



Supporting Egypt Education Reform Project (P157809)

MIDDLE EAST AND NORTH AFRICA | Egypt, Arab Republic of | Education Global Practice |
IBRD/IDA | Investment Project Financing | FY 2018 | Seq No: 15 | ARCHIVED on 30-Mar-2024 | ISR60120 |

Implementing Agencies: Ministry of Education and Technical Education, Ministry of International Cooperation

Key Dates**Key Project Dates**

Bank Approval Date: 13-Apr-2018

Effectiveness Date: 28-Aug-2018

Planned Mid Term Review Date: 20-Sep-2021

Actual Mid-Term Review Date: 12-Sep-2021

Original Closing Date: 01-Sep-2023

Revised Closing Date: 03-Mar-2025

Project Development Objectives

Project Development Objective (from Project Appraisal Document)

The project development objective (PDO) is to improve teaching and learning conditions in public schools.

Has the Project Development Objective been changed since Board Approval of the Project Objective?

No

Components Table

Name

Component 1: Improved Early Childhood Education:(Cost \$80.00 M)

Component 2: Effective Teachers and Education Leaders:(Cost \$120.00 M)

Component 3: Comprehensive Assessment Reform for Improved Student Learning:(Cost \$110.00 M)

Component 4: Enhancing Education Service Delivery through Connected Systems:(Cost \$170.00 M)

Component 5: Project Management, Communication, and Monitoring and Evaluation:(Cost \$20.00 M)

Overall Ratings

Name	Previous Rating	Current Rating
Progress towards achievement of PDO	<input type="checkbox"/> Moderately Satisfactory	<input type="checkbox"/> Moderately Satisfactory
Overall Implementation Progress (IP)	<input type="checkbox"/> Moderately Satisfactory	<input type="checkbox"/> Moderately Satisfactory
Overall Risk Rating	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial

Implementation Status and Key Decisions

The overall project implementation is aligned with the government's reform program and a number of adjustments were agreed to reflect the dynamic context. The Project has also made progress towards achieving its developmental objectives by the closing date.

To date, the Ministry of Education and Technical Education (MOETE) has made progress in the following areas: (a) Finalizing the Kindergarten (KG) Quality Assurance (QA) system and launching quality enhancement plans, as well as delivering additional training to KG teachers; (b) Revising the draft continuous professional development framework for teachers and supervisors (including performance standards) and drafting the framework for education leaders; and (c) Publishing the results of the April 2023 grade 4 national assessment (literacy and numeracy) on the MOETE website.

The MOETE (with the World Bank's support) will continue to work towards achieving key results related to: Kindergarten (KG) quality assurance system, additional training for KG teacher to improve their teaching practices, and finalizing the continuous professional development framework to



guide the development and delivery of new training modules and monitoring tools for teachers and supervisors, as well as administering a grade 7 national assessment with a focus on Arabic and Math.

Risks

Systematic Operations Risk-rating Tool

Risk Category	Rating at Approval	Previous Rating	Current Rating
Political and Governance	High	Substantial	Substantial
Macroeconomic	Substantial	Substantial	Substantial
Sector Strategies and Policies	High	Substantial	Substantial
Technical Design of Project or Program	Substantial	Substantial	Substantial
Institutional Capacity for Implementation and Sustainability	Substantial	Substantial	Substantial
Fiduciary	High	Substantial	Substantial
Environment and Social	Low	Low	Low
Stakeholders	Substantial	Substantial	Substantial
Other	--	--	--
Overall	High	Substantial	Substantial

Results

PDO Indicators by Objectives / Outcomes

Improve Learning Conditions				
▶ 1. Increased percentage of Kindergartens (KG) that reach higher quality standards according to the Quality Assurance (QA) System (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	12.00
Date	03-Sep-2018	14-Dec-2023	14-Mar-2024	03-Mar-2025
Comments:	The KG QA system was finalized and approved by the Ministry of Education and Technical Education. Quality Enhancement plans are being developed, ahead for data collection for the second time in November 2024 to verify quality improvements in 35% of KGs.			
▶ 2. Three consecutive cohorts of students graduate from new school graduation system (Text, Custom)				



	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Current school graduation system "Thanawiya 'Amma"	Achieved - Three consecutive cohorts of students graduate from new school graduation system.	Achieved - Three consecutive cohorts of students graduate from new school graduation system.	Three consecutive cohorts of students graduate from new school graduation system.
Date	03-Sep-2018	14-Dec-2023	14-Mar-2024	03-Mar-2025
Comments:				

Improve Teaching Conditions				
▶ 3. Percentage of grades 1-6 teachers of public schools demonstrating effective teaching practice (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	25.00
Date	06-Jan-2020	14-Dec-2023	14-Mar-2024	03-Mar-2025
Comments:	The CPD framework for teachers and supervisors drafted, with performance standards for teachers finalized and monitoring tools being finalized. Following a preparatory meeting with Teachers Syndicate (https://moe.gov.eg/en/what-s-on/news/standards-document/), Teachers performance standards will be publicly launched in the coming few weeks.			
□ Percentage of female grades 1-6 public teachers demonstrating effective improved teaching practices (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	40.00

Intermediate Results Indicators by Components

Component 1: Improved Early Childhood Education				
▶ Diagnostic study of KG teaching practices (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Does not exist	Achieved. Diagnostic study of KG teaching practices conducted.	Achieved. Diagnostic study of KG teaching practices conducted.	Diagnostic study of KG teaching practices conducted.
Date	03-Sep-2018	14-Dec-2023	14-Mar-2024	03-Mar-2025
Comments:	Additional KG teacher training modules driven by the results of the KG Diagnostics were developed and approved.			



► Percentage of In-service KG teachers receiving additional training driven by diagnostic study (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	70.00
Date	17-Feb-2021	14-Dec-2023	14-Mar-2024	03-Mar-2025
► A Quality Assurance System for KG developed and made operational (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Strengthened Quality Assurance (QA) system is being developed, with WB support, where the QA standards and monitoring tools have been drafted and utilized in the initial data collection phase, and currently being revised. Meanwhile, the incentives tied to improvement plans are being developed to reward high performers and direct additional support to improve performance.	Mostly achieved. KG Quality Assurance (QA) system developed including: (a) KG QA standards, (b) system of rewards and sanctions to incentivize compliance/ quality enhancement system to support compliance, and (c) monitoring tools with corresponding protocols for assessing KG schools against said quality standards. Yet to be made operational and guide enhancement plans	Mostly achieved. KG Quality Assurance (QA) system developed and approved, and being used to develop quality enhancement plans in 35% of KGs.	Quality Assurance (QA) System developed and made operational for both public and private KGs to include: (a) KG QA standards, (b) system of rewards and sanctions to incentivize compliance, and (c) monitoring tools with corresponding protocols for assessing KG schools against said quality standards.
Date	10-Mar-2022	14-Dec-2023	17-Mar-2024	03-Mar-2025
Comments:	KG QA system approved by the Minister.			

Component 2: Effective Teachers and Education Leaders				
► Developed and implemented Continuous Professional Development (CPD) framework for Grades 1-6 Teachers and supervisors (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Does not exist	A draft CPD framework for grades 1-6 teachers and supervisors is being finalized.	A draft CPD framework for grades 1-6 teachers and supervisors is being finalized.	New CPD Framework used to guide development of teacher training modules in grades 1-6
Date	03-Sep-2018	14-Dec-2023	17-Mar-2024	03-Mar-2025
► Percentage of grades 1-6 teachers are trained using the new training modules (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	New CPD framework to guide training modules still being developed	New CPD framework to guide training modules is not yet finalised.	New CPD framework to guide training	35 % of grades 1-6 teachers are trained using the new training



			modules is not yet finalised.	modules driven by CPD framework and standards
Date	17-Feb-2021	14-Dec-2023	17-Mar-2024	03-Mar-2025
Comments:	The performance standards for Teachers address gender sensitive and climate awareness practices and behaviours			
<input type="checkbox"/> Percentage of Female Teachers (Text, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	NA	NA	NA	of which 50% are females
Date	17-Feb-2021	14-Dec-2023	17-Mar-2024	03-Mar-2025
<input type="checkbox"/> Gender sensitive behavior and Climate awareness training are included in teacher training modules (Yes/No, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
<input checked="" type="checkbox"/> Percentage of supervisors are trained using the new training modules (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	NA	The CPD framework to guide the development of training modules for supervisors being finalized,	The CPD framework to guide the development of training modules for supervisors being finalized,	35 % of grades 1-6 supervisors are trained using the new training modules driven by CPD framework and standards
Date	17-Feb-2021	14-Dec-2023	17-Mar-2024	03-Mar-2025
<input type="checkbox"/> Percentage of Female Supervisors (Text, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	NA	NA	NA	of which 50% are females
Date	17-Feb-2021	14-Dec-2023	17-Mar-2024	03-Mar-2025
<input type="checkbox"/> Gender sensitive behavior and Climate awareness training are included in Supervisors training modules (Yes/No, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
<input checked="" type="checkbox"/> Percentage of principals, vice-principals and district heads demonstrating effective performance per new framework (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Monitoring tools not yet developed	The CPD framework for Education Leaders is being developed	The CPD framework for Education Leaders is being developed	25% of School Principals, Vice Principals and District heads demonstrate



				effective performance, as assessed by new CPD framework (performance standards)
Date	17-Feb-2021	14-Dec-2023	17-Mar-2024	03-Mar-2025
<input type="checkbox"/> Percentage of Females (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	50.00
<input type="checkbox"/> Teachers recruited or trained (Number, Corporate)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	43,500.00	43,500.00	43,500.00	230,000.00
Date	04-Mar-2021	27-Jul-2023	17-Mar-2024	03-Mar-2025
<input type="checkbox"/> Number of teachers trained (Number, Corporate Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	43,500.00	43,500.00	43,500.00	230,000.00
Date	27-Jul-2023	27-Jul-2023	17-Mar-2024	03-Mar-2025
<input type="checkbox"/> Developed and implemented Continuous Professional Development (CPD) framework for Grades 1-6 Principals, Vice-Principals, and District Heads (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	CPD Framework does not exist.	The CPD framework for education leaders to guide training modules is being developed.	The CPD framework for education leaders to guide training modules is being developed.	New CPD Framework used to guide development of training modules for principals, vice-principals, and District heads in grades 1-6
Date	10-Mar-2022	14-Dec-2023	17-Mar-2024	03-Mar-2025
<input type="checkbox"/> Restructuring and strengthening of CCIMD (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	CCIMD restructuring plan drafted	The restructuring plan developed and approved by the MOETE	Achieved subject to ongoing restructuring. The restructuring plan developed and approved by the MOETE	CCIMD restructuring plan developed and approved, Capacity Building developed and used in guiding institutional development of CCIMD staff, including



				towards teachers professional development.
Date	12-Mar-2022	14-Dec-2023	17-Mar-2024	03-Mar-2025
Comments:	The Centre of Curriculum Development is now called General Administration for Curriculum Development.			

Component 3: Comprehensive Assessment Reform for Improved Student Learning

► Grade 10, 11 and 12 tests in designed, developed and administered to promote higher order thinking skills (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Does not exist	Tests developed and administered nationwide, informed by item-test banks driven by higher order thinking skills aligned with the assessment framework (tablet-based for grades 10 and 11 and paper-based for grade 12). For grade 12, for 3 consecutive years.	Tests developed and administered nationwide, informed by item-test banks driven by higher order thinking skills aligned with the assessment framework (mix of MCQ and essay questions). For grade 12, for 3 consecutive years.	Increased public confidence in the school leaving examination system
Date	03-Sep-2018	14-Dec-2023	17-Mar-2024	03-Mar-2025
Comments:	A Survey to measure public confidence will be conducted in 2024			

► Grade 4 sample-based national assessment test designed, developed and administered (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Does not exist	Achieved: grade 4 assessment for literacy and numeracy administered in April 2023 to a national representative sample of grade 4 students.	Achieved: grade 4 assessment for literacy and numeracy administered in April 2023 to a national representative sample of grade 4 students.	Grade 4 national assessment successfully administered in April 2023
Date	03-Sep-2018	14-Dec-2023	17-Mar-2024	03-Mar-2025
Comments:	The test was administered to students who have studied the new grade 4 curriculum. Results will be disseminated to the public (MOETE's website) in October 2023. Note: The April 2023 test was administered using bubble-sheet facilitating data entry and analysis.			

► Grade 7 new national test designed, developed and baseline administered (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Does not exist	Assessment framework drafted and finalised	Assessment framework approved and assessment piloted.	New grade 7 national assessment successfully administered (baseline)



Date	03-Sep-2018	04-Jan-2024	17-Mar-2024	03-Mar-2025
► Restructuring and strengthening NCEEE capacity (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Does not exist	Achieved: NCEEE functions as the national center for tests and examinations	Achieved: NCEEE functions as the national center for tests and examinations	NCEEE functions as the national center for tests and examinations
Date	03-Sep-2018	14-Dec-2023	17-Mar-2024	03-Mar-2025
► Students benefiting from direct interventions to enhance learning (Number, Corporate)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	500,000.00	3,262,497.00	4,084,706.00	4,000,000.00
Date	29-Nov-2018	14-Dec-2023	17-Mar-2024	03-Mar-2025
Comments:	Achieved.			
□ Students benefiting from direct interventions to enhance learning - Female (Number, Corporate Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	320,000.00	1,793,676.00	1,793,676.00	2,240,000.00
► Large-scale primary/secondary learning assessments completed (Number, Corporate)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	1.00	3.00	3.00	3.00
Date	04-Oct-2021	14-Dec-2023	17-Mar-2024	03-Mar-2025
Comments:	Achieved: Grade 12 school exit examinations (July 2023) ; Grade 4 national assessment (April 2023); and PIRLS 2021 (March-June 2021 test administration, results available in May 2023),			

Component 4: Enhancing Education Service Delivery through Connected Systems

► Established education technology entity (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Does not exist	Subject to project restructuring.	Subject to project restructuring.	Education Technology entity fully operational: (a) adequately staffed; (b) actively monitor and report on implementation; and (c) produce annual operational plans



Date	03-Sep-2018	14-Dec-2023	17-Mar-2024	03-Mar-2025
▶ Digital Content Dashboard developed and made operational (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Does not exist	The Digital Content Dashboard is being developed	The Digital Content Dashboard is being developed	Digital Content Dashboard is developed and made operational: (a) built to enable interoperability for future digital content platforms; (b) allows real-time data collection; (c) related reporting tools provided to MOETE's different levels of administration on quarterly basis; and (d) reporting tools and quarterly Reports offer a variety of disaggregation by gender, grade, geographic and location.
Date	03-Sep-2018	14-Dec-2023	17-Mar-2024	03-Mar-2025
□ Data provided through the Digital Content Dashboard are disaggregated by gender (Yes/No, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
▶ Digital and TV Educational Channels learning resources accessed (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Does not exist	DLRs being revised under project restructuring	DLRs being revised under project restructuring	50% of targeted students, teachers have access to digital and TV educational learning resources by grades/subject
Date	03-Sep-2018	14-Dec-2023	17-Mar-2024	03-Mar-2025
□ Digital and TV Educational Channels learning resources Developed (Text, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Digital and TV learning Resources for grades 4-12 being developed	Digital and TV learning Resources for grades 4-12 developed.	Achieved. Digital and TV learning Resources for grades 4-12 developed.	Digital and TV learning Resources for grades 4-12 developed for new curriculum in grades 4-6, for current



				curriculum in grades 7-12
<input type="checkbox"/> Percentage of female teachers with access to digital and TV educational learning resources (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	50.00
<input type="checkbox"/> Percentage of female students with access to digital and TV educational learning resources (Text, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	NA	Not available yet	Not available yet	50% of students with access to digital and TV educational learning resources are females
Date	17-Feb-2021	14-Dec-2023	17-Mar-2024	03-Mar-2025
<input checked="" type="checkbox"/> Tablet-based assessment management and delivery platform (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Does not exist	Achieved: Functional Platform:(a) platform designed, tested and deployed; and (b) data transfer, management, analysis and reporting platform for individual assessment results developed and deployed	Achieved: Functional Platform:(a) platform designed, tested and deployed; and (b) data transfer, management, analysis and reporting platform for individual assessment results developed and deployed	Functional Platform: a.platform designed, tested and deployed b.data transfer, management, analysis and reporting platform for individual assessment results developed and deployed
Date	03-Sep-2018	14-Dec-2023	17-Mar-2024	03-Mar-2025
Comments:	<p>Teachers and school administrators were trained to create an item bank, manage the administration and marking the tests, and make the grade 10, 11 and 12 scores available electronically to students, directorates, districts, and school principals in less than a month.</p> <p>(a) for grades 10 and 11 and 12, the tests were driven by the item test bank (for the MCQ-tablets and the paper-based essay questions); (b) tests were marked digitally for the MCQ items; and (c) for grades 10, 11 developed at the level of district with guidance from the NCEEE, and administered in schools; and developed and administered nationally.</p>			
<input checked="" type="checkbox"/> Smart Card "Student Digital Identity developed and made operational - Smart card to integrate relevant student information, including learning performance, receipt of books/ tablets, schools attended. (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Does not exist	Smart Card "Student Digital Identity" being developed in Suez - data being collated	Smart Card "Student Digital Identity" being developed in Suez - reporting being developed	Smart Card "Student Digital Identity" developed and made operational in one governorate.
				Smart card to integrate relevant student information, including learning performance,



				receipt of books/ tablets, schools attended,
Date	10-Mar-2022	14-Dec-2023	17-Mar-2024	03-Mar-2025
<input type="checkbox"/> Number of Students receiving the Smart Card (by gender) (Text, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Not yet	Not Applicable	Data being collated	Total number of Students received the Student Digital Identity Card, and by gender
Date	10-Mar-2022	14-Dec-2023	17-Mar-2024	03-Mar-2025

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

► Grievances resolved within the stipulated service standards for response times (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	50.00
Date	03-Sep-2018	14-Dec-2023	17-Mar-2024	03-Mar-2025
Comments:	<p>Update as of March 2024 mission: While the extraction of project-level grievances from the GRM log is still delayed, there has been progress whereby the Minister will designate a focal point to facilitate the finalize the consultations of the MOETE staff driven by the situational assessment. The WB team has continued to conducted rounds of focus group discussions (virtual sessions) with key project beneficiaries (students, teachers, school principals), in September 2021, February 2022, June 2022, February 2023, July 2023, November 2023, and February 2024. The focus group discussions continue to be engaging and providing key insights that the WB team documents in the mission Aide Memoire and discusses with the Minister during mission wrap-up meetings, as well as use in the situational assessment. The WB team continued to note mix feedback regarding knowledge and usage of the MOETE GRM channels. Even when stakeholders are aware of these channels, stakeholders prefer not to use the official channels to resolve their complaints. Reasons for not sending complaints to the Ministry included: (i) lack of awareness of the ministry system; (ii) not knowing how the system functions (e.g., what would happen after submitting a complaint); (iii) the fear of retaliation and distrusting the system; (iv) perceiving processes as complex and lengthy, and (v) perceiving escalation beyond the school level as indicative of school leadership competence, which may not be the case.</p> <p>Background: The Project Coordination Unit (PCU), with extensive support from the World Bank Team, developed the project-level Grievances Redress Manual (GRM) manual. The manual was cleared by the WB team in September 2021 and incorporated in the Project Operations Manual. The PCU has also established communication channels with the Central Administration of Citizen Services at the MOETE. A World Bank-supported GRM situational-assessment was conducted to identify gaps and recommendations to ensure that the project GRM is operational. Initial findings of the GRM situational-assessment was shared with MOETE in September 2023. It was agreed to designate a focal point to facilitate finalizing the situational assessment, implementing the action plan, and resolving cumulative delays in disaggregation of project-level complaints received at the Ministry level.</p>			

Performance-Based Conditions



► PBC 2 DLI#2 Strengthened Quality Assurance (QA) System for KG (Text, Output, 60,000,000.00, 50.00%)				
	Baseline	Actual (Previous)	Actual (Current)	Year 7
Value	No QA system	The ministry has finalized the KG QA system and concluded the baseline KG QA reports to use in creating enhancement plans.	The ministry has finalized the KG QA system and concluded the baseline KG QA reports to use in creating enhancement plans, which are currently underway.	--
Date	--	14-Dec-2023	17-Mar-2024	--
Comments:	Quality Assurance (QA) System for KG has been established and made operational Percentage of KGs assessed through the newly established QA system (Target: 100% of KGs) Percentage of KGs that have improved quality as per the QA System based on baseline assessment (Target: 50% of KGs)			

► PBC 3 DLI#3: Extending KG in-service Teacher training (Text, Output, 20,000,000.00, 30.00%)				
	Baseline	Actual (Previous)	Actual (Current)	Year 7
Value	KG Diagnostics being conducted	<p>KG in-service Teacher training on new curriculum was rolled out by the MOETE in Summer 2018.</p> <p>The MOETE has finalized the design and accreditation of additional teacher training modules, which are ready for delivery per the training plan from December 2023 - April 2024, pending the final approval of the training plan.</p> <p>The modules were driven from the KG Diagnostics as follows: Story-telling learning; Phonics; Formative assessment; Play-based teaching; and Interactive teaching Strategies.</p>	<p>KG in-service Teacher training on new curriculum was rolled out by the MOETE in Summer 2018.</p> <p>The MOETE has finalized the design and accreditation of additional teacher training modules, which are ready for delivery pending the final approval of the training plan.</p> <p>The modules were driven from the KG Diagnostics as follows: Story-telling learning; Phonics; Formative assessment; Play-based teaching; and Interactive teaching Strategies.</p>	--
Date	--	14-Dec-2023	17-Mar-2024	--



Comments: 100 % of public KG teachers have completed the new KG teacher training modules

►PBC 4 DLI#4: Improved Quality of teachers, supervisors, school principals and vice-principals, and district heads professional development (Text, Intermediate Outcome, 30,000,000.00, 20.00%)

	Baseline	Actual (Previous)	Actual (Current)	Year 7
Value	DRAFT CPD framework for teachers	<p>The related DLRs show cumulative delays, yet the designation of the Director of the Professional Academy for Teachers (PAT) and the Director of the Central Administration for Educational Leadership has helped increase momentum and further engage sector stakeholders.</p> <p>To date, performance standards for teachers have been finalized and pending minister's approval, continuous professional development framework for teachers drafted, and performance standards for supervisors being revised to align with final set of standards for teachers.</p> <p>In addition, the restructuring plan for the GACD (formerly CCIMD) has been finalized and approved by the Central Authority for Organization and Administration and MOETE</p> <p>Note: DLI subject to restructuring.</p>	<p>DLI#4 shows cumulative delays. As of March 2024, performance standards for teachers and supervisors have been finalized, a continuous professional development framework (including monitoring tools) for teachers drafted, and training modules are being revised to align with final set of standards for teachers and supervisors.</p> <p>In addition, the restructuring plan for the GACD (formerly CCIMD) has been finalized and approved by the Central Authority for Organization and Administration and MOETE</p>	--
Date	--	14-Dec-2023	17-Mar-2024	--
Comments:	Improved Quality of Teacher and Education Leader Professional Development			



►PBC 5 DLI#5 Expanding New Teacher Professional Development Program (Text, Output, 60,000,000.00, 43.33%)				
	Baseline	Actual (Previous)	Actual (Current)	Year 7
Value	No CPD Framework	<p>In addition to MOETE's training on new curriculum for KG1-2 and grades 1- 6 teachers, new teacher's behavioral program was previously provided to 43,500 teachers in 14,500 schools.</p> <p>There have been delays in developing the new training modules triggered by delays in finalizing the CPD framework (now scheduled for December 2023/ January 2024).</p> <p>Note: DLI subject to restructuring.</p>	<p>In addition to MOETE's training on new curriculum for KG1-2 and grades 1- 6 teachers, new teacher's behavioral program was previously provided to 43,500 teachers in 14,500 schools.</p> <p>There have been delays in developing the new training modules triggered by delays in finalizing the CPD framework (now scheduled for March - September 2024).</p> <p>Note: DLI subject to restructuring.</p>	--
Date	--	14-Dec-2023	17-Mar-2024	--
Comments:	baseline To be provided by project effectiveness			

►PBC 6 DLI#6: Expanding Education Leaders (school principals, vice-principals, and district heads) (Text, Output, 30,000,000.00, 0.00%)				
	Baseline	Actual (Previous)	Actual (Current)	Year 7
Value	No framework yet	<p>The CPD Framework for education leaders (principals, vice-principals, and District heads) are now expected to be finalized by April 2024 to guide the development of the monitoring tools and subsequent training modules in grades 1-6 education leaders.</p> <p>There have been delays in developing and delivery of the new training modules triggered by delays in finalizing the CPD framework.</p>	<p>The CPD Framework for education leaders (principals, vice-principals, and District heads) are now expected to be finalized by July 2024 to guide the development of the monitoring tools and subsequent training modules in grades 1-6 education leaders.</p> <p>There have been delays in developing and delivery of the new training modules triggered by delays in finalizing the CPD framework.</p>	--



		Note: DLI subject to restructuring.	Note: DLI subject to restructuring.	
Date	--	14-Dec-2023	17-Mar-2024	--

►PBC 7 DLI#7 Successful implementation of reform of secondary graduation and assessment system (Text, Intermediate Outcome, 60,000,000.00, 58.33%)				
	Baseline	Actual (Previous)	Actual (Current)	Year 7
Value	No framework for all 3 grades	To date and since the launch of the reform of secondary assessment system in 2018/ 2019, new grades 10,11, and 12 tests are driven by the new item test bank fostering higher order thinking skills and moving away from rote learning aligned with the grades 10,11,12 assessment framework. Note: DLI subject to restructuring.	To date and since the launch of the reform of secondary assessment system in 2018/ 2019, new grades 10,11, and 12 tests are driven by the new item test bank fostering higher order thinking skills and moving away from rote learning aligned with the grades 10,11,12 assessment framework.	--
Date	--	14-Dec-2023	17-Mar-2024	--

►PBC 8 DLI#8: Grades 4 and 7 national assessments are designed, developed and successfully administered (Text, Intermediate Outcome, 25,000,000.00, 80.00%)				
	Baseline	Actual (Previous)	Actual (Current)	Year 7
Value	Grade 4 framework drafted and being reviewed	Grade 4 assessment framework was developed, and two rounds of grade 4 tests were administered and results published on the MOETE website. The baseline grade 7 assessment framework	Grade 4 assessment framework was developed, and two rounds of grade 4 tests were administered and results published on the MOETE website. The grade 7 assessment framework was finalized in	--



		being finalized in December 2023 and will be administered in April 2024.	December 2023 and baseline will be administered in April 2024.	
Date	--	14-Dec-2023	17-Mar-2024	--

► PBC 9 DLI#9: NCEEE restructured as a national testing and examination center (Text, Intermediate Outcome, 25,000,000.00, 100.00%)

	Baseline	Actual (Previous)	Actual (Current)	Year 7
Value	NCEEE restructuring undergoing	DLI# 9 fully achieved. All DLI related activities were conducted, including training of staff to create an item bank, manage the administration and marking of the tests, and make the grade 10, 11 and 12 scores available electronically to students, directorates, districts, and school principals in less than a month; as well as capacity building for NCEEE staff successfully implemented. Moreover, the NCEEE restructuring plan was officially approved and made available on the ministry website in December 2022.	DLI# 9 fully achieved. All DLI related activities were conducted, including training of staff to create an item bank, manage the administration and marking of the tests, and make the grade 10, 11 and 12 scores available electronically to students, directorates, districts, and school principals in less than a month; as well as capacity building for NCEEE staff successfully implemented. Moreover, the NCEEE restructuring plan was officially approved and made available on the ministry website in December 2022.	--
Date	--	30-Jul-2023	17-Mar-2024	--

► PBC 10 DLI#10 Educational Technology enabling environment and platform (Text, Intermediate Outcome, 80,000,000.00, 0.00%)

	Baseline	Actual (Previous)	Actual (Current)	Year 7
Value	ETE not established	The Bank team recognizes MOETE's efforts to leverage technological	The Bank team recognizes MOETE's efforts to leverage technological	--



		<p>infrastructure in the past two years and the roll-out of education technology in learning, as well as MOETE's response to COVID-19.</p> <p>There have been advanced under the DLI for the Smart Student digital ID being piloted in Suez.</p> <p>Note: DLI subject to restructuring.</p>	<p>infrastructure in the past two years and the roll-out of education technology in learning, as well as MOETE's response to COVID-19.</p> <p>There have been further progress under the DLI for the Smart Student digital ID being piloted in Suez.</p> <p>Note: DLI subject to restructuring.</p>	
Date	--	14-Dec-2023	17-Mar-2024	--

►PBC 11 DLI#11: Digital and TV Educational Learning Resources (Text, Output, 30,000,000.00, 60.00%)				
	Baseline	Actual (Previous)	Actual (Current)	Year 7
Value	<p>Equipping students and teachers in secondary education with digital learning resources and mapping of the national curriculum to digital learning resources and expanding digital and onscreen resources to grades 4-9 in response to COVID19</p>	<p>Equipping students and teachers in grades 4-12 with curated digital and TV learning resources and mapping of the national curriculum to digital learning resources on the Egyptian Knowledge Bank for use by students and teachers over 2018/2019-2021/2022 (DLR#11.1 achieved and verified). Meanwhile, the data are being compiled to support the verification of DLRs#11.4a and #11.4b related to access and usage of learning resources.</p> <p>Note: DLI subject to restructuring.</p>	<p>Equipping students and teachers in grades 4-12 with curated digital and TV learning resources and mapping of the national curriculum to digital learning resources for use by students and teachers over 2018/2019-2021/2022 (DLR#11.1 achieved and verified). Meanwhile, the data are being compiled to support the verification of DLRs#11.4a and #11.4b related to access and usage of learning resources.</p> <p>Note: DLI subject to restructuring.</p>	--
Date	--	14-Dec-2023	17-Mar-2024	--

►PBC 12 DLI# 12 Successful Implementation of computer-based assessment management platform (Text, Intermediate Outcome, 60,000,000.00, 100.00%)				
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	Baseline	Actual (Previous)	Actual (Current)	Year 7
Value	No Platform	Assessment management platform is operational and deployed for grades 10 and 11 tests in 2019/2020, including item bank and accessibility to data by students, teachers, principals and district officers. The platform has been deployed in subsequent years to support tablet-based testing in grades 10 and 11, and the grade 12 paper-based test. ** DLI#12 fully disbursed.	Assessment management platform is operational and deployed for grades 10 and 11 tests in 2019/2020, including item bank and accessibility to data by students, teachers, principals and district officers. The platform has been deployed in subsequent years to support tablet-based testing in grades 10 and 11, and the grade 12 paper-based test. ** DLI#12 fully disbursed.	--
Date	--	14-Dec-2023	17-Mar-2024	--

Data on Financial Performance

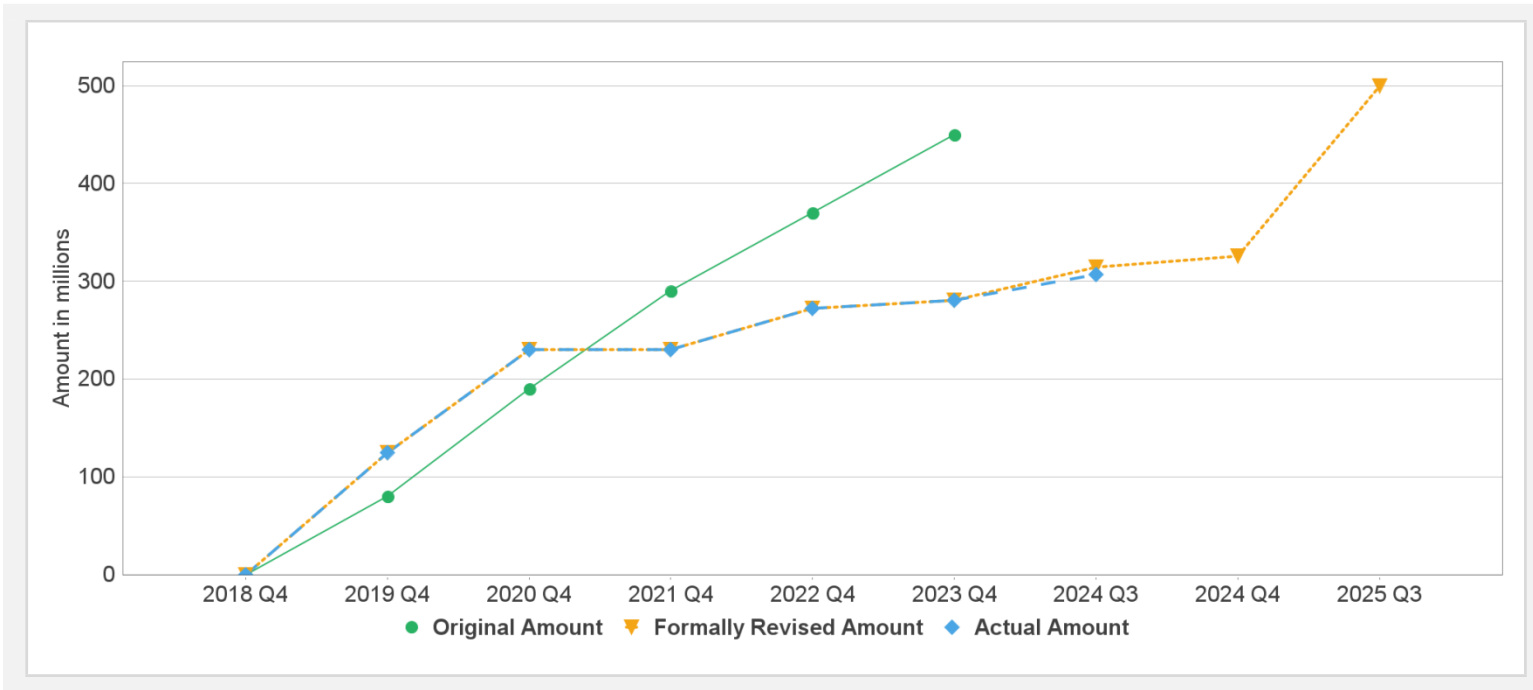
Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P157809	IBRD-88520	Effective	USD	500.00	500.00	0.00	308.40	191.60	62%

Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P157809	IBRD-88520	Effective	13-Apr-2018	21-Apr-2018	28-Aug-2018	01-Sep-2023	03-Mar-2025

Cumulative Disbursements



Restructuring History

Level 2 Approved on 31-Mar-2021 ,Level 2 Approved on 07-Apr-2022

Related Project(s)

There are no related projects.