



Project Information Document/ Integrated Safeguards Data Sheet (PID/ISDS)

Concept Stage | Date Prepared/Updated: 20-Oct-2017 | Report No: PIDISDSC23072



BASIC INFORMATION

A. Basic Project Data

Country Egypt, Arab Republic of	Project ID P157809	Parent Project ID (if any)	Project Name Supporting Egypt Education Reform Project (P157809)
Region MIDDLE EAST AND NORTH AFRICA	Estimated Appraisal Date Feb 12, 2018	Estimated Board Date Apr 18, 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 is to support the Government of Egypt’s education reform program to strengthen foundations for learning, improve teaching and assessment practices, and modernize management of the system at the pre-tertiary education level.

Financing (in USD Million)

Financing Source	Amount
Borrower	50.00
International Bank for Reconstruction and Development	500.00
Total Project Cost	500.00

Environmental Assessment Category C-Not Required	Concept Review Decision Track II-The review did authorize the preparation to continue
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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 94 million and a gross national income (GNI) per capita of US\$3,460. Economic reforms comprise fiscal consolidation efforts notably the introduction of the VAT law in September 2016, the liberalization of the exchange rate regime and increases in fuel prices across different products from 30 to almost 90 percent in November 2016; increases in electricity tariffs an average of about 40 percent in July 2017; and passing an industrial licensing law and a new investment law. This is in addition to critical pieces of legislation necessary to strengthen the business climate, attract investments, and promote growth. The economy is estimated to have grown by 3.9 percent in fiscal year (FY) 2017, down from 4.3 percent the year before. However, medium-term growth prospects are favorable provided growth-friendly policies and reforms continue to be implemented. Downside risks to the outlook include slower implementation of reforms, which would undermine private investment and macroeconomic stability. The private investment contributions to growth have been irregular, representing a 10 percent share of GDP in FY17. This is due to the political challenges that followed the 2011 revolution, the foreign currency crisis in the past two years, and the subsequent adoption of the flexible exchange rate regime in November 2016.

2. **Service delivery in social sectors has deteriorated with persistent inequalities.** According to the 2015 Household survey conducted by the Central Agency for Public Mobilization and Statistics (CAPMAS), 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.¹ Unemployment is at 12.2 percent in FY17, a decrease from its previous rate of 12.7 percent in FY16, while the youth unemployment rate is 26 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 Vision 2030.** 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 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. Vision 2030 underscores that education must contribute significantly to Egypt's social transformation over the coming 13 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

¹ The current figure for the population is 94 million (Central Agency for Public Mobilization and Statistics (CAPMAS))



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.” (*Vision 2030, Education and Training Pillar under the Social Dimension*).

Sectoral and Institutional Context

4. **Education is a top priority for the Government of Egypt (GOE).** The 2014 Constitution commits to the expansion and quality of 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; underscores the goal of eradicating alphabetical and digital illiteracy; and entitles children to early education until the age of six.²

5. **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 kindergarten (KG) 1 – 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.

6. **Private education comprises 15 percent of the education system in Egypt.** Private schools cater for 24 percent of pre-primary students, 8 percent of primary students, 7 percent of preparatory students, 13 percent of general secondary students, and 6 percent of technical secondary students. There are three types of private schools in Egypt. First, the ordinary private schools, which adopt national curriculum. However, the private schools cater more to the students' learning needs and dedicate relatively more resources to the school facilities and infrastructure. Second, the language private schools that also adopt the national curriculum. However, the language of instructions is in English (or German or French), in addition to French or German as a second foreign language. They tend to offer better facilities in return of higher fees.³ Finally, international Schools adopt non-national curriculum, and offer international school leaving certificates including American High School Diploma, the British IGCSE, the French *Baccalauréat*, the German *Abitur*, or the International Baccalaureate certifications. There are 200 international schools in Egypt (3 percent of private schools), which seem to offers even better school facilities and additional extra-curricular at a much higher fee.

Table (1) – Pre-Tertiary Education Sector Data

Education Stage	Enrollment	Enrollment in Government Schools	Number of Schools	Of which: Number of Government Schools	Number of Teachers	Of which: Number of Teachers in Government Schools
Pre-primary	1,244,052	932,879	1,1250	8,955	45,699	32,937
Primary	11,074,835	10,012,983	18,263	16,196	420,840	382,272
Preparatory	4,725,732	4,392,097	11,667	9,955	253,927	238,062
Secondary	3,434,326	3,108,776	5,538	4,244	254,240	246,929
TOTAL	20,478,945	18,446,744	46,718	39,350	1,221,635	900,200

² Pre-school is governed by: nurseries under Ministry of Social Solidarity (MOSS) (age 0 – 3), KG1-2 under MOETE (age 4 – 6), and NGOs-run KG 1-2.

³ There are few variations within the private language schools: some use French or German as the primary language of instructions; and some schools have religious affiliations such as catholic schools.



Source: MOETE EMIS, September 2017

7. **Total spending on pre-tertiary education in Egypt has grown at a Compound Annual Growth Rate (CAGR) of 15 percent over the last six years.** From EGP29 billion in the 2008/2009 school year, spending reached 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 KG to EGP 6,340 in secondary (US\$210 and US\$350 approximately). The overwhelming majority of spending for pre-tertiary education is allocated to employee compensation, 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, the total spending closely tracks the population distribution of Egypt, but with some inconsistencies. For example, the Sharqia governorate constitutes nearly 9 percent of total spending, while the more densely populated Cairo and Giza lag behind at 7.6 and 4.7 percent, respectively. The share of spending for Cairo has declined steadily in the last six years.

8. **Access to education in Egypt is high compared to other lower middle income countries but still has gaps in lagging regions and among girls.** 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 secondary levels. The system has maintained a low dropout rate of 0.8 percent for the primary stage⁴ and 4.9 percent for the preparatory (intermediate) stage.⁵ In contrast, there is still low (31 percent) and unequal access to quality early childhood education (ECE) by regional and international comparators. With KG enrolment strongly associated with family income,⁶ it is estimated that most children from the three 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. 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 non-cognitive skills. This, coupled with the lack of an efficient quality assurance system for KGs that could monitor progress and incentivize continuous quality improvements, is likely to be limiting preprimary education's contribution to children's school readiness in the country.⁷ Thus, expanding access to quality preprimary education and improving early skill formation in Grades 1-3 are key to transforming Egyptian students' entire learning trajectory.

Table (2) Enrollment Data by Stage and Gender

Stage	Male	Female	Total students	Percentage
KG1-2	645,172	598,880	1,244,052	6.0 percent
Primary	5,706,572	5,368,263	11,074,835	54 percent
Preparatory	2,412,605	2,313,127	4,725,732	23 percent
Secondary	1,788,339	1,645,987	3,434,326	17 percent
Total	10,552,688	9,926,257	20,478,945	

Source: MOETE, EMIS – September 2017

⁴ Primary stage comprises Grades 1–6.

⁵ Preparatory stage comprises Grades 7-9.

⁶ El-Kogali & Krafft 2015.

⁷ SABER-ECD is being developed for Egypt in collaboration with UNICEF and financed by UK SPIEF Trust Fund



9. **Despite all the progress made to date, children are not learning nor acquiring the basic 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 letter or word from a reading passage, and enter grade 4 as functionally illiterate.⁸ 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)⁹. 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). The mismatch between the type and level of knowledge and skills needed by the labor market and those supplied by the general education and technical and vocation education and training (TVET), contributes to significantly high unemployment rates among higher education graduates: (23.1 percent for those with tertiary degrees, compared to 11.3 for general secondary school graduates).

Table (3) – Completion Rates of Poorest Students in Egypt (by stage and gender, 2009-2014)

	Completion Rates (%)					
	Primary		Preparatory		Secondary	
	Female	Male	Female	Male	Female	Male
Poorest students	87	86	70	71	52	63
Average all student wealth quintiles	91		80		71	

Source: *Global Education Monitoring Report, UNESCO – 2016*

10. **The *Thanawiya Amma* national high-stakes examination drives the whole education system with a focus on selection for university entrance.**¹⁰ 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 opened 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 GDP¹¹. 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.¹² This *shadow education system* further disadvantages poorer students. Only 23 percent of students in the first (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 (45 and 55 percent approximately). 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 clearly a factor accounting for the gaps in completion and transition rates between students of lower and higher income levels.¹³

⁸ Latest (2013) EGRA for Egypt.

⁹ Panel Survey of Young People in Egypt, SYPE, 2014, Population Council

¹⁰ *Thanawiya Amma* is the school leaving exam at the end of secondary education in grade 12 and the access path to tertiary education.

¹¹ The Egyptian Center for Economic Studies, 2015

¹² Egypt Labor Market Panel Survey, ELMPS, 2012

¹³ The World Bank, SABER-Student Assessment (2013)



11. **Despite improvements in teacher qualifications, pedagogical practices continue to promote rote learning.** The share of teachers with post-graduate degrees increased from 20 percent in 2000/2001 to 39.4 percent in 2009/2010.¹⁴ Although, significant efforts were made to improve the status of teachers¹⁵, the teaching profession in Egypt does not sufficiently attract high performing students and tends to suffer from a perception of low status among graduates. The selection of teachers is ultimately dependent on secondary examination results.¹⁶ 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 as well as the provider of in-service training.¹⁷ Teachers can acquire subject matter knowledge and pedagogical skills simultaneously during undergraduate studies in FOEs. Alternatively, teachers may acquire subject matter knowledge at the undergraduate level, which is followed with subsequent pedagogical skills training upon graduation. More targeted approaches need to be adopted towards hiring high performing students who can teach at all levels and those who can address shortages of teachers in specialized subjects (e.g., mathematics, science), especially at the higher levels. On teacher deployment, poor planning for teacher supply and demand results in the inadequate deployment of teachers, including the targeting of specialized ones. 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. There are very limited incentives for a more professional culture of teaching. In addition, pay and benefits are not differentiated according to performance, and salaries increase 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 on years of experience, which again dis-incentivizes innovative and highly capable teachers.¹⁸

12. **There is broad consensus on the need for education reform and the MOETE program is supported by the President and the Government.** Recent directives from the Minister of Education and Technical Education (MOETE), endorsed by the President, provide an unprecedented opportunity for ambitious reforms to tackle the learning challenge in Egypt. The Minister, in office since February 2017, has embarked on two parallel initiatives for education reform: (a) upgrading the current system (referred to as “EDU 1.0”), and (b) establishing a new education system (referred to as “EDU 2.0”) to be launched in September 2018. Notably, the pivotal entry point for this transformational change in the education sector is the reform of the secondary school leaving examination (*Thanawiya Amma*).

13. **Features of the MOETE reform program.** In August 2017, the Minister announced the broad features of the education reform program together with the initial set of related ministerial decrees. The overall thrust of the reform is to bring back learning to the classrooms. This involves the development of a model Egyptian school system that draws on the success factors of ongoing successful innovations such as the Japan Egypt Schools, the Science, Technology, Engineering and Mathematics (STEM) secondary schools, Nile schools, and others. Core elements of the reform program include: (a) expansion of quality pre-school (KG1 and 2) and grades 1 – 3 to enhance school readiness and foundational learning; (b) fostering conditions for effective teaching and learning through improved access (school construction),

¹⁴ MOE, Condition of Education in Egypt 2010

¹⁵ 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).

¹⁶ The Central Bureau for Admission to University allocates students to the FOEs per secondary school performance in; *Thanawiya Amma* score; and an interview assessment

¹⁷ 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.

¹⁸ The World Bank, SABER-Teachers (2010)



professional development of teachers and educational leadership and curriculum development reform; (c) developing and implementing a new student assessment system focused on learning, and (d) establishing a system to connect school inputs and actors around a transparent culture and active use of information to improve the teaching and learning process. A cross-cutting element of the reform is the use of ICT in education and the establishment of digital infrastructure at the level of the classroom and all levels of the administration. This includes an expanded use of e-learning resources available through the Egypt Knowledge Bank (EKB), content mapping between the curriculum framework and EKB resources, and the gradual shift away from textbooks to digital learning resources. Combined, these reforms aim to produce graduates equipped with the knowledge, values and skills required for tertiary education, the job market, and citizenship. The MOETE reform program includes both general education and technical education tracks. The MOETE asked the World Bank to focus on general education.

14. **The Development Partners (DPs) in Egypt have shown an increased interest in adopting a more systemic and holistic approach to support Egypt’s education sector.** This interest is evident in the group’s revised terms of reference which focus on more effective coordination and harmonization among DPs. The meetings focus on (a) sector priorities in collaboration with MOETE officials; (b) engaging the relevant MOETE representatives to present policy directions, annual plan targets, and specific gaps that require the DPs’ additional financial and/or technical resources; and (c) pursuing ways to enhance synergy among DPs’ ongoing/planned activities and reach initial agreement on additional support. The World Bank Team is proactively engaging DPs to ensure consistency and harmonization in responding to the financial and technical needs required to implement the reform program. This includes regular bilateral and collective meetings with key DPs such as the UNICEF, USAID, UNESCO, JICA, EU, the UK Foreign and Commonwealth Office (FCO) and the British Council, GIZ, and KfW. The World Bank has embarked with UNICEF and the UK FCO in developing the SABER-ECD, in addition to working with the UK FCO to support technical assistance to further develop the strategy and a costed implementation plan for the first three years of the MOETE education reform program. Annex 1 presents a summary of main DPs ongoing and planned interventions in the education sector in Egypt. The World Bank team will further explore additional collaboration with DPs through pooled funding and/or parallel financing of the reform program.

Relationship to CPF

15. The **Egypt Country Partnership Framework (CPF)** (2015–2019) is organized along three interdependent focus areas for achieving and sustaining the Bank’s twin goals of promoting shared prosperity and eliminating extreme poverty: (a) governance; (b) private-sector-led job creation; and (c) social inclusion. Transformational interventions in education to address governance weaknesses come under the CPF third focus area, "social inclusion". Education was identified as a top priority in the CPF stakeholders’ consultations. Participants specifically pointed out the need to increase the level and relevance of learning outcomes by focusing on improving the quality of teachers and educational content, and to ensure that education imparts the skills needed in the job market.

16. **The proposed operation** is in line with the 2015 Education for Competitiveness (E4C) regional initiative developed by the World Bank and the Islamic Development Bank. The results areas for the proposed operation would be aligned with four of the five “E4C Core Interventions”: expanding early childhood development, strengthening early grade literacy and numeracy, promoting information for accountability, and boosting 21st century skills and values.¹⁹

17. **The Government of Egypt formally requested the World Bank’s support** to the education sector in May 2017. The proposed Supporting Egypt Education Reform (SEER) Project would assist the education sector with US\$500 million,

¹⁹ The fifth core initiative of the E4C is “enhancing career guidance and opportunities.”



using an **Investment Project Financing** (IPF) approach with Disbursement-Linked Indicators (DLIs). The proposed Project would support the MOETE education reform program over the course of a five-year implementation period.

C. Proposed Development Objective(s)

18. The **Project Development Objective** is to support the Government of Egypt's education reform program to strengthen foundations for learning, improve teaching and assessment practices, and modernize management of the system at the pre-tertiary education level.

Key Results (From PCN)

19. **The following outcome indicators** would measure the Project's progress towards meeting its development objective as well as its success in meeting end-of-Project targets:

- a. Increased number of KGs that reach higher quality standards according to the Quality Assurance system
- b. Increased number of grade 4 students that meet grade level numeracy and literacy skills standards
- c. Increased percentage of teachers demonstrating improved teaching behaviors according to Teachers First criteria
- d. Successful implementation of the secondary assessment and certification system reform.

D. Concept Description

20. **The MOETE aims to improve the quality of general education and learning in pre-tertiary education.** This policy involves the following core values: (a) *selectivity*: the MOETE has identified a set of education sector reform priorities which are “*game changers*” instead of adopting a more comprehensive approach; (b) *equity*: the MOETE is concerned about the existing geographic and socio-economic disparities which impact heavily on student learning achievement. The reform program strives to eliminate those inequities in service delivery through developing an advanced model of an Egyptian public school by merging elements of excellence from what are currently a variety of school types²⁰; and (c) *inclusion*: mainstreaming special needs students in regular schools through adaptations in the curriculum. MOETE support for special needs students is reflected in the recent appointment of an Assistant Minister for Special Education.

21. **The reform program will require four initial sets of initiatives:** (i) *effective and timely communication and consultations* with sector stakeholders;²¹ (ii) *legislative changes*. The MOETE is conscious of the contradictions between the proposed reforms and existing legislation, and is taking the necessary steps to create a new legislative environment. This entails policy changes within the Ministry and the Supreme Council for Pre-Tertiary Education (SCPTE) and seeking approvals for changes which involve bodies other than the MOETE and the SCPTE; (iii) *coordination of Development Partner (DPs) interventions* to respond to reform program priorities. (See Annex 1 for DPs' ongoing and planned activities); and (iv) *rationalizing collaboration with the private sector*, to increase ongoing efforts to leverage private funding.

22. **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. International publishers were

²⁰ The current government funded schools include a spectrum of models: public schools, experimental/ language schools, STEM schools, Nile schools, Egypt-Japan Schools, and German Schools (forthcoming).

²¹ This is currently being supported by the UK FCO through technical assistance



contracted to establish the Egyptian Knowledge Bank (EKB). Subsequently, Discovery and Britannica engaged in mapping their content available on EKB to the national curricula. In addition, Imagine Education was mobilized to develop Teachers First for teacher Continuous Professional Development (CPD) centered on the behavioral aspects of effective teaching with potential links to performance and 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). In an effort to roll-out the Nile Schools, the MOETE is in discussions with Cambridge International Education (CIE) to use core elements of the curricula and the approach to student assessment in the public schools.

23. **The reform program has the following two parallel approaches:** (a) EDU 1.0 will continue to serve students in the existing education system and the planned reforms will aim to make incremental, targeted improvements; and (b) EDU 2.0 (to be launched in September 2018) which has significant reform agenda for students to be enrolled in KG 1, KG 2, or grade 1, in line with Vision 2030 targets. A key feature of the reform program is to utilize a digital platform for learning, teaching, performance evaluation, assessment, and data collection. The digital infrastructure at the level of the classroom and at all levels of the administration will connect students, teachers, principals, supervisors, and central ministry to help ensure a system of continuous feedback, and the use of information to make evidence based decisions that should enhance the teaching and learning process. Broadly, the program has the following pillars:

- a. *Foundational Learning:* The MOETE has prioritized the “Big Five” (KG1-2 and G1-3) in the new Education 2.0 Reform program, aiming to transform key elements in these early grades. These include (i) a new curriculum emphasizing 21st century skills and citizenship education; (ii) innovative teaching and learning materials aligned with the new curriculum and linked to EKB; and (iii) a new in-service teacher training program incrementally rolled out to all teachers.
- b. *Effective Professional Development for Teachers and Leaders:* This pillar aims to establish a system of continuous professional development for teachers, principals and education leaders, expanded use of digital resources, and deployment of formative assessment approaches. The new system will be characterized by teacher and education leader reforms with linkages between performance, evaluation, and professional development support. This would facilitate the development of a merit-based teacher promotion system including a revision of the current Teachers’ Cadre and Draft Education Law (currently under discussion). Specifically, MOETE embarked on transforming its approach to: (i) build a comprehensive CPD system, which seeks to strengthen the links between pre-service and in-service teacher training and professional development, (ii) shift the balance and focus of CPD to the school; (iii) refocus the district-level supervision cadre towards coaching and mentoring rather than an inspection role, and provide school and directorate-level authorities with increased autonomy, responsibility, and accountability for provision of high-quality CPD support; and (iv) rolling-out and mainstreaming of Teachers First. This will be accompanied by a development program for education leaders—principals, supervisors, and district and director-level managers—to facilitate the implementation of the new CPD model in schools. This area would require coordination procedures among all CPD processes and institutions for pre-service and in-service teacher training (PAT, Education Leadership Center (ELC), faculties of education, E-Learning and Technology Center, Education First, Educate Me and any other CPD providers).
- c. *Student Assessment:* The MOETE views educational assessment as a key driver to enhance student achievement at both basic and secondary levels and thus the reform program uses a new student assessment



system to shift the focus back to learning as opposed to scoring. It anticipates that the changes in examination format with an increasing focus on school based assessment will reduce the current levels of provision of private tutoring.

The reform program has abolished the grade 6 examination and will thoroughly reform the grade 9 examination. More significantly - as a pivotal entry point to the whole reform program - the MOETE already announced the decision to replace the problematic *Thanawiya Amma* with the grade point average over the final three years of secondary school as of 2018. This final GPA will potentially be used in conjunction with the proposed new tertiary admission test, to be developed and administered by the Ministry of Higher Education. These new examinations will help ensure that teachers and students focus on the acquisition of a broad array of skills and attitudes, including those described as 21st Century skills. This entails modifications to the format and content of the new examinations to promote higher-order thinking skills and to better assess school leavers after the secondary education with skills and attitudes necessary for future employment and for tertiary level selection.²² It is expected that the new examination system will enhance public confidence, diminish the extent of cheating and other forms of malpractice, and reduce student and teacher absenteeism related to the rise of private tutoring, thereby also reducing the financial burden on parents. To support the technical aspects of the new examination system, MOETE plans to restructure the NCEEE, to modify its work program and to enhance its capacity as a professional assessment center with a specific focus on examinations and testing. Among its key tasks, the NCEEE would conduct a sample based assessment in grade 4, to monitor literary and numeracy standards.

- d. *Connected education systems.* This pillar aims to develop an integrated management system to provide feedback to all levels of administration and service delivery²³, and make available EKB digital resources for teachers and students. To achieve this, the MOETE will establish digital infrastructure at the school, education directorate and ministry levels, and create an online platform for students and parents. The online platform will feature: (i) digital content; (ii) a classroom box that includes a tablet per classroom, a portable device per teacher, and a clicker per student²⁴, and (iii) connectivity at the classroom level. This digital infrastructure is linked to other elements of the reform program, including content mapping between EKB resources and the curriculum, and CPD of teachers, principals, leaders and administrators through digital resources.

24. **The proposed Project** would focus on four areas reflected in four components where the Bank has a comparative technical and financing advantage vis-à-vis other DPs who are either already providing support or are planning to provide support. These areas will be further assessed during project preparation, to ensure that they are feasible to implement during the proposed Project duration of five years.

25. **Component One: Early Childhood Education and Foundational Learning (US\$ 60 Million estimated cost).** The component aims to improve teaching practices and student learning in KG 1-2 and grades 1-3 ("the Big 5"). To this end, it will support (a) the production and, when applicable, distribution of innovative and Arabized learning and teaching materials, aligned with the new curriculum. It will also support (b) the development and rollout of an in-service teacher training program. The training program will be aligned with the new curriculum and will consist of modules designed in light of a diagnostic study of teaching practices, and intended to improve specific practices in the classroom such as

²² 2014 Constitution includes Secondary Education as compulsory.

²³ These comprise: the school units, educational districts; educational directorate, and central ministry of education and technical education.

²⁴ Initially students will be offered clickers in transition to having access to tablets in the classroom



learning through play, the use of classroom assessment, and the integration of ICTs in classroom pedagogy. (c) An impact evaluation will be conducted to assess the effectiveness of the training on teaching practices and student learning. With EDU 2.0's strong focus on expanding KG enrollment, this component will (d) assist MOETE in the development and implementation of a robust quality assurance (QA) system that incentivizes progress of KGs along a quality continuum. The project will also (e) strengthen the capacity of MOETE to use data from the QA system for continuous system improvement.

26. **Component Two: Effective Teachers and Education Leaders (US\$ 70 Million estimated cost).** Component Two aims to support MOETE's program to improve teachers' and education leaders' effectiveness in pre-tertiary education. The component would support: (a) development of a comprehensive CPD framework for teachers; the development and implementation of a CPD program for school principals and educational supervisors at the district and directorate levels; (b) the design and roll-out of an updated induction program for new teachers, school principals, and supervisors; (c) the design and implementation of a training program for supervisors to align their skills with the new guidelines for mentoring versus inspection-based school visits; (e) production and use of pedagogically sound, Arabized and localized teaching and learning materials for grades 4-12 which enhance teachers' ability to provide differentiated instruction according to students' backgrounds and needs; (f) establishment of the digital infrastructure that enables schools to fully use EKB resources and active learning/ teaching strategies; and (f) build the capacity of teachers to use innovative educational technology to support teaching and learning.

27. **Component Three: Comprehensive Assessment Reform for Improved Student Learning (US\$ 120 Million estimated cost).** Component Three aims to support MOETE's program to develop a new examinations system which is fair, valid, and reliable. The component will support (a) the National Centre for Examinations and Educational Evaluation (NCEEE) develop, on an incremental basis, a range of new examinations to be administered twice yearly to grades 10, 11 and 12, the results of which will be aggregated to yield a grade point average (GPA). The initial public examination will consist of multiple choice items; as NCEEE assessment competencies increase, examinations will include short and long-answer (essay type) and performance type assessments, including projects and oral language fluency. NCEEE will be expected to develop procedures for school-based assessment and for external moderation to facilitate marking or scoring of some elements of the proposed new examinations. The component will (b) conduct a sample-based national assessment of educational achievement of grade 4 students in literacy and numeracy to establish a baseline and a centrally developed grade 9 examination to be administered in each governorate reflecting the reformed curriculum. The Component will also support (c) strengthening NCEEE capacity in areas such as examination paper development, use of technology, analysis of results, analysis of student performance, examination moderation, performance assessment, marker reliability, security enhancement, objective research on aspects of examination scoring and impact and, effective communication and dissemination of assessment data to different audiences, from top policy makers to civil society, and from education administrators to schools and practitioners.

28. **Component Four: Enhancing Service Delivery through Connected Education Systems in Education (US\$ 200 million estimated cost).** Component Four aims to support the MOETE program to develop a technology and evidence-based management system to enhance service delivery at the classroom level and improve student learning. To achieve this, it would use ICT to support the data and information flow related to the service delivery at the level of the classroom. The component would support the digital infrastructure, capacity building of MOETE teaching and non-teaching staff, and feedback system development. The component would finance: (a) staff training and management capacity, at the level of the central ministry and all levels of the administration, to shift organizational culture and staff



behavior toward a continuous use of information. This would comprise capacity for timely and reliable data collection, analysis, dissemination and utilization for planning, monitoring and evaluation; and (b) connecting the education system by establishing a digital engagement platform. The procurement of hardware for the digital platform will be subject to further discussions during project preparation to ascertain the value added of World Bank support for that purpose.

29. **Component Five: Project Management (US\$ 35 – 50 million estimated cost).** The Project will finance functions for ongoing support to the MOETE in implementing the World Bank-financed Project: coordination of all project implementation, fund management, M&E activities, and timely financial, procurement and progress reports. These functions would be managed by a Project Manager with a team – potentially a Project Management Unit (PMU) - comprising a Finance Officer, a Procurement Officer, an Accountant, an M&E Officer, and an Education Officer / Expert. All six of these staff would be engaged on a full-time basis. The World Bank Team will provide continuous implementation support to ensure meeting the agreed Project Development Objective as measured by the Results Framework (to be developed during project preparation), and compliance with the World Bank Fiduciary and Safeguards Guidelines.

Implementation Arrangements

30. **The MOETE will be the implementing agency for the Project.** MOETE, potentially through a project management unit, will have overall responsibility for both the policy guidance and oversight of the project implementation, including the fiduciary and M&E functions. The PMU will also be responsible for preparing the annual work plans and budgets to implement the Project, including documenting evidence of achievements of the respective DLIs for third party verification. At the school level, the main frontline actors would be the principals, who are responsible for managing all school-level activities and monitoring support to the schools benefiting from the Project. Specific implementation modalities will be explored further.

31. **A Steering Committee (SC) will be established.** Specific membership and terms of reference for the SC will be defined during project preparation. Initially, the SC would be responsible for resolving any critical implementation issues which may arise, in addition to reviewing the Project (and the overall reform program) progress and approving annual work plans.

SAFEGUARDS

A. 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.

B. Borrower’s Institutional Capacity for Safeguard Policies

N/a

C. Environmental and Social Safeguards Specialists on the Team



Helen Z. Shahriari, Social Safeguards Specialist
Mohammad Farouk Ibrahim Kandeel, Environmental Safeguards Specialist

D. 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.

E. Safeguard Preparation Plan

Tentative target date for preparing the Appraisal Stage PID/ISDS

Dec 22, 2017

Time frame for launching and completing the safeguard-related studies that may be needed. The specific studies and their timing should be specified in the Appraisal Stage PID/ISDS

No safeguards-related studies are required.

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APPROVAL

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Approved By

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**Annex 1
Development Partners (DPs) Ongoing and Planned Activities**

Development Partner	Ongoing Activity		Planned Activity	
	Brief Description	Time-line & Amount & Geographical Coverage	Brief Description	Time-line & Amount & Geographical Coverage
ECE and Foundational Learning				
JICA	Egypt Japan Schools (EJS): Introduce the Whole Child Education Model; develop the Model through 200 Model Schools (100 Existing + 100 New Schools) Note: Technical Cooperation to MOETE; 10 experts dispatched to support the EJS	Timeline: 2017-2021 Amount: US\$ 8 million (grant) Geographical Coverage: nation wide	Sector Budget Support for the Opening EJS.	Timeline: TBD Amount: US\$ 179 million (soft loan) Geographical Coverage: nation wide
KfW	Quality Education Support Program (QESP): construction, rehabilitation and extension of individually designed schools, with social components to create a learning-friendly environment (e.g. workshops, maintenance plans, income generating activities)	Timeline: QESP will be completed in 2020. Amount: German budget grant Euro 46 million GOE contribution Euro 2.5 million Geographical Coverage: Assiut, Sohag, Sharquia	TBD	TBD
UNESCO			Technical support for curriculum framework development and curriculum review for grades KG 1-2 and grades 1-3	TBD
UNICEF	1. School-based and community models of quality pre-primary education scaled up [girls and boys aged 0-6 years]	1. Timeline: January 2017-June 2018; Amount: US\$ 268,462; Geographical Coverage: Giza	1. School-based and community models of quality pre-primary education scaled up [girls and boys aged 0-6 years]	1. Timeline: July 2018-June 2019; Amount: US\$ 255,900; Geographical



	2. An integrated national system on ECD developed [girls and boys aged 0-8 years]	2. Timeline: January 2017 – June 2018; Amount: NA; Geographic Coverage: Nationwide	2. Pilot the integrated nurse model (details TBD based on the costing exercise and consultation)	Coverage: TBD 2. Timeline: January 2018 – June 2020; Amount: US\$ 150,000; Geographical Coverage: TBD
USAID	Grades 1-3: Teacher training, national and formative assessment, and digital teaching and learning materials.	Timeline: 2017-2021 Amount: <i>To be provided once agreement is signed</i> Geographic coverage: nationwide		
Effective Teachers and Education Leaders				
British Council	The National Teacher Training Program (NTTP) is a capacity-building program that adopts a cascaded model to train 37,000 primary school teachers through both face to face and online training, including: developing the pedagogical capacity of the governmental schools English teachers; raising the English language level for the experimental schools Math and Science teachers; and building the capacity of the ministry of education leaders	Timeline: 2016 - 2018 Amount: GBP 1 million Geographic coverage: nationwide		
KFW	QESP also supports with social components to create a learning-friendly environment (e.g. workshops, maintenance plans, income-generating activities)	Timeframe: QESP will be completed in 2020. Amount: German budget grant Euro 46 million	TBD	TBD



		GOE contribution Euro 2.5 million Geographical Coverage: Assiut, Sohag, Sharquia		
UK Foreign and Commonwealth Office (FCO)			TBD	TBD
UNESCO	Training 52 technical education teachers (two from each governorate) on competency-based education methodology	Timeline: Ongoing till end of December 2017 Amount: US\$ 30,000 Geographical Coverage: National		
UNICEF	<ol style="list-style-type: none"> Equitable access to quality education with specific focus on vulnerable groups and disadvantaged areas [4 -14 years] - Community Schools. Girls and boys with disabilities have improved access to quality education in mainstream schools in intervention areas. Girls and boys with disabilities have improved access to quality education in mainstream schools in intervention areas 	<ol style="list-style-type: none"> Time Line: 2017-2020; Amount: US\$ 2,827,050; Geographic coverage: Assiut, Sohag, Qena, Fayoum, Beni Suef, Marsa Martrouh, Alexandria and Beheira. Time Line: January 2017- September 2018; Amount: US\$ 173,672; Geographic coverage: seven governorates (Alexandria- Assiut- Cairo- Damietta- Gharbia- Matrouh- Sohag) Time Line: January 2016- December 2020; Amount: US\$ 2,130,694; Geographic coverage: eight governorates (Alexandria- Assiut- Cairo- Damietta- 	Children attending public schools are guided by a robust framework responding to the fundamental challenges of the country’s human capital including skills for learning, work and employability, and citizenship. [Life Skills]	Time Line: 2017-2022; Amount: TBD; Geographic coverage: Nationwide



		Fayoum- Gharbia- Matrouh- Sohag)		
World Food Programme (WFP) <i>Funded by EU</i>	Enhancing Access of Children to Education and Fighting Child Labor: training of 7,000 teachers, senior inspectors and head of department from 3500 community schools are trained on the active learning methodology	Timeline: 2014 -2018 Amount: Euro 60 million Geographic Coverage: 16 Governorates: Assuit, Aswan, Beni suief, Fayouym, Luxor, Menia, Sharkeya, Sohag, Marsa Matrouh, Qaluibia, Gharbia, Kafrelsheikh, Dakahleia, Qena, Giza, Beheira		
Student Assessment				
UK Foreign and Commonwealth Office (FCO)			Note: Not financed through FCO yet. UK companies are currently bidding for digital infrastructure contracts	Time Line: TBD Amount: GBP3 million (TBC)
UNICEF	Girls and boys with disabilities have improved access to quality education in mainstream schools in intervention areas – training of 1,500 committee members on early assessment skills	Timeline: January 2016- December 2020 Amount: US\$ 216,920 Geographic Coverage: eight governorates (Alexandria- Assiut- Cairo- Damietta- Fayoum- Gharbia- Matrouh- Sohag)		TBD
Connected Education Systems				

Notes:

- The UK FCO is currently providing technical assistance (GBP 1 million in FY18) to support: (a) development of the MOETE reform plan; and (b) MOETE’s capacity to implement its education reform program.