Program Proposal

GLOBAL PARTNERSHIP FOR EDUCATION – SYSTEM CAPACITY GRANT

MINISTRY OF EDUCATION AND TECHNICAL EDUCATION AND EGYPT LOCAL EDUCATION GROUP MEMBERS

Coordination Agent: Sawiris Foundational for Sustainable Development

Grant Agent: UNICEF

December 2025

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Abbreviations

AIR – Annual Implementation Review
CPD – Continuous Professional Development
DPG – Development Partners Group
EFA – Enabling Factors Analysis
EMIS – Education Management Information System
ESA – Education Sector Analysis
ESP – Education Sector Plan
FLN – Foundational Literacy and Numeracy
G4 – Grade 4
G7 – Grade 7
GPE – Global Partnership for Education
ICU – International Cooperation Unit
ICT – Information and Communication Technology
JESR – Joint Education Sector Review
LEG – Local Education Group
MEAL – Monitoring, Evaluation, Accountability and Learning
M&E – Monitoring and Evaluation
MoETE – Ministry of Education and Technical Education
MoF – Ministry of Finance
MoHE – Ministry of Higher Education
MoPEDIC – Ministry of Planning, Economic Development and International Cooperation
MoSS – Ministry of Social Solidarity
MTBF – Medium-Term Budget Framework
PC – Partnership Compact
PFM – Public Finance Management
PPBB – Programme and Performance-Based Budgeting
PRD – Priority Reform Document
PSEA – Prevention from Sexual Exploitation and Abuse
QMS – Quality Management System
RBM – Results-Based Management
SCG – System Capacity Grant
SDGs – Sustainable Development Goals
SEAH – Sexual Exploitation, Abuse and Harassment
SES – Socio-Economic Status
SOPs – Standard Operating Procedures
ToR – Terms of Reference
ToT – Training of Trainers
TVET – Technical and Vocational Education and Training
UNICEF – United Nations Children's Fund

Executive Summary

Duration: 2026–2028 (2 years)
Budget: 2.1 million USD
Grant Agent: UNICEF

Coordination Agent: Sawiris Foundation for Sustainable Development

The Ministry of Education and Technical Education (MoETE), with UNICEF as Grant Agent, is seeking a Global Partnership for Education (GPE) System Capacity Grant (SCG) of **US$ 2.1 million** to strengthen the systems that support the implementation of Egypt's Education Sector Plan (ESP 2023-2027) and the Priority Reform Document (PRD, 2025).

The grant directly responds to the Enabling Factors Analysis (EFA)**,** which identified medium- and high-priority gaps in: (i) data and evidence; (ii) gender-responsive planning, budgeting and monitoring; (iii) sector coordination and financing; and (iv) the volume, equity and efficiency of education spending.

Over a period of two years, the SCG will be used to invest in system-strengthening across four mutually reinforcing areas:

1. **Education Data Systems (EMIS)** ***(Output 1)***
   The grant will help MoETE move from fragmented data sets to an integrated Phase 1 education data system that builds on EMIS. The system will consolidate learner, teacher and school data; integrate G4/G7 learning assessments; and generate dashboards on enrolment, attendance, foundational learning and early-warning indicators for dropout. Teacher management data will be cleaned and structured into a module that supports workforce analysis, forecasting and more equitable deployment.
2. **Analysis, Planning, Budgeting and Monitoring** ***(Output 2)***
   The SCG will update and focus the Education Sector Analysis**,** develop a Partnership Compact that links the ESP, PRD, EFA and new data systems, and prepare an SCG inception report with clear governance, roles and sequencing. It will build capacity in MoETE's planning, finance, EMIS and ICT units on results-based management and public finance (including programme and performance based budgeting and medium-term budgeting). It will also support the development of Quality Management Systems (QMS) and Monitoring, Evaluation, Accountability and Learning (MEAL) frameworks to support evidence-based, gender responsive and results-oriented planning and budgeting.
3. **Sector Coordination and Financing Dialogue** ***(Output 3)***
   The grant will strengthen MoETE's International Cooperation Unit (ICU) as the central coordination hub through SOPs, an annual workplan and a partnership/funding dashboard. It will reactivate and formalise sector coordination platforms, including a high-level partner working group chaired by the Minister, and support Annual Implementation Reviews (AIR) and Joint Education Sector Reviews (JESR). Existing FLN and TVET coordination groups will be reinforced so that technical discussions systematically inform an evidence-based financing dialogue.
4. **Inclusive Education and Teacher Quality** ***(Output 4)***
   The SCG will support the MoETE to operationalise its Inclusive Education Centre of Excellence by training a core team of experts and developing an operational model (through the development of standards, frameworks and procedures) to lead a national inclusive

education strategy for children with disabilities. In parallel, the SCG will contribute to a more coherent national approach to teacher quality through the design of a new national teaching diploma and the development of a teacher licensing and professional development system that links initial preparation and continuous professional development to curriculum and classroom needs.

Together, these four strategic areas will reinforce MoETE's institutional capacity by establishing more integrated and resilient systems for data management, planning, financing, coordination, and inclusion. This will enable the Ministry and its partners to advance Egypt's priority education reforms with greater effectiveness, efficiency, and equity, ultimately ensuring safe, inclusive, and high-quality learning opportunities for all children.

1. Background

Egypt's first comprehensive Education Sector Plan (ESP 2023–2027) sets an ambitious roadmap to operationalise education and technical education reforms, aligning national priorities with the SDGs and the Transforming Education Summit agenda. The ESP was developed on the basis of an Education Sector Analysis that was conducted by Cambridge Education in 2021 (ESA, 2021) and provides a five-year framework for improving access, learning, equity and system governance across pre-university education.

Following the ESP, the Ministry of Education and Technical Education (MoETE) and partners undertook an Enabling Factors Analysis (EFA) as part of the Global Partnership for Education (GPE) 2025 Operating Model. The EFA assessed system capacity across GPE's enabling factors and rated data and evidence, gender-responsive sector planning, policy and monitoring, inclusive sector dialogue and coordinated action, coordinated financing and funding, and volume, equity and efficiency of domestic public expenditure on education as *medium* or *high* priority areas for investment. Furthermore, it highlighted concrete gaps in EMIS architecture, data use, planning and budgeting capacity, sector coordination, and education financing.

Building on the ESP (2023-2027) and EFA, in 2024, MoETE and the Local Education Group (LEG) developed the Priority Reform Document (PRD). The PRD identifies two overarching transformation priorities: (i) improving foundational literacy and numeracy (FLN), (including for children with disabilities), and (ii) strengthening technical and vocational education for secondary-aged students. It also translates the EFA findings into a set of system-strengthening action areas to be supported by the GPE System Capacity Grant (SCG), with a focus on data systems, planning and monitoring, sector coordination and education financing.

This SCG proposal is directly anchored in those EFA and PRD priorities. The four proposed outputs (**education data systems; analysis, planning, budgeting and monitoring; sector coordination; and inclusive education and teacher quality),** are structured to respond to the *medium and high* EFA enabling factors, as shown in the table below. [1]

EFA Enabling Factor & Priority	Key Gaps/Issues from EFA (summary)	Related SCG Outputs & Activities
Data and evidence – MEDIUM	EMIS focuses mainly on access/participation; limited integration of learning, equity and teacher data; fragmented systems; weak interoperability; major gaps on disability, equity and dropout data;	**Output 1 – Education data systems**: integrated Phase 1 education data platform building on EMIS; integration of G4/G7 assessments; teacher management module; early-warning criteria; data validation procedures; capacity-

[1] Aspects of Output 4 on inclusive education and teacher quality reflect additional priorities that MoETE and LEG members have emphasised in consultations since the endorsement of the EFA/PRD. As such, these are not framed as standalone enabling-factor actions in the EFA table, they are included here to ensure that SCG-financed system-strengthening directly supports implementation of Egypt's priority reforms.

	limited use of data for decision-making.	building on data collection, analysis and use. **Output 2 – Analysis, planning, budgeting & monitoring**: using upgraded data systems in ESA, PC and planning tools. **Output 4 – Inclusive education and teacher quality**: new equity-focused and disability focused data and evidence will be generated
Gender-responsive sector planning, policy & monitoring – HIGH	New strategic planning unit with limited experience; weak capacities in strategic/operational planning, RBM and PFM; absence of a multi-year operational plan; M&E and ESP results framework not yet fully operationalised; need to strengthen gender and inclusion-responsive planning.	**Output 2 – Analysis, planning, budgeting & monitoring**: rapid ESA update; Partnership Compact; SCG inception plan; capacity-building on RBM, PPBB and MTBF; development of QMS and MEAL frameworks; support to ESP operational planning and monitoring. **Output 3 – Coordination**: AIR/JESR toolkits and routines. **Output 4 – Inclusive education and teacher quality**: gender, equity and disability plan and monitoring systems developed.
Sector coordination – MEDIUM	LEG exists but coordination is fragmented; multiple overlapping groups (LEG, DPG, others); ad-hoc policy dialogue; limited mutual accountability; no review of coordination mechanisms in last 3 years.	**Output 3 – Sector coordination and financing dialogue**: strengthening MoETE's ICU (SOPs, workplan, partnership dashboard); reactivating a high-level partner working group chaired by MoETE; strengthening FLN/TVET coordination groups; developing and using AIR/JESR toolkits.
Coordinated financing and funding – HIGH	No joint financing mechanism; information gaps on aligned vs non-aligned aid; limited mapping of existing modalities (budget support, debt swaps, etc.); weak dialogue on aid effectiveness and harmonisation.	**Output 2 – Planning & budgeting**: capacity-building on new PFM rules; programme, and performance-based budgeting tools. **Output 3 – Sector coordination**: ICU partnership/funding dashboard; regular mapping and reporting on partner finance; structured financing dialogue within the high-level coordination forum and AIR/JESR processes.
Volume, equity & efficiency of domestic	Education spending below constitutional and SDG benchmarks (post-debt); high share of salaries;	**Output 2 – Analysis, planning, budgeting & monitoring**: tools for teacher deployment and workforce

expenditure – HIGH	uneven teacher distribution and over-crowded classrooms; non-needs-based budgeting; weak links between finance and EMIS data; SES-related inequities in access and outcomes.	analysis; linking EMIS/data systems to planning and budgeting; capacity on programme-based and performance-based budgeting. **Output 3 – Sector coordination**: using evidence on spending and efficiency in sector dialogue. **Output 4 – Inclusive Education & Teacher quality**: more strategic use of resources through coherent teacher preparation, licensing and CPD.

2. Goal, Objective and Theory of Change

2.1 Goal

The goal of the SCG is to strengthen the enabling systems that allow Egypt to implement its priority reforms to improve inclusive quality learning for all with a focus on:

- Robust, integrated data systems that support decision-making at all levels.
- Gender-responsive sector analysis, planning, and monitoring routines.
- Strong and inclusive sector coordination and financing dialogue; and
- Operational models for inclusive education and teacher quality can be scaled over two years.

2.2 Theory of Change

The SCG's theory of change is that strengthening four interconnected system functions (i) education data systems, (ii) sector analysis/planning/budgeting/monitoring, (iii) sector coordination and financing dialogue, and (iv) inclusive education and teacher quality, will provide MoETE with the enabling environment needed to implement its priority reforms to advance safe and inclusive learning for all.

- **Output 1 – Data and Evidence**
  IF MoETE has robust, integrated education data systems at central and sub-national levels that generate reliable, timely information on learners, teachers, and learning outcomes, disaggregated by sex, disability, geography and other agreed equity-relevant characteristics, *THEN* decision-makers will be able to diagnose bottlenecks and gender- and disability-related disparities, monitor progress and target support more effectively towards the groups that are most educationally marginalised.

  Key assumptions:
  - MoETE leadership maintains the integrated data platform/EMIS strengthening as a core institutional priority and allocates staff time to engage in design, testing and roll-out.

- ICT infrastructure (hardware, connectivity, basic maintenance) is sufficient in pilot and scale-up governorates to operate the upgraded EMIS and integrated data platform.
- Staff trained on data collection, validation and use (central, directorate and school level) remain in posts long enough for capacities to translate into institutional practice.
- Data protection policies and protocols are respected, so that concerns about misuse of learner/teacher data do not block access to, or sharing of, information.
- Standards for data collection and reporting include agreed disaggregation (e.g. sex, disability, location and other equity factors) and these are consistently applied in EMIS and the integrated platform.
- Relevant stakeholders, including where appropriate women's organisations and disability advocacy groups, are engaged in reviewing and using EMIS data to inform actions that address identified disparities.

- **Output 2 – Analysis, Planning, Budgeting and Monitoring**
  IF MoETE departments (Planning, Finance, EMIS, ICT, ICU, etc.) have the technical capacity and tools to undertake evidence-based, gender-responsive sector analysis, planning, budgeting and monitoring aligned with RBM and PFM principles, *THEN* resources will be prioritised, allocated and tracked in a more efficient, equitable and results-oriented way.

  Key assumptions:
  - The Strategic Planning Unit and relevant MoETE departments have sufficient staffing and stability to lead ESA updating, ESP/PC revision and operational planning.
  - The Ministry of Finance and other central agencies remain committed to programme, performance-based budgeting reforms and are willing to engage with MoETE on applying PFM rules in education.
  - Administrative data and survey sources needed for the ESA and monitoring frameworks remain available and of adequate quality.
  - Gender and inclusion-responsive planning is politically acceptable and can be integrated into existing MoETE planning and budgeting processes without major pushback.

- **Output 3 – Sector Coordination**
  IF MoETE and development partners have clear coordination mechanisms, regular joint reviews and an informed financing dialogue, *THEN* external and domestic resources will be better aligned with priority reforms and mutual accountability for ESP/PRD implementation will be strengthened.

  Key assumptions:
  - MoETE continues to chair and actively convene the high-level coordination forum and thematic groups, with regular participation of senior leadership from key ministries (MoF, MOPEDIC, MoSS, MoHE).
  - Development partners are willing to share programme and financing information, align with agreed priorities and use joint review mechanisms (AIR/JESR) as the primary forum for sector dialogue.

- The Coordinating Agency and other key partners are able to fulfil their respective roles (e.g. LEG co-chairs) and sustain engagement over the grant period.
- No major political or institutional reorganisation disrupts the agreed coordination architecture or leads to prolonged decision-making paralysis.

- **Output 4 – Inclusive Education and Teacher Quality**
  IF MoETE can operationalise an inclusive education model for children with disabilities and adopt a coherent teacher quality framework (pre-service, licensing and CPD), *THEN* schools will be better equipped to provide safe, inclusive and quality learning for all children.

  Key assumptions:
  - Inclusive education for children with disabilities remains a clear policy priority for MoETE and is not deprioritised in favour of other short-term pressures.
  - The inclusive education centre of excellence is staffed with a stable core team and has sufficient authority to influence practice at directorate and school level.
  - Teacher professional bodies, syndicates and training providers accept and engage with the new teacher quality framework, including any new requirements for licensing and CPD.
  - Resources for teacher training and support (time, trainers, materials) can be mobilised in a way that allows the new standards and systems to move beyond pilots.

Cross-Cutting Critical Assumptions

- **Political will and stability:** The Government of Egypt and MoETE remain committed to the ESP/PRD reform agenda and to utilising GPE resources for system-level strengthening over the full grant period.
- **Fiscal space and resource mobilisation:** Sufficient domestic and partner resources are available to co-finance and sustain reforms initiated under the SCG (e.g. staffing, maintenance of digital systems, follow-on training).
- **Institutional capacity and continuity:** Key MoETE units (Planning, EMIS/ICT, ICU, Inclusive Education, Teacher Affairs) retain core staff and are able to absorb and use technical support without major turnover or restructuring.
- **Partner coordination:** Development partners remain engaged in the LEG / successor coordination platform, accept agreed roles and division of labour, and do not set up parallel mechanisms that dilute mutual accountability.
- **External shocks:** No large-scale shocks (e.g. major conflict, prolonged school closures, severe macro-economic crisis) derail implementation timelines or force a reallocation of education budgets away from system-strengthening.

Overall Goal

If these four pathways are realised, **and** the key assumptions on political commitment, fiscal space and partner engagement hold, **THEN** MoETE will have strengthened enabling systems to effectively, efficiently and equitably implement its priority reforms to advance safe, inclusive, quality learning for all.

2.3 Results framework (outcomes, outputs and activities)

Output 1: Education data systems

Background narrative *As identified in the EFA, PRD and subsequent LEG and partner dialogues and MoETE analyses, Egypt's Education Management Information System (EMIS) is not fit-for-purpose to meet the MoETE's requirements to advance quality education. The EMIS and other education data systems do not, for example, bring together learning, dropout-risk and teacher management data in a way that can guide decisions.*

Outcome: MoETE has robust, integrated data systems, with a strengthened gender and inclusion lens, which requires capacity across central and sub-national levels to collect, report, manage, analyse and use large, complex educational data and an integrated data platform providing all education stakeholders with reliable and timely data on all aspects of the system and will generate and use sex-, disability-, geography- and other equity disaggregated information to inform planning, resource allocation and early intervention

Related to Window 3I-K

Sub-outputs	**Activities**
Build capacity across central and sub-national levels to collect, report, manage, analyse and use large, complex educational data	• Build capacity of MoETE civil servants, school leaders and teachers to collect and report high quality, sex disaggregated and inclusion-sensitive data regularly. • Train MoETE civil servants, school leaders and teachers to use data in relevant ways, including for identifying and responding to gender, disability, and other equity gaps. • Updated data collection and reporting SOPs. • Build capacity to conduct regular G4 and G7 national literacy and numeracy assessments and to analyse and report results by gender, disability and other equity-relevant characteristics. • Develop criteria for early warning of dropout systems drawing on patterns of absenteeism and dropout for girls and boys and for learners with disabilities and other groups that are most educationally marginalised. • Develop data validation procedures, including systematic checks of disaggregated data at school, directorate and central levels.
Integrated data platform developed	• Map and evaluate existing data platform systems, including existing EMIS and real time data platforms with particular attention to their capacity to capture, store and report sex- and disability-disaggregated data and other equity-relevant variables (e.g. geography, school type). • Define requirements for integrated data platform to build on the EMIS, including modules and dashboards that enable MoETE and governorate directorates to visualize and compare, among other things, gender- and disability-related disparities in enrolment, attendance, learning and dropout.

	• Develop minimum viable product and test new (or adaptation of existing) integrated data platform).

Further description of output 1 activities:

- *Design and pilot a phase-1 integrated education data system, building on EMIS in selected directorates, consolidating learner/teacher/school data and G4/G7 results into dashboards on enrolment, attendance, foundational learning and key risk indicators, with information disaggregated by sex, disability-related disparities.*
- *Clean and structure teacher management data into a dedicated module, including a basic forecasting and gap-mapping tool to inform evidence-based teacher deployment and redistribution in schools serving higher proportions of groups that are most educationally marginalised.*
- *Engage, where appropriate, women's organisations, disability advocacy groups and other relevant stakeholders in reviewing EMIS outputs and dashboards and in using data on gender and inclusion to inform policy dialogue, planning and resource allocation at central and sub-national levels.*

Output 2: Analysis, Planning, Budgeting and Monitoring

Background narrative *The EFA highlighted that MoETE's current analysis, planning, budgeting, and monitoring processes do not make full, systematic use of them at central and sub-national levels. Capacities and routines for sector analysis, prioritisation, result-based planning and programme-based budgeting remain uneven, limiting the extent to which resources are allocated and monitored in an efficient, equitable and evidence-informed.*

Outcome: MoETE has the capacity across key departments at central and sub-national levels (e.g. strategic planning, finance, EMIS, ICT units) to use these data systems for effective, efficient and equitable sector analysis, planning, budgeting and monitoring (aligned with results-based management and public finance management principles).

Related to Window 1A and 1B

Sub-outputs	**Activities**
Improved analysis of education system	• Updating ESA through technical support and validation processes. • Building capacity of central and sub-national departments on sector analysis. • Develop teacher workforce analysis and forecasting tools.
Improve planning, budgeting and prioritization capacity	• Developing Partnership Compact. • Build capacity of MoETE on new PFM rules (PPBB and MTBF). • Build capacity of MoETE to develop ESP aligned with RBM and PFM principles/rules. • Support sector coordinated approach to MoETE's ESP development and approval. • Develop Teacher deployment system.
Improved monitoring and quality management systems	• Develop Quality Management Systems (QMS) framework and tools.

	• Develop/update a Monitoring, Evaluation, Accountability and Learning (MEAL) framework with clear results framework and indicators. • Provide capacity building for MoETE to apply QMS and MEAL in planning and monitoring.

Further description of output 2 activities:

- *Finance an updated, focused ESA and revised Partnership Compact that link the ESP, PRD, EFA and new data systems, and clarify how foundational learning, dropout and teacher allocation will be tracked over time.*
- *Prepare an SCG inception report that sets out governance, roles and implementation sequencing (Q1–Q8), clarifies complementarities with other partner initiatives, and is validated with relevant MoETE departments.*

Output 3: Sector coordination

Background narrative *The EFA highlighted that sector coordination in Egypt is fragmented, with parallel working groups, limited use of shared data and uneven information-sharing on programmes and financing. Under this output, the SCG will help MoETE and education partners strengthen these coordination mechanisms and establish a more structured, evidence-based financing dialogue around national priority reforms.*

Outcome: MoETE and education development partners have the capacity to coordinate on MoETE priority reforms, including through financing dialogue

Related to Window 2E

Sub-outputs	**Activities**
Strengthened MoETE's International Cooperation Unit (ICU)	• Develop ICU SOPs and annual workplan. • Partnership dashboard (fund-mapping). • Training for ICU and focal points on funding mapping, reporting, and partnership management.
Renewed sector coordination platforms	• Reactivate partner working group, chaired by Minister of Education, to replace LEG and strengthen planning and financing for quality education. Include all relevant government ministries (MOF, MOPEDIC, MOSS and MOHE) and development partners, civil society and private sector. • Annual Implementation Review (AIR)/Joint Education Sector Review (JESR) toolkits developed. • AIR/JESR conducted. • Strengthen the FLN and TVET sector coordination groups (ToR governance frameworks, regular meetings)

Further description to output 3 activities:

- *Strengthen MoETE's ICU as the central coordination hub through SOPs, an annual work plan, a partnership/funding dashboard and targeted capacity-building on funding mapping, reporting and partnership management.*

- *Reactivate and formalise sector coordination platforms, including a high-level partner working group chaired by the Minister, AIR/JESR toolkits and reviews, and strengthened FLN/TVET coordination groups that feed systematically into the overall reform and financing dialogue.*

Output 4: Inclusive education and teacher quality

Background narrative *The EFA highlighted that children with disabilities still face significant barriers to participating and learning, and that teacher preparation and ongoing professional development are uneven in quality and coverage. Under this output, the SCG will support MoETE to operationalise its inclusive education centre of excellence and to develop a coherent national approach to teacher quality, covering pre-service training, licensing and continuous professional development.*

Outcome: MoETE has the capacity to strategically advance inclusive education for children with disabilities and improve teacher quality nationally.

Sub-output inclusive education related to Window 1C

Sub-output teacher quality related to Window 3I-K

Sub-outputs	**Activities**
MoETE is strengthened to improve inclusive education for children with disabilities	• Train experts at MoETE's newly established inclusive education centre of excellence • Develop operational model covering standards, frameworks and procedures for centre of excellence to implement a national inclusive education strategy
MoETE has new teacher quality strategy covering pre-service and in-service professional training and development	• Develop new national diploma for teaching. • Develop new system for teacher professional licensing and professional development.

Further description of output 4 activities:

- *Operationalise MoETE's inclusive education centre of excellence by training a core team of experts to provide technical support on inclusive education, drawing on national experience and international best practice, and by developing an operational model (standards, frameworks and procedures) to lead implementation of a national inclusive education strategy for children with disabilities at central and sub-national levels.*
- *Support a more coherent national approach to teacher quality by designing a new national teaching diploma and establishing a teacher licensing and professional development system that links initial preparation and continuous professional development to curriculum and classroom needs, helping MoETE to raise and sustain teacher quality nationwide.*

3. Budget and Timelines

Budget breakdown and Gantt chart including timeline provided in Annex 1 as a separate attachment.

4. Risks and Mitigation

Implementation of the SCG may introduce or exacerbate certain risks, including risks related to sexual exploitation, abuse and harassment (SEAH), institutional capacity, and financing. The table below summarises key risks and corresponding mitigation measures to ensure safe, effective, and sustainable implementation.

Risk	Description	Mitigation
SEAH in SCG-supported activities	Training, consultations and school/directorate visits linked to education data systems, QMS or inclusive education may create opportunities for SEAH	Apply PSEA policies and codes of conduct to all activities; include mandatory PSEA briefings for trainers/consultants; ensure safe, gender-sensitive facilitations and supervision; communicate safe, confidential reporting channels at the start of activities and follow existing procedures for handling allegations.
SEAH and safeguarding risks in data and digital systems	Misuse of individual-level learner or teacher data in education data systems/EMIS could lead to stigma, discrimination or harassment	Embed data protection rules in education data systems/EMIS governance (role-based access, aggregation/anonymisation for reporting); train users on ethical data use and confidentiality; restrict access to sensitive fields and monitor compliance
Limited ownership or resistance	Some MoETE or partners may resist new systems (education data system, QMS, AIR/JESR routines, teacher deployment tools), slowing uptake and impact.	Co-design tools with the relevant MoETE departments and pilot governorates; prioritise quick, visible benefits for MoETE priorities (e.g. dropout, teacher gaps); use ICU/coordination platforms to discuss concerns and adjust design.
Staff turnover and capacity constraints	Turnover or reassignment of trained staff in planning, EMIS, ICU, inclusive education or Teachers Affairs may undermine continuity of reforms.	Institutionalise new processes through SOPs, templates and guidance; target a broad pool of staff for training (not only managers); adopt a ToT approach to retain knowledge in units; store materials centrally for onboarding.
Funding gaps and misalignment with other initiatives	SCG resources may be insufficient to sustain changes or may overlap with other partner-funded work, reducing efficiency	Use the ICU partnership dashboard to map programmes and finance; position SCG investments as foundational “enablers” for future GPE and other financing; agree roles and divisions of labour with key partners early and review periodically.

5. Annexes

Annex 1. Education Sector Plan (2023-2027)

Full ESP endorsed by MoETE, providing the overarching sector framework for the SCG.

Link: *ESP for Egypt Designed*

Annex 2. Education Sector Analysis (ESA 2022)

Core analytical reference used for ESP development and updated through the rapid ESA under Output 2.

Link: *Egypt Pre-University Education Sector Analysis 2021 Full version (1) (1).pdf*

Annex 3. Enabling Factor Analysis (EFA 2024)

GPE-required assessment of enabling factors; directly underpins the SCG theory of change and results framework.

Link: *Enabling Factors Analysis - Arab Republic of Egypt final 2024.pdf*

Annex 4. Priority Reform Document (PRD)

Government-led reform package that operationalises the ESP implementation; SCG domains and outputs are structured to support PRD implementation.

Link: *Priority Reform Document.pdf*