate the information systems at the school level and the educational system as a whole.
- ✘ Lack of qualified cadres to manage the infrastructure and information systems.
- ✘ The multiplicity of the working entities in the field of information technology which leads to conflicting tasks and functions, and consequently low performance.

Program Strategy

- ✘ Prepare an integrated cognitive system aiming at enhancing the instructional process with great focus on learner in order to achieve the best use of an effective information system at central, district and school level.
- ✘ Prepare an integrated framework to: (a) enhance the use of technology and (b) support the current bodies which are responsible for training on ICT in MoE, Muderias, Idaras and schools.
- ✘ Restructure the administrations and centers responsible for technology in the Ministry to be merged in one sector, namely “Technology Sector” to reinforce the role of technology in the educational process.
- ✘ Design a map to classify schools according to: (a) rate of PCs to students, (b) connectivity, and (c) the qualified staff for each school. This map will set-up a framework supporting the development process according to school-based reform strategy.

**Ministry Vision in
Enhancing ICT in the
Strategic Plan 2007/2012**

Providing adequate infrastructure

CCIMD (new structure)	Within the classroom Teaching
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ICT System

EMIS	SMS	Electronic portal
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Distance education

e-learning	Video conference
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Capacity building

Restructuring Technology sector

Classification framework and usage indicators

Egyptian education initiative

Communication means

Implementing Planning Processes

- 1.integrating ICT administrative structures in one sector
- 2.restructuring the CCIMD and the NCEEE to be able to provide technology-based curriculum, active learning and comprehensive authentic assessment

Relationship with other Programs

Priority Programs	Inside Classrooms	Tech. In the Education Process		Information Systems Role		Restructuring IT Dept.
		Tech Framework	EMIS	SMS	Distance Education	
E.C	X					
Special Needs	X					
Community Education	X					
SBR	X					
Curriculum & IT Reform	X					
Basic Education	X					
Secondary Education	X				X	
H.R			X	X	X	
M&E		X				X
Decentralization				X		X

OBJECTIVES AND MAIN ACTIONS

- 1- Modernize and strengthen the technology infrastructure in all schools to enable them to effectively implement the new curriculum, innovated learning and teaching methodology, school based management and student assessment**
 - Set-up a framework for technology in schools by the end of 2007 to classify schools, develop standards for using technology and a system for M&E
 - Provide schools and pre-primary and CBE classrooms with the minimum requirements of technology infrastructure needed to support educational practices within schools and classrooms in 2007-2012.

- 2- Activate the role of information system management in the educational process**
 - Provide accurate information system EMIS and SMS during the plan period 2007/2012 through providing Idaras, Muderias and schools with infrastructure and software needed for information systems and preparing the required cadres
 - Provide the required support and qualified staff for electronic portal through providing 20 qualified staff for the ongoing update and maintenance during 2007-2012

3- Support the best use of technology in distance learning and training

- ✘ Complete the technology infrastructure of the TDC during the five years of the plan 2007/2012 through supporting the infrastructure of distance training and learning, maintaining equipment, and providing technical maintenance for computers and equipment during the plan years
- ✘ Conduct distance education programs in different areas through identifying the learning /training programs that could be implemented through this approach, in addition to setting-up an annual plan for implementing those programs with the involvement of all concerned authorities by 2007-2008

4- Build capacity in ICT domain

- ✘ Build capacity of teachers for using and integrating technology in education during the five years of the plan 2007/2012 through completing the training of 500,000 teachers on "Education for the Future' Programs and completing the qualification process of 850,000 teachers on ICDL and train teachers on using technology in the educational process.
- ✘ Build capacity for information system management through training 2 persons in each school on the information system management, training 2 persons in each Idara on the information system management during the five years of the plan and building capacity of the suggested system analysis unit members on analyzing and designing information systems by 2007/08.
- ✘ Build capacity for TDC staff through training 1000 technicians on computer maintenance programs during the plan years 2007-2012 and training 1000 persons on computers and networks with advanced applications during the plan years 2007-2012
- ✘ Build capacity in distance learning and training through designing and implementing two training programs, 10 days each, on designing, and producing training materials electronically through international expert by 2007/08

5- Merge different technology departments in one sector to achieve unity and efficiency

- ✘ Identify a specific authority for EMIS
- ✘ Identify a specific authority to integrate technology in curricula
- ✘ Unify the authority responsible for infrastructure for technology development to include: (a) providing computers and equipment, (b) maintenance, (c) networks, (d) distance learning and training equipment

Policy Matrix for Technology Development and Information System

Objectives	Targets	Activities	Timeline					Management
			7/8	8/9	9/10	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 Reform 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.						<ul style="list-style-type: none"> • 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 (24274) school buildings with 6 computers (for each), for the teachers' room, the library, and the school principal's room.						
		5.1.2(b) Provide targeted schools (14104) in the plan with school net work						
		5.1.2(c) Provide the targeted schools (14104) 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 49956 classrooms in the pre-primary level with one computer and one data show						
		5.1.3(b) Provide 13333 community classroom schools with one computer and one data show						
	5.1.4 Provide 50% of primary schools with technology infrastructure during the five years of the plan (2007-2012)	5.1.4(a) Provide 3427 (25%) of the primary schools with a lab containing 10 computers, data show, screen, and a LAN						
		5.1.4(b) Provide 3427 (25%) of the primary schools with a mobile computer unit (one for each floor) one laptop and data show.						
		5.1.4(c) Provide 100% of primary schools with the needed software for visual labs						
	5.1.5 Complete the preparatory schools (that are not covered by EEI) with ICT infrastructure	5.1.5(a) Provide 5423 prep. schools with computer lab, LAN, and data show						
		5.1.5(b) Provide the same prep. schools mentioned in activity 5.1.5.1 with a mobile computer unit (one for each floor) containing one laptop and a data						

Objectives	Targets	Activities	Timeline					Management
			7/8	8/9	9/10	10/11	11/12	
	during the five years of the plan (2007-2012)	show						
		5.1.5(c) Modernize the advanced science labs in 50% of prep. schools						
	5.1.6 Provide the secondary schools with ICT infrastructure during the five years of the plan (2007-2012)	5.1.6 (a) 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 pupil (3 stars level)						
		5.1.6 (b) Modernize the advanced science labs in 50% of general secondary schools						
		5.1.6(c) Provide (50%) of technical secondary schools (industrial and agriculture) with a computer lab (10 computers, data show and LAN).						
		5.1.6(d) provide (100%) of commercial secondary schools with 2 labs (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						<ul style="list-style-type: none"> • 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 Muderias by 2007						
		5.2.1(d) Provide Muderias and Idaras with 560 computers to work as servers (phase one) by 2007/08						
		5.2.1(e) Provide all school buildings (24274) with 2 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 Idaras and schools by the end of 2008						
	5.2.2 Provide the required support and qualified staff for electronic portal	5.2.2(a) Provide 20 qualified staff for the ongoing update and maintenances of the electronic portal.						
5.3 Support the best use of	5.3.1 Complete infrastructure	5.3.1(a) Support distance learning and training infrastructure during the plan						<ul style="list-style-type: none"> • TDC

Objectives	Targets	Activities	Timeline					Management
			7/8	8/9	9/10	10/11	11/12	
technology in distance learning and training.	(technology needed) of the TDC during the five years of the plan (2007/2012)	years 2007-2012						
		5.3.1(b) Support the e-learning projects during the plan years 2007-2012						
		5.3.1(c) Provide technical maintenance for computers and equipment during the plan years (2007-2012)						
	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						
5.4 Build capacity in 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						<ul style="list-style-type: none"> • 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).						
	5.4.2 Build capacity for information system management	5.4.2(a) Train 2 persons in each school on the information system management during the five years of the plan						
		5.4.2(b) Train 2 persons in each Idara 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 1000 technicians on computer maintenance programs during the plan years (2007-2012)						
		5.4.3(b) Train 1000 persons on computers and networks advanced applications during the plan years (2007-2012)						
	5.4.4 Build capacity in distance learning and training	5.4.4(a) Design and implement two training programs, 10 days each, on designing, and producing training materials electronically through an						

Objectives	Targets	Activities	Timeline					Management
			7/8	8/9	9/10	10/11	11/12	
		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(a) Form a committee to review the current structures of technology departments in order to avoid duplication of tasks and responsibilities aiming at unifying that sector. 5.5.1(b) Identify a clear organization al structure 5.5.1(c) Identify working tracks and administrative and technical work responsibilities 5.5.1(d) Establish a special unit to analyze and design information systems 5.5.1(e) Establish a unit for maintenance at the central level while the follow up of the maintenance will be conducted at the decentralized level.						
	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, (d) distance learning and training equipment							

MONITORING AND EVALUATION PROGRAM

THE OVERALL GOAL

Develop an integrated and effective system for monitoring, evaluating and accountability in all aspects of educational process at all levels.

ISSUES AND CHALLENGES

- ✘ A multitude mechanisms for monitoring and evaluation systems
- ✘ absence of coordination between the systems,
- ✘ redundancy, overlap and conflict of efforts at the different levels of the educational system.
- ✘ The staff undertaking monitoring and evaluation lack competence and professionalism.
- ✘ Absence of an integrated system of evaluating standard-based learning outcomes
- ✘ Inadequate methods and tools of evaluating the environment, administration, and performance of school staff
- ✘ Ineffective methods and tools of evaluating use of financial and human resources, in addition to absence of approved indicators

PROGRAM METHODOLOGY

- ✘ The M&E program methodology depends mainly on the following principals :
 - + Empowerment
 - + Transparency
 - + Objectivity
 - + Comprehensiveness
 - + supporting EMIS / SMS

Program Strategy

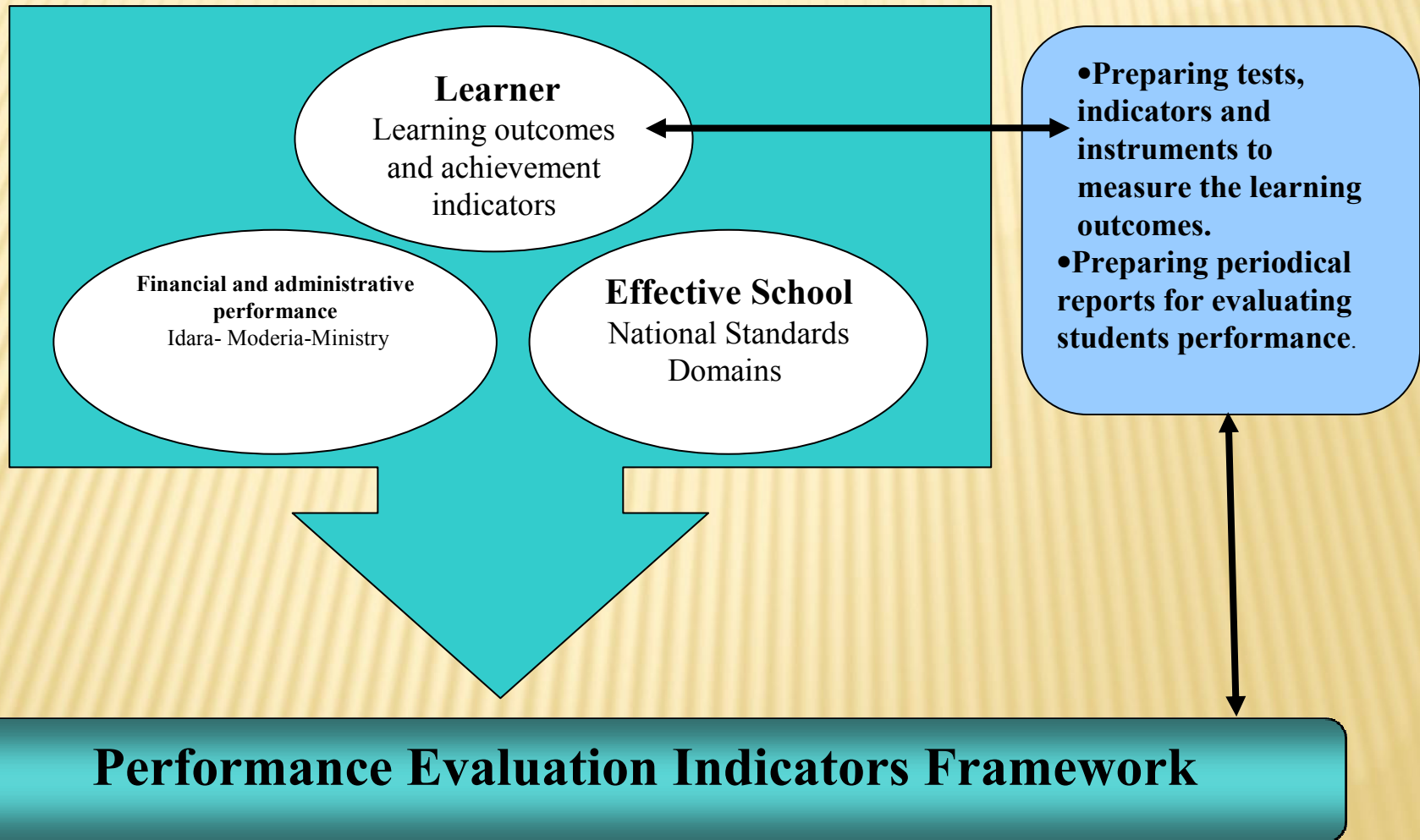
There are three main axes that form together the general framework for performance and evaluation indicators for Egypt. They are as follows:

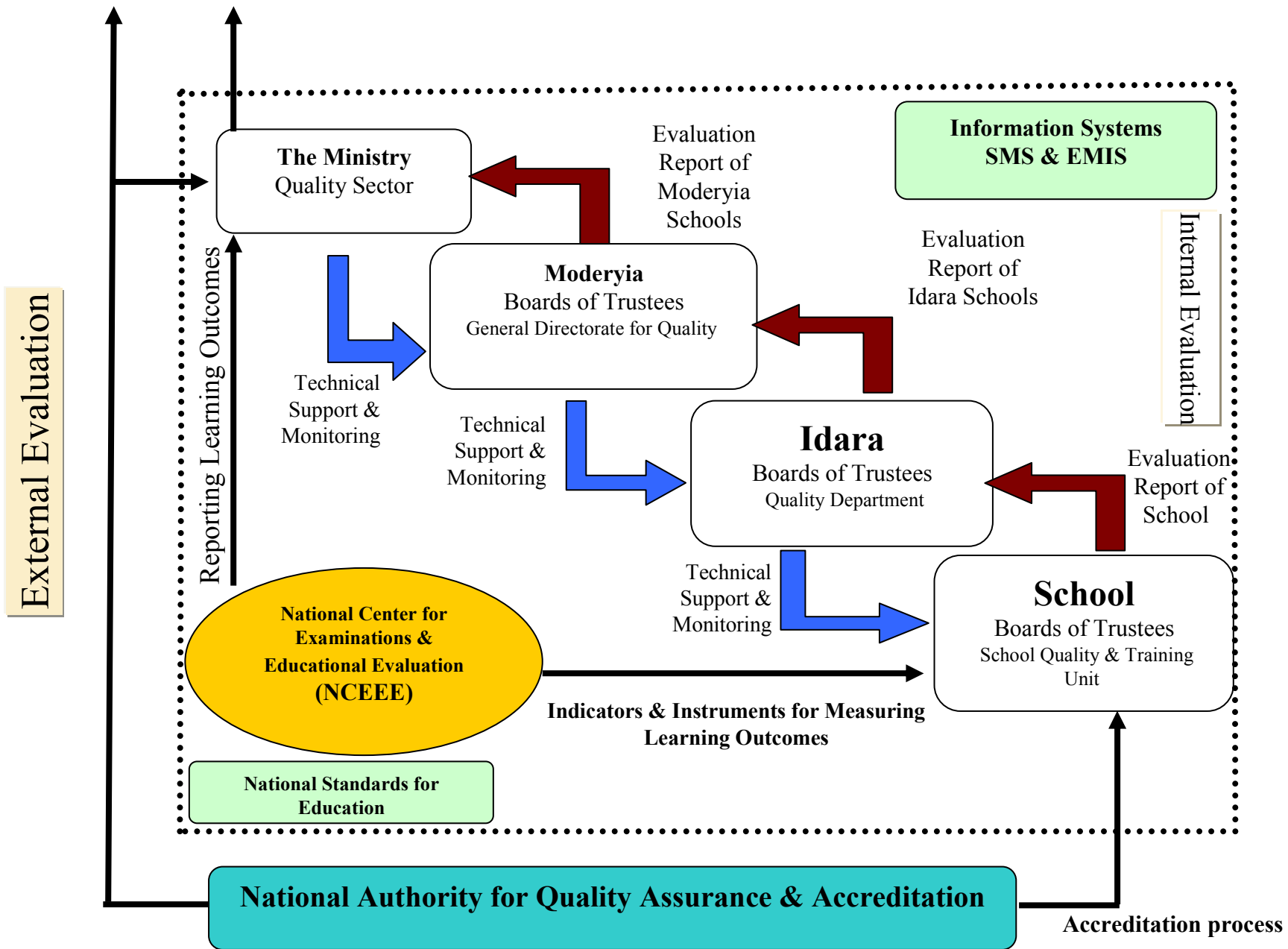
Learner: The learner is at the heart of the educational process and the recipient of the educational service that we seek to be better in such a way that it meets present and future requirements. Hence the student evaluation process aims at measuring the cognitive and manual skill (according to specific standards), these kind of skills known as learning outcomes. The learner's evaluation system is part of the learning environment inside school (systems, administration, equipment, and activities). ✕

Effective school: Quality assurance of learning outcomes depends mainly on the quality assurance of all aspects of the educational process inside school. These aspects include (school vision and mission- school social environment- sustainable professional development- teaching/learning community- quality assurance and accountability- technology - financial and administrative performance). ✕

Financial and administrative performance: Evaluation of all employees at Idara, Muderia, and Central Ministry levels should be conducted considering the optimum use of available resources. ✕

The following diagram shows evaluation and monitoring axes:





Monitoring & Evaluation System at School, Idara, Moderyia and Central Ministry levels

Relation with other programs

	Monitor and evaluate learners` performance in the light of achievement indicators						Monitor and evaluate school performance in the light of effective school indicators			
	Assessing kindergarten children's development performance according to stage indicators	Assessing primary school students' performance according to stage indicators	Assessing preparatory school students' performance according to stage indicators	Assessing secondary school students' performance according to stage indicators	Assessing the performances of students with special needs according to the relevant indicators	Assessing gifted students' performances and nurturing them according to performance evaluation indicators for the gifted	Sustainable professional development	Evaluating community participation and society service	Evaluating optimum use of information technology	Monitoring and evaluating the status of educational buildings, laboratories, equipment and maintenance
Pre-primary	x				x	x				x
Basic Education		x	x		x	x		x		x
Secondary Education				x	x	x		x		x
School Based Reform	x	x	x	x	x	x		x		x
Special Needs					x					

OBJECTIVES AND MAIN ACTIONS

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.

- Evaluate pre-primary children's development according to evaluation indicators at pre-primary level by the end of 2008 -2009
- Apply the monitoring and evaluation plan using measurement instruments starting from 2009-2010.

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 .

- + Evaluate the availability of an authentic and clear vision for school by the end of 2008/2009
- + Evaluate the process of sustainable professional development by the end of 2008/2009
- + Evaluate teaching/learning community by the end of 2009/2010
- + Evaluate the best utilization of instructional technology by 2010-2011
- + Evaluate community participation and society-serving by the end of 2009/2010
- + Evaluate effective school financial and administrative performance by the end of 2010-2011
- + Measure the effectiveness of administrative leaders and identify their training needs by the end of 2008-2009.
- + Monitor and evaluate the status of educational buildings, laboratories, equipment and maintenance by the end of 2010-2011.

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.

- + Evaluate administrative and leaderships performance of employees according to clear and specific indicators throughout the five-year strategic plan at all levels by the end of 2009-2010.
- + Put in place a unified system for financial performance reports by the end of 2007-2008.

4- Restructure the monitoring and evaluation system.

- + Restructure school-based training and evaluation units to become school quality and training units (SQTU) and put in place a system for mechanizing the work in the unit by the end of 2008/2009
- + Establish quality units at the Idara and Muderia levels and conceptualize a proposal for integrating the necessary existing units into the new system by the end of 2007-2008.
- + Restructure the Inspection Authority and other parallel bodies into one structure called Quality Sector by the end of 2007-2008.
- + Set-up plans for sustainable professional development for monitoring and evaluating staff to increase their effectiveness by the end of 2008/2009
- + Up-date the legal frameworks and regulations, specifying the roles and responsibilities of monitoring and evaluation staff by the end of 2009/2010

5- Support the institutional capacity of the NCEEE in light of the requirements of education reform strategic plan

- + Restructure the NCEEE by the end of 2008/2009.
- + Prepare the component of national evaluation experts (30) in psychometrics and school content by the end of 2009-2010.
- + Prepare National Standardized Achievement Tests (NSAT) for school subjects and Aptitude Tests (AT) which focus on critical thinking and problem solving skills by the end of 2010/2011.
- + Update the National Standards for Education according to the national and international changes, and develop indicators for evaluating learners' performance by the end of 2008-2009.

Policy Matrix for Monitoring and Evaluation

Objectives	Targets	Activities	Timeline					Management
			7/8	8/9	9/10	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 2008-2009. (See pre-primary 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 2008-2009.						<ul style="list-style-type: none"> • 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 2009-2010	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 2009-2010.						
		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 pupils according to performance evaluation indicators by the end of 2009-2010	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 2008-2009.						
		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 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	6.2.1 Evaluate the availability of an authentic and clear vision for school by the end of 2008/2009	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 2008-2009						<ul style="list-style-type: none"> • School • SQTU
		6.2.2 Evaluate the process of sustainable professional development by the end of 2008/2009 (See HRD chapter)	6.2.2.(a) Monitor and assess employees' commitment to the ethics of the profession by the end of 2007-2008.					
		6.2.2.(b) Monitor the implementation of mechanisms for identifying employees' training needs periodically by the end of 2007-2008.						
		6.2.2.(c) Monitor and evaluate the training programs provided for employees to develop them						

Objectives	Targets	Activities	Timeline					Management
			7/8	8/9	9/10	10/11	11/12	
chapter)		professionally as well as leadership supportive programs by the end of 2008-2009.						
	6.2.3 Evaluate teaching /learning community by the end of 2009/2010	6.2.3(a) Monitor and assess how far the educational activities are pupil- focused on by the end of 2008-2009.						
		6.2.3 (b) Evaluate the best utilization of instructional technology by 2010-2011 (see Technology chapter)						
		6.2.3 (c) Monitor and evaluate the competency and efficiency of the comprehensive evaluation system as from 2009-2010. (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 society-serving by the end of 2009/2010	6.2.4 (a) Monitor and evaluate the performance of community participation by the end of 2009-2010.					
	6.2.4 (b) Monitor, evaluate, and support the services rendered to parents by the end of 2008-2009.							
	6.2.4 (c) Monitor and evaluate public services provided to local community by the end of 2009-2010.							
	6.2.5 Evaluate effective school financial and administrative performance by the end of 2010-2011.	6.2.5 (a) Monitor and evaluate of school financial and administrative performance according to indicators for effective school management by the end of 2010-2011.						
		6.2.5 (b) Measure the effectiveness of administrative leaders and identify their training needs by the end of 2008-2009.						
	6.2.6 Monitor and evaluate the status of educational buildings, laboratories, equipment and maintenance by the end of 2010-2011.	6.2.6 (a) Monitor educational building according to quality indicators by the end of 2008-2009.						
		6.2.6(b) Monitor laboratory and equipment according to quality indicators by the end of 2009-2010.						
		6.2.6 (c) Monitor the maintenance efforts according to the plan by the end of 2010-2011.						
6.3 Monitor and evaluate	6.3.1 Evaluate administrative and leaderships performance	6.3.1(a) Set-up indicators for evaluating administrative and leaderships					<ul style="list-style-type: none"> • SQTU • NCEE 	

Objectives	Targets	Activities	Timeline					Management
			7/8	8/9	9/10	10/11	11/12	
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.	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 2009-2010.	performance of employees by the end of 2007-2008.						<ul style="list-style-type: none"> • Idara and Muderia financial units • Financial and administrative supervision
		6.3.1 (b) Develop evaluation instruments by the end of 2008-2009.						
		6.3.1(c) Train staff on using these instruments by the end of 2008-2009.						
		6.3.1(d) Monitor according to continuous self-evaluation of the professional performance by the end of 2009-2010.						
	6.3.2 Monitor the preparation of financial performance reports by the end of 2008-2009.	6.3.2 (a) Put in place a clear financial information system by the end of 2007-2008.						
		6.3.2 (b) Put in place a unified system for financial performance reports by the end of 2007-2008.						
		6.3.2 (c) Set-up a framework and guidelines for financial evaluation and auditing by the end of 2008-2009.						
6.3.2(d) Prepare cadres for internal financial auditors and train them on using new accounting methods by the end of 2008-2009.								
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 2008/2009	6.4.1(a) Form a taskforce 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 2007-2008.					<ul style="list-style-type: none"> • SQTU • Idaras and Muderias 	
		6.4.1(b) Prepare the draft reform decree by the end of 2007-2008.						
		6.4.1(c) Review job description cards by the end of 2007-2008.						
		6.4.1(d) Develop guideline models for the best practices in managing quality units by the end of 2008-2009.						
		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 2008-2009.						
		6.4.1(f) Put in place a system for mechanizing the work in the unit by the end of 2008-2009.						

Objectives	Targets	Activities	Timeline					Management
			7/8	8/9	9/10	10/11	11/12	
	6.4.2 Restructure monitoring and evaluation system (at Idara – Muderia, and Central levels) and establish Quality Departments by the end of 2007-2008.	6.4.2 (a) Establish quality units at the Idara and Muderia levels and conceptualize proposal for integrating the necessary existing units in the system into the new system by the end of 2007-2008.						<ul style="list-style-type: none"> • Quality Units • Idaras • Muderias • MoE
		6.4.2 (b) Restructure the Inspection Authority and other parallel bodies into one structure called quality sector by the end of 2007-2008.						
		6.4.2 (c) Review all decrees and relevant regulations by the end of 2007-2008						
		6.4.2 (d) Review job tasks and job description cards by the end of 2007-2008.						
		6.4.2 (e) Prepare proposals of new decrees which include the restructuring process by the end of 2007-2008.						
	6.4.3 Set-up plans for sustainable professional development for monitoring and evaluation staff to increase their effectiveness by the end of 2008/2009	6.4.3 (a) Identify monitoring and evaluation staff training needs by the end of 2007-2008.						
		6.4.3 (b) Prepare and implement specialized training programs (with focus on analyzing data: EMIS/SMS) for monitoring and evaluation staff by the end of 2007-2008.						
		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 2008-2009.						
	6.4.4 Update the legal frameworks and regulations, specifying the roles and responsibilities of monitoring and evaluation staff by the end of 2009/2010	6.4.4(a) Review ministerial decrees and related laws by the end of 2007-2008.						
		6.4.4 (b) Approve and implement the standards relevant to monitoring and evaluation staff by the end of 2009-2010.						
		6.4.4 (c) Suggest changes in decrees and laws by the end of 2009-2010.						
	6.5 Support the institutional capacity of the NCEEE in light of the requirements of education reform	6.5.1 Restructure the NCEEE by the end of 2008/2009	6.5.1 (a) Identify objectives and mission of the center in the light of the strategic plan by the end of 2007-2008.					
6.5.1(b) Study the institutional needs of the center and identify the staff professional development needs by the end of 2007-2008.								

Objectives	Targets	Activities	Timeline					Management	
			7/8	8/9	9/10	10/11	11/12		
strategic plan		6.5.1(c) Prepare the proposed new structure in light of plan needs by the end of 2007-2008.							
		6.5.1(d) Estimate the restructuring and the proposed institutional structure costs by the end of 2008-2009.							
		6.5.1(e) Submit the proposal to concerned authorities for approval by the end of 2008-2009.							
	6.5.2 Prepare the component of national evaluation experts (30) in psychometrics and school content by the end of 2009-2010.	6.5.2 (a) Select candidates for this cadre of experts by the end of 2008-2009.							
		6.5.2 (b) Prepare the professional development plan required for training the experts by the end of 2008-2009.							
		6.5.2 (c) Design and implement a specialized training program for the experts by the end of 2009-2010.							
	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 2010/2011	6.5.3 (a) Prepare test specifications and test item banks by the end of 2009-2010.							
		6.5.3(b) Manage examinations and testing process by the end of 2010-2011.							
		6.5.3 (c) Prepare reports on education status in Egypt by the end of 2009-2010.							
		6.5.3 (d) Prepare tests to measure essential life skills, communication and thinking skills by the end of 2008-2009.							
		6.5.3 (e) Prepare tests to measure the pupils' cognitive skills at all levels by the end of 2009-2010.							
		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 2009-2010.							
	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 2008-2009.	6.5.4 (a) Identify work domains and roles and form taskforce team of experts in all specializations to produce the updated version of the National Standards for Education by the end of 2007-2008.							• NCEEE
		6.5.4 (b) Identify key concepts and state the framework by the end of 2007-2008.							
		6.5.4 (c): Set-up and update standards and indicators by the end of 2008-2009							
		6.5.4 (d) Set-up and design measurement instruments for the indicators related to each educational level by the end of							

Objectives	Targets	Activities	Timeline					Management
			7/8	8/9	9/10	10/11	11/12	
		2008-2009.						
		6.5.4 (e) Complete the National Standards for Education for pre-primary stage by the end of 2008-2009.						

SCHOOL CONSTRUCTION PROGRAM

Overall Goal:

Build schools more efficiently, in a more varied manner, to better match pedagogical and educational development, demographic trends, and the preferences of parents and communities. Decentralize the school construction system—including planning, design, construction, and maintenance—to ensure the equitable availability for all students and teachers of appropriate schools that will be centers of learning and knowledge creation

ISSUES AND CHALLENGES:

- ❑ High class density and the existence of multi-shifts in some schools
- ❑ Centralized maintenance system which increases the cost
- ❑ Insufficient resources for building and maintaining schools

PROGRAM STRATEGY:

Program Strategy:

- ❑ Improve the effectiveness and efficiency of using available resources
- ❑ Increase the local contribution in building and maintaining schools through decentralization
- ❑ Use the public-private partnership approach to build and furnish schools

EXPECTED OUTCOMES AND PERFORMANCE INDICATORS:

- ❑ Building of 3500 schools as stated in the president's election program by 2011/12
- ❑ 2210 schools built and furnished through public-private partnership
- ❑ MoE school building plan completed through providing necessary resources and strengthening community participation
- ❑ Schools empowered to implement regular maintenance through providing necessary resources at the school level
- ❑ New and varied school designs introduced to be convenient for different local environments

C.1	Number of Classrooms to build					
	YEAR	Pre-Primary	Primary	Preparatory	General Secondary	Technical Secondary
سنة						
05/06	550	4,653	1,809	1,088	0	8,100
06/07	1,521	4,919	6,699	110	131	13,380
07/08	3,171	4,193	5,557	112	204	13,237
08/09	3,442	3,116	3,827	112	139	10,636
09/10	4,042	3,891	1,462	5,409	838	15,642
10/11	5,782	6,204	1,448	7,525	1,523	22,482
11/12	5,691	1,318	1,215	3,845	643	12,712
12/13	0	2,171	477	1,555	244	4,447
13/14	0	1,882	327	1,544	460	4,213
14/15	0	2,029	330	1,153	300	3,812
15/16	0	1,650	332	984	199	3,165
16/17	0	749	330	900	138	2,117
Tot Plan	22,128	18,722	13,509	17,003	3,347	74,709
Year. avg	4,400	3,700	2,700	3,400	700	14,900

Policy Matrix for School Construction

Objective	Targets	Activities	Timeline					Management
			7/8	8/9	9/10	10/11	11/12	
7.1 Design schools according to specific standard	7.1.1 Consider technical standards for appropriate school designs, building materials and room/space	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: <ul style="list-style-type: none"> • 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) • local and maintenance-friendly materials standards 						<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 • maintenance at decentralized level 						<ul style="list-style-type: none"> • MoE • MoE • MoE-PSPU • GAEB • MoE • GAEB
		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						
		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						
		7.2.1(e) Permit competition in unit costs, in negotiations between providers and governorates						
7.3 Improve decentralization through a mechanism for site selection,	7.3.1 Set up a plan to revise building sites	7.3.1 (a) Implement public donation campaigns						<ul style="list-style-type: none"> • Muderias • Idaras • PSPU • Idara
		7.3.1 (b) Revise GAEB site selection criteria, with major input from MoE and local authorities, in addition to GAEB						

Objective	Targets	Activities	Timeline					Management
			7/8	8/9	9/10	10/11	11/12	
school construction and maintenance		7.3.1(c) Permit and support individual school designs submitted through the steering committee, based on GAEB criteria						<ul style="list-style-type: none"> GAEB branches
	7.3.2 Decentralize the construction procedures	7.3.2(a) Enhance the capacity of the governorates to tender and contract for school buildings						<ul style="list-style-type: none"> 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						<ul style="list-style-type: none"> GTEPID GAEB
	7.3.3 Implement effective school maintenance plan	7.3.3(a) Support the decentralization of maintenance, community participation, and BoTs						
		7.3.3 (b) Explore restructuring the way maintenance is budgeted (keep school fee shares for maintenance at school level)						<ul style="list-style-type: none"> Muderias
		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						<ul style="list-style-type: none"> School
		7.3.3(d) Schools will submit their annual maintenance plan to the school district for review						<ul style="list-style-type: none"> Idara
		7.3.3(e) Consider matching funding as incentive for community mobilization						<ul style="list-style-type: none">
		7.3.3 (f) Assign GAEB branches, in collaboration with GTEPID, to inspect, advise, and supplement efforts of weaker communities and/or BoTs						<ul style="list-style-type: none"> PSPU GAEB branches
7.4 Set up a plan to manage school construction at decentralized level	7.4.1 Identify roles and responsibilities at decentralized level	7.4.1(a) Rehabilitate schools before handing over to BoT						<ul style="list-style-type: none"> MoE
		7.4.1(b) Support GAEB for the time being to utilize central budgets for rehabilitation and emergency maintenance						<ul style="list-style-type: none"> Governorate
		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						
		7.4.1(d) Implement reforms/recommendations gradually based on local/governorate readiness to take over additional responsibilities						<ul style="list-style-type: none"> Schools
		7.4.1(e) Introduce community/BoTs clearance (agreement against criteria) for school building, rehabilitation and maintenance works (major decentralization indicator)						<ul style="list-style-type: none"> GAEB
		7.4.1(f) Introduce market mechanisms and encourage competition (GEAB services upon request); consider the application of Law of Local						<ul style="list-style-type: none"> Governorate

Objective	Targets	Activities	Timeline					Management
			7/8	8/9	9/10	10/11	11/12	
		Admin. No.43 /1979						
		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 for 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						<ul style="list-style-type: none"> • MoE • MoF
		7.5.1 (b) Design support measures for private schooling						
		7.5.1 (c) Analyse the Private-Public Partnership (PPP) approach regarding: <ul style="list-style-type: none"> • costs in comparison to models in place • impact on decentralization and community/BoT participation • role of MoE and GAEB 						

Policy Matrix for School Construction

Objective	Targets	Activities	Timeline					Management
			7/8	8/9	9/10	10/11	11/12	
7.1 Design schools according to specific standard	7.1.1 Consider technical standards for appropriate school designs, building materials and room/space	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: <ul style="list-style-type: none"> • 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) • local and maintenance-friendly materials standards 						<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 • maintenance at decentralized level 						<ul style="list-style-type: none"> • MoE • MoE • MoE-PSPU • GAEB • MoE • GAEB
		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						
		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						
		7.2.1(e) Permit competition in unit costs, in negotiations between providers and governorates						
7.3 Improve decentralization through a mechanism for site selection,	7.3.1 Set up a plan to revise building sites	7.3.1 (a) Implement public donation campaigns						<ul style="list-style-type: none"> • Muderias • Idaras • PSPU • Idara
		7.3.1 (b) Revise GAEB site selection criteria, with major input from MoE and local authorities, in addition to GAEB						

Objective	Targets	Activities	Timeline					Management
			7/8	8/9	9/10	10/11	11/12	
school construction and maintenance		7.3.1(c) Permit and support individual school designs submitted through the steering committee, based on GAEB criteria						<ul style="list-style-type: none"> GAEB branches
	7.3.2 Decentralize the construction procedures	7.3.2(a) Enhance the capacity of the governorates to tender and contract for school buildings						<ul style="list-style-type: none"> 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						<ul style="list-style-type: none"> GTEPID GAEB
	7.3.3 Implement effective school maintenance plan	7.3.3(a) Support the decentralization of maintenance, community participation, and BoTs						
		7.3.3 (b) Explore restructuring the way maintenance is budgeted (keep school fee shares for maintenance at school level)						<ul style="list-style-type: none"> Muderias
		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						<ul style="list-style-type: none"> School
		7.3.3(d) Schools will submit their annual maintenance plan to the school district for review						<ul style="list-style-type: none"> Idara
		7.3.3(e) Consider matching funding as incentive for community mobilization						<ul style="list-style-type: none">
		7.3.3 (f) Assign GAEB branches, in collaboration with GTEPID, to inspect, advise, and supplement efforts of weaker communities and/or BoTs						<ul style="list-style-type: none"> PSPU GAEB branches
7.4 Set up a plan to manage school construction at decentralized level	7.4.1 Identify roles and responsibilities at decentralized level	7.4.1(a) Rehabilitate schools before handing over to BoT						<ul style="list-style-type: none"> MoE
		7.4.1(b) Support GAEB for the time being to utilize central budgets for rehabilitation and emergency maintenance						<ul style="list-style-type: none"> Governorate
		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						
		7.4.1(d) Implement reforms/recommendations gradually based on local/governorate readiness to take over additional responsibilities						<ul style="list-style-type: none"> Schools
		7.4.1(e) Introduce community/BoTs clearance (agreement against criteria) for school building, rehabilitation and maintenance works (major decentralization indicator)						<ul style="list-style-type: none"> GAEB
		7.4.1(f) Introduce market mechanisms and encourage competition (GEAB services upon request); consider the application of Law of Local						<ul style="list-style-type: none"> Governorate

Objective	Targets	Activities	Timeline					Management
			7/8	8/9	9/10	10/11	11/12	
		Admin. No.43 /1979						
		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 for 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						<ul style="list-style-type: none"> • MoE • MoF
		7.5.1 (b) Design support measures for private schooling						
		7.5.1 (c) Analyse the Private-Public Partnership (PPP) approach regarding: <ul style="list-style-type: none"> • costs in comparison to models in place • impact on decentralization and community/BoT participation • role of MoE and GAEB 						

***EARLY CHILDHOOD DEVELOPMENT
PROGRAM (ECDP)***

The Overall Goal

Provide quality education for children (4-5 years) and reaching 60% gross enrollment rate GER by the end of the strategic plan(2007/2008-2011/2012)

Program Objectives

Objectiv (1): Increase GER to cover 60% of age group 4- 5 years by the end of plan

Objective (2): Enhance the quality of the educational process in pre-primary education according to national standards

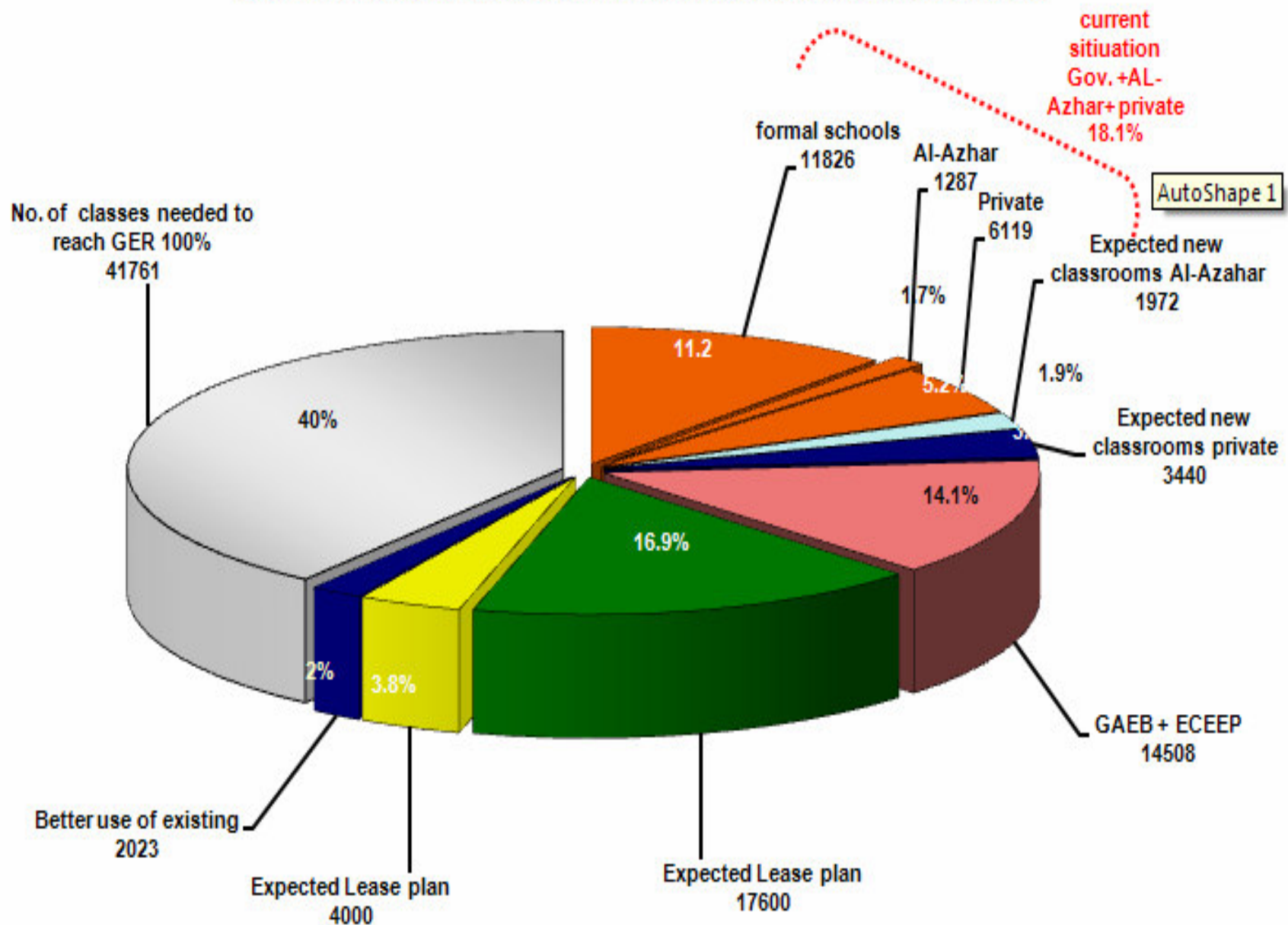
Objective (3): Revise the management system of pre-primary in order to achieve management independence from primary level

THE CURRENT SITUATION

Challenges:

- The current GER is 18.1% and it varies from governorate to another (rural or urban)
- Lack of coordination between the affiliated authorities, NGOs and private sector
- Lack of the needed infrastructure, financial and human resources.

plan for increasing GER in early childhood to reach 100% by 2011/2012



PROGRAM STRATEGIES

- ✘ Cooperate with civil society and donors to increase support directed to the EC level
- ✘ Increase enrollment rates through finalizing the implementation of the Early Childhood Education Enhancement project
- ✘ Increase the capacity of using the current classrooms
- ✘ Supporting poor families through reducing tuition fees to encourage sending children to schools. and set up a comprehensive strategy for raising the awareness of parents towards this level
- ✘ Increase quality through focusing on activities that support mental and spiritual improvement of children, while guarantee his right to play and enjoy. This helps improve the creative capability, mental capacities and multiple inelegancies of the child at this age
- ✘ Completion of the National Standards for EC and set up system for Monitor and evaluation
- ✘ Developing a cooperation and partnership protocol with concerned Ministries (Social Solidarity, Finance, Administrative Development and Information) to develop the institutional and regulatory capacity in the KG stage.

RELATIONSHIP WITH OTHER PROGRAMS

R. P	Increase GER to cover 60% of age group 4- 5 years by the end of plan			Enhance the quality of the educational process in pre-primary education according to national standards					revise the management system of pre-primary in order to achieve management independence from primary level	
	Provide 35107 classrooms for the early childhood stage to increase the GER up to 60% 2011/2012	Activate the civil society participation to increase the GER up to 60% by the end of 2011/2012	Reduce the tuition fees and exempting poor children to increase the GER up to 60% 2007/2008	Develop national standards for the early childhood stage By the end of 2007/2008	Recruit 77,672 well qualified and specialized female teachers (2 teachers/ classroom) by the end of 2011/2012	Train of 93,866 new and old teachers by the end of 2011/2012	Prepare educational activities and teacher's guide based on the national standards the end	Provide essential technological requirements by the end of 2011/2012	Enhance institutional capacity to achieve flexibility and in the context of decentralization approach by the end of 2007/2008	Support M&E systems through preparing a cadre of supervisors by the end of
Construction	X	X		X	X	X			X	X
HR/PD				X	X	X			X	X
Comprehensive Curriculum and instructional technology reform				X			X			
Technology				X			X			
M&E	X	X	X	X	X	X	X	X	X	X
Decentralization			X			X			X	X

OBJECTIVES AND MAIN ACTIONS

1- Increase GER to cover 60% of age group 4- 5 years by the end of plan

- ✘ GAEB in collaboration with ECEEP will build 14508 classrooms out of 38131 to reach GER by 14.1% by the end 2011/2012.
- ✘ It's expected that the Cabinet Educational Support Fund will donate LE 15 millions annually to lease 17600 classrooms to increase GER by 16.9% by the end 2011/2012.
- ✘ Encouraging community participation, NGOs, private sectors and donors to build extra 4000 classrooms to increase GER by 3.8% by the end 2011/2012.
- ✘ Making effective use of early childhood classrooms through re-operating 2023 to increase GER by 2% by the end of 2008/2009.
- ✘ It's expected that Al-Azhar and the private education sectors will increase the GER. It is expected that the private and Al-Azhar education will contribute with 5412 classrooms to increase GER by 5.2% by the end 2011/2012.
- ✘ Prepare a nationwide awareness campaigns to provide required support to build and equip classrooms through civil society and businessmen.
- ✘ Consider the tuition fees for KG stage on par with primary education stage (LE. 25/child).
- ✘ Implement special nutritional and health care programs for all enrolled children by the end of 2007/2008

2- Enhance the quality of the educational process in pre-primary education according to national standards

- ✘ Develop national standards for the early childhood stage by the end of 2007/2008
- ✘ Recruit 58740 qualified and specialized teachers (2 teachers/ classroom) by the end of 2011/2012
- ✘ Provide in –service training for all teachers starting at 08\09
- ✘ Prepare 1% of the teachers as ToTs (140 from all governorates).
- ✘ Train all supervisors for one week in monitoring and evaluation methods during the plan period
- ✘ Prepare educational activities and teacher’s guide based on the national standards by the end of 2007/2008
- ✘ Provide essential technological requirements for all classrooms by the end of 2011/2012

3- Develop the management system of pre-primary level in order to achieve management independence from primary level

- ✘ Form a committee to study the best approach to separate the early childhood budget from primary education budget.
- ✘ Provide training package programs to qualify teachers and school leaders by the end of 2007/2008.
- ✘ Restructure of the Early Childhood systems to achieve independence of EC management and define responsibilities and accountability.
- ✘ Support M&E systems through preparing a cadre of supervisors by the end of 2011/2012

Policy Matrix for Early childhood Education:

Objectives	Targets	Activities	Timeline					Management
			7/8	8/9	9/10	10/11	11/12	
8.1 Increase GER to cover 60% of age group 4- 5 years by the end of the plan	8.1.1 Increase GER of group 4-5 years to reach 60% by the end of 2011\2012	(8.1.1.a) Provide (38130 classrooms) for early childhood level over the span of the plan 2007/2008-2011/2012. <ul style="list-style-type: none"> •GAEB in collaboration with ECEEP will build 14508 classrooms out of 38130. This will contribute GER by 14.1% by the end 2011/2012. •<i>The Cabinet Educational Support Fund will donate LE 15 millions annually to lease 17600 classrooms (according to today’s price) to increase the GER by 16.9%.</i> •<i>Civil society and NGOs are required to offer extra 4000 classrooms to increase GER by 3.8% by the end of the plan.</i> •<i>Re-using 2023 early childhood classrooms, which are currently operating for other purposes (e.g. Teachers' room), to increase GER by 2 percentage points by the end of 2008/2009.</i> •<i>It is expected that the private and Al-Azhar education sectors will contribute with 5412 classrooms. This will increase GER by 5.2% by the end of the plan.</i> •<i>5691 now classrooms will be built in 2011/2012(to serve the new strategic plan) to raise the GER from 60% to 65%</i> <p>Note: The above calculations are based upon reaching an average ratio of 34 children/ classroom.</p>						<ul style="list-style-type: none"> • GAEB • Civil Society • Businessmen • Private Sector • Muderias
		(8.1.1.b) Provide maintenance for all classrooms.						
		(8.1.1.c) Assign priority for classrooms 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						
		(8.1.1.e) Issue an education stamp especially designed for early childhood to mobilize additional funding for this stage						
		(8.1.1.f) Conduct a survey to identify schools which have inactive KG classrooms by 07/08.						
	8.1.2 Increase civil society	(8.1.2.a) Equip donated rooms to make use of						

Objectives	Targets	Activities	Timeline					Management
			7/8	8/9	9/10	10/11	11/12	
	participation: families, communities, NGOs, and the private sector—to reach the GER up to 60% by the end of 2011/2012	them as part of the total equipped classrooms.						
		(8.1.2.b) Encourage room rent as early childhood classrooms.						<ul style="list-style-type: none"> • GAEB • ECEEP • Civil Society • Business men • Private Sector • Muderias
		(8.1.2.c) Conduct nation wide 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.						
	8.1.4 Implement special nutritional and health care programs for all children from of 2008/2009, onward	(8.1.4.a) Prepare and implement special nutrition and school health programs.						
		(8.1.4.b) Implement nutrition health care programs with the contribution of the government.						
		(8.1.4.c) Enhance contribution of civil society for caring of children and their nutrition.						
		(8.1.4.d) Increase the awareness of parents for hygienic health and nutrition						
		(8.1.4.e) Prepare awareness campaigns for businessmen to support nutrition of children by 2007 especially those in deprived areas.						
		(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	8.2.1 Develop and apply national standards for the	(8.2.1.a) Review, update and pilot KG national standards documents by the end of 2008 – 2009.						<ul style="list-style-type: none"> • MoE

Objectives	Targets	Activities	Timeline					Management
			7/8	8/9	9/10	10/11	11/12	
childhood education according to national standards	early childhood education by the end of 2008/2009	(8.2.1.b) Conduct awareness campaigns to foster the concept of national standards by the end of 2009.						
		(8.2.1.c) Print and disseminate early childhood education national standards to all schools.						
		(8.2.1.d) Form adhoc 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 2008.						
8.2.2 Recruit 58988 qualified teachers according to national standards during the plan period by 2011/12		Contract with (8.2.2.a) 6,781 teachers by the end of 2007/2008.						<ul style="list-style-type: none"> • MoE, • SMAD
		(8.2.2.b) 9,349 teachers by the end of 2008/2009.						
		(8.2.2.c) 9,424 teachers by the end of 2009/2010.						
		(8.2.2.d) 11,208 teachers by the end of 2010/2011.						
		(8.2.2.e) 22,226 teachers by the end of 2011/2012.						
		(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, through out the plan period		(8.2.3.a) Prepare training programs to train all teachers and supervisors						<ul style="list-style-type: none"> • MoE.
		(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 1% of the teachers as ToTs (140 from all governorates)						
		(8.2.3.e) Provide annual training for 50% of all inspectors for one week on monitoring and evaluation methods.						
8.2.4 Provide essential technological requirements by the end of 2011/2012		(8.2.4.a) Provide 20% of classrooms in each governorate with computer set and data show.						<ul style="list-style-type: none"> • MoE/TD C • New structure of CCIMD
		(8.2.4.b) Design a database for all early childhood level.						
		(8.2.4.c) Provide early childhood classes with porytage bags for each classroom.						

Objectives	Targets	Activities	Timeline					Management
			7/8	8/9	9/10	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 end of plan period	(8.3.1.a) Restructure the early childhood level to achieve independence from primary education						<ul style="list-style-type: none"> • 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.						<ul style="list-style-type: none"> • School
		(8.3.2.b) Implement the new M&E system.						

Basic Education Reform program

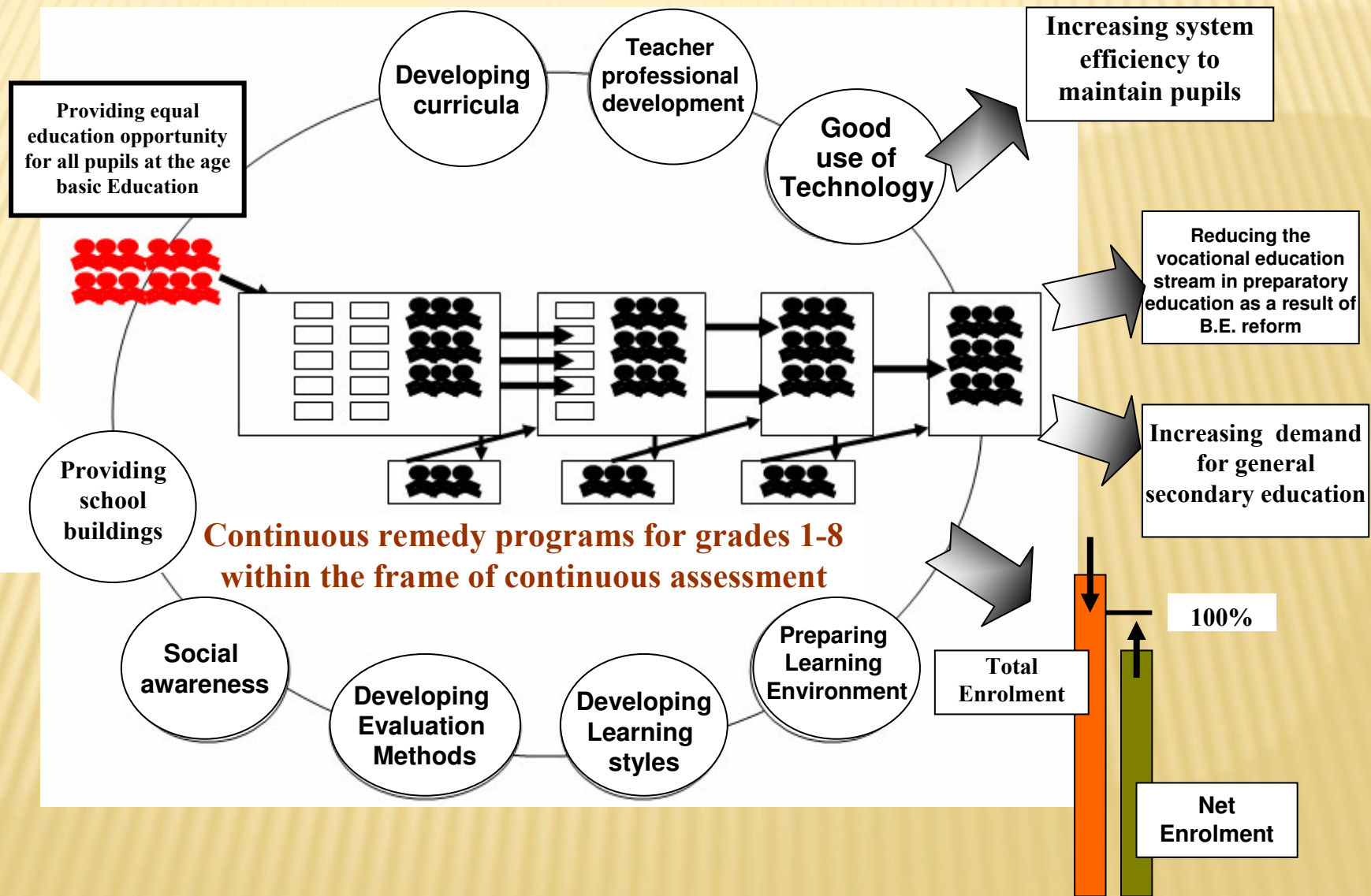
Overall Goal

Provide universal basic education and ensure equal and high quality educational opportunities for all students to enable them to acquire basic skills of reading, writing, mathematics, and science, develop their intellectual and creative abilities and provide them with basic skills of effective communication, values of dialogue, citizenship, tolerance and democracy

Issues and Challenges

- High class density and multi-shifts in some areas
- The use of traditional teaching methods
- Lack of effective professional development
- Huge number of administrative staff compared to teachers
- Lack of a system that encourages excellence and creativity

Basic Education Educational Component Reform



	Solve the problem of teachers' shortage					Develop societal awareness			
Priority Programs	Redeploy the persons who were trained as teachers but work as administrators	Redeploy teachers from relatively overstuffed schools to understaffed schools	Train the teachers of the vocational preparatory schools to work in general preparatory schools	Ensure that 100% of teachers in each Muderia deliver full work load	Improve the learning conditions in the overcrowded classrooms	Build public opinion	Give support to (BoT) in schools	Activate the role of social workers	Develop protocols between MoE and other concerned parties to support education
Community Education									
ICT									
School Based Reform					X				
Curriculum Reform and Development									
H.Rs & Professional Development	X	X	X	X	X				
M&E									
Construction									
Decentralization						X	X	X	X

Objectives and Main Actions

1. Achieve Universal Basic Education (UBE) for all children at the age of 6- 14;
 - Increase the net enrollment ratio to be at least 95% by the year 2011/2012:
 - Decrease student/classroom ratio gradually to reach 37 student/classroom as an average by 2011/2012, (the maximum will not be more than 40 pupil) through:
 - Establish 18700 primary classrooms by 2011/2012
 - Establish about 13500 preparatory classrooms by 2011/2012
 - Ensure that all one shift classrooms will operate as full day
 - Increase the full day schools that provide services to local community to be at least 25% of basic education schools by 2011/12.
 - Provide school feeding program for primary pupils.

2- Enhance basic education students' quality of life

- Provide nutrition and health care for basic education pupils in order to ensure their effective participation throughout the entire school year
- Improve students' social skills and practices

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..

- Develop and introduce curricula, instructional materials and content for primary education by 2009/10; and for preparatory education by 2010/2011.
- Reduce the number of textbooks by 20-40% in basic education schools by 2011/2012.

- 4 - Complete the on-going modernization of pedagogical methods and assessment of learning outcomes
- Complete the on-going comprehensive assessment system for all primary students, by the end of 2009/2010, and for all preparatory students by the end of 2010/2011 as follows: Grade 4 in 2007/2008; Grades 5 & 7 in 2008/2009; Grades 6 & 8 in 2009/2010; and Grade 9 in 2010/2011
 - Implement the national standardized achievement test on a sample of 10% of the Basic Education students, to identify the quality of the teaching/learning process.
 - Implement active learning approach in all primary schools by the end of 2009/2010, and all preparatory schools by the end of 2010/2011
 - Improve learning outcomes through better use of modern instructional technology and appropriate infrastructure throughout the plan period
 - Reduce the vocational education enrolment by 50% of the current students enrolled in 2006/07 during the years of the plan, and eventually eliminate this education by 2014/2015 .

5- Solve the problem of teachers' shortage and misdistribution in various specializations according the conditions of each Muderia.

- Redeploy the staff who were trained as teachers but work as administrators
- Redeploy teachers from overstaffed schools to understaffed schools, by 2011/2012.
- Train the teachers of the vocational preparatory schools to work in general preparatory schools
- Ensure that 100% of teachers in each Muderia deliver full work load (number of sections /week as foreseen by the ministerial decree 250/2006)
- Improve the learning conditions in the overcrowded classrooms through the plan period

6 - Develop societal awareness of the basic education reform and mobilize the whole community to ensure that educational development becomes a major societal issue.

- Build public opinion that supports the process of Basic Education Reform by 2007/8.
- 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.
- 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 2007/2008.
- Develop protocols between MoE and other concerned parties to support education, in general, and basic education in particular, starting in 2007/2008.

Back To Program Menu

Policy Matrix for Basic Education Reform

Objective	Targets	Activities	Timeline					Management					
			7/8	8/9	9/10	10/11	11/12						
9.1 Achieve Universal Basic Education (UBE) access for all children aged 6-14 to high quality educational opportunities.	9.1.1 Achieve Universal Primary Education by increasing the net enrollment ratio to at least 95% by the year 2011/2012.	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 Idara and community. Schools construction will be conducted in coordinated manner through creating an appropriate mechanisms which include MoE (planning function), governorate local authority (governor) and GAEB						<ul style="list-style-type: none"> GAEB in collaboration with Muderias 					
	9.1.2 Achieve Universal Preparatory Education by increasing the net enrollment ratio to be at least 95% by the year 2011/2012, through significantly reducing the dropout and repetition rates												
	9.1.3 Decrease pupils/classroom ratio gradually to reach 37 pupils /classroom on average by 2011/2012, no class should have more than 40 pupils with only a single teacher.	9.1.1, 2, 3 (b) Establish 18700 primary classrooms by 2011/2012 (considering the special code for children with special needs, see children with special needs chapter) to cater for the following: 14650 classrooms to decrease class density and serve deprived areas, besides establishing more experimental schools in different governorates; and 3550 classrooms for replacing and renewal; and 500 classrooms to replace rented classrooms.											<ul style="list-style-type: none"> GAEB in collaboration with Muderias
		9.1.1, 2, 3 (c) Establish about 13500 preparatory classrooms by 2011/2012 (considering the special code for children with special needs, see children with special needs chapter) as follows: 12000 classrooms to face overpopulation, decrease class density and serve deprived regions, 250 classrooms to replace rented ones, and 1250 to replace and renew old classrooms											
	9.1.1, 2, 3 (d) Set-up a taskforce team within each Madeira to mobilize community support (businessmen, parents, foundations, NGOs) for							<ul style="list-style-type: none"> Muderias 					

Objective	Targets	Activities	Timeline					Management
			7/8	8/9	9/10	10/11	11/12	
		construction and equipment. This team will operate within the framework of the plan implementation mechanism throughout the plan period.						
		9.1.1, 2, 3 (e) Encourage the private sector to increase the establishment of Distinguished Experimental Schools through creating the appropriate conditions (rules, regulations, incentives, and criteria) for partnership between public and private sector by the end of 2007/08 .						<ul style="list-style-type: none"> MoE Muderias
	9.1.4 Ensure that all one shift classrooms will operate as full day workload	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.						<ul style="list-style-type: none"> Muderias
		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 Encourage full day schools to provide services to their local community (at least 25% 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						<ul style="list-style-type: none"> Muderias Idaras
		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						<ul style="list-style-type: none"> 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.						<ul style="list-style-type: none"> MoE Muderias
		9.2.1(b) Improve health care system						
		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	9.3.1 Develop and introduce curricula, instructional materials and content for primary education by 2009/10; and for preparatory education	9.3.1(a) Develop and introduce new curricula for primary and preparatory schools as follows: Grades (1,2, & 3) in 2006/2007 Grade (4) in 2007/2008, Grades (5&7) in 2008/2009, Grades (6&8) in 2009 /2010 and						<ul style="list-style-type: none"> The new structure of CCIMD

Objective	Targets	Activities	Timeline					Management
			7/8	8/9	9/10	10/11	11/12	
standards to support active learning, comprehensive assessment and integrate technology.	by 2010/2011.	Grade (9) in 2010/11. (See also Curriculum Reform chapter).						
	9.3.2 Provide in-service training programs for 100% 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
		2.3.2 (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% of teachers in basic education on the developed curricula by 2011/2012. (See also HRD chapter)						• HRD sector
	9.3.3 Reduce the number of textbooks by 20% in basic education by 2011/2012	9.3.3 (a) Reduce the number of book sets by 40% in grades 1-3 in 2006/2007.(See also Curriculum Reform chapter).						• The new structure of CCIMD
		9.3.3 (b) Reduce the number of book sets by 25% in grades 4-6 during 2007/08, 2008/09 and 2009/10 respectively. (See also Curriculum Reform chapter).						• The new structure of CCIMD
		9.3.3 (c) Reduce the number of book sets by 20% in grades 7-9 during 2008/2009, 2009/2010 and 2010/2011 respectively. (See also Curriculum Reform chapter).						• The new structure of CCIMD
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 sector participation and decentralization of instructional materials distribution at governorates, districts and school level. (See also Curriculum Reform chapter)							• MoE	
9.4 Complete the on-going modernization of pedagogical methods and	9.4.1 Complete the on-going comprehensive assessment system for all primary schools pupils, by the end of 2009/2010, and	9.4.1 (a) Provide a set of guide books for comprehensive assessment (the guide books also include the related aspects of active learning) in all basic education schools as follows: Grade					<ul style="list-style-type: none"> • MoE • The new structure of CCIMD 	

Objective	Targets	Activities	Timeline					Management
			7/8	8/9	9/10	10/11	11/12	
assessment of learning achievement.	for all preparatory schools pupils by the end of 2010/2011 as follows: Grade 4 in 2007/2008; Grades 5 & 7 in 2008/2009; Grades 6 & 8 in 2009/2010; and Grade 9 in 2010/2011.	4 in 2007/2008; Grades 5 & 7 in 2008/2009, Grades 6 & 8 in 2009/2010; and Grade 9 in 2010/2011. (See also Curriculum Reform chapter)						
		9.4.1(b) Train 100% of basic education teachers on comprehensive assessment through a cascade model and provide financial recourses from the governorates education budget as follows: training primary school teachers in 2007/2008 and preparatory school teachers in 2008/2009. (See also SBR and HRD chapters)						• HRD sector
		9.4.1 (c) Replace the grade six traditional examinations with the Comprehensive Assessment by 2010/2011.						• Basic education sector
		9.4.1 (d) Pilot abolishing of the grade nine examination in three governorates for streaming pupils into Gen./Tech. secondary according to their competencies by 2011/2012.						• Basic education sector
	9.4.2 Implement new national standardized achievement tests on a sample of 10% of the Basic Education pupils, to identify the quality of the teaching/learning process, starting with 2008/2009 and adding 6 th and 8 th grades by 2010/2011	9.4.2, (a) Train the necessary cadres for the implementation of the National Standardized Achievement Test 2009/2010						• 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.						• NCEEE
	9.4.3 Apply active learning approach in all primary schools by the end of 2009/2010, and all preparatory schools by the end of 2010/2011 as follows: Grade 4 in 2007/2008; Grades 5 & 7 in 2008/2009; Grades 6 &	9.4.3 (a) Train 100% of basic education teachers on active learning approach through a cascade model and provide financial recourses from the governorates education budget as follows: training primary school teachers in 2007/2008, and preparatory school teachers in 2008/2009. (See also HRD chapter)						• HRD sector

Objective	Targets	Activities	Timeline					Management
			7/8	8/9	9/10	10/11	11/12	
	8 in 2009/2010; and Grade 9 in 2010/2011.	9.4.3 (b) Adapt classrooms equipment and furniture as follows: – grade 4, in 2007/2008 – grades 5,7 in 2008/2009 – Grades 6, 8 in 2009/2010. – Grade 9 in 2010/2011. (See also SBR chapter)						• GAEB
		9.4.3 (c) Provide each basic education classroom with the necessary materials for implementing the active learning approaches. (See also SBR chapter)						• The new structure of CCIMD
		9.4.3 (d) Complete providing all basic education schools with science labs. (See also SBR chapter)						
		9.4.3 (e) Continue providing all basic education schools with the necessary activity rooms. (See also SBR chapter)						• GAEB
		2.4.3 (f) Continue providing all basic education schools with the necessary libraries. (See also SBR chapter)						• GAEB
		9.4.3 (g) Develop and implement remedial programs for slow learners continuously. (See also HRD chapter)						• General education sector
		9.4.3 (h) Develop and implement enrichment programs for talented pupils throughout the plan period.						• School
9.4.4 Improve learning outcomes through better use of modern instructional technology and appropriate infrastructure throughout the plan period	2.4.4 (a) Continue providing all basic education schools with the necessary technology equipment. (See also Technology chapter)						• Technology sector	
	9.4.4 (b) Train 50% of basic education teachers on the use of technology through various approaches (distant training, face to face and cascade model) by 2011/2012 . (See also Technology and HRD chapters)						• HRD sector	
9.4.5 Reduce the vocational preparatory school enrolment (currently about 5% of pupils at this	9.4.5 (a) Prepare a plan to transform vocational preparatory schools to be part of the general basic education schools by 2007/2008.						• General education sector	

Objective	Targets	Activities	Timeline					Management
			7/8	8/9	9/10	10/11	11/12	
	level) by half (considering 2006/2007 as the base year) by 2011/2012 and set a trajectory to eliminate them by 2014/2015.	9.4.5 (b) Implement the plan of transforming the vocational preparatory schools gradually to general preparatory schools by 2008/2009.						
9.5 Solve the problem of teachers' shortage and uneven deployment completely in various specializations according to the conditions of each Muderia.	9.5.1 Redeploy the persons who were trained as teachers but work as administrators.	9.5.1(a) Take the necessary administrative measures (including incentives, teachers cadre and regulations) to transfer a maximum of 50% of administrators with teaching background to be permanent teachers, taking into consideration the circumstances of each Muderias and Idara. (See also HRD chapter)						<ul style="list-style-type: none"> MoE Muderias
		9.5.1 (b) Train 100% of teachers who transferred from administrative positions to work as permanent teachers in schools by 2011/2012 (See also HRD chapter)						<ul style="list-style-type: none"> HRD sector Muderias
	9.5.2 Redeploy teachers from relatively overstaffed schools to understaffed schools, by 2011/2012	9.5.2 (a) Conduct a survey to identify all over staffed and understaffed schools starting by 08/09. (See Activity 2.1.1 (a))						<ul style="list-style-type: none"> Muderias Idara
		9.5.2 (b) Prepare and implement measures for appropriate redeployment of teachers (See Activity 2.1.1 (a))						
	9.5.3 Train the teachers of the vocational preparatory schools to work in general preparatory schools.	9.5.3 (a) Train 100% of teachers who are transferred from vocational preparatory schools to general preparatory schools on new curricula and pedagogy. (See also HRD chapter)						<ul style="list-style-type: none"> HRD sector
	9.5.4 Ensure that 100% of teachers in each Muderia deliver full a work load (number of sections /week as foreseen by ministerial decree 250/2006).	9.5.4 (a) Conduct a special survey to identify the cases of concern and reasons by 08/09. (See Activity 2.1.1 (a))						<ul style="list-style-type: none"> Muderias
9.5.4 (b) Strengthen and, if necessary, revise rules and regulations which empower the M&E process at Muderia, Idara and school level to ensure that each teacher delivers his/her full work load. (See also M&E chapter)								

Objective	Targets	Activities	Timeline					Management
			7/8	8/9	9/10	10/11	11/12	
	9.5.5 Improve the learning conditions in overcrowded classrooms through the plan period	9.5.5 (a) Conduct a survey to identify the over crowded classrooms (cases with more than 50 pupils /classroom) by 2008/09. (See Activity 2.1.1 (a))						• Muderias
		9.5.5 (b) Put in place appropriate administrative measures to assign a second teacher to each over crowded classroom (See also HRD chapter)						• Muderias
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.	2.6.1 Build public opinion that supports the process of Basic Education Reform by 2007/8.	9.6.1 (a) Form a team at each Muderia composed of five cadres to develop community and parental awareness to improve retention rates in basic education by the end of 2007/8. (See also HRD chapter)						• HRD sector
		9.6.1 (b) Train the five cadres in each Muderia centrally for two weeks in 2007/2008; 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
	2.6.2 Give support to (BoT) 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 2.2.1 (a))						• HRD sector
		9.6.2(b) Conduct a survey to measure how well perceptions of the rates of return of education match with the reality						
		9.6.2 (c) Train two representatives of each BoT within each Idara centrally in 2007/2008 on supporting basic education reform and implementing the new teaching/learning strategies. (See also HRD chapter)						• HRD sector
		9.6.2 (d) Organize workshops for members of BoTs, teachers and parents to develop awareness towards basic education. (See also HRD chapter)						• Muderias

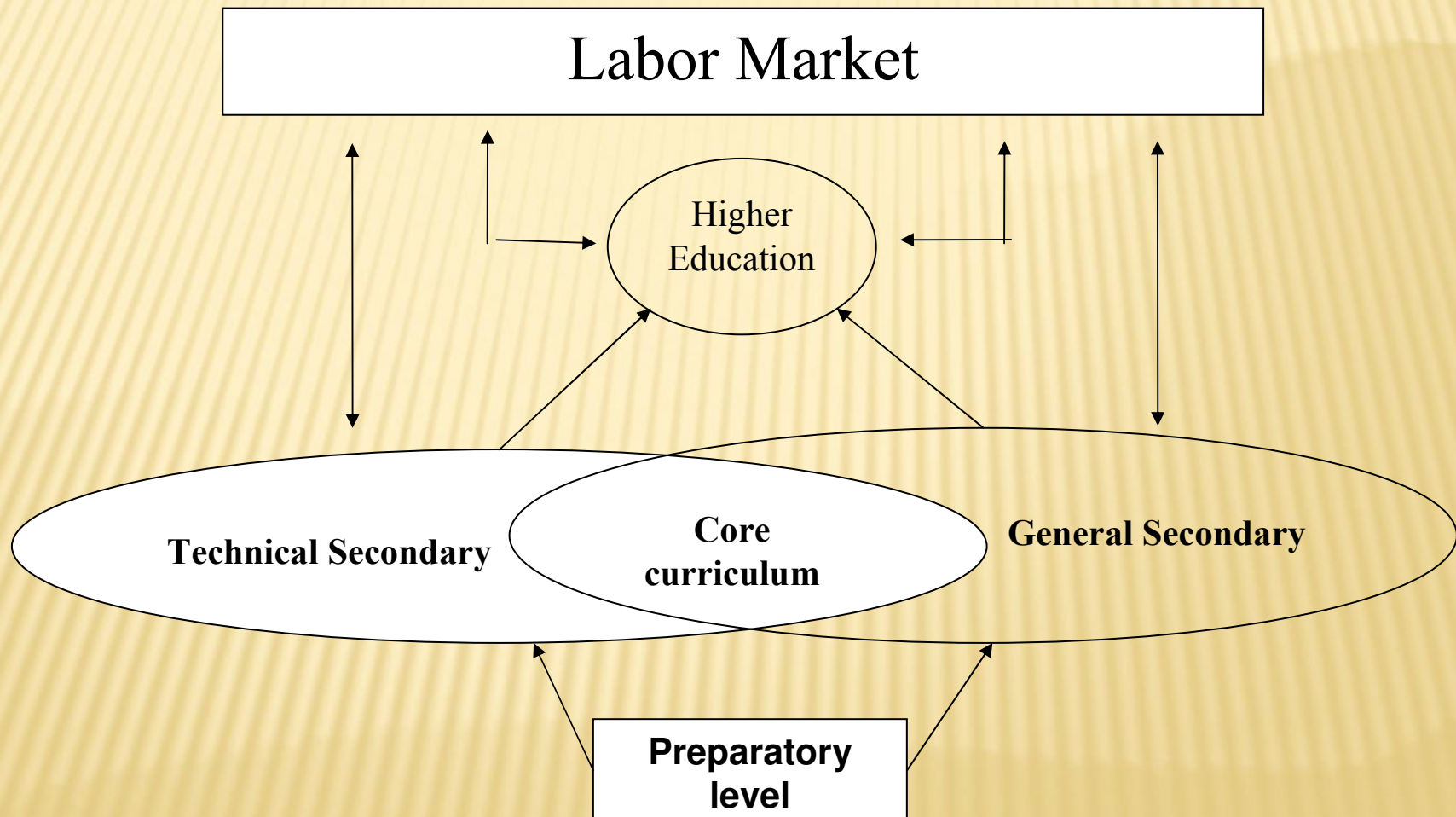
Objective	Targets	Activities	Timeline					Management
			7/8	8/9	9/10	10/11	11/12	
	9.6.3 Activate the role of social workers in basic education schools to play a new role in changing teachers' attitudes, and supporting implementation of new practices by 2007/2008.	9.6.3(a) Train social workers within each school on changing teachers' attitudes, and supporting implementation of new Practices by 2007/2008. (See also HRD chapter)						<ul style="list-style-type: none"> • HRD sector
	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 in 2007/2008. Ensure these partnerships have proper legal and regulatory basis and are officially spelled out as necessary (e.g., through memos of understanding or other agreements.	9.6.4(a) Design a national work plan through cooperation between MoE and other concerned parties in 2007/2008.						<ul style="list-style-type: none"> • MoE
9.6.4(b) Conduct an annually media campaign to support basic education and encourage children to complete schooling.							<ul style="list-style-type: none"> • MoE 	
9.6.4 (c) Conduct conferences and forums at national level to support basic education.							<ul style="list-style-type: none"> • MoE • Muderias 	
9.6.4 (d) Encourage community leaders to play a vital role to raise public awareness.							<ul style="list-style-type: none"> • MoE • Muderias 	

***SECONDARY EDUCATION LEVEL
DEVELOPMENT PROGRAM***

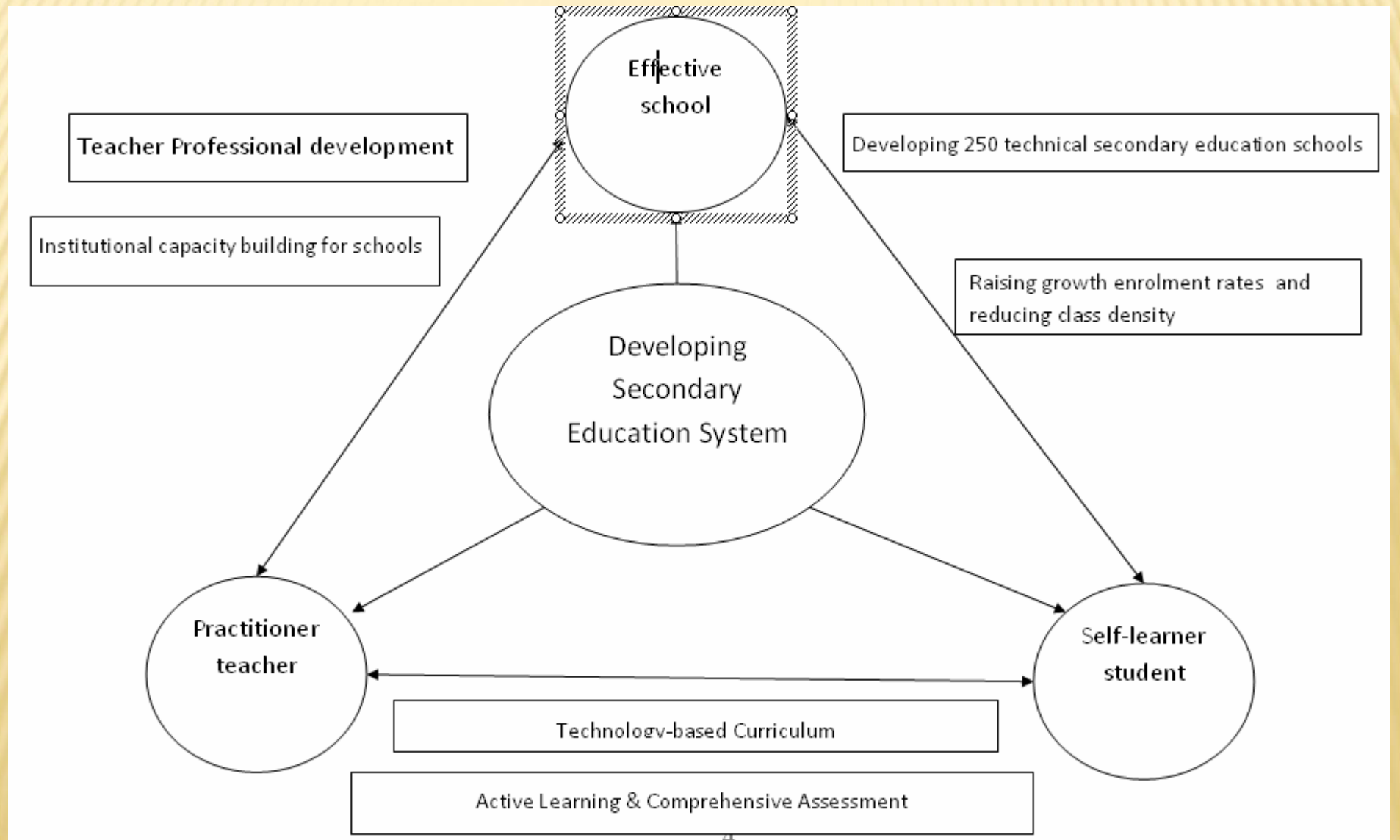
THE OVERALL GOAL

Modernize the secondary education level (General/Technical) and provide students with the necessary skills, knowledge, and scientific and practical competencies for lifelong learning, active citizenship, and modern labor market, and create balance and integration between all types of secondary education (General, Technical & Vocational) and increase the current GER which is 72.1% by 10% to reach 82.1% by the year 2011/12

SECONDARY EDUCATION CORE CURRICULUM



SECONDARY EDUCATION MAIN OBJECTIVES



RELATIONSHIP WITH OTHER PROGRAMS



Program Objective	Raising the rate of total enrolment in secondary education	Developing secondary education system	Developing 250 technical education schools		Modernizing secondary education curricula			Modernizing teaching and learning strategies	Institutional capacity building of secondary education schools			Building Teachers' Capacity
	Reducing class density in secondary education and raising gross enrolment rate in secondary education	Achieving flexibility in connecting secondary education (general/technical) with prep stage	Building ten experimental categorical schools	Refurbishing and modernizing 190 technical schools and furnishing them with modern equipment	Finishing preparation of secondary education curricula frameworks	Applying the system of accredited hours together with the academic guide in secondary schools	Increasing the time frame for non-curricular activities in study plan	Applying comprehensive evaluation in secondary education	Enhancing board of trustees' institutional capacity in general secondary schools	Rational governance and support of community participation	to better the outlook of society on technical education	Raising the competency of secondary education teachers
Decent.									*	*		
Tech.				*								
Curricula					*	*	*					
H.R.												*
Building schools	*		*									
Basic education		*										
S.B.R.											*	5
M&E								*				

OBJECTIVES MAIN AND ACTIONS

1. **Develop the two streams of secondary education and transform it into an open system based on current global trends**
 - ✘ Achieve a coherence between general secondary education and technical secondary education by:
 - + Introducing a common core curriculum
 - + Creating an open system which provides possibility to switch from general secondary to technical secondary and vice versa
 - ✘ Revise the formal links between the two streams of secondary education and the preparatory level by putting in place a more inclusive admission approach to secondary education. This approach will be piloted during 2007/08 and 2008/09 and generalized starting 2009/10 and completed by 2011/12.

2. Provide secondary education for all preparatory school graduates (290,651 students in 2007/2008 and 1,148,198 students in 2011/2012) to ensure appropriate balance between general and technical secondary

- ✘ 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.
- ✘ Assign priority to provide secondary education for deprived areas so that up to 50% of construction of new secondary school provide service to poor areas.
- ✘ Reduce Student/classroom ratio to a ceiling of 40 student/classroom.
- ✘ Increase the number of schools operating full day from 61.3% to 80% by 2011/2012.

3- Modernize the secondary education curriculum (general and technical) to reach a flexible curriculum based on active learning relying on supporting the use of technology in the education process and enabling students to acquire life skills, critical thinking and scientific research skills, as well as skills for the jobs required in the modern labor market.

- ✘ Complete the preparation of the new curriculum and establish a common scientific cultural base for all students in the secondary education to reduce the gap between general and technical education by identifying a core curriculum during 2007/08 and start the implementation in 2011/2012..
- ✘ Enhance extracurricular activities in the weekly study plan beginning 2009/2010.
- ✘ Provide and test new more efficient ways of publishing (production and distribution) instructional materials to be completed by the end of 2009/10

4- Achieve pedagogical paradigm shift in the fields of:

Teaching/Learning +

Assessment methods +

IT in Education +

Develop and modernize the education and learning strategies in all subjects to achieve the integration of active learning, support activities and scientific research and merge them into the educational system starting 2009/10 to 2011/12, through training 10% of secondary education teachers on active learning and support pedagogical activities by the beginning of 2007/2008. ✘

Apply the National System for Assessment which includes: +

Comprehensive assessment +

National standardized-test assessment +

International assessment on the three years of the secondary education level in an adequate and suitable manner for this level by 2010/2011. +

Equip all schools with adequate modern technology, through equipping 50% of technical secondary schools with appropriate technology including 10 computers, data show projector and a screen and equipping 1072 general secondary schools with mobile computer network of ten computers ✘

5- Enhance secondary education students' quality of life

- Improve students' political and social skills and practices +
- Encourage students to participate in student board and union +
at the school level
- Improve students' health and nutrition systems +
- Restructure the current system for school health care +
- Provide secondary education students with a healthy meal +
through the school feeding program

6- Provide professional development for secondary teachers in the light of the modern pedagogical approaches and professional practices

Provide in-service training for teachers for at least two weeks each ✕ year in addition to the specialized training such as new curriculum or comprehensive assessmentetc, throughout the plan period 2011-2012. Handle the problem of misdistribution of teachers in the secondary level.

Train 10% of teachers annually on the use of the developed curricula ✕ and instructional technology.

Provide regular in-service training for 20% of teachers each year to ✕ reach 100% of them by 2011/2012

Provide professional development for all secondary education ✕

7- Build the institutional capacity in light of:

- Decentralization.

-Community Participation.

Strengthen the authority, responsibility and accountability at ✕
Muderia, Idara, and school level by shifting certain functions and
tasks of the management of the teaching learning process to these
decentralized levels, and Enhance good Governance through
community participation by strengthening the capacity of BoTs in all
secondary schools by the end of 2009/2010.

Raise awareness of parents, governmental agencies, NGOs, and the ✕
civil society at large for the importance of technical education by the
end of 2010.

8- Improve the general secondary education certification system (Thanwyia Amma) in collaboration with the MoE and MoHE

- ✘ Modernize the testing and assessment system of the general secondary certificate and the admission to university in coordination with the MoHE and build proficiency tests and technical measuring tools necessary to provide objectivity for assessment in the new system by the NCEEE in 3 years starting 2008/2009.
- ✘ Develop a base for harmonization between the literature and scientific streams of the general secondary education level through narrowing the gap between specializations and leave 10% for elective subjects among all streams of secondary education, in addition to the 50% core curriculum for the whole level by 2010/2011

9- Improve the examination and assessment system of the technical secondary education based on the technical competencies and create a link between technical secondary and higher institutes and community colleges

- ✘ Improve the linkage between the technical secondary and technological institutes and community colleges through revising the examination and assessment systems.
- ✘ Build proficiency tests and technical measuring tools necessary to provide objectivity for assessment in the new system by the NCEEE in 3 years starting 2008/2009.

10- Integrate specializations in the technical secondary education to be oriented to the modern labor market

- ✘ Streamline of specializations (114) in the technical education into a smaller number of coherent specializations based on modern concepts of technical education by 2010 , taking into consideration that The curriculum for the secondary technical education must be compatible with the national skills standards set by ministry of labor

11- Integrate the vocational secondary schools to the technical secondary schools and link them to the labor market

✘ link the vocational & technical secondary to industry in general and the labor market in particular in collaboration with public and private 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
- opportunities to join labor market

12- Provide innovative models to be the base for the future technical secondary education system that will be applied during the next five year plan 2012/13 – 2016/17.

- Transform five industrial schools into a “Productive School Model” to operate as a factory system by the end of 2010/2011.
- Expand the “Dual System Model” (Mubarak-Kohl) by transforming eight schools in the industrial and tourist regions by 2011/12
- Transform 27 schools under the “Unified School Model”. Schools at that model will have in addition to the core curriculum, a combination of general and technical courses, which are adapted to the local situation.

- 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 by the end of 2010/2011
- Transform six 3-years technical secondary schools, in six governorates, into a “Specialized Experimental Technical School Model” by the end of 2009/2010.
- ✘ Establish 31 schools to act as “Centers of Excellence model” through transforming 5-year industrial schools into advanced technology schools, at the rate of at least one center in each governorate by the end of 2010/2011.
- ✘ Develop a “Cluster-Schools Model” that consists of 172 schools, where school clusters cooperate together to achieve a viable secondary technical education institutions by 2010/2011

Policy Matrix for Secondary Education

Objective	Target	Activities	Timeline					Manager
			7/8	8/9	9/10	10/11	11/12	
10.1 Develop the two branches of secondary education and transform them into an open system based on current global trends	10.1.1. Achieve coherence between general and technical secondary education by: <ul style="list-style-type: none"> 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% of the curricula in the secondary education so that the two branches whereby all branches of secondary education will follow the same common core curriculum.						<ul style="list-style-type: none"> 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 and an open system to be in place by 2010/11						<ul style="list-style-type: none"> 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 completed 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 pupils in secondary level in accordance with their personal skills and competencies rather than on the basis of their grades alone.						<ul style="list-style-type: none"> MoE
		10.1.2.(b) Pilot the approach in three governorates to be accomplished by 2008/2009 and to be completed by 2010/11						<ul style="list-style-type: none"> MoE
10.2 Increase the GER in secondary education from 2,1% in 2006/07 by 20% to reach 82,1% in 2011/12 and ensure appropriate balance between general and technical secondary	10.2.1 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.	10.2.1(a) Construct schools (classrooms, laboratories, libraries, sports' facilities, meeting halls, ... etc).						<ul style="list-style-type: none"> MoE GAEB
		10.2.1 (b) Provide the necessary number of teachers by 2011/2012.						<ul style="list-style-type: none"> MoE
		10.2.1.(c) Provide teaching/learning materials required for each school, teacher and pupil.						<ul style="list-style-type: none"> MoE
		10.2.1.(d) Conduct a survey to determine the distribution of the required new schools among and within each Madeira by 2007/2008.						<ul style="list-style-type: none"> MoE GAEB

Objective	Target	Activities	Timeline					Manager
			7/8	8/9	9/10	10/11	11/12	
	<p>10.2.2 Assign priority to provide secondary education for deprived areas so that up to 50% of new construction of new secondary school benefits poor areas.</p> <p>10.2.3 Reduce pupils/classroom ratio to a ceiling of 40 pupils/classroom.</p> <p>10.2.4 Increase the number of schools operating full day from 61.3% to 80% by 2011/2012.</p>	10.2.1.(e) Conduct a survey to determine the appropriate redeployment of teachers in terms of geographic locations and in terms of subject matters by 2007/2008.						• MoE
		10.2.1.(f) Take the necessary measures to apply the results of the two surveys starting 2008/2009.						• MoE
		10.2.1.(g) Set-up a time plan to apply the policy of increasing the number of school hours per day in schools that will work as a full-day schools and mainstream that by the end of 2009/2010						• MoE
<p>10.3 Modernize the secondary education curriculum (general and technical) to reach a flexible curriculum based on active learning and relying on supporting the use of technology in the education process and enabling pupils to acquire life skills, critical thinking and scientific research</p>	<p>10.3.1 Complete the preparation of the new curriculum framework and establish a common scientific cultural base for all pupils 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 2011/2012.</p>	10.3.1.(a) Produce the new content of teaching/learning materials (textbooks, teacher guide, pupils 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: <ul style="list-style-type: none"> • Grade 10 by 2008/09 • Grade 11 by 2009/10 • Grade 12 by 2010/2011 (The Core Curriculum representing approximately 50% of the curriculum weight)						• MoE • The new structure of CCIMD
		10.3.1.(c) Test and implement the new curriculum by 2011/2012						• MoE • MoM
	<p>10.3.2 Set-up a plan to implement the credit hour system by 2010/2011.</p>	10.3.2.(a) Form a committee to submit a proposal to implement the Credit Hour System in the secondary education schools by 2007/2008						• MoE
		10.3.2.(b) Prepare a Guide Book 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 pupils						• MoE	

Objective	Target	Activities	Timeline					Manager
			7/8	8/9	9/10	10/11	11/12	
skills, as well as skills for the jobs required in the modern labor market. (See Curriculum Reform chapter)	10.3.3 Enhance extracurricular activities in the weekly study plan beginning 2009/2010.	10.3.3.(a) Provide the required equipment that would enable pupils to practice activities and hobbies and to deal with ICT according to the actual needs in 2009/2010.						<ul style="list-style-type: none"> MoE The new structure of CCIMD
	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 3 governorates starting in 2008/2009						<ul style="list-style-type: none"> MoE The new structure of CCIMD
		10.3.4.(b) Ensure private sector participation and decentralization of instructional materials distribution at governorate level.(See Curriculum Reform chapter)						<ul style="list-style-type: none"> MoE
10.3.5 Reduce the number of textbooks according to the international standards	See Curriculum Reform chapter							
10.4 Achieve pedagogical paradigm shift in the fields of: Teaching/Learning Assessment methods IT 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 <i>Note: For more details ,see chapters:</i> - <i>School Based Reform.</i> - <i>Curriculum Reform and Instructional technology.</i> - <i>Technology Development.</i>	10.4.1.(a) Promote and implement modern teaching techniques which use audio visual aids and simulators.						<ul style="list-style-type: none"> MoE SBR
		10.4.1.(b) Develop and promote pupils, teachers and administrators self-learning skills.						<ul style="list-style-type: none"> MoE
		10.4.1.(c) Train 10% of secondary education teachers on active learning and support pedagogical activities by the beginning of 2007/2008.						<ul style="list-style-type: none"> MoE
	10.4.2 Implement the following Assessment Systems: <ul style="list-style-type: none"> The comprehensive assessment The National Standardized Achievement Test 	10.4.2.(a) Establish a new system of assessment to achieve the on-going comprehensive assessment system and to integrate activities within the education process starting at 2008/09.						<ul style="list-style-type: none"> MoE The new structure of CCIMD
10.4.2.(b) Use pupils' projects as means of assessment in technical education, with focus on graduation projects starting at 2008/09.								

Objective	Target	Activities	Timeline					Manager
			7/8	8/9	9/10	10/11	11/12	
	<ul style="list-style-type: none"> The International assessment on the three years of the secondary education level in an adequate and suitable manner for this level by 2010/2011. (See Curriculum Reform chapter)	10.4.2.(c) Develop self-assessment skills in pupils, teachers and administrators.						
		10.4.2.(d) Establish standards for assessment in technical education linked to the National Competencies by 08/09.						
		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 3 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 on the first year of the secondary level						
10.4.3 Equip all schools with adequate modern technology. (See Technology chapter)	10.4.3(a) Provide (50%) of technical secondary schools (industrial and agriculture) with a computer lab (10 computers, data show and LAN).						<ul style="list-style-type: none"> MoE TDC 	
	10.4.3(b) provide (100%) of commercial secondary schools with 2 labs (10 computers, data show and LAN)						<ul style="list-style-type: none"> 	
	10.4.3 (c) Modernize the advanced science labs in 50% of general secondary schools						<ul style="list-style-type: none"> 	
	10.4.3(d) 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 pupil (3 stars level)						<ul style="list-style-type: none"> MoE TDC 	
10.5 Enhance secondary education pupils' quality of life	10.5.1 Improve pupils' political and social skills and practices	10.5.1(a) Encourage pupils to participate in pupil board and union at the school level						<ul style="list-style-type: none"> MoE
		10.5.1(b) Encourage pupils to participate in athletics and art activities						
	10.5.2 Improve pupils' health and nutrition systems	10.5.2 (a) Restructure the current system for school health care						
		10.5.2 (b) Provide secondary education pupils with a healthy meal through the school feeding program						

Objective	Target	Activities	Timeline					Manager
			7/8	8/9	9/10	10/11	11/12	
10.6 Provide professional development for secondary 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 assessmentetc, throughout the plan period 2011-2012	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.						<ul style="list-style-type: none"> MoE GAEB
		10.6.1.(b) Make use of national and advanced international experiences in training.						<ul style="list-style-type: none"> MoE
		10.6.1.(c) Train 10% 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.	10.6.2.(a) Issue the rules and regulations required to implement the teachers' cadre. (See H.R./PD chapter)						<ul style="list-style-type: none"> MoE HR
		10.6.2.(b) Provide regular in-service training for 20% of teachers every year to reach 100% of them by 2011/2012						
	10.7 Build the institutional capacity of secondary education schools in light of: - Decentralization. - Community Participation.	10.7.1 Strengthen the authority, responsibility and accountability at Muderia, Idara, 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					
10.7.2 Enhance good Governance through community participation by strengthening the capacity of BoT in all secondary schools by the end of 2009/2010.		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 2007/2008.						<ul style="list-style-type: none"> MoE
		10.7.2.(b) Train 10% of the BoTs members annually starting from 2007/2008.						<ul style="list-style-type: none"> MoE
10.7.3 Raise awareness of parents, governmental agencies, NGOs, and the		10.7.3.(a) Conduct workshops for leader in secondary schools and train them on how to serve the local community						<ul style="list-style-type: none"> Muderias Idaras

Objective	Target	Activities	Timeline					Manager
			7/8	8/9	9/10	10/11	11/12	
	civil society at large for the importance of technical education for integrating secondary technical schools' leavers into the economy for economic development at the local level and nationwide by the end of 2010	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						<ul style="list-style-type: none"> • Schools
	10.7.4 Increase the number of full-day secondary schools that provide services to local communities to reach at least 25% by 2011/2012	10.7.4(a) Organize and conduct conferences in collaboration with the productive and service institutions to provide awareness about the importance and means of developing secondary education (general and technical).						<ul style="list-style-type: none"> • MoE • Civil Society • NGOs ...etc
		10.7.3.(b) Implement a plan for media programs to improve the views regarding technical education.						<ul style="list-style-type: none"> • MoE
10.8 Improve the general secondary education certification system (Thanwyia 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						<ul style="list-style-type: none"> • 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 to pupils in the general secondary education certificate (Thanwyia Amma) by 2007/08						<ul style="list-style-type: none"> • MoE • 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 3 grades years starting 2008/2009.						<ul style="list-style-type: none"> • MoE • NCEEE
		10.8.1.(d) Issue new rules and regulations to extend the validity of completion of general secondary education certificate to allow youth join the labor market and to readmit to university education whenever needed, as long as they pass the admission test, by the beginning of						<ul style="list-style-type: none"> • MoE • The Affiliated Authorities

Objective	Target	Activities	Timeline					Manager
			7/8	8/9	9/10	10/11	11/12	
		2010/2011.						
	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% for elective subjects among all branches of general secondary education, in addition to the 50% core curriculum for the whole level.						• MoE
10.9 Improve the examination and assessment system of the technical secondary education based on the 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 revising 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 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 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 3 years starting 2008/2009.						• MoE • NEEE
		10.9.1.(d) Issue legislations to extend validity of completion of technical secondary education certificate to allow youth join the labor market and to reapply for technological institutes and community colleges by the beginning of 2010/2011.						• MoE
10.10 Integrate specializations in the technical secondary	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	10.10.1(a) Conduct a study through a specialized team by 2007/2008 to identify the new specializations that are oriented to the modern labour market .						• MoE
		10.10.1.(b) Form a technical and legal team to review the Education Law (139) by 2007/2008, and propose amendment						• MoE

Objective	Target	Activities	Timeline					Manager
			7/8	8/9	9/10	10/11	11/12	
education to be oriented to the modern labor market	2010	by the end of 2008/2009, in a fashion that is suitable for the objective, to stipulate the goals of technical education as to provide pupils 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 certain job through training in specialized training center, or obtain on-the-job training. P.S. The curriculum for the secondary technical education must be compatible with the national skills standards set by Ministry of Labor						
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 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 - 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 sector, and other affiliated stakeholders to study and submit a proposal on how to link technical & 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 bases for the future technical secondary education system that will be applied during the next five	10.12.1 Transform five industrial schools into a “Productive School Model” to operate as a factory system by the end of 2010/2011.	10.12.1.(a) Form a taskforce team to formulate a vision for this project during one year from the start of the plan and by the end of 2007/2008						• MoE
		10.12.1.(b) Designate and equip schools to be productive units to assist in dual processes of education and training by the end of 2010/2011						• 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 2011/2012.						• MoE
		10.12.2.(b) Link the specializations in those schools to the nature of activities in the neighboring factories and						• MoE

Objective	Target	Activities	Timeline					Manager
			7/8	8/9	9/10	10/11	11/12	
year plan (2012/13 – 2016/17)		corporations						
		10.12.2.(c) Sign agreements with neighboring corporations and factories to provide onsite training for pupils						• MoE
	10.12.3 Transform 27 schools under the “Unified School Model”. Schools at that model will have in addition to the core curriculum, a combination of general and technical courses, which are adapted to the local situation.	10.12.3.(a) Form a taskforce team to formulate a vision for this project by the end of 2007/2008, to: <ul style="list-style-type: none"> • Select one school in each governorate • Identify the financial, technical and human resources required for those schools. • Prepare and form the organizational structures of those schools. 						• MoE
		10.12.3.(b) Transform the schools by 2011/2012						• 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 the universities by the end of 2010/2011	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 2007/2008.						• 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 2008/2009.						• MoE
		10.12.4.(c) Prepare and formulate the structure of this school by the end of 2009/2010						• MoE
		10.12.4.(d) Establish the school by 2010/11						•
	10.12.5 Transform six 3-years technical secondary schools, in six governorates, into a “Specialized Experimental Technical School Model” by the end of 2009/2010.	10.12.5.(a) Set-up a plan for transforming the technical schools into experimental schools as a pilot project to be funded by parents in return for providing improved service in those 3 years schools by the end of 2007/2008.						• MoE
		10.12.5.(b) Start the implementation by 2009/2010.						• MoE

Objective	Target	Activities	Timeline					Manager
			7/8	8/9	9/10	10/11	11/12	
	10.12.6 Establish 31 schools to act as “Centers of Excellence Model” through transforming 5-years industrial schools into advanced technology schools, at the rate of at least one center in each governorate by the end of 2010/2011.	<p>10.12.6.(a) Complete the project covering 15 schools in cooperation with OPEC by the end of 2010/2011, in addition to 16 more schools by the end of 2015 funded by the African Bank and the State budget, in the following fashion:</p> <ul style="list-style-type: none"> Identifying those schools geographically. Determining the nature of those schools, their vision and mission. Changing the names of developed schools into "technological schools" rather than "technical schools". Providing the financial, technical and human resources required for those schools to match their new role. 						<ul style="list-style-type: none"> 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 2010/2011	<p>10.12.7.(a) Form a taskforce team to conduct a comprehensive study in 2007/2008 on:</p> <ul style="list-style-type: none"> The geographic locations of the schools to be modernized. An accurate numbering 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 2007/2008. 						<ul style="list-style-type: none"> MoE
		10.12.7 (b) Implement the modernization process for 127 schools by 2010/2011						<ul style="list-style-type: none"> MoE
		10.12.7 (c) Train and prepare qualified trained cadres to handle the new equipment before they arrive to schools by the end of 2008/2009						<ul style="list-style-type: none"> MoE
		10.12.7 (a) Develop contracts with some factories and corporations to provide the schools with equipment they dispose of and provide training opportunities on them by the end of 2009/2010.						<ul style="list-style-type: none"> MoE

***EDUCATION FOR GIRLS AND
OUT-OF-SCHOOL CHILDREN
PROGRAM***

THE OVERALL GOAL

Introduce quality educational opportunities, following the model of One Classroom Schools and Community Schools, 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

CURRENT SITUATION

- ✘ There are approximately 400,000 boys and girls at the school age of basic education (6-14) who are out of school.
- ✘ Schools to accommodate and cater for students in rural and urban underprivileged areas are needed, especially in small villages with no access to regular schools .
- ✘ Shortage in the number of schools that cater for children in difficult circumstances (Street Children).
- ✘ Existence of gender gap in some pockets, particularly in seven governorates

Program Strategy

The strategy calls for the establishment and provision of quality basic education to all children who are out of school and to support the Girls' Education Initiative, as mentioned above. To accommodate the number of children out of school (estimated as 400,000 in 2006), the number of schools required is estimated as around 13,333 using the One Classroom and Community School Model distributed in the 27 governorates. The establishment of these schools will be phased in at various rates (10% in the first year, 10% in the second, 30% in the third, 30% in the fourth, and 20% in the last year of the plan). This will be facilitated with the assistance of the local community and/or private businesses, NGOs and donors. Classrooms will be provided either by leasing or donation. MoE will focus on the maintenance of existing buildings and making the best use of community contributions. 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.

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 girls and all children at the school age (6-14) who are not included in the educational system or have dropped out of it, particularly in underprivileged rural and urban areas.

Objective (1)

Establish schools to provide access to all underprivileged children

Objective (2)

Provide sufficient number of trained managers, supervisors and facilitators in CBE institutions

Objective (3)

Produce and provide instructional materials within the national curriculum

Objective (4)

Provide a nutrition program for all children enrolled in CBE institutions during the five-year plan period

Objective (5)

Develop an effective management system for CBE in the MoE

Relationship with other programs

PP		Establish and operate 13,333 CBE schools	Recruit and adequately train staff	instructional materials within the national curriculum	nutrition program	Develop an effective CBE system at the MoE
Construction		X				
Curriculum				X		
M&E						X
Decentralization	H.R/PD		X		X	
	finance		X			
	Org/Admin. restructuring					X

OBJECTIVES AND MAIN ACTIONS

1- Establish schools to provide access to all underprivileged children

Establish and operate 13,333 CBE classrooms/schools, selectively distributed to locations/communities in the 27 governorates to accommodate 400,000 children, as estimated in 2006, who are not currently enrolled in regular basic education schools by 2012

2- Provide Sufficient Number of Trained Managers, Supervisors, and Facilitators in CBE institutions

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 ; and recruit 3,333 facilitators by 2012 to support schools under the National Girls' Education Initiative led by National Council for Childhood and Motherhood (NCCM).

Set-up and implement a professional development plan for all recruited staff at all levels

3- Produce instructional materials within the national curriculum that suit the context of underprivileged children

- * Review, produce and distribute books (at an average rate of 10 books/child or at a cost of L.E.69/child/year) over the five years of the plan, and as required by the number of schools established and operated under the plan
- * Review, produce, and distribute books to support the National Girls' Education Initiative (at a rate of 10 books/child/year or a cost of L.E.69/child/year) through the five years of the plan

4- Provide a nutrition program for all children enrolled in CBE institutions during the five year plan period

- * Produce nutrition 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
- * Prepare these meals on regular basis either by a high contribution of the local community or contracting the services to local food producers to ensure the daily needs of children are being met

5- Develop an effective management system for CBE in the MoE

- * Develop an organizational structure for CBE that includes marketing and fund-raising functions at both central and decentralized levels.
- * Mainstream the community schools in MoE system to be similar to one classroom schools.
- * Make use of the best practices of the currently existing community schools in the newly established community schools

Policy Matrix for Community Based Education for Out-of-School Children

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 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						<ul style="list-style-type: none"> 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 school/classrooms by 2011/12						
		11.1.1(d) Implement the plan and provide furniture, equipment, and technological facilities for 6000 school/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 education	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); and recruit 3,333 facilitators by 2012 to support schools under the National Initiative for Girls' Education.	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, 30,150 facilitators, and 13,333 general workers by 2012; (that is 4527 persons in first year; 4527 in second year; 13581 in third year; 13581 in fourth year; and 9054 in fifth year of the plan)						<ul style="list-style-type: none"> 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)						
11.3 Produce instructional	11.3.1 Modify, produce and distribute books (at an	11.3.1(a) Establish a mechanism within the MoE for regular						<ul style="list-style-type: none"> the new structure

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
materials within the national curriculum that suit the context of out-of-school children (See Curriculum Reform chapter)	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	updating of the curriculum to include instructional materials for CBE						<ul style="list-style-type: none"> of CCIMD CBE Department, MoE, MoE Book Sector
		11.3.1(b) Modify the existing instructional materials to include more current topics and teaching methodologies pertinent to the field						
		11.3.1(c) Modify and expand the vocational component in CBE in collaboration with Vocational 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 10 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 as 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						<ul style="list-style-type: none"> 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 level						<ul style="list-style-type: none"> MoE, MoF MSAD
		11.5.1(b) Specify and define the roles and responsibilities for the proposed "CBE-department" at both central and governorate level						
		11.5.1(c) Regulate and institutionalize the department's functions and posts at both central						

Objectives	Targets	Activities	Timeline					Management
			07/08	08/09	09/10	10/11	11/12	
		and governorate level						
		11.5.1(d) Recruit appropriately qualified staff for the department at both central and governorate level						
	11.5.2 Mainstream the community schools 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) Make use of the best practices of the currently existing community schools in the newly established community schools						
		11.5.2(c) Mainstream 3146 one classroom schools (3647 facilitators) and 43 girls' friendly schools (86 facilitators) during the plan period						

CHILDREN WITH SPECIAL NEEDS PROGRAM

THE OVERALL GOAL

Provide quality and equal educational opportunities for those with special needs and achieve inclusion of 10% by the end of the strategic plan.

CURRENT SITUATION

- × **The lack of reliable data, in terms of the number of children in this group, whose number, according to referring studies, is estimated at about 2 millions in 2006. Hence, 1,5% of children with special needs receive appropriate educational services within MoE in addition to Al - Azhar and NGOs**
- × **The lack of educational services for certain types of special needs e.g, multi-disabilities, brain penalization and autism.**
- × **Available tools and mechanism are not suitable for providing the right diagnoses for children of public schools**
- × **The lack of cadres (teachers – supervisors) trained on dealing with children with special needs**
- × **The negative societal attitudes that do not support inclusion culture**
- × **The difficulty of adjusting school environment (buildings – equipment) to be fully prepared**

Overall Goal

Provide equal and high quality opportunities to those with special needs and to achieve inclusion of 10% by the end of the strategic plan 2007\2008 – 2011\ 2012

Objective (1)
Inclusion of 10% of
children with special
needs at basic
education schools

Objective (2)
Providing supportive
learning environment

Objective (3)
Improving the quality
of education at 50%
of special education
schools

Relationship with other Programs



Related Programs	Inclusion of 10% of children at basic education					Improve the quality of special education schools				Provide supportive environment for education			
	Inclusion of 150800 disables at regular schools of basic education	establish 5040 resource rooms	train 29,280 Psychological and social specialists and 981 assistant teachers	recruit and train assistant teachers (an assistant teacher per 100 child)	and implementing, adopt multi level curriculum	establish an assessment and exams system For- disables	improve the quality of education 50% of special education schools	Innovate developing appropriate programs for sever disabilities	convert 200 special education schools into Resource learning centres	Perform a comprehensive survey for all students at early childhood stage	review and modify all current policies laws and legislations	plan and implement national campaign to raise awareness of inclusion	implement the unified engineering code for all targeted schools
Professional development			X	X				X	X				
Curricula and IT					X								
Technology						X							
M&E										X			
Kindergarten											X		
Decentralization						X							X
School-based Reform													
Basic education	X												
Secondary education		X	X	X			X		X				

OBJECTIVES AND MAIN ACTIONS

- ❑ Inclusion of 10% of children with special needs (mild disabilities) at basic education schools by 2011/2012
- ❑ Formation of a team from experts and people in charge for setting up standards of selecting schools and criteria for accepting students, in addition to tools of measurement
- ❑ Absorption of at least (152800) children which is equal to 10% at school age of those with special needs (movement disabilities, the short sighted, hard hearing and mild mental disability) at 5040 school in 252 Idara in all Egypt governorates by 2012
- ❑ Establish 5040 resource rooms equipped with teaching aids at targeted schools by 2012
- ❑ Train 29,280 teachers and social and psychological specialists to deal with diversity and differences of children by 2010
- ❑ Recruit and train necessary assistant teachers (quota of one assistant teachers per 100 children with disabilities to reach 1500 teachers during the five years plan)
- ❑ Adopt and implement, whenever necessary, multi-level curriculum to meet learners' needs at 5040 regular schools by 2012
- ❑ Establish an assessment and exams system to monitor children's progress by 2009

-
- ❑ Improve the quality of education at current special education schools and expand their role to include additional responsibilities by 2011\2012
 - ❑ Improve the quality of 50% of current special education schools by 2012
 - ❑ Innovate and develop appropriate programs for children with severe and multiple disabilities who can not be included in the regular education, at 400 special education schools by 2010
 - ❑ Convert 200 special education schools into Resource and Support Centers by 2010
 - ❑ Conduct a comprehensive survey at Early Childhood Stage in collaboration with Health Insurance Authority to diagnose the level of children disability during acceptance at primary schools by 2008, to provide the appropriate intervening for children who need.

3- Provide supportive environment for special needs education

Review and modify all current policies, laws, legislations, procedures regarding the education of children with special needs with a special focus on inclusive education by 2007

plan and implement national campaign to raise awareness targeted to decision makers, directors of education authorities, teachers and parents, regarding the inclusion of children with special needs by 2009

Implement the unified engineering code for all targeted schools whose number is 4050 by the five years plan

Policy Matrix for Education for Children with Special Needs

Objectives	Targets	Activities	Timeline					Management
			7/8	8/9	9/10	10/11	11/12	
12.1 Include 10% of children with mild disabilities in mainstream basic education schools and improve the quality of provision	12.1.1 Admit 10% of all school-age learners with disabilities (152,800 child) gradually in 5040 mainstream basic education schools distributed across 259 local administration (Idarah) by 2012 as follows: 10080 children in 2007, 20240 in 2008, 30480 in 2009, 40800 in 2010, and 51200 in 2011	12.1.1(a) Form a committee (20 working days) for 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 school year						<ul style="list-style-type: none"> • 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						
		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						
		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 stages by 2008						
		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 by 2008, in order to provide appropriate intervention for those in needs						
	12.1.2 Establish 5040 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 2007/08 and 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						
	12.1.3 Provide training and professional development to 29,280 teachers and 981 social	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						

Objectives	Targets	Activities	Timeline					Management
			7/8	8/9	9/10	10/11	11/12	
	and psychological specialists in the mainstream basic education schools to better deal with diversity and differences by 2010	12.1.3(b) Ensure that 29,280 teachers from the targeted 5040 schools are included in the training scheme of teachers to be completed by 2010						
		12.1.3(c) Train 981 social and psychological specialists in the mainstream basic education schools to better deal with diversity by 2010						
	12.1.4 Recruit and train 1526 assistant teachers (quota of one assistant teacher per 100 children with disabilities) gradually by 2011	12.1.4(a) Recruit 1526 assistant teachers to work with children in the mainstream basic education schools by 2011						
		11.1.4(b) Organise training programs for the assistant teachers to enable them to support the inclusion process by 2011, as follows: 100 teachers in 2007, 202 in 2008, 304 in 2009, 408 in 2010, and 512 in 2011						
	12.1.5 Adapt and implement, whenever necessary, multi-level curriculum to meet learners' needs in the targeted 5040 schools by 2011	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	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						
12.1.6 (b) Implement the new assessment criteria by 2010 (See M&E chapter)								
12.2 Improve quality of education in existing special education schools and expand their role	12.2.1 Improve the quality of 50% 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 5% of the special education schools (40 schools) to identify their strengths and training needs by 2007					<ul style="list-style-type: none"> • 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						
		12.2.1(c) Train 800 from special needs education teachers (2 from each school) as ToTs to design and implement school development plan by 2007						
		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						

Objectives	Targets	Activities	Timeline					Management
			7/8	8/9	9/10	10/11	11/12	
	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	12.2.2(a) Design and implement appropriate learning programs for children with mild, severe and multiple disabilities, and provide the necessary support to these program by 2010						
		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						
		12.2.2(c) Train 800 special education teachers (2 from each school) on implementing the new curriculum in 2009						
	12.2.3 Convert 200 special education schools into Resource and Support Centres by 2010	12.2.3(a) Train special education teachers to enable them to provide the needed specialised services (Speech Therapy, Physiotherapy, and Family Counselling) in the mainstream welcoming schools by 2009						
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	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						<ul style="list-style-type: none"> • GES • GASE • GA of NGOs • GAEB
		12.3.1(b) Issue the modified ministerial decrees, legislations and regulations upon approval by 2007						
		12.3.1(c) Develop and distribute manuals containing all laws and decisions regulating the inclusion of children with special needs by 2008						
	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	12.3.2(a) Develop and design materials for the media campaign and raising awareness programs						
		12.3.2(b) Organise and Implement awareness meetings targeting local education authorities and supervisors through video conferences and through the media						

OUTCOMES OF STRATEGIC PLANNING EFFORTS

EXPECTED OUTCOMES AND PERFORMANCE INDICATORS

- ❑ Improve student learning outcomes
- ❑ Increase the number of schools that will apply for educational accreditation
- ❑ Gradually increase the number of schools that apply school based management including finance and budget management
- ❑ Enhance school efficiency in finance, administration, monitoring and evaluation and EMIS
- ❑ Improve the performance of school leaders through training ToTs
- ❑ Develop the organizational structure of educational management
- ❑ Enhance the participation of BoTs to support school management

EXPECTED OUTCOMES AND PERFORMANCE INDICATORS

- ❑ Provide necessary resources to enable schools perform regular maintenance tasks
- ❑ Increase the number of schools which have laboratories, libraries and adequate equipment for educational activities
- ❑ Reduce class density and school shifts through:
 - Completing 2210 school buildings in cooperation with public and private sectors
 - Complete the implementation of MoE plan for school construction through providing the necessary resources and strengthening community participation

EXPECTED OUTCOMES AND PERFORMANCE INDICATORS

- ❑ Improve the system of curriculum development and updating
- ❑ Improve pedagogical quality of textbooks and instructional materials through 1) integrating IT and assessment with the subject content 2) Change the main focus of curriculum content to critical thinking and problem solving activities
- ❑ Reduce expenditure on printing textbook and instructional materials through improving current systems of printing and delivery of textbook and instructional materials to schools.

OUTCOMES ALREADY ACHIEVED THROUGH THE STRATEGIC PLANNING PROCESS

- ❑ The Egyptian version of the ANPRO Model was developed in consistence with the Egyptian current situation
- ❑ Educational strategic planning has started in some governorates
- ❑ Archiving and program management systems have been set up
- ❑ Implementation in some programs such as School Based Reform and Technology has already started
- ❑ Capacity building for more than 100 young MoE staff in the areas of strategic planning, data analysis and projection, program design, cost calculation, and monitoring and evaluation system development. Staff trained has been recognized as highly efficient by international experts.

OUTCOMES ALREADY ACHIEVED THROUGH THE STRATEGIC PLANNING PROCESS

- ❑ Build the awareness and the skills of governorate staff through participation in, and training during the plan preparation process. The participating governorates are:
 - ❑ Governorates which participated in priority program design: Cairo – Alexandria – Gharbia – Fayoum – Menia – Qalyubia – Beheira – Sharquiya – Ismailia
 - ❑ Governorates where staff has been trained to use the ANPRO Model: Alexandria – Gharbia – Monofiya – Qalyubia– Beni Soweif – Fayoum - Menia

IMPLEMENTATION OF THE PLAN AT THE GOVERNORATE LEVEL

- ❑ All governorate will create their own plans within the framework of the national strategic plan
- ❑ Implementation will be flexible and decentralized in the light of governorate plan and priorities
- ❑ Each governorate will prepare its own annual executive plan
- ❑ Quarterly review reports on the plan implementation will be introduced to measure progress and to propose solutions for problems facing implementation
- ❑ Preparing the next year executive plan in the light of the quarterly review reports feedback

SUPPORTIVE FACTORS FOR PLAN IMPLEMENTATION

- ❑ Building of a supportive public opinion through effective awareness campaigns
- ❑ Set up of a Monitoring and Evaluation system
- ❑ On-going professional development system
- ❑ Flexibility and the ability to cop with changes
- ❑ Provision and best use of financial resources
- ❑ Empowering the authority, responsibility, and accountability of Muderias, Idaras and schools to achieve better educational resources management
- ❑ Supporting development partners
- ❑ Political support

MANAGING PLAN IMPLEMENTATION

The plan implementation organizational structure:

- ❑ Organizational structure at the central level
- ❑ Organizational structure at the decentralized (Governorate) level
 - ❑ Quality department at the Idara
 - ❑ Quality unit at schools

Government of Egypt

Minister of Education

Governors

Committee of Partners

CP

National Education Plan Implementation Committee

NEPIC

Governorate Education Plan Implementation Committee

GEPIC

MOE/Central Level

Muderia Level

Policy & Strategic Planning Unit PSPU

Strategic Planning Working Group

SPWG

Implementation Support Working Group

IWG

Monitoring & Evaluation Working Group

MEWG

Governorate Educational Planning & Implementation Unit GEPIU

Monitoring & Evaluation Working Group Governorate Group

MEWG

Implementation Working Group

Planning Working Group

PWG

NATIONAL EDUCATION STRATEGY

NES

Idara Quality Department

School Quality Unit

NEXT STEPS

Work in cooperation with governorates will start during the coming phase as follows:

- ❑ Prepare the implementation plan for the first year 2007/08
- ❑ Provide technical support for governorates to assist them in preparing their local strategic plans, starting July, 2007
- ❑ Provide technical support for governorates to assist them in the implementation of the School Enhancement Program and the preparation for Educational Accreditation (10% of schools during 2007/08)