

Supporting Egypt Education Reform Project

Egypt has launched an education reform program aimed at bringing learning back to the classroom. The “[Supporting Egypt Education Reform Project](#)” was launched to support this home-grown reform program which seeks to improve teaching and learning conditions in public schools. Egypt’s education reform program is an integral element of the country’s [Sustainable Development Strategy, Egypt Vision 2030](#).

The project is financed by a US\$500 million loan from the International Bank for Construction and Development (IBRD). To achieve its goals, the project will make extensive use of education technology, communication, and monitoring and evaluation. This project will have national coverage, with a special focus on expanding access to kindergarten and digital learning resources in poor districts.



PROJECT OBJECTIVES



Expand access to quality kindergarten and increase enrollment with focus on poor districts.



Establish a continuous professional development system and a new system for training newly hired teachers, education leaders and supervisors as basis for better skilled and motivated caliber.



Develop a new Computer-Based Assessment and Examination system that is fair, valid and reliable. This will include a reformed secondary education graduation system, a new grade 4 national assessment (sample-based) and a revamped grade 9 national examination.



Improve education service delivery through the availability of digital learning content. A new Education Technology entity will be created for this purpose.

APPROACH

The project adopts a **results-based approach**, in which funds will be disbursed on the achievement of specific results – described as disbursement linked indicators (DLIs) – agreed upon and clearly outlined in the government’s reform plans. This approach will help change the behaviors and address the bottlenecks that now hamper the performance of the public education system. Each DLI incentivizes the achievement of policy change or behavioral change to improve teaching and learning in public schools.

Progress towards the achievement of the DLIs will be verified by an independent third-party entity, to be contracted by the government. In addition, an external and an internal audit will be arranged by the Ministry of Education and Technical Education (MOETE) and regularly shared with the World Bank.

COMPONENTS AND DLIs



Component 1: Improved Early Childhood Education

Increased Access to KG1
Strengthened Quality Assurance System for KG
Extending KG In-service Teacher Training



Component 2: Effective Teachers and Education Leaders

Improved Quality of Teacher and Education Leader Professional Development
Expanding Teachers Professional Behaviors Program
Expanding Education Leaders and Supervisors Program



Component 3: Comprehensive Assessment Reform for Improved Student Learning

Successful Implementation of the Reform of the Secondary Graduation and Assessment System
Grades 4 and 9 National Assessments are Designed, Developed and Successfully Administered
NCEEE Restructured as a National Testing and Examination Center



Component 4: Enhancing Education Service Delivery Through Connected Systems

Educational Technology Enabling Environment and Platform
Digital Learning Resources
Successful Implementation of Computer-Based Assessment Management Platform



Component 5: Project Management, Communications, and Monitoring and Evaluation

Project Management Support and Monitoring and Evaluation
Education Awareness and Stakeholder Mobilization
Cross-component Support

IMPLEMENTATION

A Project Steering Committee (PSC) from the Egyptian government will provide strategic direction and oversight of project implementation in the context of the sector reform program:

The PSC will be chaired by a senior MOETE official designated by the minister and comprises the Project Coordination Unit (PCU) director and representatives from MOETE, National Center of Examinations and Educational Evaluation (NCEEE), ministries of Investment and International Cooperation, Finance, and Communication and Information.

The PCU will be responsible for the coordination of project activities, including collaboration with MOETE’s implementation directorates; monitoring and evaluation, management of the independent third party agency to verify DLIs; and procurement and financial management functions. All PCU staff will be full-time.

The project activities will be implemented by the following entities:

- **For component 1**, MOETE’s Central Administration for Basic Education and Kindergarten
- **For component 2**, a new MOETE Continuous Professional Development (CPD) unit
- **For component 3**, NCEEE will be responsible for implementation
- **For component 4**, a new Education Technology entity
- **For component 5**, the PCU

KEY EXPECTED RESULTS



500,000 new students will be enrolled in KG1-2, 50% of the **increase** in enrollments to be in the poorest districts as identified by the Central Agency for Public Mobilization and Statistics, and 50% of kindergartens will reach higher quality standards according to a new quality assurance system.



2 million teachers, education leaders, and supervisors will be **trained** under the new continuous professional behavior framework.



2 million students in primary and secondary education will benefit from the new grade 4 and grade 9 **assessment** and the reformed secondary school graduation and examination system.



Digital learning resources developed and made available for all core subjects for KG1 to G12, and **40% of schools** that have access to digital learning resources are in the poorest five governorates.



The National Education Decision Support Dashboard will provide information driven by data from **databases** including: training data, assessment data, content usage data and education management information system (EMIS) data. This information will be used for **improved decision-making and policy setting** at all levels of the education sector administration.