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PD-AAC-279-B1

PROJECT PAPER

ENGLISH LANGUAGE TRAINING

17p.

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1. AGENCY FOR INTERNATIONAL DEVELOPMENT
PROJECT PAPER FACLSHEET
TO BE COMPLETED BY ORIGINATING OFFICE

2. COUNTRY/ENTITY
Syria

4. PROJECT NUMBER
276-11-690-002

5. BUREAU
a. Symbol
RESA
b. Code
4

6. ESTIMATED FY OF PROJECT COMPLETION
FY 81

7. PROJECT TITLE - SHORT (stay within brackets)
 English Language Training

8. ESTIMATED FY OF AUTHORIZATION/OBLIGATION
a. INITIAL ^{MO} [06] ^{YR} [76] b. FINAL FY [81]

9. ESTIMATED TOTAL COST (\$000 or equivalent, \$1 3.90)

a. FUNDING SOURCE	FIRST YEAR FY 76			ALL YEARS		
	b. FY	c. I/C	d. Total	e. FY	f. I/C	g. Total
AID APPROPRIATED TOTAL	350		350	1,512		1,512
(Grant)						
(Loan)						
Other						
1. U.S.						
2. U.S.						
HOST GOVERNMENT		41	41		209	209
OTHER DONORS						
TOTALS	350	41	391	1,512	209	1,721

10. ESTIMATED COSTS/AID APPROPRIATED FUNDS (\$000)

a. Appropriation (Alpha Code)	b. Primary Purpose Code	c. Primary Tech. Code	FY 76		FY 77		FY 78		ALL YEARS	
			d. Grant	e. Loan	f. Grant	g. Loan	h. Grant	i. Loan	j. Grant	k. Loan
SA			350	-	386	-	282	-	1,512	-
TOTALS			350		386		282		1,512	

11. ESTIMATED EXPENDITURES

12. PROJECT PURPOSE(S) (stay within brackets) Check if different from PID/PHP

The assist SARG meet the manpower development objectives of the ^{its} Fourth Five Year Development Plan (1976/1980) by establishing a multi-year English Language Training project to train potential AID participants and other SARG officials in English.

13. WERE CHANGES MADE IN BLOCKS 12, 13, 14, or 15 OF THE PID FACLSHEET? IF YES, ATTACH CHANGED PID FACLSHEET

NA Yes No

14. ORIGINATING OFFICE CLEARANCE

Signature _____

Title _____ Date Signed _____

15. Date Received in AID/AID/W Documents, Do Distribution

mo. day yr. mo. day yr.

B. Recommendation

It is recommended that this project and funds, subject to availability, be approved for English Language Training in Syria as follows:

Grant	\$1,311,900
FY 76	\$ 348,900
FY 77	\$ 386,600
FY 78	\$ 282,200
FY 79	\$ 208,100
FY 80	\$ 86,100

C. Political/Economic Background

Following General Hafez Assad's assumption of power in 1970 and his election to the Presidency in 1971, the Syrian economy changed direction away from the complete centralization/socialist emphasis to more liberal policies with a better defined role for the private sector. As a result, economic performance has improved significantly. This rising trend in output was interrupted by the October 1973 war, but the economy almost completely recovered in 1974 and 1975 when GDP increased by almost 13% and 12% respectively, in real terms, as compared with 2% in 1973. Also, per capita income rose by over 5% per year between 1970-1975.

The agriculture sector is the key to the Syrian economy. As such, Syria's economy remains highly vulnerable to fluctuations in agricultural output brought about by variations in the amount and timing of rainfall. The SARG is attempting to bring some stability to the economy through the increased use of irrigation, especially in the Euphrates River Basin, which when completed, will more than double the amount of land now irrigated.

Agricultural exports have been dominated by cotton, followed by wool, tobacco, fruits and vegetables. The major non-agricultural export item in 1975 was crude oil valued at \$650 million, accounting for 55 percent of the value of all 1975 exports. Syria's import of agricultural items in 1975 more than doubled 1974's imports and consisted primarily of sugar, rice and flour, mostly from France and China, but recently more from the U.S., largely due to the PL-480 Title I program (rice and wheat).

Recently, there have been significant changes in absolute and relative prices. The GDP deflator indicated a 37 percent increase in prices in 1974 with an estimated 30 percent increase in 1975, as compared with under 6 percent per year average inflation during the 1970-73 period. In spite of an improved external balance situation, the import liberalization policies have not so far been used effectively to increase the total supply of resources. These growing inflationary pressures may pose serious problems for the Syrian economy in future.

Because of continuous trade deficits, a large part of Syria's development expenditures has been funded through external financing or through borrowings from the banking system. Particularly since 1973, Syria has received substantial grant and loan commitments from other Arab countries, so much so that there is now little need for the banking system to finance these activities.

Syria's external public debt amounted to \$702 million by the end of 1974, and debt services payments on external public debt (excluding military) were estimated at about \$60 million. These figures increased to about \$1 billion and \$100 million, respectively in 1975. In view of the improved economic prospects and the relatively low debt service ratio, it would appear that Syria can service substantial additional debt on conventional terms. However, Syria's gross reserves dropped in 1975 to about \$590 million.

Despite its favorable economic position, Syria will continue to borrow abroad to finance development projects. Syria does not yet generate sufficient domestic resources or earn enough foreign exchange through trade to fund the development activities planned. In addition, Syria requires the large-scale injection of modern technology to increase agricultural production and productivity, diversify industry, improve its trade balance and raise the standard of living. At present, this technology must be supplied, in-part, from foreign sources.

The strategy of the new Fourth Five-Year Plan (1976-80) may not differ substantially from the Third Plan, with a concentration on public sector investment in agriculture, irrigation, as well as extractive industries particularly oil, phosphates and cement. The GDP is estimated to grow by about 8.5 percent per year between 1976 and 1980. This Fourth Five-Year Plan, like its predecessors, includes hundreds of new and ongoing projects requiring funding. However, in the past the rate of execution generally has not exceeded 25-30 percent of planned projects due to the unavailability of foreign exchange, weak project preparation and followup procedures, and shortages of technicians and skilled manpower. Stronger performance is anticipated for 1975-76, but the implementation rate may still not exceed 40 percent. One of the current problems continues to be local budget.

D. Program Objectives

The purpose of the A.I.D. program in Syria is to assist Syria in pursuing its economic development program, to help in the further improvement of U.S.-Syrian relations and to help create an atmosphere conducive to bringing about a lasting peace settlement in the Middle East.

Following the resumption of U.S. economic assistance to Syria in 1975, A.I.D. has worked with the Syrian Government in helping to meet the nation's priority development needs, particularly as outlined in the Fourth Five-Year Development Plan (1976-1980). In FY 1975, the A.I.D. program was financed from the Middle East Special Requirements Fund and totaled \$83 million, consisting of a \$48 million loan for the improvement and expansion of the Damascus water supply system; a \$30 million loan for the import from the U.S. of agricultural and construction machinery; a \$4 million grant to finance technical services and feasibility studies in essential areas; and a \$1 million grant to fund technical training in the U.S. for Syrian Government officials.

In FY 1976, the A.I.D. program is financed from Security Supporting Assistance funds and is estimated to total \$80 million. While not yet finally approved, this money is expected to be used for an additional loan of \$14.5 million for improvements of the Damascus water supply system, a \$1.25 million grant for participant training, a loan to finance the construction of the Damascus-Deras highway, a loan for contract services and commodities for the Euphrates Basin Maintenance project, a grant for financing the establishment of an English Language Training program and a grant-funded integrated health project. Plans for FY 1977 and 1978, while tentative at this time, include loans and grants for rural electrification, Euphrates River Basin development, agricultural research and development, poultry production, general participant training and health.

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E. Description of the Project

This project will lead to the development of a model English Language Training Center (ELTC) in Damascus which will provide quality English language training courses to potential AID participants so they can undertake academic and technical training programs of study in the United States. The ELTC will also provide special English courses to SARG officials who need English language skills in their positions in Syria. After the ELTC is well established and its various levels of training courses are refined, it may also be able to provide English language training to SARG officials who have study opportunities in English speaking institutions in countries other than the United States.

During the planned five year life of the project, the ELTC will be managed and staffed by an American Director and five full-time American instructors trained and experienced in teaching English as a Foreign Language (TEFL). There also will be provided one part-time American consultant (expert) in language laboratory installation and maintenance. Twenty-five (25) man years of teaching and one man year of technical services will be provided by AID over the five year life of the project (FY 76-80). Up to \$1,035,000, will be required for this part of the project. Long term academic training for up to 7 participants will be provided in the United States for Syrian instructors who will eventually replace the American staff at the ELTC.

The ELTC will be equipped by AID with the provision of textbooks, teaching equipment, and appropriate teaching aids as required. AID also will be willing to provide a 16 position language laboratory if not available from other sources.

The ELTC activities will be carried out by the American Director and Staff members in coordination with and complete support of the State Planning Commission.

The ELTC will be housed either in the Planning Institute of the State Planning Commission or other suitable facility provided by the State Planning Commission. The SARG also will provide during the life of the project the non-teaching staff (laboratory technicians, secretarial, and janitorial personnel), administrative support (locally available supplies and equipment and building maintenance) and local currency costs. It is estimated that up to \$208,750 in local currency will be required for the life of the project. The SARG also will continue the regular salary and positions for participants during training and will place them into regular cadre positions in ELTC upon their return.

Given the above inputs, the ELTC will be able to provide quality level English language training to approximately 1,000 AID participants over the life of the project. This equates to an average cost of approximately \$1,792 per person trained in Syria.

After the first year of its teaching operation, the ELTC will be able to serve as a teaching/demonstration center providing instruction in TEFL methods for Syrian instructors teaching English in SARG Ministry language centers. The ELTC will provide quality English Language Training for potential AID participants who will pursue training programs in the U.S. as well as for SARG officials who require English skills in their daily work or for training opportunities in other countries. The ELTC maintenance specialist will be made available to provide service to various Ministry laboratories that are in operation and provide training to Ministry personnel in the techniques of servicing the language laboratories. When the Ministries have assigned full time personnel and staff for operating and maintaining the English Language Centers, AID will provide short term training programs in the areas of TEFL and developing and managing such programs for up to 14 participants in appropriate training institutions in the U.S. or other countries.

To ensure the continuity of the ELTC after the life of the project, USAID will encourage the formation of an Inter-Ministerial Language Training Coordinating Board (LTCB). It will be recommended that the Board be headed by the Deputy Minister of State for Planning Affairs and that it be comprised of the Directors of each of the SARG Ministry language training centers. The Board would be expected to establish policies, standards, and procedures governing the level of English language courses, which will be taught at the ELTC and at the Ministry centers; to develop standards for and take an active part in the selection of those Syrians who will be trained in the U.S. to replace the American staff of the ELTC to promote a working relationship between the ELTC and the Ministry centers; to develop procedures for the ELTC to follow in providing extension services to the Ministry centers; and to take the lead in developing budgetary support for the ELTC after 1980.

The LTCB is not a pre-condition to success of the project, especially in the first years, but is important for institutional development. It is believed that such a Board, as described above, eventually will be set up. However, if the Board were not to materialize, the project would go on focussing primarily on providing training only to AID participant candidates, including up to 40% training load of non-participant candidates who would be minimally qualified, i.e., "C" to "B" level or above. Specific ratio of non-AID to AID participants would be subject to negotiations with the SARG.

During the second year of the project, AID will review with the State Planning Commission to ascertain if the Board or its alternative can properly function and carry out the aforementioned responsibilities.

At the end of the life of the five-year project, there will be a fully functioning Syrian staffed and SARG-supported ELTC and a number of revitalized and operational SARG Ministry Language Training Centers. Also it is expected that the LTCB will be formed and coordinating the activities of the ELTC and the various Ministry Language Training Centers of the country.

F. Summary Findings:

The Syrian Arab Republic is now experiencing its most critical manpower shortage in recent history. During the past 15 years, more than one million skilled and professional citizens have left the country creating a manpower shortage of staggering proportions. Many Syrians who were employed in essential civil services a few years ago are now needed in higher priority activities. This has resulted in such severe cut-backs in key areas that many critical positions are now filled by the elderly, the very young or are unmanned.

The English Language Training Center (ELTC) developed under this project will assist the SARG in achieving its manpower development objectives of the Fourth Five Year Plan (1976 through 1980).

This will be accomplished by putting into operation a high quality, well-equipped, professionally staffed English Language Training Center. The ELTC will provide English language training for (a) potential AID participants and (b) SARG officials whose jobs in Syria require advanced knowledge of English, and (c) to future instructors for the ELTC as well as for some selected instructors for SARG Ministry language training programs. In the latter stages of the project, English language training classes may be made available to selected SARG officials who have study opportunities in English speaking countries other than the U.S.

During the project, the ELTC will design some special technical English courses to fit the needs of SARG Ministries within the 40% non-AID participant of ELTC classes which require their staffs to prepare commercial correspondence in English, read technical and professional journals, attend conferences abroad, and acquire knowledge of management and industrial techniques that now lie beyond their English competence.

Also, as time permits, officials of SARG ministries' English language Training facilities will be provided opportunities to observe teaching methods and administration of the ELTC. Through the assistance of the ELTC part-time consultant/expert in installation/maintenance of laboratories, it may be possible to provide in-service training for technicians in order to revitalize inoperable and defective language laboratory equipment and assist in placing purchase orders for needed spare parts. The project will strongly encourage the formation of the LITCB mentioned earlier which could help to raise national SARG English Language Training standards.

The services provided by the ELTC will be available to such a Board later on in the project in helping it establish English language training centers in some of the principal cities of Syria, especially in Lattakia and Aleppo. The ELTC Director will be available as time permits, to advise the satellite centers on a TDY basis and the ELTC's facilities will be available to help train selected staff members. Some staff members of these satellite centers may be selected for participant training in TEFEL methods in the U.S. or other appropriate countries.

By the end of the first year of operation, it is anticipated that the ELTC will have trained 192 AID potential participant candidates with the majority reaching "A" or "R" levels. During the life of the project, the ELTC will have trained up to 1,000 AID participants.

As part of the institutionalization process of the ELTC, the project will provide graduate academic training in TEFL programs in the U.S. By the third year of the project, these professionally trained teachers will start teaching in the ELTC program and thereby permit the possible beginning of a gradual withdrawal of U.S. instructors. By the end of the project in 1980, these Syrian U.S. trained professionals should be operating the Center with no assistance from the U.S. staff. Also, by the end of the project, the LTCB or the State Planning Commission should have developed a thorough knowledge of its administrative responsibilities and of its overall need for English language training in Syria and should have developed sources of funds to meet ELTC operating costs and funds to pay a director and staff. The LTCB or the State Planning Commission should act as the overseer to guarantee the ELTC's continuity.

The State Planning Commission has been cooperating with AID/Damascus in running the small (two teacher) pre-project English training program now in operation at the Vocational Training Center (VTC) of the Ministry of Industry. However, the VTC is some distance from central Damascus and has inadequate classroom space for much of the day. The ELTC Project Agreement will include as a condition precedent to disbursement of funds that the SARG will provide an adequate and acceptable site.

In preparation for an early launching of the ELTC the SARG Planning Commission has agreed to share in the cost of the project, to provide counterparts for training in the U.S. and/or other appropriate countries, and to provide a facility for the ELTC which is acceptable for effective learning/teaching. SARG, particularly through the State Planning Commission, has given ample evidence from the earliest discussions of the project that it is fully committed to the English Language Training Center (ELTC) project.

Both the USAID and the SARG have determined that an essential element of the project is the accelerated development of the ministries' English language training centers' programs. Some of the main reasons for this are:

- (a) the ministries' language training centers will provide basic language training courses to prepare potential AID participant candidates and other SARG officials up to the "C" level of English competence which is the desired entry level to the ELTC;
- (b) the SARG has demonstrated a strong desire to develop its satellite centers and has agreed in principle to the establishment of a coordinating element to set direction and policy for overall government English language training efforts;
- (c) the centers are already existing training resources, and require mainly stimulation and limited assistance to further develop and expand their English language training efforts;
- (d) the ELTC without association with the satellite centers would force the USAID to significantly alter proposed ELTC program to accommodate language

applicants with a greater range of pre-qualifications; BEST AVAILABLE COPY

(c) most all of the ministries have their own English language training centers of varying degrees of sophistication and capability. Their ability to teach English effectively is severely handicapped by instructor personnel who lack specialized training and lack up-dated teaching materials.

The USAID believes that with judicious use of the limited assistance provided in the project by the EITC, the major ministries, at least, will be induced to accelerate and reorganize their English language training efforts. The example they would provide would create positive efforts on the part of other ministries.

Syrian society is presently undergoing major changes and agriculture, as well as the extractive and manufacturing industries, show promise of rapid development. Syria has turned outwards for aid and this is leading to an increasing need for officials skilled in the English language.

The budget for this project calls for just under half of the total expenditure in the first two years. This will permit the early installation of required equipment and the early training of Syrian TEFL teachers in the U.S.

The project is ready for implementation and meets all of the statutory criteria.

G. Project Issues

1. Budgetary Requirements

A key issue affecting the success of this project will be the development of adequate SARG budgetary support. The SARG budget will have to cover the costs of establishing and maintaining the ELTC, including employing the Syrian non-teaching staff; administrative support in the form of locally available supplies and equipment and local currency costs. SARG also will have to continue in regular cadre positions the Syrian teachers who will be trained in the U.S. to replace the American ELTC instructors.

SARG has expressed great interest in developing a multi-year English language training program and has supported USAID's interim language program at the VTC. There is ample evidence that SARG is fully committed to this project. From the early stages of discussions, the Government -- particularly the State Planning Commission -- has expressed keen interest in the project. However, as an added assurance that this commitment is translated into funding availability, a continuing covenant for the life of the project will be written into the Agreement expressly stating that the SARG will provide adequate budgetary support for the project.

2. Utilization of American Staff

In order to make the maximum use of the American TEFL trained staff, training at the ELTC may have to be limited to officials scoring "C" and above (see Annex A) on a pre-course placement test. Lower level language students hopefully can be trained to the "C" level in the Ministry language training centers. In order to achieve this distribution, the State Planning Commission, initially, and later perhaps the LTCB, will have to insure this kind of distribution. This will not be easy since the ministry centers are independent entities, but it must be insisted upon in order to achieve the maximum output from the ELTC of SARG officials assigned to the "A" and "B" levels.

3. Inter-Ministerial Cooperation

The key SARG agency concerned with this project is the State Planning Commission. However, it has no direct control over the Ministries which have language laboratories and are operating independently run English teaching programs. These are the Ministries of Tourism, Industry, Health, and Higher Education, the latter being separate from the University of Damascus, which, as one prospective supplier of university English graduates for training in the U.S., has shown interest in the project. The State Planning Commission will have to assume the primary role in securing cooperation of the various ministries in order to ensure that an adequate number of participants is available to the ELTC on a timely basis.

Part II Project Background and Detailed Description

A. Background

At the turn of the century the second language in Syria was Ottoman Turkish. Beginning with the Sykes-Picot Agreement signed after World War I giving the French the Syrian Mandate, French became the second language promoted not so much by the mandate authorities as by French missionaries who established parochial schools superior to other available facilities. The missionaries were teaching a language which would provide the key to many career doors. The teaching of English during the mandate period, 1920 to 1946, was left to the British with mandates in Palestine, Trans-Jordan, and Iraq. In both mandated areas, the Arabs who knew French or English well invariably rose to the higher rungs of the socio-economic ladder. Syrians who could speak English usually came from wealthy or middle-class families.

The dearth of English speakers was brought to the SARG's attention in 1963 when the Ford Foundation appointed Mr. Robert Jacobs to survey the need for English teachers in the Universities and secondary schools. The Jacobs Report prompted the Ford Foundation to launch an untimely and insufficiently planned or financed crash program. The Ford Foundation installed remedial English courses for freshmen at the universities in Aleppo and Damascus and counseled the higher-education authorities to send students to the US to train as English teachers. Unfortunately, neither the universities nor the students had the funds needed to pay for U.S. training. The Ford Foundation project was intended to provide all Syrian university freshmen in the fields of Agriculture and Engineering with enough English to enable them to read English texts in their fields. Although the students were urged to attend classes given in English, only those who had previously studied English in secondary school and were at intermediate or advanced levels and familiar with technical terms were able to read English texts in physics, animal husbandry, etc. This program was cut short in 1967.

Turning to more recent developments, the acting AID Representative, when negotiating the resumption of economic and technical assistance to Syria in March 1975, was asked by the State Planning Commission to set up

on an urgent basis, an interim English language program to provide training for potential AID participant candidates, SARG officials who would need English in their day to day work in Syria, and other kinds of training as might be required and identified at a later date. The State Planning Commission expressed interest in having AID develop, during the period of the interim program, a longer term program which would accommodate up to 500 SARG officials per year.

In order to get the interim program off to an early start, funds were made available through Project No. 276-11-995-001, Technical and Feasibility Studies, to bring two TEFL trained American instructors to Damascus to begin the teaching program. PIO/Ts were approved and contracts were signed; one with a senior specialist with years of experience in developing as well as in teaching in TEFL programs. The senior specialist arrived in February 1976 to set up the interim teaching program. The second instructor arrived in March.

A 24 position language laboratory which had been donated and installed in the VTC by the International Labor Organization (ILO) and which had lain unused for two years, was made available by the VTC at the urging of the State Planning Commission as the site for the interim program. English language tapes and teaching materials were ordered from the U.S. and the teaching program began in late March 1976.

In accordance with the conditions under which the VTC provided temporary housing for the pilot project only limited support was expected and has been forthcoming. The VTC is crowded with little room available for the language program; is poorly located on the extreme edge of Damascus with limited access to city bus lines and is situated just off a busy, noisy truck line which makes it impossible to achieve the quiet atmosphere required in the language laboratory and classrooms. Difficulties have been encountered by the senior specialist in sectioning his classes according to the ability levels as he has been required to enroll students in one section on a basis other than English language test results. All of this has led to a less than optimum performance on the part of some of the students.

B. Detailed Description

1. Sector Goal

The Sector Goal for this project is to assist the SARG achieve the manpower development objectives of the Fourth Five Year Plan (1976-1980). (See Annex B.) This will be achieved by setting up an English language training facility which will operate for five consecutive years (1976-1980). The facility will assist selected AID participants and other SARG officials to acquire the language skill necessary to prepare them to benefit from advanced technical training abroad and from being able to read and discuss technical materials in English in their fields of specialization.

2. Project Purpose

The purpose of this project, as summarized in Part I, is two-fold:

- 1) to assist the SARG develop an English Language Training Center which will provide quality language training courses for potential AID participant candidates, and for SARG officials who need English in their day to day work in Syria; and
- 2) to institutionalize the English Language Training Center so that it will continue to operate under Syrian leadership, utilizing Syrian funds and employing Syrian teaching and leadership after AID support is terminated at the end of the project. Further details of the project and USAID's role in its administration are given in the Logical Framework Matrix (see Annex C).

3. Planned Outputs

The following outputs are planned for the first year. Three cycles each year of four classes each with 16 students per class. These classes will be 15 weeks in duration, accounting for approximately 5750 hours instruction over a 50 week work year. This assumes that students will attend classes on a full-time basis of approximately 30 hours per week.

This output will be produced using five U.S. instructors teaching 21 hours a week each and the Director teaching ten hours a week.

A table of output predictions covering all years of the project is found in Annex D.

4. Planned Inputs

The U.S. will employ a highly qualified Director, preferably with some knowledge of the area, who is familiar with managerial problems and competent to produce a wide variety of specialized course materials. Five instructors trained in U.S. TEFL instruction will be recruited from the U.S. These instructors, all of whom should have some experience in teaching outside the U.S., preferably in Arab nations, will be hired under contract for this project. One short-term consultant/specialist in language laboratories will be provided as needed, but not to exceed one person year of assistance. Counterpart training will be provided for Master's Degrees in TEFL in the U.S. for 6 Syrian teachers who are appropriately qualified and designated as possible replacements for the American staff. A seventh Syrian teacher will be trained as a trainer of teachers in TEFL instructions. He/she would subsequently be given the task of conducting in-country training for additional instructors as and if required. Short-term training in the U.S. or other appropriate countries for up to 14 instructors for Ministry language training centers. AID will provide up-dated teaching aids, texts, and tapes, and a 16-position language laboratory, if deemed necessary. The Center's aim will be to function as the highest quality English language teaching and demonstration facility in Syria.

The SARG's contribution to the project will consist of a physical facility for the ELTC, qualified individuals to be trained as instructors and laboratory assistants, clerical and janitorial personnel and the local currency costs of the project.

Another important SARG contribution may be the formation of the Inter-Ministerial Language Training Coordinating Board which would be responsible for the eventual administration of the ELTC and would insure its continued operation and financial support after the end of AID inputs in 1980.

With the support of the State Planning Commission or the LTCB and with the assistance of the ELTC, some of the inoperable and ill-equipped Ministry language training facilities in Syria will be revitalized. These centers could provide lower level training for hundreds of SARG officials each year.

5. Project Assumptions

- (a) That SARG will provide the necessary facility for classroom and lab space.
- (b) That Ministries will release potential AID participant candidates for full-time intensive study for at least 3 months.
- (c) That SARG will plan for providing necessary budgetary and personnel support to allow it to assume and continue operation of the ELTC at approximately the same level following termination of A.I.D. support.

- d) that Ministry participants must not be lower than "C" level when they enter the ELTC.
- e) that there will be no more than 16 students per class.
- f) that the instructors will teach 21 hours per week and the director at least 10.
- g) that the director is competent to produce specialized teaching materials.

Part III Project Analysis

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A. Technical Analysis

Following the events of 1967, Syria was cut off from much of the Western world. Although a number of Syrians were learning English, projects such as that sponsored by the Ford Foundation and others which aimed at preparing potential SARG officials to understand technical English were dropped and Syria's exposure to Western technology became increasingly limited.

With the resumption of Syria's relations with the U.S. and other western states in 1974, this trend began to be reversed. During the negotiations in March and April 1975 for the resumption of U.S. technical and economic assistance to Syria, the State Planning Commission expressed SARG's felt need for exposure to modern western technology. Accordingly, SARG asked that AID resume its participant training program and the first group of Syrian officials left for training in the U.S. in January, 1976. Since that time, \$1,000,000 has been committed to participant programs covering 86 participants. An amendment adding \$1,250,000 to the original participant training grant was signed on April 28. This will provide training for an additional 110 participants.

SARG realized, however, that few of its officials possessed sufficient ability in English to obtain the maximum possible benefit from these programs. Accordingly, the State Planning Commission asked AID to set up an English language training program as soon as possible, not only for potential AID participants but for a much larger number of officials who need to know English in their day to day work in Syria.

The project is highly appropriate at this particular time. The ELTC will assist SARG in reaching the manpower development goals of the Fourth Five Year Plan (1976-1980) (See Annex B) by equipping a large number of SARG officials with a linguistic tool which will give them access to technological knowledge. The project will make it cheaper to train the potential AID participants in English in Syria than in the U.S. The long term goal of the project will be met when the ELTC is institutionalized as a SARG operation. It is planned that the ELTC will serve as a guide, example, and demonstration teaching center for all SARG English language training programs. Several SARG ministries' present labs are either not working or working at less than capacity. Through possible limited assistance which may be provided during life of project, it is hoped that some SARG Ministry language programs may be revived. Finally, the project could establish a much needed SARG language training coordinating mechanism known as the ITCB which could take over the operation of the ELTC and provide the long term leadership and policy guidance needed by SARG to run an effective language training program. All of this would serve to give SARG officials the language skills they need to catch up and to keep up with technological developments in their fields.

The project will provide appropriate modern teaching methods offering English Language Training suitable to existing situation in Syria at this time. A new 10 position language laboratory will be installed in the ELTC. Experienced American instructors trained in the TEFL teaching methods will be used in the teaching program. Intensive courses will be used wherever possible to speed up the learning process. Placement testing, a modern curriculum and up-to-date teaching materials will be used (see Annex E and F). In short, the most recent state of the TEFL art will be applied to this project.

Both the project and training in the use of the associated technology are considered highly appropriate at this stage of Syria's development and are given a good chance of continuing after AID assistance is terminated.

B. Financial Analysis

Because there are no cash flows resulting from this project, the rate of return on the project investment cannot be formulated. However, the following represents the AID and SARG cost estimates over the life of the project.

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ENGLISH LANGUAGE TRAINING PROJECT

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DOLLAR COSTS

	FY-76	FY-77	FY-78	FY-79	FY-80	TOTAL
I. U.S. SALARIES AND EXPENSES ^{1/}						
Director (1)	\$ 40,000	\$ 40,000	\$ 40,000	\$ 40,000	\$ 40,000	\$ 200,000
Instructors (5)	200,000	200,000	200,000	(4) 160,100	(1) 40,100	800,500
Lab Maint Spec (1)	10,000	10,000	5,000	5,000	5,000	35,000
II. 16 POSITION LANGUAGE LAB AND SUPPORTING EQUIPMENT ^{2/}						
	\$ 22,000	\$ 500	\$ 500	\$ 500	\$ 500	\$ 24,000
III. TEACHING EQUIPMENT						
Overhead Projector (1)	\$ 500					\$ 500
Slide projector (1)	\$ 200					\$ 200
16 MM projector (1)	\$ 1,600					\$ 1,600
Tape recorders (2)	300					300
Screen (1)	150					150
Duplicator (1)	700					700
Typewriter (1)	250					250
Air Conditioners (6)	2,300					2,300
Misc. Equipment	200					200
IV. TAPES, BOOKS AND TEACHING AIDS						
A. ELTC	\$ 1,500	\$ 1,500	\$ 2,000	\$ 1,500	\$ 500	\$ 7,000
B. Ministry Centers	2,000	1,500	1,000	500	-	5,000
V. PARTICIPANT TRAINING COSTS						
A. Master's programs (7)	31,200	\$ 62,400	\$ 15,600	-	-	\$ 109,200
B. O-J-T programs (14)	35,000	70,000	17,500	-	-	122,500
VI. LABORATORY RENOVATION COSTS						
	\$ 1,000	\$ 500	\$ 500	\$ 500	-	\$ 2,500
TOTAL	\$348,900	\$386,600	\$282,200	\$208,100	\$ 86,100	\$1,311,300

^{1/} Includes transportation, housing, education allowances, etc.
^{2/} Includes an estimate for shipping costs (\$2,000)

ENGLISH LANGUAGE TRAINING PROJECT BEST AVAILABLE COPY

LOCAL CURRENCY COSTS ^{1/}

	FY-76	FY-77	FY-78	FY-79	FY-80	TOTAL
I. SYRIAN STAFF SALARIES FOR ELTC						
M.S. Degree staff (7)	\$ -	\$ <u>2/</u>	\$ 6,000	\$18,000	\$21,000	\$ 45,00
Ministry Center staff (14)	<u>3/</u> -	-	-	-	-	-
Lab. technicians (2)	5,000	5,000	5,000	5,000	5,000	25,00
Secretary (1)	1,500	1,500	1,500	1,500	1,500	7,50
Janitor (1)	1,000	1,000	1,000	1,000	1,000	5,00
II. ELTC FACILITY COSTS						
Rent	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$100,00
Remodeling	4,500	-	-	-	-	4,50
Furnishings	6,500	-	-	-	-	6,50
Utilities	1,500	1,500	1,500	1,500	1,500	7,50
III. SUPPLIES AND EQUIPMENT FOR ELTC						
	\$ 500	\$ 500	\$ 250	\$ 250	\$ 250	\$ 1,75
IV. TAPES, BOOKS AND TEACHING AIDS						
A. FOR ELTC	\$ -	\$ -	\$ 500	\$ 1,000	\$ 1,500	\$ 3,00
B. FOR MINISTRY CENTERS	-	-	500	1,000	1,500	3,00
TOTAL	\$40,500	\$29,500	\$36,250	\$49,250	\$53,250	\$208,75

1/ Stated in Dollar Equivalents.

2/ Year in which SARO contribution begins depends on whether or not the teachers are paid a salary while they are in training.

3/ Up to 14 SARG Ministry employees sent for short term TEFL training under this project.

Part IV Implementation Arrangements

A. Pilot Activity

Since March 1976, AID's interim language training program has been operating in the VTC of the Ministry of Industry using a language laboratory donated by the ILO. Overall this initial English teaching program has been only marginally satisfactory. VTC classroom space has been limited and the VTC's location has made it difficult for SARG officials to come to the classes.

For its part, the SPC has been anxious to place as many officials as possible in language training and this has led to the premature development of an intensive program. Students have been placed in classes without benefit of pre-placement testing, delaying class progress.

Numerous lessons have been learned from this experience by all parties. Perhaps the most important is that there will need to be somewhat better coordination between the SPC, the sponsoring Ministries and the ELTC. Precise course levels and dates will have to be established, pre-enrollment testing will have to be refined and cut-off dates established beyond which time new students will not be accepted.

The ELTC will be established after agreement is reached with the SPC concerning the requirements mentioned above. A set of written procedures will be developed by the ELTC Director at an early date governing all aspects of the ELTC's day to day operations, enrollment procedures, attendance, pass/fail requirements and other matters conducive to an efficient and businesslike operation.

B. Implementing Responsibility

The SARG State Planning Commission (SPC) will be responsible for this project, acting as overseer, coordinator and intermediary between the ELTC and the various ministries desiring to have their officials/employees trained in English. The SPC will approve the ministries' selections of potential AID participants and make certain that these individuals will be released from work assignments in order to attend full time intensive training classes. The SPC's approval also will be necessary for officials who will attend part time or special classes, as well as all participants to be trained as future staff under the project.

The day to day teaching and administrative responsibilities will be delegated to the ELTC and policy development will be the responsibility of the SPC during the early years of the project. The SPC and/or the Inter-Ministerial Coordinating Board (or its alternative) will carry out this latter function later during the project. It is envisioned that the Board would be headed by the Deputy Minister of State for Planning Affairs or his designee. AID's establishing of the ELTC as a teaching/demonstration center which will provide extension services, training and limited material help to the ministry language training centers interested, and capable of improving their programs should serve as the catalyst for widespread improvement of English language training. The formation of the ITCB should lead to the development of policies and standards beneficial to the entire country.

C. AID

In order to minimize the possible dangers inherent in establishing an effective English Language Training program such as providing equipment without corresponding training in its use, starting of language programs without making provisions for an orderly turnover of these programs to THE SARG, e.g., for institutionalizing these programs, AID will establish the ELTC independent of any existing program so that it will have the flexibility to establish optimum operating practices and procedures. AID will obtain the best management talent available by seeking an experienced TEFL trained Director and experienced teaching personnel.

The ELTC will operate as a teaching/demonstration center. It is anticipated that interested ministry programs will be able to place their instructors in the ELTC for advanced training in English as well as for learning the most recent TEFL methods. Furthermore, as time permits, the ELTC will establish a modest extension service, providing demonstrations, holding teacher seminars, and assisting with the development of limited amounts of up-to-date teaching materials.

For its part, AID is including in the project funds to train Syrians to replace the American staff during the life of the project, to train limited numbers of staff for the ministry centers and to purchase up to date materials for the ELTC. Funds will also be available to provide technical assistance to the ministry laboratories and limited teaching materials.

In addition, AID will encourage the formation of a high level and influential LTCB to develop the relationship between the ELTC and the Ministry centers and to develop policies and procedures governing all non-university language training in Syria.

The Project Performance Tracking Network is attached as Annex C

B. Evaluation Plan

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In addition to annual Mission/SARG evaluations (PAR) to determine progress and whether ELTC is meeting its objectives, a comprehensive evaluation will be conducted after the project has been in operation for 48 months. The timing of the evaluation will be such that USAID and SARG can review the results and progress of the project in light of the first full academic year of teaching in the ELTC by the first six participants trained under this project in the U.S.

The evaluation will be carried out by a team comprised of a representative of SARG, most probably an official of the State Planning Commission; at least one AID representative, probably but not necessarily from USAID Damascus, and a faculty member of an appropriate American or Third Country University which has a strong TEFL program. Some of the fundamental questions which will be addressed by the team are as follows:

1. Is the ELTC meeting the objectives for which it was established?
2. Are the objectives reasonable?
3. Are the AID and SARG inputs, as shown in Logical Framework Annex and in the PP, adequate to do the job?
4. Should the inputs be altered? If so, how?
5. Have the necessary steps been taken to move toward institutionalization of the ELTC as a SARG entity?
6. Is SARG commitment to ELTC sufficient?
7. Does the ELTC's overall performance warrant continuation of the project?

The joint evaluation team will consider, among other issues, the probable role and performance of the LTCs; the relevance of the American instructors and technology to the SARG language training needs; the contribution of the ELTC toward improvement of the operations of the Ministry Centers assisted under the project and AID/W's support of the project as pertains to recruiting, procurement, etc.

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PROJECT PAPER
ENGLISH LANGUAGE TRAINING
ANNEX A

Description of English Language Levels

ENGLISH LANGUAGE TRAINING LEVELS

ALTCU Usage Test Score	LEVEL	ESTIMATE OF TIME REQUIRED TO REACH "R" (30 Hrs. per Wk)
70 plus	R	None
65-70	A	1 month
55-60	B	1 1/2-1 3/4 months
45-55	C	2 1/2-3 1/2 months
35-45	D	4-5 months
Below	E	6 months

It is planned that only C level students will be trained at the ELTC. Participant candidates and others below level C would receive their basic language training in one of the Ministry language training centers.

It is also planned that all participant candidates will be trained through level R once the ELTC is fully operational.

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PROJECT PAPER
ENGLISH LANGUAGE TRAINING
ANNEX B

Summary of the Manpower Development
Goals of the Fourth Five Year Plan

The Targets of the Manpower Plan
during the Fourth Five Year Plan

1. To achieve complete and optimum utilization of the available manpower in the country; eliminate unemployment and increase the number of employees by an average 5.5% per annum.
2. To insure equilibrium in available manpower and prepare various specializations and technically qualified manpower in the required quantities, time and placement to meet the needs of development projects requirements.
3. To distribute, for the first time, the manpower which will enter the labor-market and unemployed manpower among the regions and sectors responding to the development plan objectives.
4. To redistribute excess manpower from sectors suffering disguised unemployment to sectors suffering from manpower shortages.
5. To attract women to productive employment to increase their contribution to the work force and to encourage their obtaining the necessary skills.
6. To obtain optimum utilization of technological qualifications and capabilities by matching skills and requirements.
7. To raise the productivity of labor by developing information on experiences and skills obtained and by keeping pace with modern technology standards.
8. To develop skills training in the country as a means of increasing the ratio of specialists and technicians to the total labor-force.
9. To link enrollment in educational and training institutions to the development plan.
10. To link the educational curricula with social and economic development requirements.
11. To link wages and productivity.
12. To achieve a national growth rate of 11.9 and to raise the standard of living.

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PROJECT PAPER
ENGLISH LANGUAGE TRAINING
ANNEX *PC*

Logical Framework Matrix:

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

PROJECT: English Language Teaching

NARRATIVE SUMMARY	OBJECTIVELY MEASURABLE INDICATORS	MEANS OF VERIFICATION	DEFORANT ASSUMPTIONS
<p><u>PROGRAM OR SECTOR GOAL</u></p> <p>- Assist SARG achieve manpower development objectives of the Fourth Five Year Plan</p>	<p>- Key SARG positions filled with trained personnel</p>	<p>- Review of Statistics and requirements of the Fourth Five Year Plan</p> <p>Review placement of returned AID participant</p>	<p>- That SARG will share in the cost of the project, that it will make officials available for training and that it will utilize them in the positions for which they were trained</p>

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PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

PROJECT: English Language Teaching

NARRATIVE SUMMARY	OBJECTIVELY VARIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p><u>PROJECT PURPOSE</u></p> <p>1. To provide English language training for:</p> <p>a) potential AID participants</p> <p>b) SARG officials who need English for their day to day work</p> <p>2. Institutionalize as SARG Language Training Program in a Syrian institution</p>	<p>Number of SARG candidates meeting language requirements for training after one year of language program operations</p> <p>SARG officials trained to and actually replacing American instructors.</p> <p>ELTC established and Inter-Ministerial Language training Coordinating Board formulated</p>	<p>Review of final test results noting the number of candidates score "R" or R/A"</p> <p>On site inspection of language train-facilities</p> <p>Discussions with Syrian instructors</p>	<p>That SARG will make space available and provide logistic support for language training program</p> <p>1) Review of project after one year will show That English continues to be a desirable language for SARG officials</p> <p>2) That Inter-Ministerial Coordinating Board will continue to operate and to coordinate needs of Syrians requiring English language training.</p>

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

PROJECT: English Language Teaching

NARRATIVE SUMMARY	OBJECTIVELY MEASURABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p><u>OUTPUTS</u></p> <p>* Up to 1000 SARG officials possessing sufficient language ability, to meet the requirements of their training programs or day to day requirements in Syrian Ministries</p>	<ul style="list-style-type: none"> - Review of AID participants scheduled for training each per year - Review of candidates prepared each year for training in other countries - Review of SARG Ministry employees meeting the English language qualifications for positions in Syria over the life of the project. 	<ul style="list-style-type: none"> - Count of Calls Forward received for AID participants - Departures for training of other candidates for training - Return to Ministry positions of AID participants and other SARG employees 	<ul style="list-style-type: none"> - That SARG will continue to make candidates available for training in the ELTC. - That English will continue to be a desirable language for SARG Ministry officials

* Including, starting in the fourth year of the project, outputs from the 7 Syrian teachers trained in the U.S.

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E-4

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

PROJECT: English Language Teaching

NARRATIVE SUMMARY	OBJECTIVELY VARIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<u>INPUTS</u>			
<u>U.S. CONTRIBUTION</u>			
<p>American personnel</p> <p>One Director/Instructor</p> <p>Five full time instructors</p> <p>One part-time lab maint. technician</p> <p>Lab equipment if & as required</p> <p>Language texts and accompanying tapes for up to 3000 students during project life.</p> <p>Counterpart training in the U.S. for the Syrian Director and 20 instructors; 7 for the ELTC and 14 for the Ministry Centers.</p>	<p>- PIO/T for American Instructors approved, contracts signed and Director and Instructors in place and functioning by October 5, 1976</p> <p>- PIO/C for Lab and teaching materials approved, orders place and most materials received by September 30</p> <p>- 7 Counterparts and 14 Ministry Center staff identified and in language training in Syria in FY 77 preparatory to going to the U.S. or Lebanon for training.</p> <p>- Space donated or rented and office equipment and staff available and on the job.</p>	<p>- Documentation completed and Director/Instructors in place</p> <p>- PIO/C issued and most materials delivered and in use</p> <p>- Number of Counterparts and Ministry center staff identified and in language training in Syria</p> <p>- Physical inventory of facilities</p>	<p>- That Director/Instructors can be recruited in FY-77</p> <p>- That language teaching materials will be available in Syria in early 1977.</p> <p>- That selected counterparts have sufficiently high academic standing, motivation and language ability to begin training in the U.S. or Lebanon by September 1977.</p> <p>- That the SARG will in fact provide a facility and budgetary support for the ELTC.</p>
<p><u>LEBANON CONTRIBUTION</u></p> <p>Physical facility and budgetary support for the ELTC</p> <p>Director, administrative and clerical assistance</p> <p>Counterparts for training in U.S.</p>	<p>- Participant candidates in training in Syria.</p>	<p>- Physical check of space provided by SARG</p> <p>- Time and attendance record of SARG provided admin/clerical help</p> <p>- Counterparts in place and working</p>	<p>- That instructor, administrative and clerical assistance will be provided</p> <p>- That counterparts will meet language and academic qualifications for training.</p>

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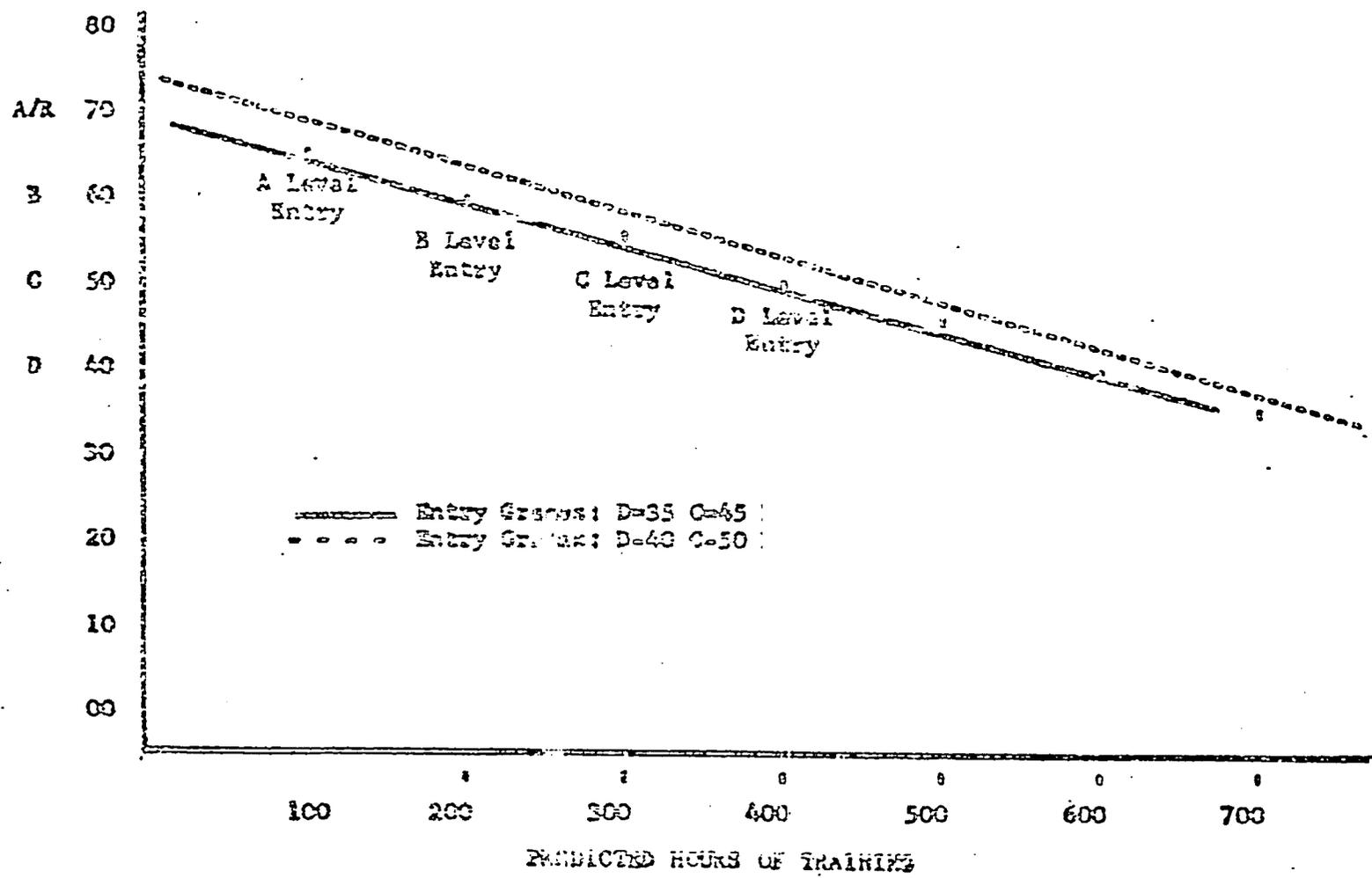
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PROJECT PAPER
ENGLISH LANGUAGE TRAINING
D
ANNEX 6

OUTPUT PRODUCTIONS

HOURS IN CLASS PREDICTIONS BASED ON VARIOUS ENTRY LEVELS

ALIGNED
TEST SCORE

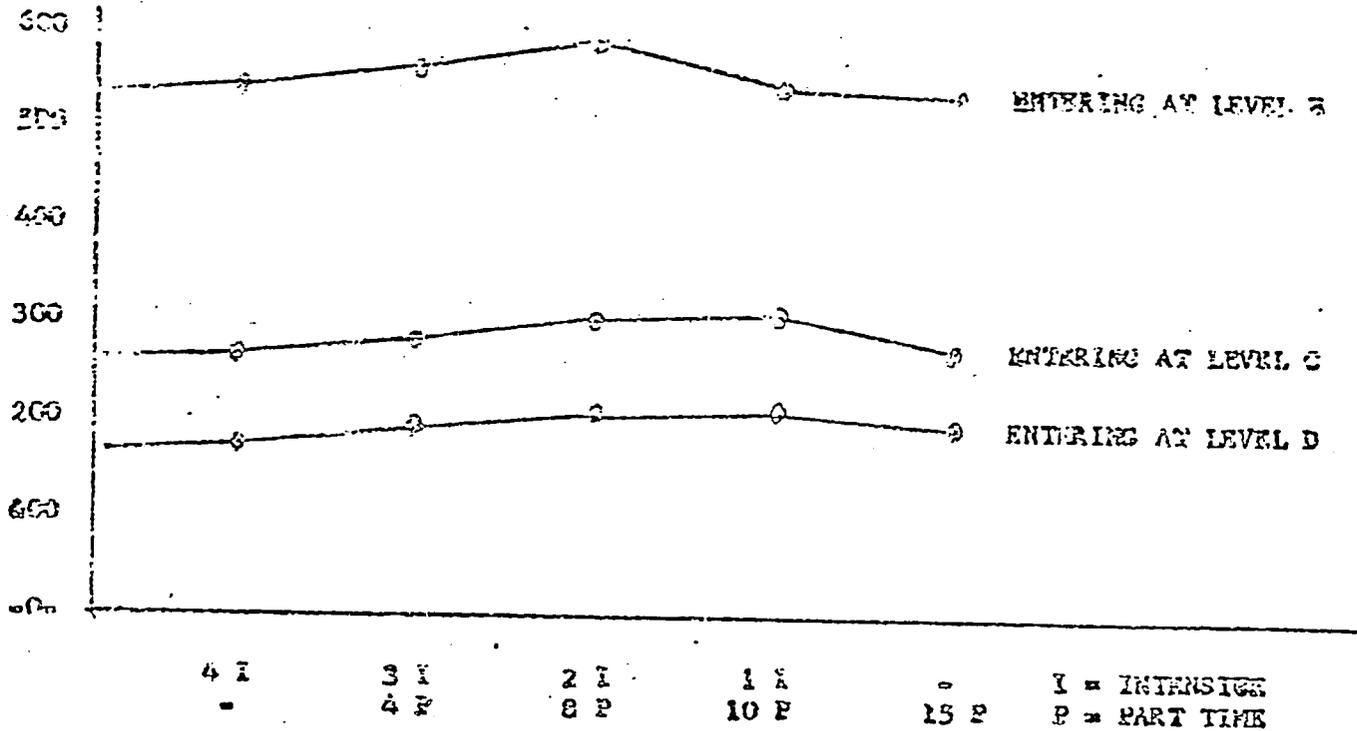


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D-2
~~C-3~~

QUANTITY PREDICTIONS
BASED ON VARYING ENTRY LEVELS

NO. OF STUDENT
AT A/K LEVEL



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ENGLISH LANGUAGE TRAINING
ANNEX ^E II

Testing

Testing

As a means of sectioning students, testing with the ALIGU battery of Usage, Listening, Vocabulary, Reading, and an oral interview has proved unreliable for students in the beginner-to-intermediate range. Three students attending the present courses received the following Usage and Listening scores, respectively: -6 and 70, -6 and 80, 2 and 45. Such a disparity between Usage and Listening scores indicates, among other things, that the test designer did not bring the raw score level of Listening into alignment with Usage, leaving the sectioner in a quandry about which criteria to apply, i.e., a low score in Usage, a high score in Listening or both, by adding the two scores. The ALIGU battery does not require the examinee to reproduce written English, a necessary requirement for participants who might be required to take lecture notes. This is not to disparage the ALIGU tests, however, which are intended for students of an intermediate level of proficiency or better.

A test design other than the multiple-choice format for grammar should be used, namely, "fill in the blank" or "change to a question in your own words" where the test does not furnish the examinee with answer cues. Such a test will indicate reading, writing and usage competence and should be written by the project director using the basic course materials for its content and standard of difficulty.

The oral interview should be retained.

All students should be tested at least for usage.

It is erroneous to use a beginning score of -1 through 25 for the lower levels expecting the student with the lower score to improve at a less rapid rate than the student with the higher score. Since there are four choices for each question, the probability factor for a student getting 25 is the same as for a student getting -1. Nevertheless, the test should be given and records kept for both the designed test and the ALIGU, but the designed test should have more validity in sectioning.

E-2
~~H-2~~

ALIGU Usage Score: 70+ = "FA" level

65-70 = "A" level

55-65 = "B" level

45-55 = "C" level

35-45 = "D" level

below = "E" level

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Project Paper
English Language Training
Annex F

Classification

Proposed Curriculum

The following reading materials are suggested:

"C" Level: Intensive & Part-time Sessions

UCIS Code no.	Author & Title	cost per item	Amount
007	Krohn, E. <u>English Sentence Structure</u>	\$ 4.00	\$400
001	4 copies for <u>English Sentence Structure</u> Order from Pollett's Michigan Store, Ann Arbor, Mich. 48108	\$10	\$ 40
002	Franklin, et alia, <u>Vocabulary in Context</u> English Language Institute, Univ. of Michigan	\$ 3.30	\$350
003	3 copies for <u>Vocabulary in Context</u>	\$10	\$ 30

It should be noted that the above texts, using two texts per student totaling 200, will be used for 8 classes of "C" levels, at least two intensive and four part-time classes. But the more in intensive classes there are the more "A" level and "BA" level participants can be trained per year. Ideally, there should be three intensive classes and three part-time classes, all at "C" level, in weekly sessions throughout the year with classrooms in constant use.

Conditions may not be such that the above number of "C" level classes with 96 potential A-D participants is workable and agreeable with the State Planning Commission of the SARC, but AID/Danonec will make every effort to convince the Planning Commission, which evaluates potential participants, of the advantages of selecting "C" level students rather than "D" levels: a part-time "D" level student requires at least 14 months to reach "A" level whereas a "C" level on entry requires 10 months minimum.

The Inter-Ministerial Language Training Coordinating Board, or a suitable alternative organization, will be responsible for developing basic policies concerning the level of instruction to be reserved for the ELTC input priorities, budgetary matters, etc. It will also provide policy guidance with regard to satellite or sub-centers of teaching. Until such time as an expanded governing body assumes control, leadership will be

under the mantle of the State Planning Commission with such consultative assistance as it may desire from ESALD in anticipation of extraordinary but immediate demand for assistance at lower teaching levels as well as preparation for assistance duties prescribed in the agreement. The ELTC should have available material and know-how for English Language Training at a level lower than that on which it will later concentrate.

The following texts are suggested:

"D" level: Part-time Sections

USUS Code no.	Author & Title	cost per item	total
001	Bruder, Mary, <u>EMC - Developing Communicative Competence in English as a Second Language</u> University of Pittsburgh, University Center for International Studies, 218 Oakland Ave., Pittsburgh, Pa. 15260 Two instructor's manuals are included in the above order, supplied free	\$ 9.50 for 35 copies	\$332.50
none	<u>New Horizons in English Picture Show,</u> Addison-Wesley Publishers, Reading, Mass. 01867. Publisher's Order Code #4494	\$25	\$ 75

There is a possibility that one section of "B" level will convene sometime during the year with 16 students in the section in which case the following text is suggested, which is in two parts, Book 1 and Book 2:

FitzGerald, Susan, Reading Your Way to English,
Newbury House, Mass.

Book 1	20 copies	x	\$ 5	\$100
Book 2	20 copies	x	5	100

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PROJECT PAPER

ENGLISH LANGUAGE TRAINING

ANNEX ^G ₈

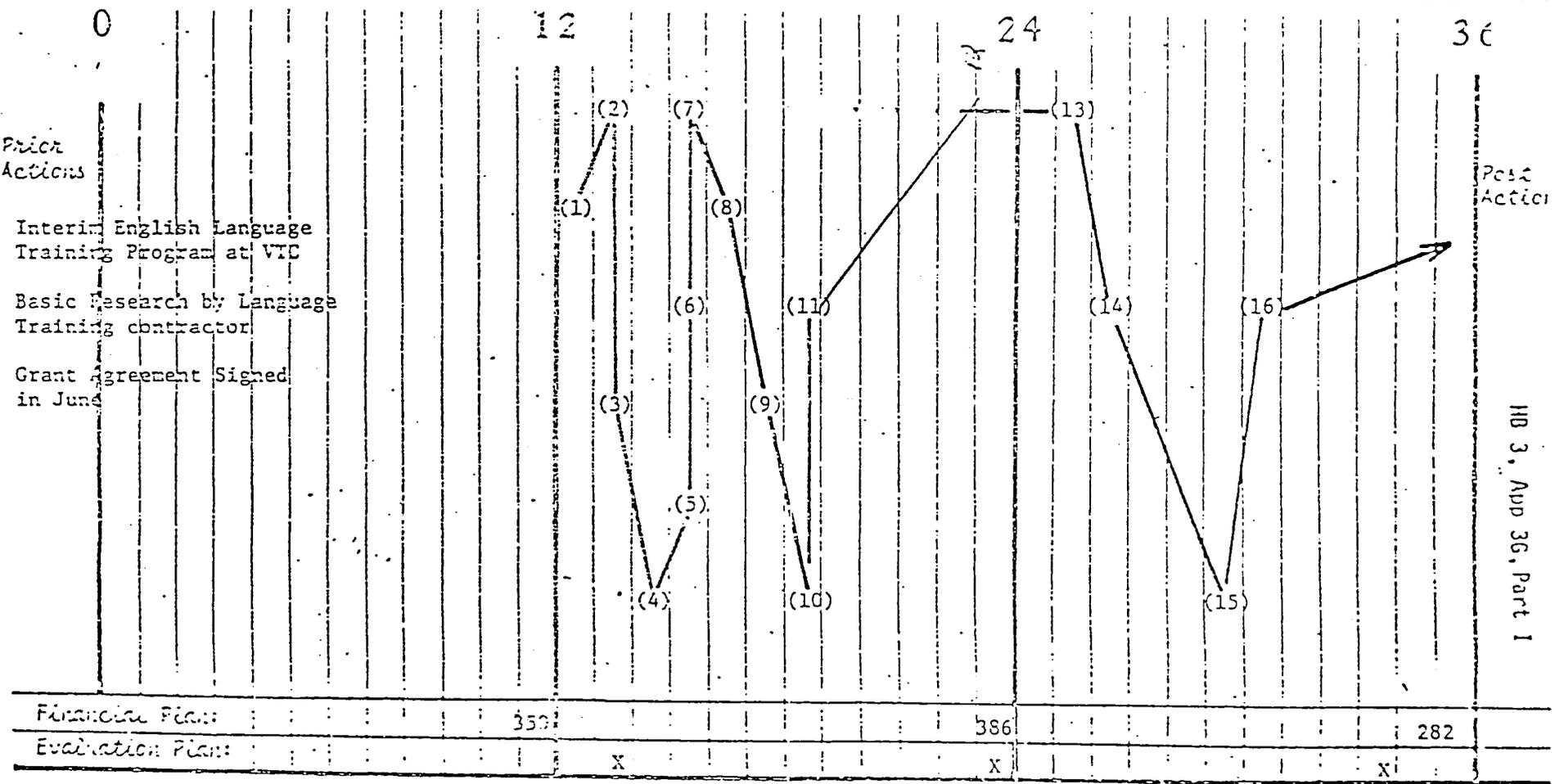
PROJECT PERFORMANCE TRACKING NETWORK

G-1
PP JRM

(May be Expanded as Appropriate)

Country: SYRIA	Project No: 276-11-690-002	Project Title: ENGLISH LANGUAGE TRAINING	Date: 5/10	/ x / Original / Revision #	PPT app:
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or FY: /	FY-76												FY-77												FY-78											
Month: /	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN



Financial Plans:	350	386	282
Evaluation Plans:	X	X	X

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HD 3, App 36, Part I

FD CRM
May be Expanded as Appropriate

Country: SYRIA	Project No: 276-11-690-002	Project Title: ENGLISH LANGUAGE TRAINING	Date: 5/10	<input checked="" type="checkbox"/> Original <input type="checkbox"/> Revision #	PFT #:
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or FY:
CY

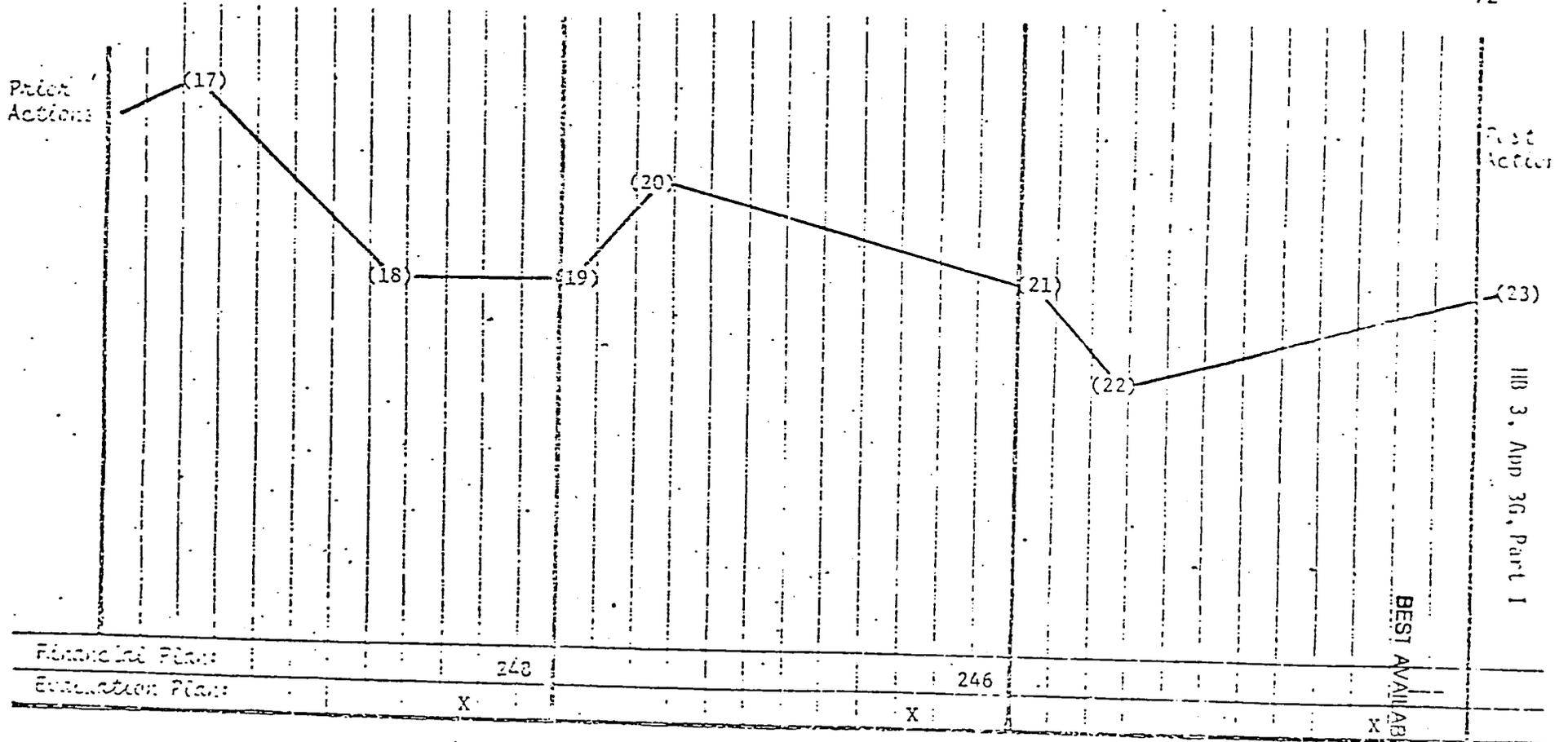
FY-79						FY-80						FY-81											
JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN

36

48

60

72



PROJECT PERFORMANCE NETWORK

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110 3, App 30, Part 1

Country: SYRIA	Project No:	Project Title: ENGLISH LANGUAGE TRAINING	Date: 5/10/76	/x / Original / / Revision	Approved:
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CPI DESCRIPTION

- | | | | |
|--------------|--|--------------|---|
| 1. 7/15/76 | PIO/T signed for ELTC Director. Five Instructors | 14. 09/05/77 | Eight non-academic participants start training. Four academic participants start training |
| 2. 8/15/76 | ELTC site chosen | 15. 12/01/77 | Lab Technician arrives for second visit. Works on ELTC/Ministry labs (Subsequent visits not covered in PPT) |
| 3. 8/20/76 | PIO/C signed for lab/teaching materials | 16. 01/15/78 | Two non-academic participants start training |
| 4. 9/15/76 | PSC signed for Director and Instructors | 17. 09/15/78 | (7th) academic participant starts training |
| 5. 10/01/76 | Director and Instructors arrive | 18. 02/15/79 | Two academic participants return and move into ELTC positions |
| 6. 10/05/76 | LTCB holds first semi-annual meeting (Subsequent meetings not covered in PPT) | 19. 07/20/79 | Four academic participant return and move into ELTC positions |
| 7. 10/15/76 | Classes begin (Subsequent classes not covered). See PP Annex G for estimated output. | 20. 09/15/79 | One Contractor Instructor replaced in primary teaching role by a returned participant. |
| 8. 11/01/76 | ELTC Lab and Lab Technician arrive | 21. 07/20/80 | Final (7th) academic participant returns and moves into ELTC position |
| 9. 12/15/76 | ELTC Lab installed/ | 22. 09/15/80 | Three more Contractor Instructors replaced in primary teaching roles by returned participants. |
| 10. 01/15/77 | Four non-academic participants start training | 23. 08/15/81 | Last PSC Americans leave. Project handed over to SARG. |

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III 3, App 36, Part 1