



PDO

# Combined Project Information Documents / Integrated Safeguards Datasheet (PID/ISDS)

Appraisal Stage | Date Prepared/Updated: 21-Feb-2018 | Report No: PIDISDSA23601



**BASIC INFORMATION**

**A. Basic Project Data**

Country Egypt, Arab Republic of	Project ID P157809	Project Name Supporting Egypt Education Reform Project	Parent Project ID (if any)
Region MIDDLE EAST AND NORTH AFRICA	Estimated Appraisal Date 07-Feb-2018	Estimated Board Date 18-Apr-2018	Practice Area (Lead) Education
Financing Instrument Investment Project Financing	Borrower(s) Ministry of International Cooperation	Implementing Agency Ministry of Education and Technical Education	

Proposed Development Objective(s)

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

Components

- Component One: Improved Early Childhood Education
- Component Two: Effective Teachers and Education Leaders
- Component Three: Comprehensive Assessment Reform for Improved Student Learning
- Component Four: Enhancing Service Delivery through Connected Education Systems in Education
- Component Five: Strengthening Service Delivery through System-Level Initiatives

**Financing (in USD Million)**

Financing Source	Amount
Borrower	1,500.00
International Bank for Reconstruction and Development	500.00
<b>Total Project Cost</b>	<b>2,000.00</b>

Environmental Assessment Category

C - Not Required

Decision

The review did authorize the preparation to continue



Other Decision (as needed)

## B. Introduction and Context

### Country Context

1. **Egypt has embarked on a series of bold economic reforms.** Egypt is a lower-middle-income country with an estimated population of 96 million and a gross domestic product (GDP) per capita of US\$2,048. The major economic reform was the liberalization of the exchange rate in November 2016, to address the severe shortages in foreign currency. This was supported by important fiscal consolidation measures, notably the introduction of the VAT law in September 2016, two rounds of increase in fuel prices across different products; increases in electricity tariffs at an average of 40 percent in July 2017; and the containment of the public-sector wage bill. This is in addition to critical pieces of legislation necessary to strengthen the business climate, attract investments, and promote growth, including the adoption of an industrial licensing law and a new investment law. Economic growth has reached 4.2 percent in fiscal year (FY) 2017, in line with the 4.3 percent the year before despite the fiscal consolidation efforts. Furthermore, growth is estimated to have reached 5.2 percent in the first quarter of FY18, compared to 3.8 percent in the same quarter of the previous year. Medium-term growth prospects are favorable provided growth-friendly policies and reforms continue to be implemented. Downside risks include slower implementation of reforms, which would undermine fiscal sustainability and private investment. Historically, growth has been mainly driven by private consumption, with the contribution of private investment remaining modest. This has been hampered by the challenging business environment and regulatory framework, in addition to the macroeconomic imbalances of the recent years.

2. **While the economy is recovering and macroeconomic imbalances are starting to narrow, social conditions remain challenging.** According to the 2015 Household survey (latest available)<sup>1</sup>, an average of 27.8 percent of the country's 89 million population was considered poor. However, at the same time, poverty rates reached almost 60.0 percent in rural Upper Egypt.<sup>2</sup> Unemployment is at 12 percent at end-FY17, a decrease from its previous rate of 12.5 percent in FY16, while the youth unemployment rate is 25.7 percent. In response, the government is strengthening social safety nets through the expansion of the cash transfer schemes and increases in social pensions and food subsidy allocations. Although Egypt has made significant strides in human development in the areas of child mortality, life expectancy, primary and secondary school enrollment and literacy rates, there are persistent challenges with large inequalities in access to and quality of basic social services. This is evident in access to pre-school services where the rate is 59.6 percent in lower Egypt compared to 27 percent in frontier governorates. On income inequality, access to pre-primary education is 50 percent among the highest wealth quintile compared to 33.6 percent among the lowest wealth quintile.

3. **Promoting human development is one of three pillars of the Egypt Vision 2030.** Egypt Vision 2030 was developed in 2015 as a national participatory effort coordinated by the Ministry of Planning and Administrative Reform. It provides a roadmap for inclusive development and for maximizing competitive advantages to achieve the aspirations of Egyptians for a dignified and decent life. It comprises: (a) *an economic dimension*, which includes economic development, energy, knowledge, innovation and

<sup>1</sup> Conducted by the Central Agency for Public Mobilization and Statistics (CAPMAS)

<sup>2</sup> The current figure for the population is 96 million (Central Agency for Public Mobilization and Statistics (CAPMAS))



scientific research, transparency and efficient government institutions; (b) *a social dimension*, which includes social justice, health, education and training, and culture; and (c) *an environment dimension*, which includes environmental and urban development. Egypt Vision 2030 underscores that education must contribute significantly to Egypt's social transformation over the coming 12 years. In that regard, it articulates three specific objectives to develop human potential: (a) improve the quality of the education system in alignment with international systems; (b) expand access to education for all; and (c) improve system competitiveness and learning outcomes across regions and different population groups. The envisaged education and training system will be student-centered, encourage critical thinking and aim to produce highly technically-competent graduates/trainees: "It will build the character and unleash its potential for a proud citizen [who] is innovative, tolerant of diversity, proud of his/her history, and capable of competing regionally and globally." (*Egypt Vision 2030, Education and Training Pillar under the Social Dimension*).

#### Sectoral and Institutional Context

4. **Egypt has the largest education system in the Middle East and North Africa region with 20 million students in pre-tertiary education.** Pre-tertiary education comprises: (a) non-compulsory KG1 – 2, (b) compulsory basic education: grades 1 - 9; and (c) compulsory secondary education: grades 10 – 12. Education services are offered by more than 46,000 public schools and 7,000 private schools. The number of public school teachers is approaching one million, and they predominantly hold an open-ended employment status and are considered civil servants.

5. **Education is a top priority for the Government of Egypt (GOE).** The 2014 Constitution commits to the expansion and quality of pre-tertiary education - general education and technical and vocational education - in line with international standards: it mandates a minimum public expenditure on education of 4 percent of GNP; confirms the commitment to teachers' professional development and rights; and underscores the goal of eradicating alphabetical and digital illiteracy. The vision that the Minister of Education and Technical Education (MOETE) offers to bring learning back to the classroom provides an opportunity for ambitious reforms to tackle the learning challenge in Egypt.

6. **Total spending on pre-tertiary education in Egypt has grown at a Compound Annual Growth Rate (CAGR) of 15 percent from 2008/09 to 2015/16.** Total expenditures, which include spending by the Central Ministry, education directorates and the various education agencies in Egypt, increased from EGP29 billion in the 2008/2009 school year to over EGP68 billion in 2015/2016, with an allocated budget for 2017/2018 of EGP 80 billion (US\$4.6 billion). Average expenditure per student ranges from EGP 3,641 for Kindergarten (KG) to EGP 6,340 in secondary (US\$210 and US\$350 respectively). Most of spending for pre-tertiary education is allocated to salaries, 94 percent over the last six years, followed by purchases of goods and services hovering around 5 percent. Capital expenditure rarely features in the budget allocations by MOETE, only reaching 1.4 percent in the 2015/2016 school year. However, some capital spending takes place via the General Authority for Educational Buildings with a budget for non-financial assets reaching EGP2 billion. Unsurprisingly, spending tracks the student population distribution of Egypt, reflecting the fact that denser sub-populations require more funding.

7. **Egypt's education system faces several significant challenges:** (a) limited access to quality Kindergarten, especially in disadvantaged areas; (b) poor quality of teaching in pre-tertiary education



where rote learning is the predominant practice in schools; and (c) the education system is driven by a high-stakes school leaving examination, “Thanawiya Amma”,<sup>3</sup> that reinforces irrelevant rote learning and growing education inequality via rampant private tutoring.

8. **Access to education in Egypt is high compared to other lower middle-income countries.** Egypt has achieved close to universal access to primary education (a net enrollment rate of 99 percent; Global Education Monitoring Report 2016). The net enrollment rates for lower and upper secondary education are 94 percent and 77 percent, respectively. There is gender parity at primary and nearly so at secondary levels. Moreover, there is a low dropout rate of 0.8 percent for the primary stage and 4.9 percent for the lower secondary/ preparatory stage.<sup>4</sup>

9. **In contrast, access to early childhood education (ECE) is far from universal, contributing to poor school readiness, particularly for children from poorer and disadvantaged backgrounds.** Enrollment in preprimary education remains low at 31 percent<sup>5</sup>—one of the lowest among countries in the MENA region. Inequality in access is also prevalent. With KG enrolment strongly associated with family income<sup>6</sup>, it is estimated that most children from the two bottom income quintiles are deprived of the benefits of an early childhood education. Far from leveling the playing field for all children, this enrolment structure is likely to widen the school readiness gap across socioeconomic lines in the first years of primary school.

10. **In addition to the considerable shortages in access, key challenges to the quality of KG services remain.** Limited specialized in-service training opportunities and pedagogical support constrain KG teachers’ ability to structure learning around age-appropriate and play-based activities that stimulate child development and early socio-emotional skills. This, coupled with a lack of an efficient quality assurance system for KGs that does not monitor progress nor incentivize continuous quality improvements, is likely to be limiting ECE’s contribution to children’s school readiness.

11. **In Basic Education, students are neither learning nor acquiring employability skills.** The system is not delivering the necessary learning outcomes, skills and competencies for further education and transition to the job market. One in five students in grade 3 cannot read a single word from a reading passage, and enter grade 4 as functionally illiterate.<sup>7</sup> Thus, it is not surprising that only half of youth (not limited to students) who have attained five years of schooling can read or write, and just under two-thirds can do basic mathematics (addition or subtraction)<sup>8</sup>. Grade repetition rates are high, at around 5.8 percent for primary students and 11.2 percent for secondary students, respectively. Egypt’s results on the 2015 Trends in International Mathematics and Science Study (TIMSS) show that only 47 percent of grade 8 students reached the “low” international benchmark of performance in mathematics compared to the international average of 84 percent (the figures for grade 8 science were 42 percent and 84 percent, respectively). More recently, Egypt’s results on the 2016 PIRLS show an average score of 330 for grade 4 students, below the “low” international benchmark of Reading.

<sup>3</sup> Thanawiya Amma is the school leaving exam at the end of secondary education in grade 12 and the access path to tertiary education.

<sup>4</sup> Primary stage comprises Grades 1–6; Preparatory stage comprises Grades 7-9.

<sup>5</sup> MOE data for the 2016-2017 academic year.

<sup>6</sup> Children from the highest wealth quintile are five times more likely to attend ECE than their peers in the lowest income quintile. El-Kogali & Krafft 2015.

<sup>7</sup> Latest (2013) EGRA for Egypt.

<sup>8</sup> Panel Survey of Young People in Egypt, SYPE, 2014, Population Council



12. **Teaching practices continue to promote rote learning, despite improvements in teacher qualifications.** Effective learning is inhibited by outdated pedagogical practices that promote rote learning and information recall. There are limited opportunities for systematic professional development oriented to changing these teaching practices and behaviors. Existing in-service teacher training programs are often of poor quality, ill-timed in relation to when teachers need the training and support, and are usually one-off trainings unconnected to teachers' specific needs, or are focused on isolated subject-matter content. The share of teachers with post-graduate degrees increased from 20 percent in 2000/2001 to 39.4 percent in 2009/2010.<sup>9</sup> Notwithstanding these efforts to improve the status of teachers<sup>10</sup>, the teaching profession in Egypt does not sufficiently attract high performing graduates and suffers from a public perception of low status. The selection of teachers is ultimately dependent on secondary examination results.<sup>11</sup> Typically, Faculties of Education (FOEs) are responsible for pre-service training of teachers whereas the Professional Academy of Teachers (PAT) acts as both a regulator of the profession and as the provider of in-service training.<sup>12</sup>

13. **Poor planning for teacher supply and demand results in the inadequate deployment of teachers, including the targeting of specialized teachers.** Additionally, accountability (and educational supervision) mechanisms and incentives are misaligned and do not sufficiently motivate teachers to improve their knowledge or teaching practices, which are still largely based on traditional teacher-centric methods. Finally, pay and benefits are not differentiated according to performance, and salaries increase only moderately over a career: after 15 years, a teacher with the minimum qualifications earns approximately 1.4 times the starting salary. When it comes to promotion, teachers typically climb the ladder based just on years of experience, which dis-incentivizes innovative and highly capable teachers.<sup>13</sup>

14. **School leadership has a limited span of authority over teacher supervision and school budget.** There are notable gaps and overlaps, especially with functions at the central ministry, directorate and district-level. School principals appear to have generally welcomed the decentralization of funds for maintenance that was introduced a few years ago. Still, school principals had reservations related to the short timeframe for using the transferred funds and the rigidity in transferring to other expenditures. What was more of a concern is that this limited span of authority has not addressed other important budgetary items, which include teacher training, teaching and learning materials, such as equipment and chemicals for laboratory experiments. School leaders still respond to a compliance and control model, and there is no legal, institutional or professional environment for a true leadership role to emerge, either related to teacher professional development or to wider school improvement processes. School

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<sup>9</sup> MOE, Condition of Education in Egypt 2010

<sup>10</sup> Past efforts include including: the development of National Standards for Education (2003); the establishment of the Teachers' Cadre (2007), the development of a career path and promotional system for teachers, along with a 50 percent increase in basic pay (2007) and bonuses for each promotional level (from 2008).

<sup>11</sup> The Central Bureau for Admission to University allocates students to the FOEs based on the *Thanawiya Amma* score and a personal interview.

<sup>12</sup> The PAT (a) sets the national curriculum for teacher training, including pre-service induction training programs; (b) ensures sustainable professional development of teachers; and (c) details teacher responsibilities and their official working time which is equivalent to, or longer than, some top-performing systems in the world; and (d) licenses teachers according to national standards while linking promotions to the license requirements.

<sup>13</sup> The World Bank, SABER-Teachers (2010)



leadership is therefore far from being a career in its own right with its own career ladder.<sup>14</sup>

15. **The *Thanawiya Amma* national high-stakes examination drives the whole education system with a focus on selection for university entrance.** The entire Egyptian education system revolves around this examination, as it sets the incentives for all actors and therefore shapes the decisions made by teachers, parents and students. This examination impacts students' future life since the results are the only determining factor for both secondary graduation and admission to tertiary education. As such, the *Thanawiya Amma* score determines students' lifetime prospects. The pressure to perform well on this exam has unlocked a lucrative market of private tutoring. Teachers offer after-school classes to supplement their salary income. This unregulated phenomenon (Hallak and Poisson 2004) was estimated to incur household expenditures for a total of up to 1.6 percent of Egypt's GDP.<sup>15</sup> Throughout pre-tertiary education, at least half the students hire private tutors; this increases to 75 percent of students in upper secondary for *Thanawiya Amma* preparation.<sup>16</sup> This *shadow education system* further disadvantages poorer students. Only 23 percent of students in the lowest wealth quintile receive private tutoring, compared to 66 and 77 percent in the top two quintiles respectively (ELMPS 2012). Moreover, the Grade 9 examination is another high-stakes exam, administered by Governorates, that sorts students into technical and academic tracks in upper secondary education. Given that the scores in this examination are not comparable across years or governorates, there are obvious issues of both geographic and socio-economic inequity directly related to or caused by the exam. This is a key factor accounting for the gaps in completion and transition rates between students of lower and higher income levels.<sup>17</sup>

16. **The MOETE is committed to bringing learning back into the classroom using a two-pronged approach:** (a) reforming the current system referred to as Education 1.0 (EDU 1.0), and (b) transforming the education sector, referred to as Education 2.0 (EDU 2.0). EDU 1.0 aims to serve students in the existing education system through initiatives that make incremental, targeted improvements to the sector. EDU 2.0, encompasses bold interventions to modernize the education system and catapult education outcomes towards Egypt Vision 2030 targets. Both agendas work in parallel, with significant overlaps, towards a shared goal of bringing learning back to the classroom. A key feature of the overall reform program, *National Project to reformulate the Egypt Education System* (endorsed by the Cabinet and announced by the Minister in August 2017) is to utilize modern technology for teaching and learning, student assessment, and data collection. The MOETE agenda builds on the initial success and momentum generated through innovative solutions spearheaded by the Minister, including "The Knowledge Bank," an online digital portal that includes educational, research and cultural resources for a wide array of users, and "Teachers First", a program aimed at changing teachers' behaviors in the classroom. The MOETE has requested World Bank (WB) support in strengthening the reform of the system through Education 1.0 and providing an enabling environment to catalyze Education 2.0.

17. **The MOETE has already embarked on leveraging private sector services.** The Ministry collaborates closely with several international private sector firms to set the grounds for the reform program.<sup>18</sup> International publishers were contracted to establish the Egyptian Knowledge Bank (EKB). Subsequently, Discovery and Britannica engaged in mapping their content available on EKB to the national

<sup>14</sup> OECD. 2015. *Schools for Skills: A New Learning Agenda for Egypt*.

<sup>15</sup> Private Tutoring in Egypt: Quality Education in a Deadlock Between Low Income, Status, And Motivation. Ille 2015

<sup>16</sup> Egypt Labor Market Panel Survey, ELMPS, 2012

<sup>17</sup> The World Bank, SABER-Student Assessment (2013)

<sup>18</sup>The current Minister of MOETE launched collaboration with the private sector in 2015 in his earlier capacity as the Chair of the Specialized Presidential Council for Education and Scientific Research



curricula. In addition, Imagine Education was mobilized to develop Teachers First for teacher Continuous Professional Development (CPD) centered on effective teaching with potential links to performance evaluation. In addition, there are plans to partner with mobile phone companies to enhance connectivity in schools, as well as to deploy a Learning Management System (LMS). To further streamline the Nile Schools<sup>19</sup> experience, the MOETE reached an agreement with Cambridge International Education (CIE) to use the Nile schools' curricula (developed by CIE) as the basis for the new EDU 2.0 curriculum.

18. **The MOETE is in discussion with Development Partners regarding their support to the reform program.** Several Development Partners have historically supported the education system and continue to do so as reflected below under section IV.D *“Role of Partners”*. To date, USAID and JICA have aligned their support with the broad objectives of the reform program, given they were both designed before its launch. Most recently, JICA has agreed to update its Japanese school model by applying *“Mini-Tokkatsu”*<sup>20</sup> in early years, and this will be part of EDU 2.0. The UK Foreign and Commonwealth Office (FCO) is currently providing technical assistance (GBP 1 million in FY18) to support: (a) development of the MOETE operational plan; and (b) MOETE's capacity to implement its education reform program. Additional DPs, including the European Union (EU), Germany through KfW and GiZ as well as Finland, have expressed an interest in supporting the reform program, although not yet specified.

### C. Proposed Development Objective(s)

Development Objective(s) (From PAD)

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

Key Results

1. Increased percentage of KGs that reach higher quality standards according to the Quality Assurance system.
2. Increased percentage of teachers demonstrating improved teaching practices (disaggregated by gender).
3. First cohort of students graduates from secondary education under the new GPA based assessment and certification system.

### D. Project Description

19. **The proposed project will support the MOETE education reform program (2018-2030) over the course of a five-year implementation period (2018-2023).** The Project will strengthen the reform of EDU 1.0 and provide an enabling environment for EDU 2.0. The alignment between the MOETE reform program and the proposed project is presented in Figure 2. Thus, the proposed project is to be seen as the foundational step for a longer-term engagement in the education sector that builds on Egypt Vision 2030. The Project will adopt a hybrid financing structure with a results-based funding (RBF) portion using Disbursement Linked Indicators (DLIs) in Components 1, 2, 3 and 4, and a traditional investment portion in Component 5 (see Table 1 *Summary DLIs By Component*).

<sup>19</sup> CIE supported the development of the Nile schools' curricula and student assessment system

<sup>20</sup> Mini-Tokkatsu is a subset of the *“whole child”* model adopted in the Japanese schools that involves additional classroom and school activities. These include that each child cleans the classroom and acts as the class leader for a day. They are intended to complete the balanced development of students' physical, emotional and cognitive abilities.



20. The proposed project comprises five components: (a) **Component One:** Improved Early Childhood Education (US\$100 million); (b) **Component Two:** Effective Teachers and Education Leaders (US\$100 million); (c) **Component Three:** Comprehensive Assessment Reform for Improved Student Learning (US\$120 million); (d) **Component Four:** Enhancing Service Delivery through Connected Education Systems in Education (US\$160 million); and (e) **Component Five:** Strengthening Service Delivery through System-Level Initiatives (US\$ 20 million). The description of the five components follows below:

*Figure 1: World Bank support to MOETE Reform Program*

Education 2.0 Objectives	Education Strategy components	Key Interventions of WB Program	Relevant Cross-cutting ICT Interventions
1. Every child given the best possible start	C1: A great start for every child (KG1, KG2, G1)	<ul style="list-style-type: none"> <li>In-service training program for KG teachers</li> <li>New quality assurance system</li> </ul>	<ul style="list-style-type: none"> <li>Digitized KG curriculum</li> </ul>
2. Young people developing the skills, behaviors and character with significantly more children achieving to the high levels	C2: Excellent primary and preparatory education (G2-9) C5: Professional development for teachers, principals and education leaders	<ul style="list-style-type: none"> <li>Professional teacher &amp; leader training</li> <li>Continuous professional development system</li> <li>New induction system</li> </ul>	<ul style="list-style-type: none"> <li>Digitized curriculum through EKB &amp; LMS</li> <li>Expanded Teacher &amp; Leaders professional development portal</li> </ul>
	C3: Reform of Thanawiya Amma and secondary education (G10-12)	<ul style="list-style-type: none"> <li>New Computer-Based Tests and Examination system</li> <li>GPA score for secondary graduation system</li> <li>New G4 national assessment (sample-based) and G9 national exams</li> </ul>	<ul style="list-style-type: none"> <li>Digitized student assessment &amp; scoring</li> </ul>
3. Equity and inclusion	C6: Technology to connect and learn – an ICT revolution	<ul style="list-style-type: none"> <li>Education Decision Support Dashboard</li> <li>Education Technology Entity</li> </ul>	
		<ul style="list-style-type: none"> <li>Curriculum reform for children with special educational needs</li> <li>Improved school attendance, fewer dropouts</li> </ul>	
4. Employers confident in TVET	C4: Technical and Vocational Education 2.0	<ul style="list-style-type: none"> <li>More relevant courses</li> <li>Greater employer engagement in the education system</li> </ul>	

21. **Component One: Improved Early Childhood Education (US\$ 100 Million).** The component aims to expand access to quality early childhood education (ECE) in Egypt, through two sub-components: Sub-component 1.1. Increased access to KG, and Sub-component 1.2: Improved quality of KG.

22. **Sub-component 1.1. Increased access to KG.** Aligned with the Egypt Vision 2030, the project will support increased enrollment in KG1-2 through the refurbishment<sup>21</sup> and equipment of existing spaces into public KG classrooms.

23. **Sub-component 1.2. Improved quality of KG:** The project will ensure that gains in enrollment come hand in hand with quality improvements. Specifically, the project will support (a) the production and, when applicable, distribution of innovative learning and teaching materials in Arabic, aligned with the new curriculum, and (b) the development and rollout of an in-service training program for KG teachers which will be aligned with the new curriculum and designed based on a diagnostic study of teaching practices. The training modules will address gender neutral behavior in the classroom. The project will

<sup>21</sup> Refurbishment is limited to using existing spaces and providing necessary equipment and does not involve civil works



also support (c) the development and implementation of a robust quality assurance (QA) system that incentivizes progress of KGs along a quality continuum, and will include revised quality standards and incentives to promote continuous quality improvement,

24. **Component Two: Effective Teachers and Education Leaders (US\$ 100 Million estimated cost).** The component aims to improve teachers', education leaders'<sup>22</sup>, and supervisors' effectiveness in pre-tertiary education through the following two sub-components.

25. **Sub-component 2.1 Improved quality of Continuous Professional Development (CPD) system.** Through this subcomponent, the project will support: (a) development of a comprehensive CPD framework for teachers, education leaders and supervisors to define MOETE's new approach towards school-based professional development (PD), gender neutrality would be integrated into the design of the framework; (b) assess professional development needs of teacher, education leaders and supervisors; (c) the formulation and implementation of PD plans aligned with the new CPD framework; (d) design and implementation of a new induction system for newly hired teachers, education leaders, and supervisors; and (e) the design and implementation of a training program for supervisors oriented towards mentoring instead of inspection-based school visits.

26. **Sub-component 2.2 Expanded CPD opportunities:** To improve teachers', education leaders' and supervisors' professional behaviors, the sub-component will extend the Teachers Professional Behaviors (TPB) Program to additional teachers and establish the Education Leaders and Supervisors (EL&S) Program for education leaders and supervisors at the directorate, district, and school-levels in line with MOETE's plans to shift to a school-based CPD system. The TPB and EL&S programs aim to establish a foundation of professional behaviors upon which additional pedagogical, subject/content, and leadership-specific training and professional development can improve school-level service delivery, as implemented under the Teachers First (TF) initiative in Egypt.<sup>23</sup> The training content will be adapted to incorporate climate awareness training and the gender dimension in education. The sub-component will also support the preparation and implementation of Community of Practice (COP) and individual learning plans, monitored using an ICT-enabled points and tracking system through self-evaluation), peers, and accredited supervisors; and develop and implement EL&S a professional behavior program for drawing on lessons learned from the TPB program.

27. **Component Three: Comprehensive Assessment Reform for Improved Student Learning (US\$ 120 Million estimated cost).** Through this component, the project will support MOETE's reform program to develop a new student assessment and examination system which is fair, valid, and reliable. The component has the following four subcomponents:

28. **Sub-component 3.1. Reforming the Examination System in Upper Secondary Education.** The project will finance the design and development of a set of new tests to be administered twice yearly to grades 10, 11 and 12, the results of which will be aggregated to a grade point average (GPA) that will

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<sup>22</sup> Education Leaders comprise school, district, and directorate-level management staff and officers.

<sup>23</sup> Teachers First (TF) is a teacher training and professional development program that focusses on improving teachers' classroom behavior that comprises four pillars: (a) Continuous Professional Development; (b) Communities of Practice; (c) Mentoring program; and (d) use of ICT-enabled Lengo platform - three-way assessment system (self, peer, and mentor).



determine graduation from secondary education. The National Center for Examinations and Education Evaluation (NCEEE), with the support of an international firm, will therefore develop procedures for school-based assessment and for external moderation.

29. **Sub-component 3.2. Introducing a Grade 4 National Assessment.** This subcomponent will support the design and administration of a sample-based national assessment of grade 4 student achievement in key competencies aligned with the new curriculum and a focus on literacy and numeracy.

30. **Sub-component 3.3. Transforming the Grade 9 Examination.** The existing grade 9 examination, administered at the directorate/Governorate level, regulates the transition from lower to upper secondary education and is used for student placement in either general or vocational upper secondary schools. This subcomponent will design and develop a new grade 9 national aptitude test that will reform student placement in upper secondary education reflecting the reformed curriculum for lower secondary education.

31. **Sub-component 3.4. Restructuring of NCEEE.** This subcomponent will contribute to financing the ongoing restructuring process of NCEEE and the building of its capacity in four areas: (a) Test design, (b) Security & Logistics, (c) Scoring and Management of computer-based assessment, and (d) Analysis and Reporting.

32. **Component Four: Enhancing education service delivery through connected education systems (US\$ 160 million estimated cost).** This cross-cutting component will support the government commitment to invest in new education technology infrastructure and services. These will in turn support evidence based decision making at the national, directorate, district and school levels and will also ensure a focus on learning at the classroom level through the following three subcomponents:

33. **Sub-Component 4.1. Create an Educational Technology Platform.** Through this subcomponent, the project will support the creation of a new Education Technology Entity, established with legal standing, governance structure, funding, annual budget, leadership, and staffing, and with clearly defined roles and responsibilities. This Entity will have the mandate to facilitate, manage and oversee the rollout and maintenance of digital infrastructure in support of current teaching and learning practices (i.e., EDU 1.0), as well as new practices and approaches, enabled by digital technologies (EDU 2.0). The entity would adopt energy efficiency principles in selecting components of the technology infrastructure.

34. **Sub-Component 4.2. Digital Learning Resources.** This sub-component will support an expanded use of e-learning resources available through the Egypt Knowledge Bank (EKB) and the Learning Management System (LMS), content mapping between the reformed curriculum framework and EKB/LMS resources, and a gradual shift away from textbooks to digital learning resources. This sub-component cuts across Component two of the project.

35. **Sub-Component 4.3. Establish a Computer-based Assessment Management and Delivery Platform.** Through this subcomponent, the project will facilitate the design, development and rollout of a set of new computer-based student assessment tests to be administered twice yearly to grades 10, 11 and 12. It would also be used for the national grade 4 and grade 9 assessments. The platform will facilitate the secure administration of the tests, the grading of them and timely delivery of secure individualized



students' reports. This sub-component cuts across Component three of the project.

36. **Component Five: Strengthening Service Delivery through System-Level Initiatives: (US\$ 20 million estimated cost).** Component five aims to improve the planning, management and monitoring of the education system. It will specifically ensure that the project achieves its PDO through securing core functions during implementation. These include project coordination, communication, and those specific contracts under the components 1-4. A Project Director with a Project Coordination Unit (PCU) team will manage the core functions. The PCU team will comprise Co-Director for M&E; M&E technical officer (as may be required); Procurement and financial management function that will be either through a firm or individual procurement, financial management officers and an accountant; and four Technical Coordinators in the areas of ECE, Teachers and Education Leaders Professional Development, Student Assessment, and ICT in Education who will collaborate closely with the MOETE's relevant directorates/units. All PCU staff will be full-time staff.

37. **Sub-component 5.1 Project Management Support.** This sub-component will support project management, implementation, monitoring and Evaluation (M&E), independent verification agency (ies), and fiduciary arrangements, including the external auditor.

38. **Sub-component 5.2 Education Awareness and Stakeholder Mobilization.** This sub-component will support strengthened communication across the education system. This includes supporting the development and implementation of a communication plan, surveys and other tools to monitor citizens' voices and engagement under the whole project scope.

39. **Sub-component 5.3 Cross-Component Support.** This sub-component will support system-level initiatives to enhance the effectiveness of the results-based focus of components one to four. Through the traditional IPF approach, it will finance the procurement of goods, and national and international consulting services. These contracts will be included in the 18-month project procurement plan as follows: (a) under Component 1: diagnostic study of teaching practices in KG classrooms; development of in-service KG teacher training modules in light of findings from diagnostic study; impact evaluation to estimate the effect of the KG teacher training on teaching practices and student outcomes; and training and capacity building for MOETE to collect, analyze, and use data from QA system for continuous quality improvement; (b) under Component 2, impact evaluation to assess the effect of professional development interventions on teachers', education leaders' and supervisors' performance in the classroom; (c) under Component 3, training and capacity building for NCEEE staff in the context of its restructuring; and (d) under Component 4, technology needs assessment of the education sector and technical assistance for the organizational and operational design of the Education Technology Entity (ETE).



Table 1 Summary of DLIs by Component

Component	DLI	
<b>Component 1: Improved Early Childhood Education</b>	<b>DLI#1</b>	Increased Access to KG
	<b>DLI#2</b>	Strengthened Quality Assurance (QA) System for KG
	<b>DLI#3</b>	Improved KG Teacher Training
<b>Component 2: Effective Teachers and Education Leaders</b>	<b>DLI#4</b>	Quality of Teacher and Education Leader Professional Development Improved
	<b>DLI#5</b>	Expanding Teachers Professional Behaviors Program
	<b>DLI#6</b>	Expanding Education Leaders & Supervisors Program
<b>Component 3: Comprehensive Assessment Reform for Improved Student Learning</b>	<b>DLI#7</b>	Successful implementation of the reform of the secondary graduation and assessment system
	<b>DLI#8</b>	Grades 4 and 9 national assessments are designed, developed and successfully administered
	<b>DLI#9</b>	NCEEE restructured as a national testing and examination center
<b>Component 4: Enhancing education service delivery through connected education systems</b>	<b>DLI#10</b>	Educational Technology enabling environment and platform
	<b>DLI#11</b>	Digital Learning Resources
	<b>DLI#12</b>	Successful Implementation of computer-based assessment management platform

40. **Enhanced accountability is a key focus of the project design as reflected in all five components and respective DLIs.** Modern technology will be leveraged to increase the data and information made available to policy-makers and the public, thus potentially improving the efficiency for resource allocation and service delivery, and transparency around student assessment data and government-citizen linkages in the education sector. The proposed project aims to strengthen accountability across key stakeholders, giving the community/parents a greater **voice** in policy-making, creating a better **compact** between MOETE and schools, improving **management** within districts and enhancing **citizen/user power** over the education system.

## E. Implementation

### Institutional and Implementation Arrangements

41. **A Steering Committee (SC)** will be established to provide overall policy guidance to the project implementation, in the context of the overall sector reform program. The SC will be responsible for



resolving critical implementation issues which may arise, in addition to reviewing the project (and the overall reform program) progress and approving annual work plans. This committee will be chaired by a senior MOETE official designated by the Minister on a rotating term basis and includes a Committee secretary to ensure the regular functioning of the committee and reports back on meeting outcomes. The SC comprises five to seven members, including at a minimum relevant representation from the MOETE NCEEE, Ministry of Investment and International Cooperation; the Ministry of Finance; and the PCU Director (ex officio). The SC composition will be agreed during project negotiations.

42. **Project Coordination unit (PCU).** The Project will finance functions for ongoing support for the MOETE in implementing the proposed project: overall coordination of project activities, including communication with MOETE's implementation entities/ directorates; monitoring and evaluation, including verification of DLIs through a third-party entity; and procurement and financial management functions. PCU Staffing will comprise: Project Director; Project Co-Director for M&E; M&E technical officer (as may be required); Procurement and financial management function that will be either through a firm or individual procurement, financial management officers and an accountant; and four Technical Coordinators in the areas of ECE, Teachers and Education Leaders Professional Development, Student Assessment, and ICT in Education who will collaborate closely with the MOETE's relevant directorates/ units. All PCU staff will be full-time.

43. **The PCU** will coordinate with the MOETE directorates/ units that are responsible for the achievement of the agreed DLRs. To ensure smooth implementation, a focal point will be designated in each relevant directorate/ unit to be responsible for communication with the PCU.

44. The proposed project activities will be implemented in close coordination with key **MOETE directorates/ entities**. **For Component 1**, MOETE's Central Administration for Basic Education and Kindergarten would play a central role for the successful implementation of this component. **For Component 2**, a CPD unit will be established to institutionalize the various CPD interventions in the MOETE. **For Component 3**, NCEEE will be responsible for its implementation. The restructuring of NCEEE becomes critical for the successful implementation of this component – and for the success of the entire project and the overall Government's education reform. **For Component 4**, a new **Education Technology Entity** will be established to facilitate, manage and oversee the rollout and maintenance of digital infrastructure and decision support platform. A ministerial decree is required to establish the new entity, while its organization, structure and staffing fall under the project scope. **For Component 5**, the PCU will be responsible for implementation in close conjunction with the ministry's related directorates/ entities.

45. **A Project Operational Manual (POM)** detailing implementation procedures will be developed, found acceptable to the World Bank, and approved by the SC by Project effectiveness. It will describe the specific roles, responsibilities and procedures to facilitate project implementation. Any subsequent changes to the POM during the project duration would be agreed with the World Bank as would be referenced in the Financing Agreement (FA).

46. **The World Bank Team will provide continuous implementation support** to ensure meeting the agreed Project Development Objective (PDO) as measured by the Results Framework (RF), and in compliance with the World Bank Fiduciary and Safeguards Guidelines.



**F. Project location and Salient physical characteristics relevant to the safeguard analysis (if known)**

The project will not finance any physical or civil work and will be limited to soft-type interventions which will not have any safeguards significance.

**G. Environmental and Social Safeguards Specialists on the Team**

Helen Z. Shahriari, Social Safeguards Specialist

Mohammad Farouk Ibrahim Kandeel, Environmental Safeguards Specialist

**SAFEGUARD POLICIES THAT MIGHT APPLY**

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	No	This project will not involve any civil works thus no environment safeguard policy is triggered
Natural Habitats OP/BP 4.04	No	The project will not impact natural habitats or protected areas.
Forests OP/BP 4.36	No	The project will not impact forests areas.
Pest Management OP 4.09	No	The project will not involve the use of Pesticides.
Physical Cultural Resources OP/BP 4.11	No	Physical and cultural resources will not be impacted.
Indigenous Peoples OP/BP 4.10	No	There are no indigenous people in Egypt that will be affected by this project.
Involuntary Resettlement OP/BP 4.12	No	The project will not involve resettlement.
Safety of Dams OP/BP 4.37	No	This project will not involve construction on dams.
Projects on International Waterways OP/BP 7.50	No	This project will not affect international waterways.
Projects in Disputed Areas OP/BP 7.60	No	The project is not located in a disputed area.



## KEY SAFEGUARD POLICY ISSUES AND THEIR MANAGEMENT

### A. Summary of Key Safeguard Issues

1. Describe any safeguard issues and impacts associated with the proposed project. Identify and describe any potential large scale, significant and/or irreversible impacts:

No expected impacts as the project will not involve any civil works

2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area:

No safeguards impact is anticipated.

3. Describe any project alternatives (if relevant) considered to help avoid or minimize adverse impacts.

N/A

4. Describe measures taken by the borrower to address safeguard policy issues. Provide an assessment of borrower capacity to plan and implement the measures described.

Not Applicable.

5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people.

The main stakeholders are: Students enrolled in KG1-2;KG1 – G12 Teachers, educational leaders and supervisors, according to roll-out plans; NCEEE staff; Grade 4 & grade 9 students; Grades 10-12 students; MOETE staff at both central and directorate/ district levels, according to roll-out plans for the digital infrastructure; School principals and vice principals; Students' and parents/community benefiting from improved school-level accountability; Ministry staff administering WB-funded project; Citizens benefiting from improved communication and feedback cycle towards improved school-level accountability. Stakeholder risk is rated as substantial primarily because education reform would typically impact a wide span of stakeholders and beneficiaries. As a result the project has included measure to ensure the involvement of the stakeholders throughout the life of the project.

One of the aims of component five is Education Awareness and Stakeholders Mobilization for promoting awareness and engagement amongst stakeholders around the goals of the Education 2.0 reform. To this end, Sub-component 5.2 Education Awareness and Stakeholder Mobilization will support strengthened communication across the education system. This includes supporting the development and implementation of communication plan, surveys and other tools to monitor citizens' voice and engagement under the whole project scope.

### B. Disclosure Requirements

### C. Compliance Monitoring Indicators at the Corporate Level (to be filled in when the ISDS is finalized by the project decision meeting)



### The World Bank Policy on Disclosure of Information

Have relevant safeguard policies documents been sent to the World Bank for disclosure?

Have relevant documents been disclosed in-country in a public place in a form and language that are understandable and accessible to project-affected groups and local NGOs?

### All Safeguard Policies

Have satisfactory calendar, budget and clear institutional responsibilities been prepared for the implementation of measures related to safeguard policies?

Have costs related to safeguard policy measures been included in the project cost?

Does the Monitoring and Evaluation system of the project include the monitoring of safeguard impacts and measures related to safeguard policies?

Have satisfactory implementation arrangements been agreed with the borrower and the same been adequately reflected in the project legal documents?

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**APPROVAL**

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**Approved By**

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Country Director:	Asad Alam	21-Feb-2018



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