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## **Integrated English Language Program II**

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## **Sustainability Action Plan**

A collaborative effort by the IELP-II/EGYPT staff

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*by*

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## Executive Summary

**Introduction** The Integrated English Language Program-II (IELP-II) is a technical assistance project designed to improve the standards of English instruction in Egypt. It aims to improve the proficiency of English teachers in government primary, preparatory, and secondary schools, teaching methodologies in university pre-service classrooms, the quality of services provided by university English for Specific Purposes centers, and the quality of services provided by private institutes teaching English for Occupational Purposes.

Because this crucial Program to develop the skills needed in a modern economy only extends for four to six years, it is imperative that local partners be provided with the expertise to ensure the long-term sustainability of the Program's objectives.

**Purpose** This report aims to provide a framework for discussions on Program sustainability between IELP-II, the United States Agency for International Development, and Egyptian partner institutions.

**Organization** To these ends, the report follows this sequence: 1) a discussion of sustainability issues, 2) a discussion of the role of monitoring and evaluation in achieving sustainability, 3) a description of constraints, 4) steps leading to sustainability, and 5) a Sustainability Action Plan Matrix.

**Action Plans** Based on the IELP-II milestones, and elements to be sustained, sustainability action plans will need to be developed with each IELP-II institutional partner. This process will require an analysis of each institution's requirements and resources, followed by a detailed plan of steps to achieve and sustain agreed-upon objectives. Existing organizational systems will be reviewed in order to plan for the mechanisms through which activities will be sustained. Linkages between institutions and among individual educators will consolidate these gains, and form the basis for a nationwide education network devoted to excellence in English language education.

**Conclusion** In order to ensure that local partners have the expertise and experience required to ensure the long-term sustainability of the Program's objectives, systematic collaborative planning is required. In Year Two discussions with stakeholders within Egyptian educational institutions will continue to ensure mutual understanding about organizational needs and objectives, so that training is crafted to fit into that context. Plans will need to be developed with each collaborating institution, and progress monitored, in order to ensure sustainability of the Program's enterprise.

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## Introduction

The Integrated English Language Program II (IELP-II) is a four to six-year technical assistance and training activity contracted to the Academy for Educational Development by the United States Agency for International Development (USAID)/Egypt. IELP-II contributes to three intermediate results in the results framework for Strategic Objective One. These results refer to improvements in the quality of current and future teachers of English in primary and secondary schools, improvements in the quality of services provided by centers offering English for Specific Purposes (ESP), and improvements in the services offered by private institutes teaching English for Occupational Purposes (EOP).

In order to achieve results in these areas, the Program is contractually responsible for a series of performance milestones. One of these milestones for Year One is production of a Sustainability Action Plan. This Plan provides guidelines for enhancing the Program's ability to transfer skills and responsibilities to local partners and for ensuring the long-term sustainability of the performance improvements fostered by IELP-II. The Academy for Educational Development initiated the Sustainability Action Plan in response to requirements for sustainability of Program gains expressed in the IELP-II Request for Proposal: "Interventions shall be directed to post contract sustainability."

This document is designed to initiate a dialogue between IELP-II, Egyptian partner institutions, and USAID on their respective roles and responsibilities in a collaborative process that will lead to sustainable results. This first Plan will provide a framework for thinking about sustainability issues in IELP-II, and will present proposed actions that will lead to the continuation of Program activities beyond the year 2003.

A sustainability perspective is valuable because it will help inform decisions early in the Program in order to enhance its long-term achievements. Program activities will not be sustained spontaneously. Plans will need to be crafted and carefully monitored for the ideals presented in this report to become a reality.

The center of this report is a Sustainability Matrix, organized by Program components and by Program Years. This matrix shows how IELP-II will plan, design, and implement programs within a framework of sustainability—focusing in the initial years on capacity building and identifying good practitioners and moving towards partner leadership and ownership of new products and services. The Sustainability Matrix, which covers the full six years of IELP-II, is followed by a Year Two Action Plan for Sustainability. This Action Plan provides benchmarks for sustainability, including critical assumptions, for each IELP-II component. The Action Plan will change each year, as some actions are completed, and new ones identified and incorporated.

## Sustainability Issues for IELP-II

USAID, IELP-II, and Egyptian partner institutions will need to discuss their respective views on sustainability for this Program, and to develop a collaborative description of their objectives. They will need to agree on the institutional and individual outcomes targeted and the steps that must be taken in order to ensure the achievement of these agreed-upon outcomes. Some observations about the intentions of the Program may offer initial working parameters for these discussions.

### Sustainability at the Institutional Level

IELP-II is a technical assistance project, containing interventions of a limited nature directed towards improving the English language skills and teaching competence of classroom teachers, university faculty, and private sector language trainers, it is not an education reform project. According to the IELP-II Request for Proposal, "Sustainability for continued production of quality providers is of great importance. Consequently, the offeror should give attention to designing and implementing systems which will ensure continued preparation of providers after the Program is completed." This will be the focus of IELP-II institutional sustainability efforts. This Program's interventions will not result in the administrative reorganization of ministries or universities that would be necessary in order to finance teacher-improvement programs or to sustain large-scale systemic improvements.

#### What is sustainability?

- those trained use new skills in the workplace (e.g. classroom)
- workplace managers value the new behaviors of those trained
- clients value the new behaviors/products and services of those trained
- our partners maintain and use the resources provided to them for the purposes intended
- those who benefited from previous IELP support are actively engaged in using their new behaviors and skills
- new behaviors, products and services are valued so much that organizations change in order to sustain them
- the new behaviors, products or services brought about contribute to IELP-II's main objectives, and to the broader objectives of our partners

At the institutional level, some IELP-II outputs were intended as multi-year, large-scale training efforts, in order to improve performance in targeted education sectors. As designed, these activities require funding on a scale not possible for partner institutions. Activities such as Participant Training cannot be sustained on a large scale without substantial external funding. Sustainability in this context cannot therefore imply "repeating what happened before" — sustainability will be measured by whether and how those trained apply the new skills, knowledge and attitudes they gained. What will be sustainable is the enduring nature of new competencies that can be spread to a wider audience by those who actually traveled to the U.S. for training.

IELP-II also contains activities which are low-tech, inexpensive, and sustainable on any scale the institutions require. School Based Training and Local Training for Methodology and Language Skills are activities at the grassroots level, designed to increase equity of access, to incorporate returned participants and other outstanding educators as models, and to require few resources. In this case, not only will the new competencies persist, but also the activities themselves can be replicated by local work units—if valued by those that deliver and receive them.

Some activities were designed for continuation, assuming that comprehensive planning and a hand-over would take place during the life of this Program. History has shown that

few activities are sustained spontaneously Training programs such as the Basic English Language Improvement course for primary teachers may not be sustained at Program scale, but, with planning, could become a smaller-scale part of the Ministry's on-going training programs Courses such as Supervisor Management and Testing Training can be written into appropriate Ministry of Education (MOE) budgets The critical factors affecting long-term sustainability in these cases are

- the value placed on these programs by those who receive it, their workplace supervisors, and their clients,
- the capacity of Egyptian organizations to plan, deliver, and monitor such programs at low cost with quality results

Long-term sustainability of the values and services needed for quality English language teaching in Egypt requires reaching parents, employers, and teachers throughout Egypt Timely cooperation with a variety of organizations such as parent, business, and professional associations may provide opportunities to ensure continuity of other Program elements For example, the newly established EGYPTESOL which plans to manage professional events for English language providers in Egypt may be able to provide the services and products that will attract the participation of returned trainees, thus replacing USAID-funded workshops and conferences

In order to ensure that private export-oriented businesses know how to obtain appropriate language training for their employees, IELP-II will work with business and trade associations to build their capacity to advise their members on procuring and evaluating language training programs Throughout the Program, linkages across ministries, within sectors, and towards areas outside metropolitan areas will provide the broad base of understanding and support for quality language programs and for communicative teaching methodologies that true sustainability requires

### **Sustainability at the Individual Level**

At the level of individuals, educators trained in the Program will be able to use their new skills to improve their respective on-the-job performance

- in university classrooms as supervisors and as classroom teachers in government schools,
- in testing and assessment, and
- in training workers to perform their jobs through more skillful use of English

The intention is also that workplace managers, such as MOE supervisors or business administrators in the private sector, will value the improved English and the new behaviors of those who have been trained And, finally, it is hoped that the clients—students in the classrooms, their parents, guests in Egypt's hotels—will appreciate the new behaviors and services of those trained

IELP-II's long-term objective is to develop individuals not only so that they can continue the work which has been started in this Program, but so that they can develop additional activities for new populations of trainees, as Egypt's education needs change

In addition, efforts will be made to ensure that trainees who benefited from IELP-I programs are actively engaged in using their enhanced skills to support IELP-II objectives

## Linkages and Sustainability

IELP-II seeks to foster cross-cutting linkages between partner institutions, individuals, and client groups and organizations. By encouraging and supporting linkages of many types, the Program will build a basis for sustainability relying on existing resources and capabilities. In the first year of program activities, Faculty of Education methodologists and Ministry of Education teacher supervisors have already been brought together in workshops on primary methodology and supervision practices, in working groups to develop U.S. participant training programs, and in returned participant workshops. These and other activities link groups that operate in the same sphere of action (language and teacher training) but often remain separate professional groups—especially outside metropolitan areas. These two groups of EFL practitioners will support mutual goals and potentially initiate new types of collaboration.

Along with such cross-sector linkages, the Program will also help strengthen collaboration *within* the pre-service and in-service sectors at the regional and national levels. Opportunities for networking and building relationships will be provided through such IELP-II activities as

- Centers of Sustainable Excellence (CSE) regional workshops bringing together university faculty who may not regularly interact,
- trainer of trainers events, involving a range of MOE supervisors, senior teachers, and INSET staff from centers throughout Egypt, and
- testing reform activities with the MOE and NCEEE collaborating on test development, coordination, and training

In the ESP and EOP sectors there is enormous work to be done to link language providers with private and public sector employers and with professional and business associations that represent employers' needs. ESP programs at major universities have tried to respond to the needs of employers in their geographic areas with limited success. This Program helps ESP staff connect with employers and learn about industry-specific language requirements. We have found that employers such as major hotel chains and international banks have neither the expertise to specify the language needs of their staffs nor the ability to evaluate the return on investment of any language programs they pay for. By bringing these groups together for discussions and showing of wares, professional relationships can be established that should lead to more profits for language providers and more satisfied clientele.

IELP-II will work with several U.S. universities to establish collaborative partnerships between the U.S. university and Faculties of Education, the Ministry of Education, and private EOP providers in Egypt. These relationships will be established to further Program objectives by providing training, advisory support, and specific resources to local entities. The Egyptian partner will benefit from a multi-year relationship which can continue after the end of the IELP-II program if it is mutually rewarding.

## The Role of Monitoring and Evaluation

IELP-II's systematic, sequential monitoring of the impact of its interventions is the Program's greatest single strength in fostering sustainability. IELP-II begins the

monitoring of training during the activity itself and continues to assess training impact in the workplace

Workplace monitoring is systematic in IELP-II. The training provided to primary teachers, for example, is designed to improve their classroom performance by improving their English language skills and their knowledge of a variety of teaching techniques. These teachers will be observed in their classrooms, and improvements in their performance will be reported back to the design and implementation team. In this way course emphasis can be shifted to bolster areas in which teachers have been able to transfer successfully what they have learned to their own classrooms. This monitoring will also identify areas in which teachers have not been able to transfer new skills. The reasons for these deficiencies can then be examined, and appropriate measures taken to improve the transfer of skills from training to the workplace.

In Year Two, 1,500 self-instructional materials packets will be provided to teachers who will be trained by their supervisors in their use. The monitoring team will look at specific ways in which these materials are actually used in the classroom. The relative efficacy and usefulness of different elements can be compared, and adjustments made in subsequent years to ensure that this resource is targeted most efficiently at enhancing teachers' classroom performance.

This feedback loop from the monitoring team, providing information to the design and implementation team, will thus ensure that Program resources are being used as directly as possible to support improvements in workplace performance. As courses are modified, the monitoring team will observe the extent to which the modifications result in changed performance. Seamless coordination between the monitoring team and the design/implementation team will be required in order to create a meaningful system for information exchange.

Lack of monitoring in IELP-I meant that there was no systematic method for redesigning activities to direct them more effectively towards changes in workplace performance. Once the program stopped, there was no mechanism in place to describe the activities which continued, to perform longitudinal studies of trainees, or to document the ways in which learning from programs was turned into new activities which continued to benefit teachers. Monitoring is therefore crucial element in assessing Program progress towards achieving training and sustainability objectives, and offers important formative information about the progressive successes and failures of each activity.

### **Obstacles to Sustainability**

There are two main obstacles to sustainability: resource constraints and political constraints. Resources are the human, material, and financial inputs that organizations are able to contribute to the achievement of objectives and goals. Resource allocation in both the public and private sectors is based on 1) decision-makers perception of the importance of a specific objective, 2) their understanding of the level and type of resources required to attain it and 3) the availability and cost of the resources required. Decisions about resource allocation are directly linked to political, social, and cultural concerns and standards, so at many levels it is impossible to separate political and resource decisions.

## Resource Constraints

Continued funding for IELP-II activities seems, on the surface, to be the largest obstacle to Program sustainability. In fact, the slow withdrawal of donor-funded support may be the catalyst required to sustain the competencies and practices sought for quality English language instruction. Many IELP-I activities were working models of state-of-the-art training, but the extent to which they were based on external funding and relied so heavily on American expertise is the extent to which they were inherently unsustainable.

IELP-II program sustainability, as described above, will be best assured if program partners, beneficiaries and their clients value and use new behaviors, products, and services to sustain improvements in English language teaching. Human resources are not lacking, as a matter of fact, IELP-II already benefits from the high performance of a number of Egyptian EFL practitioners, many of whom were trained in IELP-I.

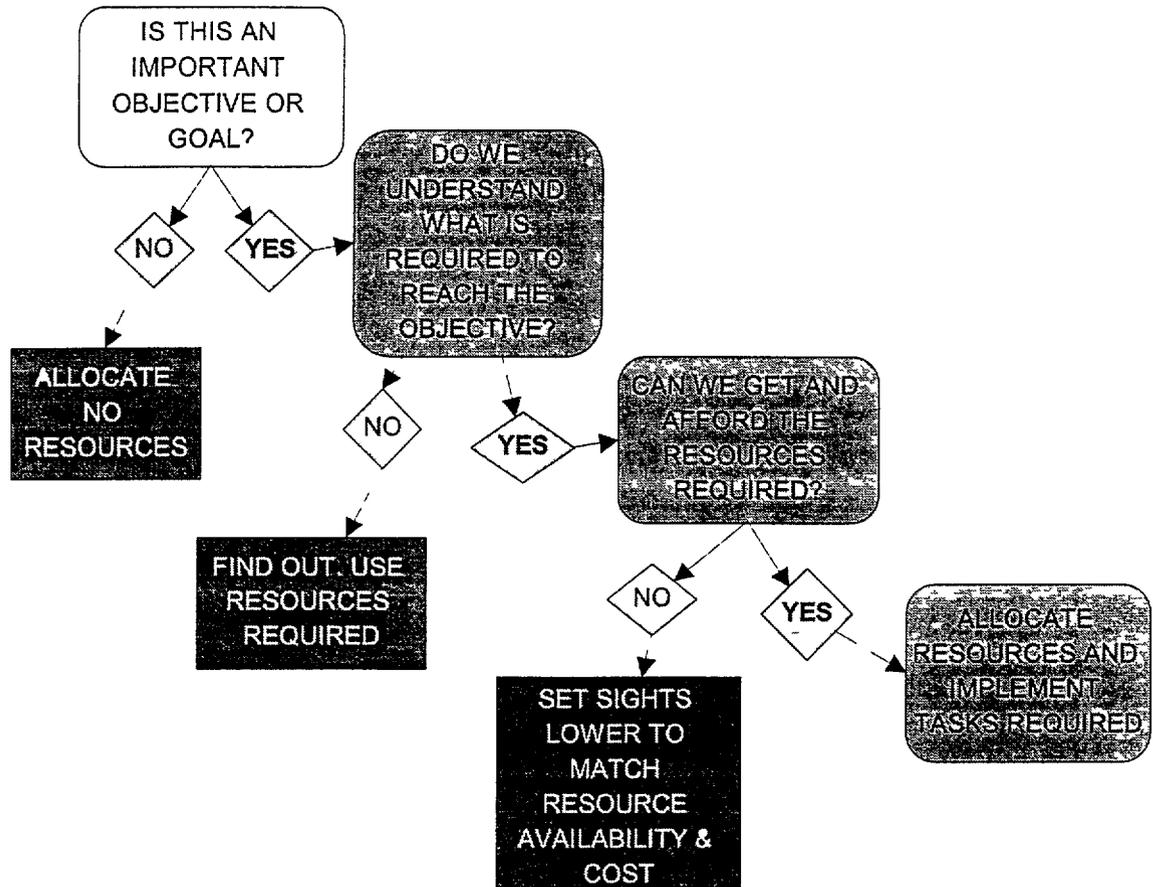
As organizations value the objectives of improved language proficiency, communicative teaching, and appropriate language programs for specific and occupational purposes, they will use, attract, and nurture Egyptians who possess the expertise and skills to add the value desired. Partner organizations will be able to provide decision-makers with the value they seek in allocating scarce financial resources to these objectives, if staff across the public and private sectors

- develop the capacity to assess needs of both clients and practitioners,
- develop targeted training programs and relevant academic courses,
- implement programs using available technology (including computers and laboratory stations that may have been under-employed), and
- monitor program results

While IELP-II can build on the individual talents and promise of those trained in IELP-I, it must use the next four to five years to deepen capacity so that the organizations affected can respond to the challenges of the future. Some Program objectives, such as using communicative methodologies for teaching young learners, require knowledge and technical practice that are not fully developed among most Egyptian primary school English teachers. Sustaining quality teacher training efforts requires not only **trainers** for the teachers, but **trainer trainers** who are capable of designing, implementing, and monitoring Training of Trainer (TOT) workshops for current teachers and FOE **faculty** with relevant coursework for future teachers. To perpetuate the training of trainers and the training of new and current teachers in methods appropriate to young learners, Egyptian organizations—such as GDIST, the INSET centers and Faculties of Education—must value the importance of communicative methodologies in primary schools, it is then more likely that they will allocate the appropriate human resources (using those trained in IELP-I and IELP-II, for example) to the tasks required.

In the 1998 Summer Institute, highly qualified professors from the United States served as trainers, modeling the latest techniques for interactive and communicative English language teaching for primary school children. This training is provided for Egyptian senior and junior staff from Faculties of Education and primary stage supervisors from the Ministry of Education. Individual Egyptian FOE professors will use the materials they developed based on these workshops in their pre-service teacher training classes for years to come. Instead of posting U.S. academics for year-long positions at Egyptian universities (as was practiced in IELP-I), IELP-II will continue to use U.S. academic expertise in targeted short-term programs for senior and junior faculty.

## Making Decisions about Resource Allocation



The objectives of IELP-II will be sustainable if Egyptian partner organizations can respond "Yes" to these questions when they relate to improved English language teaching

Continued high-level training inputs for the senior FOE professors is the most difficult aspect of the step-down example provided above. Will senior professors have opportunities for continued acquisition of cutting-edge teaching methodologies after IELP-II ends? These opportunities and others will be created if Egyptian EFL professionals (who represent enormous investments by USAID and USIA) organize their own professional development by

- using the resources available to them to build a strong EGYPTESOL,
- using the Internet to network, research, and take courses, and
- learning from each other in formal and informal venues

In the university English for Specific Purposes Centers, the best directors already have highly developed professional skills in performing needs analyses, developing targeted materials, and monitoring course implementation. However, the marketplace has changed during the past few years, and in order to keep their centers viable, they need to move into the private sector by offering English for Occupational Purposes (EOP) courses. In terms of educational background, the directors are well prepared to design and implement EOP courses. However, they do not have training or experience in market research and advertising, essential skills for moving their ESP centers into the future. IELP-II's strategy for ESP and EOP will provide ESP center staff with training in educational business management practices and encourage them to network with and provide services for private sector clients.

Many IELP-II activities may require an elaborate use of facilities such as the interactive video-conferencing system or computer assisted language learning laboratories or may involve the purchase of large numbers of commercial texts. The use of these resources should not create an obstacle to sustainability. In fact, IELP-II's goal is to help its partners use their existing resources (such as the thirty-some interactive video conference facilities) in ways that produce the most value to the teacher, the student, and the parent. By collaborating closely with the Ministry of Education and other organizations that rely on these resources, IELP-II can help in the development of standards of use, modeling of best practices, and training of course designers and facilitators. Evidence of sustainability will lie in the MOE's ability to plan, design, and train hundreds of teachers in effective and appropriate programs using these technical resources as the *medium* of instruction not the *raison d'être* for the instruction.

### **Political Constraints**

In politically sensitive areas such as test and curriculum reform, there are many conflicting ideas in Egypt about how to address education sector needs. Through IELP-II, Egyptian scholars will be sent to the United States to study curriculum reform efforts in other countries. This structure leaves responsibility for curriculum reform with the university professors who are requested by the Ministers of Education to write policy papers on this topic.

In support of test reform, IELP-II will provide up-to-date training in modern testing measurement techniques and create a national working model network of test developers, trainers, and coordinators. In order for this network to be sustained, it will be necessary to create permanent Ministry positions for these testing specialists. Such changes depend upon the goodwill of institutional partners and their perceptions of the value of each new activity.

### **Steps to Sustainability**

The actions and interventions that are specified as performance milestones in IELP-II's contract with USAID are outputs which contribute to the three broad objectives the client has specified for the Program. Each performance milestone should be considered an essential input to achieving these objectives. While they represent the core of IELP-II's contractual responsibilities with the client, they neither assure sustainability nor exhaust all the Program's activities. IELP-II has developed the following strategies to effect

individual and organizational performance improvements related to English language teaching

- direct training and advisory support to trainers, faculty, training managers and decision-makers,
- individual and organizational partnerships to design, implement and monitor activities and programs,
- the introduction, sharing and dissemination of methods and practices for program design, delivery and monitoring, and
- opportunities for partners to develop linkages with others - both inside and outside of Egypt

IELP-II is designed so that there is a progression from years two through six to ensure sustainability of specific Program objectives post-2003. Through monitoring, IELP-II will be able to observe which elements, leading to the accomplishment of Program objectives, can be met without support from IELP-II, and thus have better long-term prospects. Some of the steps described below are consistent across education sectors and throughout Program activities, comprising a nationwide effort to bring Egypt's best and brightest educators together in a sustainable network. These steps are sequenced, beginning in the first two years with foundation work such as the establishment of performance goals and identification of good practitioners. The middle years of the Program will consolidate gains by encouraging systematic dissemination of good practices and ensuring quality standards in applying resources. The final years of the Program will emphasize the transfer of resources and strengthening partner-led programs.

### **Years One and Two**

***Establish performance goals*** Working cooperatively with institutional partners and individual trainees, IELP-II will establish individual and organizational performance goals. At the institutional level, this goal setting will help to define the changes in organizational performance which will result in a more efficient and effective use of resources and consistent, quality programming. Some of these goals will be long-term, and beyond the scope of IELP-II's mandate, thus providing Egyptian educational institutions with a planning framework which can guide their efforts beyond the life of this Program. Performance goals for categories of individual trainees such as MOE supervisors will be established through collaborative discussions with the directors of their institutions and a variety of individuals engaged in the work. Performance analyses may lead to enhanced emphasis on processes and management of training objectives.

activity Secondly, Egyptian educator-partners will be incorporated as contributors, assisting in the development of monitoring instruments such as classroom observation forms or trainee questionnaires, and participating in classroom observations Educator-partners and their institutions will be appraised of the results of monitoring, and involved in the redesign of course materials to enhance their efficacy Finally, the IELP-II monitoring team will write working papers on the monitoring model, instrument design data analysis, and data presentation These papers will be presented during workshops designed to improve partner monitoring skills In addition, the working papers will be printed in large numbers and disseminated through the Ministry of Education and the Ministry of Higher Education

***Enhance linkages between partners and resource organizations*** During this second phase of the Program, resource organizations such as EGYPTESOL and certain business and trade associations will begin to provide direct services to individuals and partner groups For example, IELP-II might work through EGYPTESOL to organize returned participant workshops or design interactive video-conferences, the Egypt Exporters Association might work with an ESP Center to determine the language skills required by marketing managers in export industries

U S collaborating universities will have established collaborative programs with a number of partner groups during the first two years of the Program, and these programs will be characterized by regular contact through E-mail to provide advisory services and on-site training and technical support Relationships will be established between US faculty and Egyptian faculty, between US teacher trainers and Egyptian teacher trainers, and even between US and Egyptian classroom teachers These relationships, nurtured at both the professional and personal levels, will not be severed by the completion of IELP-II—as a matter of fact, we are currently witness to mutually beneficial relationships between Americans and Egyptians that began during the IELP-I years

## **Years Five and Six**

***Strengthen partner programs and processes*** In the final years of the Program, IELP-II will work with institutional partners and individual educator-leaders to ensure that their programs meet quality standards, respond to short and long-term needs, and meet specific performance objectives An examination of course design and implementation will reveal technical areas where additional training is required and emphasis will be placed upon providing the training necessary to fill these gaps This process is gradual, and will have been occurring from the beginning of the Program It will simply be accelerated during the final two years Each program objective will be reviewed to ensure that Egyptian counterparts can lead efforts to sustain performance improvements made and initiate new activities to close future performance gaps For example, during this period the roles of U S consultants will be diminished, with Egyptian educator-leaders modeling communicative teaching activities for Egyptian teachers

During this period, IELP-II will assist partners with long-term planning This process will begin in Year Two, with the development of sustainability plans, and will be finalized during the last years of the Program, when new training needs can best be identified and addressed Support planning will describe in detail the resources needed in order to perform the planned training

***Encourage linkages for programming and resources*** IELP-II will organize conferences focus group discussions and workshops that bring together individuals from various sectors and professional backgrounds. In some cases, such as Testing Reform, it is important that those who make decisions about resource allocations relative to Program objectives be involved in the planning and design of activities. In the EOP sector it is important that both training provider and client reach a common understanding of what products and services are marketable. Linkage activities will also identify returned participants whose skills and services can be of use in program design, implementation and monitoring.

### **Years Three and Four**

***Disseminate good practices and models*** IELP-II will emphasize the application of best practices in the workplace. IELP-II includes two activities which offer new opportunities for large-scale dissemination of model training—interactive video conferencing, and videotaping of outstanding Egyptian teachers and trainers. Interactive video conferencing will expose Egyptian teachers to a variety of excellent teacher-trainers from the United States and Egypt. For the first time, some of these teachers will be participating in interactive training with outstanding professors who specialize in issues of concern to classroom teachers. These professors will be modeling both communicative activities for the classroom and co-training techniques. This interactive training through a distance learning medium will be made available to trainees who might otherwise have only very limited access to training at this professional level.

The videotaping of outstanding Egyptian teachers and trainers will be coordinated with managers in each education sector. This process will begin with identification of model providers of English and methodology. Videotapes of their classes in session will be incorporated into training courses at every opportunity, to provide the widest possible dissemination of their model teaching. Selected portions of these videotapes will be used in the interactive video conferencing course, thus increasing the audience that benefits from their examples.

***Ensure quality standards in applying resources*** IELP-II will analyze the ways in which the resources of the Program—such as books, computers, and materials developed—are being used, to determine their relative contributions towards the success of each activity. Resources can then be adjusted so that they are being used most efficiently.

IELP-II will design activities with an eye to reducing future funding needs. These decisions can be made on large and small scales. If counterpart institutions do not usually supply the basic resources required for an activity, IELP-II will investigate possible alternatives and how such activities have taken place in the past. In its large-scale language improvement course, IELP-I provided texts for every student to keep, IELP-II will purchase class sets of basic language texts that many teachers can use over a several year period, thus reducing the future dependency on donor-funded resources.

***Develop quality monitoring systems*** IELP-II intends to transfer quality monitoring systems to institutional partners. The IELP-II monitoring staff uses a four-level monitoring model which gathers information on customer satisfaction, learning, application of skills in the workplace, and impact on the host organization. This monitoring model will be transferred to institutional partners in three ways. First, the IELP-II staff will have provided exemplary monitoring behaviors through their own practices in each Program.

**Identify good practitioners** Beginning in these initial years, IELP-II will work with Egyptian partner institutions to identify good practitioners and incorporate them into Program activities, encouraging individuals to work to the highest standards, to constantly improve their own performances, and to act as models for their colleagues. These good practitioners will work as trainers on IELP-II courses such as Basic English Language Improvement for primary teachers, they will serve as co-trainers in large-scale media such as the interactive videoconferencing courses, and they will be videotaped in their own classrooms to serve as models for other teachers. The development of critical masses of outstanding educators is intended to create agents of change within each educational organization.

**Identify institutional barriers** IELP-II will identify institutional barriers to sustainability which exist after the trainees have acquired new knowledge, skills, and attitudes, and prevent trainees from fully expressing what they have acquired through changes in their on-the-job-performances. IELP-II will collaboratively investigate strategies for reducing or eliminating these barriers. Activities that are a well-designed and implemented match for their respective trainee populations will certainly result in increased knowledge, skills, and attitudes. This, however, is no guarantee of changes in on-the-job performance. IELP-II recognizes the gap between skill acquisition and skill application and will seek to refine course design continuously to increase its value in the workplace and to reduce the barriers which obstruct improved on-the-job performance.

At primary through secondary classroom levels, two well-known constraints work against the incorporation of communicative teaching methodologies into everyday teaching practices. The first is that the educational system is examination-driven and textbook-focused. Traditional teaching consists of grammar-translation and memorization of textbooks in order to ensure excellent test scores. The second constraint is the tremendous pressure on teachers to abandon innovation if their students perform poorly on examinations.

Trainees from different education sectors, and levels within each sector, experience different situational constraints, which need to be identified, analyzed, and described. Each workplace environment has its own unique constraints, and IELP-II needs to establish these parameters in order to develop appropriate interventions.

Overcoming barriers that lie in the realm of overall reform of the education system are beyond the scope of the Program. Elements of the education system such as teacher promotion, performance reviews, and private lessons affect teacher performance, but are not within the power of IELP-II to change.

### Steps to Sustainability

#### Years One and Two

- Establish performance goals
- Identify good practitioners
- Identify institutional barriers
- Encourage linkages for programming and resources

#### Years Three and Four

- Disseminate good practices and models
- Ensure quality standards in applying resources
- Develop quality monitoring systems
- Enhance linkages between partners and resource organizations

#### Years Five and Six

- Strengthen partner programs and processes
- Strengthen partner linkages for resources and professional development
- Transfer Program resources

***Strengthen partner linkages for resources and professional development*** IELP-II will work with its partners to evaluate linkages and relationships each partner has developed with similar organizations, client groups, and professional groups to determine how these linkages can be strengthened. For example, IELP-II may assist a Faculty of Education to develop grant proposals to establish relationships with U.S. universities or help Faculties respond to the needs of Ministry of Education for educational analyses, surveys, and teacher training. In the ESP and EOP areas, Program staff will review the relationships established between providers and Employers Associations or Trade Promotion groups to see whether mutual objectives can be better addressed.

***Transfer Program Resources*** IELP-II will provide many resources such as course materials, WWW site information, resource materials and continuing education materials to its various partners throughout the life of the Program. Other resources that IELP-II develops for its own day-to-day program management needs, such as information management systems, testing and monitoring reports and program-compiled data, audio-visual equipment and resource materials and libraries will be fully transferred to appropriate partners in the last years of the Program and, if needed, partners will be trained in their use.

## **IELP-II Sustainability Action Plan Matrix**

The Sustainability Matrix is structured around these IELP-II components

- Pre-Service
- In-Service
- Testing Reform
- English for Occupational Purposes
- English for Specific Purposes
- Participant Training and Returned Participant Programs
- Educational Technology

The Matrix matches interventions in each component with the steps to sustainability described above. It provides an overview of the specific actions that will be taken to ensure sustainability and is intended to guide IELP-II staff and partners in their discussions and actions related to sustainability.

Following this Matrix is a Year Two Sustainability Plan which presents specific actions and benchmarks established for Year Two. Some of these actions are complex and will involve protracted discussions, others will require relatively few interactions. We have included only those that are essential to sustainability. Beginning next year, a status column will be added to this matrix, and explanations of progress included. Sustainability actions should arise organically from the work which is being planned for the Program, and should thus represent the complexity and dynamism of the Program itself.

## Pre-Service

<u>YEARS 1 &amp; 2</u>	<u>YEARS 3 &amp; 4</u>	<u>YEARS 5 &amp; 6</u>
<ul style="list-style-type: none"> <li>• <i>Establish Performance Goals</i></li> <li>• <i>Identify Good Practitioners</i></li> <li>• <i>Identify Institutional Barriers</i></li> <li>• <i>Encourage linkages for programming and resources</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Disseminate Good Practices and Models</i></li> <li>• <i>Ensure Quality Standards in Applying Resources</i></li> <li>• <i>Develop Quality Monitoring Systems</i></li> <li>• <i>Enhance linkages between partners and resource organizations</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Strengthen partner led programs and processes</i></li> <li>• <i>Strengthen partner linkages for resources and professional development</i></li> <li>• <i>Transfer Program Resources</i></li> </ul>
<ul style="list-style-type: none"> <li>• Establish, with FOE partners, performance goals for pre-service teacher training at the primary, preparatory, and secondary levels</li> <li>• Develop, with key FOE partners, a plan for the sustainability of all IELP-II pre service training activities</li> <li>• Establish links between already established CSEs and other FOEs in Egypt</li> <li>• Establish links between pre-service and in-service partners for the sustainability of teaching practice and other crosscutting activities</li> <li>• Establish a pre-service committee to investigate incorporating new knowledge, skills, and attitudes (KSA) into the curriculum at all partner FOEs</li> <li>• Agree with CSEs on institutional and individual performance goals</li> <li>• Define training and resource needs of CSEs to become model teacher training centers and regional resource centers</li> <li>• Identify steps necessary to enhance cooperation between FOEs and MOE through CSE activities</li> <li>• Introduce sustainability plan to CSEs and FOEs</li> </ul>	<ul style="list-style-type: none"> <li>• In conjunction with key FOE personnel, evaluate the sustainability plan for pre-service and make necessary changes</li> <li>• Establish a pool of expert FOE Egyptian consultants who will work as trainers on future IELP-II and MOHE activities</li> <li>• Monitor curriculum committee findings and suggestions</li> <li>• Continue to strengthen linkages among CSEs, FOEs, and the MOE</li> <li>• Enhance capacity of CSEs to become regional resource centers, and involve other FOEs in the process</li> <li>• Train CSE and other FOE staff on monitoring and evaluation skills</li> <li>• Develop quality standards with CSEs and means of implementing them</li> <li>• Enhance linkages between CSEs and US collaborating institutions</li> <li>• Revise sustainability plan with CSEs</li> </ul>	<ul style="list-style-type: none"> <li>• Expand upon and or revise the pre-service sustainability plan</li> <li>• Expand pool of expert FOE Egyptian consultants</li> <li>• Transfer database on IELP-II pre-service activities to individual FOEs</li> <li>• Evaluate CSEs capacity as regional resource centers</li> <li>• Transfer database of Egyptian consultants, including returned participants to CSEs</li> <li>• Strengthen the networking systems among CSEs, between them and other FOEs, and with MOE</li> <li>• Provide management training if needed</li> </ul>

## In-Service

<u>YEARS 1 &amp; 2</u>	<u>YEARS 3 &amp; 4</u>	<u>YEARS 5 &amp; 6</u>
<ul style="list-style-type: none"> <li>• <i>Establish Performance Goals</i></li> <li>• <i>Identify Good Practitioners</i></li> <li>• <i>Identify Institutional Barriers</i></li> <li>• <i>Encourage linkages for programming and resources</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Disseminate Good Practices and Models</i></li> <li>• <i>Ensure Quality Standards in Applying Resources</i></li> <li>• <i>Develop Quality Monitoring Systems</i></li> <li>• <i>Enhance linkages between partners and resource Organizations</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Strengthen partner led programs and processes</i></li> <li>• <i>Strengthen partner linkages for resources and professional development</i></li> <li>• <i>Transfer Program Resources</i></li> </ul>
<ul style="list-style-type: none"> <li>• Share data with MOE/GDIST on current English teacher and supervisor population, performance standards, and training needs</li> <li>• With MOE/GDIST Establish short-and long-term performance goals for current primary, preparatory and secondary teachers in language and methodology</li> <li>• Develop sustainability plan based on agreed-upon performance goals</li> <li>• Identify cadre of excellent MOE trainers and incorporate these into BELI, CSM, IVC and Best Practices activities</li> <li>• Identify cadre of excellent MOE trainer trainers and incorporate these into BELI TOT, CSM TOT, IVC and Best Practices activities</li> <li>• Determine additional training needed for cadre of MOE trainer trainers in the areas of TOT course design, implementation, management and monitoring, develop in-country or Participant Training program</li> <li>• With the MOE, determine the institutional barriers to sustainability that exist within the in-service sector, and investigate strategies for reducing the impact of these barriers</li> <li>• Establish linkages among in-service partners through shared database, contact lists, and networking events</li> <li>• Establish and nurture linkages between the in-service and pre-service EFL practitioners and educators</li> </ul>	<ul style="list-style-type: none"> <li>• Disseminate good training practices and models through IELP-II courses, IVC, Best Practices and Returned Participant activities, using cadre of excellent MOE trainers and trainer trainers</li> <li>• Plan with MOE/GDIST systems and means for trainer trainers to apply and disseminate newly acquired skills in designing, implementing, managing and monitoring TOT courses</li> <li>• Develop collaborative resource management plan with GDIST and INSET centers on most efficient use of IELP-II resources (e.g. materials) for both current success of activities and sustainability of resources</li> <li>• Prepare key in-service partners (e.g. inspector generals) to apply the IELP-II four-level monitoring system through training and co-monitoring</li> <li>• Discuss monitoring results of programs broadly and in process of re-designing courses and course materials based on these results</li> <li>• Plan national and regional networking events, and include representatives from resource organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate current status and future directions of KSA and resources transferred to in-service audiences through IELP-II in terms of performance goals met or to be met</li> <li>• Develop revised sustainability plan with MOE/GDIST for future years based on new or revised performance goals and on MOE/GDIST resources</li> <li>• Strengthen the systems and linkages established among in-service through professional development networks and shared resources</li> <li>• Provide further training at managerial level on managing resources and sustaining efforts</li> </ul>

## Testing Reform

<u>YEARS 1 &amp; 2</u>	<u>YEARS 3 &amp; 4</u>	<u>YEARS 5 &amp; 6</u>
<ul style="list-style-type: none"> <li>• <i>Establish Performance Goals</i></li> <li>• <i>Identify Good Practitioners</i></li> <li>• <i>Identify Institutional Barriers</i></li> <li>• <i>Encourage linkages for programming and resources</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Disseminate Good Practices and Models</i></li> <li>• <i>Ensure Quality Standards in Applying Resources</i></li> <li>• <i>Develop Quality Monitoring Systems</i></li> <li>• <i>Enhance linkages between partners and resource Organizations</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Strengthen partner led programs and processes</i></li> <li>• <i>Strengthen partner linkages for resources and professional development</i></li> <li>• <i>Transfer Program Resources</i></li> </ul>
<ul style="list-style-type: none"> <li>• Identify organizations responsible for English language testing and pinpoint systemic limitations to the creation of quality tests</li> <li>• In cooperation with partner institutions, establish goals for reform of the English language testing system, in the areas of test development, training English language professionals in educational assessment, and building a system for coordination of the testing organizations</li> <li>• Explore available resources, in both information systems and technology, which could be utilized to assist in the test reform process</li> <li>• Identify individuals in partner organizations whose workplace practices may be used as models in the areas of test development and training</li> </ul>	<ul style="list-style-type: none"> <li>• Establish standards for testing conditions nationwide, especially for oral/aural testing, and explore ways to implement these standards</li> <li>• Adopt nationwide standards for test development, including test specifications tables, based on internationally accepted standards of educational assessment</li> <li>• Establish nationwide goals and objectives for training in testing for English language professionals and design plans for achieving these goals and objectives</li> <li>• Establish informational needs of major stakeholders in testing system (students, parents, decision makers, general public) and design plans for fulfilling these needs</li> <li>• Establish a governorate-based network of English language professionals trained in test development, training for testing, and test coordination</li> <li>• Foster professional development through monthly meeting, via video-conference facilities, to provide a nationwide forum in which to discuss specific issues related to English language testing</li> <li>• Establish a database including all English language professionals in Egypt</li> <li>• Establish a Special Interest Group in Testing and Evaluation in EGYPTESOL</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthen opportunities for professional development for English language professionals, with special emphasis on activities outside Egypt</li> <li>• Complete plans with partners for transfer of activities undertaken in relation to test reform, including implementation of nationwide test development, training, coordination, and administration</li> <li>• Complete transfer of database of English language professionals to partners</li> </ul>

## English for Occupational Purposes

<u>YEARS 1 &amp; 2</u>	<u>YEARS 3 &amp; 4</u>	<u>YEARS 5 &amp; 6</u>
<ul style="list-style-type: none"> <li>• <i>Establish Performance Goals</i></li> <li>• <i>Identify Good Practitioners</i></li> <li>• <i>Identify Institutional Barriers</i></li> <li>• <i>Encourage linkages for programming and resources</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Disseminate Good Practices and Models</i></li> <li>• <i>Ensure Quality Standards in Applying Resources</i></li> <li>• <i>Develop Quality Monitoring Systems</i></li> <li>• <i>Enhance linkages between partners and resource organizations</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Strengthen partner led programs and processes</i></li> <li>• <i>Strengthen partner linkages for resources and professional development</i></li> <li>• <i>Transfer Program Resources</i></li> </ul>
<ul style="list-style-type: none"> <li>• Develop plans with 2 EOP partners to improve training and management for better language learning, expanded client list, and increase profit</li> <li>• Develop plan with private and public sector EOP clients to track increased use of EOP providers and on-the-job EOP results</li> <li>• Identify top teachers in partner EOP and ESP centers</li> <li>• In focus groups and surveys, investigate barriers keeping hotels and export industries from using EOP providers</li> <li>• Bring EOP clients and providers together for training and networking to build shared knowledge of workplace language needs and benefits</li> <li>• Invest in knowledge and resources of ESP centers to support EOP growth</li> </ul>	<ul style="list-style-type: none"> <li>• Use model teachers to train others in the field (either by videotape or as trainers)</li> <li>• Share specially developed course materials and supplements with a broad audience of providers</li> <li>• Implement monitoring to track language learning, clients, and profit</li> <li>• Track progress including client use of EOP providers and on-the-job results of EOP trainees</li> <li>• Train EOP and ESP center staff on general M&amp;E principals</li> <li>• Organize a series of networking events for EOP clients and providers to showcase improved products</li> </ul>	<ul style="list-style-type: none"> <li>• Contract with partner EOP and ESP centers to provide EOP training in year 6</li> <li>• Give model trainer tapes and model trainer contact list to EOP and ESP centers</li> <li>• Provide technical assistance to EOP and ESP centers to improve courses and business practices in preparation for IELP-II project withdrawal</li> <li>• Provide technical assistance to EOP providers as they plan an event to bring new and old EOP clients together to discuss changing EOP needs</li> <li>• Train partner EOP and ESP centers on database</li> <li>• Provide EOP and ESP centers with the existing monitoring database</li> </ul>

Critical Assumptions USAID approves EOP alterations

English for Specific Purposes

<u>YEARS 1 &amp; 2</u>	<u>YEARS 3 &amp; 4</u>	<u>YEARS 5 &amp; 6</u>
<ul style="list-style-type: none"> <li>• <i>Establish Performance Goals</i></li> <li>• <i>Identify Good Practitioners</i></li> <li>• <i>Identify Institutional Barriers</i></li> <li>• <i>Encourage linkages for programming and resources</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Disseminate Good Practices and Models</i></li> <li>• <i>Ensure Quality Standards in Applying Resources</i></li> <li>• <i>Develop Quality Monitoring Systems</i></li> <li>• <i>Enhance linkages between partners and resource organizations</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Strengthen partner led programs and processes</i></li> <li>• <i>Strengthen partner linkages for resources and professional development</i></li> <li>• <i>Transfer Program Resources</i></li> </ul>
<ul style="list-style-type: none"> <li>• With ESP practitioners, set and prioritize goals based on the current and the desired ESP practice</li> <li>• Meet with ESP decision-makers to discuss institutional needs and barriers that need to be taken into account in designing ESP courses for their institutes</li> <li>• Identify expertise in the ESP community in Egypt to partner with IELP2, either as trainers, materials designers or strategic planners</li> <li>• Identify underlying relationships between ESP and EOP services to establish linkages that could be good starting points for setting performance goals</li> </ul>	<ul style="list-style-type: none"> <li>• Set criteria for good ESP practices and effective approaches to disseminate these practices</li> <li>• Establish resources needed for each of our activities and work out plans to make proper use of these resources</li> <li>• Establish and implement a monitoring and evaluation system to be carried out by the Egyptian ESP partners</li> <li>• Provide training on the process of monitoring and evaluation that will be required from the Egyptian partners</li> </ul>	<ul style="list-style-type: none"> <li>• Plan ways for best using the existing resources or finding out alternative ways to depend on local facilities in managing activities in the absence of IELP2 support</li> <li>• Strengthen planning and implementation roles and responsibilities within ESP institutes</li> <li>• Review the linkages established between the ESP and the EOP and plan for future considerations</li> </ul> <p>Provide necessary training on the managerial level to sustain quality and scope of efforts</p>

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## Participant Training and Returned Participant Programs

<u>YEARS 1 &amp; 2</u>	<u>YEARS 3 &amp; 4</u>	<u>YEARS 5 &amp; 6</u>
<ul style="list-style-type: none"> <li>• <i>Establish Performance Goals</i></li> <li>• <i>Identify Good Practitioners</i></li> <li>• <i>Identify Institutional Barriers</i></li> <li>• <i>Encourage linkages for programming and resources</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Disseminate Good Practices and Models</i></li> <li>• <i>Ensure Quality Standards in Applying Resources</i></li> <li>• <i>Develop Quality Monitoring Systems</i></li> <li>• <i>Enhance linkages between partners and resource organizations</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Strengthen partner led programs and processes</i></li> <li>• <i>Strengthen partner linkages for resources and professional development</i></li> <li>• <i>Transfer Program Resources</i></li> </ul>
<ul style="list-style-type: none"> <li>• Develop plans with pre-service, in service, and private sector partners for programs based on addressing identified performance gaps</li> <li>• Identify returned participants from IELP-I to work as trainers, shadow U S consultants, coordinators, working group members</li> <li>• Identify obstacles to successful transfer of training to workplace</li> <li>• Organize forums for professional exchange between returned participants from all sectors</li> </ul>	<ul style="list-style-type: none"> <li>• Engage returned participants from IELP-I and II to work as trainers, trainers of trainers, presenters, coordinators, working group members, and escorts and junior trainers for and with U S consultants</li> <li>• Organize follow-on training opportunities for returned participants in enhancing the presentation of received training</li> <li>• Monitor transfer of training of returned participants from IELP-II programs</li> <li>• Organize forums for professional exchange between returned participants from all sectors and begin collaborative planning between returned participant organizers and EGYPTESOL</li> <li>• Assist returned participants in maintaining contacts with U S professional colleagues and networks through internet training</li> </ul>	<ul style="list-style-type: none"> <li>• Expand collaboration between returned participant organizers of workshops and conferences with EGYPTESOL</li> <li>• Support EGYPTESOL and other professional organizations through training and improved service capabilities</li> <li>• Disseminate information on relevant internet sites to professional groups</li> <li>• Transfer database on returned participants to requisite partners</li> </ul>

## Educational Technology

<u>YEARS 1 &amp; 2</u>	<u>YEARS 3 &amp; 4</u>	<u>YEARS 5 &amp; 6</u>
<ul style="list-style-type: none"> <li>• <i>Establish Performance Goals</i></li> <li>• <i>Identify Good Practitioners</i></li> <li>• <i>Identify Institutional Barriers</i></li> <li>• <i>Encourage linkages for programming and resources</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Disseminate Good Practices and Models</i></li> <li>• <i>Ensure Quality Standards in Applying Resources</i></li> <li>• <i>Develop Quality Monitoring Systems</i></li> <li>• <i>Enhance linkages between partners and resource Organizations</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Strengthen partner led programs and processes</i></li> <li>• <i>Strengthen partner linkages for resources and professional development</i></li> <li>• <i>Transfer Program Resources</i></li> </ul>
<ul style="list-style-type: none"> <li>• Establish goals related to individuals' and institutions' use of technology for English teaching and teacher training within Faculties of Education, the Ministry of Education, ESP centers and EOP centers</li> <li>• Identify individuals and institutions who are making excellent use of new technologies for English teaching and teacher training within Faculties of Education the Ministry of Education, ESP centers, and EOP centers and involve them in developing training plans and curriculum</li> <li>• Identify institutional barriers to good use of technology for English teaching and teacher training within in Faculties of Education, the Ministry of Education, ESP centers, and EOP centers and develop plans for overcoming these barriers</li> <li>• Encourage links between Faculties of Education and the Ministry of Education regarding use of technology in English teaching and teacher training through involvement of FOE and MOE representatives in joint training sessions</li> <li>• Identify excellent English teachers who can be filmed for production of Best Practice Videos</li> </ul>	<ul style="list-style-type: none"> <li>• Disseminate Best Practice videos of excellent English teaching practices</li> <li>• Involve FOE and MOE representatives in joint projects related to use of technology in English teaching</li> <li>• Track progress on uses of technology for English teaching and teacher training in Faculties of Education, the Ministry of Education, and ESP and EOP centers through observations of classes</li> <li>• Monitor use of new computer-assisted language laboratories to see that they are being used in effective manner</li> </ul>	<ul style="list-style-type: none"> <li>• Provide technical assistance so that Egyptian partners in the FOE and MOE become able to autonomously run the computer-assisted language laboratories</li> <li>• Involve Egyptian partners in the FOE, MOE, and ESP and EOP centers in becoming the direct, principal organizers of training sessions and events related to uses of technology in language teaching and teacher training</li> <li>• Work to establish lasting networks of individuals across sectors and organizations that have expertise in technology through the creation of ongoing technology interest section(s) and through the development of online networking groups</li> <li>• Strengthen Egyptian partners abilities to autonomously develop in areas related to technology and language learning through independent contacts with sources of information throughout the region and the world</li> </ul>