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Academy for Educational Development

Integrated English Language Program II

Contract No 263-C-00-98-00001-00

Project No 263-0244-3-96075

Prime Contractor Academy for Educational Development

Sub-Contractor AMIDEAST

Annual Workplan

January 1, 1998 - September 30, 1998

A collaborative effort by the IELP-II/EGYPT staff

Submitted to USAID/EGYPT

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by

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Introduction

The present document represents the IELP II Project Work Plan for the period 1 January - 30 September, 1998. The Work Plan adheres closely to the performance milestones incorporated into the contract. Remaining faithful to the principles of agency reengineering and performance-based contracting, it focuses on results and outcomes rather than on process. The Plan is deliberately brief; it is our belief that a work plan should not become so laden with detail that it ceases to be a useful and easily comprehensible document. Furthermore, this Plan is intended to demonstrate performance milestones. We wish to avoid confusing the milestones, which are results for which the contractor is held responsible, with the means of achieving them, which must remain subject to modification as needs arise. For this reason the Plan incorporates only a few of the major sub-activities leading towards accomplishment of results.

The Work Plan is organized by presenting *what* we must achieve, *how and when* we expect to reach our objectives, a *narrative explanation* of each output, and projected *costs*. Supporting this presentation are (i) a performance milestone table, (ii) a results framework, (iii) a timeline, (iv) summary descriptions, and (v) a budget.

I Performance Milestone Table

The performance milestone table follows a format used in AID/PPC/CDIE. It lists sequentially eighteen outputs as they are written in Tab 2 of the contractor's proposal, incorporated into and explicitly referenced in section F of the Contract. It includes no sub-activities.

Outputs are those results for which the contractor is held responsible during the period of this Work Plan. A few have been slightly altered owing to the Project's need to conform to academic schedules and to the late start-up of project implementation beyond the control of the Contractor.

Indicators complete an abridged output statement. They serve as the specifications for an output. One indicator we have used frequently refers to trainees' achievement of learning objectives. This indicator suggests that mere presence at a training activity is insufficient to satisfy the output; in essence, the output implies meeting the learning objectives stipulated for the training activity.

Means of verification are the ways in which we propose to ascertain that the output with indicator has been met. For training activities, we refer to *level 2 evaluations*, which gauge trainees' acquisition of knowledge or skills transferred through the training.¹

Assumptions refer to important, foreseeable circumstances outside the contractor's manageable interest which could obstruct realization of outputs. The Work Plan is sparing of such assumptions. There are, however, global assumptions that broadly affect achievement of results: travel throughout Egypt, compensation of trainers and other MOE staff that support our programs, and availability of MOE facilities and resources for the time periods and locations required during year one.

Collaborators are those partners whose participation in planning, authorizing, or implementing activities leading directly to a result is essential. It is important to note that USAID is assumed to be a collaborator on all activities but is only listed where the role exceeds approval and general consultation.

¹ IELP II will employ a four-level model for evaluating training impact. Level 1 assesses trainee satisfaction; level 2, trainee learning; level 3, application of learning; and level 4, organizational results.

I: Performance Milestone Table

	Outputs	Indicators	Means of Verification	Assumptions	Collaborators
Pre-Service					
1	50 staff trained	<ul style="list-style-type: none"> 80% of trainees achieve learning objectives 	<ul style="list-style-type: none"> attendance records level 2 evaluation workshop reports 	none	MOHE
2	Agreements established with FOE "Centers of Sustainable Excellence"	<ul style="list-style-type: none"> agreements reviewed and approved 	<ul style="list-style-type: none"> signed agreements 	none	MOHE USAID
In-Service Teacher Training					
3	1300 Teachers trained	<ul style="list-style-type: none"> 80% of trainees achieve learning objectives 	<ul style="list-style-type: none"> attendance records level 2 evaluation course reports 	<ul style="list-style-type: none"> trainers available to work under stipulated conditions responsibility for administration shared with MOE 	MOE
4	Curricular materials developed for Communicative Methodology and Basic English Language Improvement courses	<ul style="list-style-type: none"> materials approved and available materials respond to needs of target audiences 	<ul style="list-style-type: none"> approved list of materials verification of distribution 	<ul style="list-style-type: none"> sufficient copies of commercial texts available approval for materials obtained in a timely fashion MOE responsible for security and access 	MOE
In-Service Supervisor Training					
5	50 Teacher supervisors trained	<ul style="list-style-type: none"> 80% of trainees achieve learning objectives 	<ul style="list-style-type: none"> attendance records level 2 evaluation workshop reports 	none	MOE
6	Curricular materials developed for New Primary Supervisors Workshop	<ul style="list-style-type: none"> materials respond to needs of supervisors 	<ul style="list-style-type: none"> list of materials verification of distribution 	none	MOE
Participant Training					
7	Survey of training practices completed in governorates	<ul style="list-style-type: none"> survey data representative of training practices by returned participants in selected governorates 	<ul style="list-style-type: none"> survey report 	none	none
8	Recruitment/ selection plan developed	<ul style="list-style-type: none"> criteria linked to program results 	<ul style="list-style-type: none"> recruitment selection plan 	none	MOE USAID
9	50 Participants identified for training	<ul style="list-style-type: none"> participants meet selection criteria for specific programs 	<ul style="list-style-type: none"> list of participants training implementation plan for each program 	none	MOHE MOE NCEEE USAID DT2

	Outputs	Indicators	Means of Verification	Assumptions	Collaborators
Testing					
10	Committee established and pilot directorates identified	<ul style="list-style-type: none"> committee comprised of English language testing specialists action plan established by committee 	<ul style="list-style-type: none"> minutes of committee meetings list of pilot directorates corresponding to criteria set by committee 	none	MOE NCEEE
11	Proficiency exam administered	<ul style="list-style-type: none"> appropriate instrument for measuring English language proficiency administered and scored 	<ul style="list-style-type: none"> list of candidates by courses test scores 	none	MOE NCEEE
ESP					
12	ESP Activities	N/A	N/A	N/A	N/A
EOP					
13	5 EOP centers/institutions identified	<ul style="list-style-type: none"> private sector provider survey conducted survey responses evaluated selection criteria established 	<ul style="list-style-type: none"> list of selected providers 	none	MOE USAID
14	3 Assistance plans provided	<ul style="list-style-type: none"> assistance plans based on needs assessment provided 	<ul style="list-style-type: none"> copies of 3 discrete plans 	none	EOP providers
Other Activities					
15	Sustainability plan developed and submitted to USAID	<ul style="list-style-type: none"> sustainability plan incorporates customer service approach and means of skills transfer 	<ul style="list-style-type: none"> plan received by USAID 	none	All major partners
16	5 Participants attend professional conferences	<ul style="list-style-type: none"> 5 invitees have papers relevant to ELT accepted by US conferences 	<ul style="list-style-type: none"> conference reports 	<ul style="list-style-type: none"> 5 people with papers accepted at US conferences can be identified 	MOE MOHE NCEEE
17	1 Alumni workshop organized	<ul style="list-style-type: none"> returned participants network established workshop objectives correspond with IELP 2 program focus 	<ul style="list-style-type: none"> attendance records workshop report 	<ul style="list-style-type: none"> sufficient contact information is available to provide a pool of alumni 	none
18	Materials identified and prepared for self-instructional packets	<ul style="list-style-type: none"> materials based on needs assessment approved 	<ul style="list-style-type: none"> approved list of materials 	none	MOE

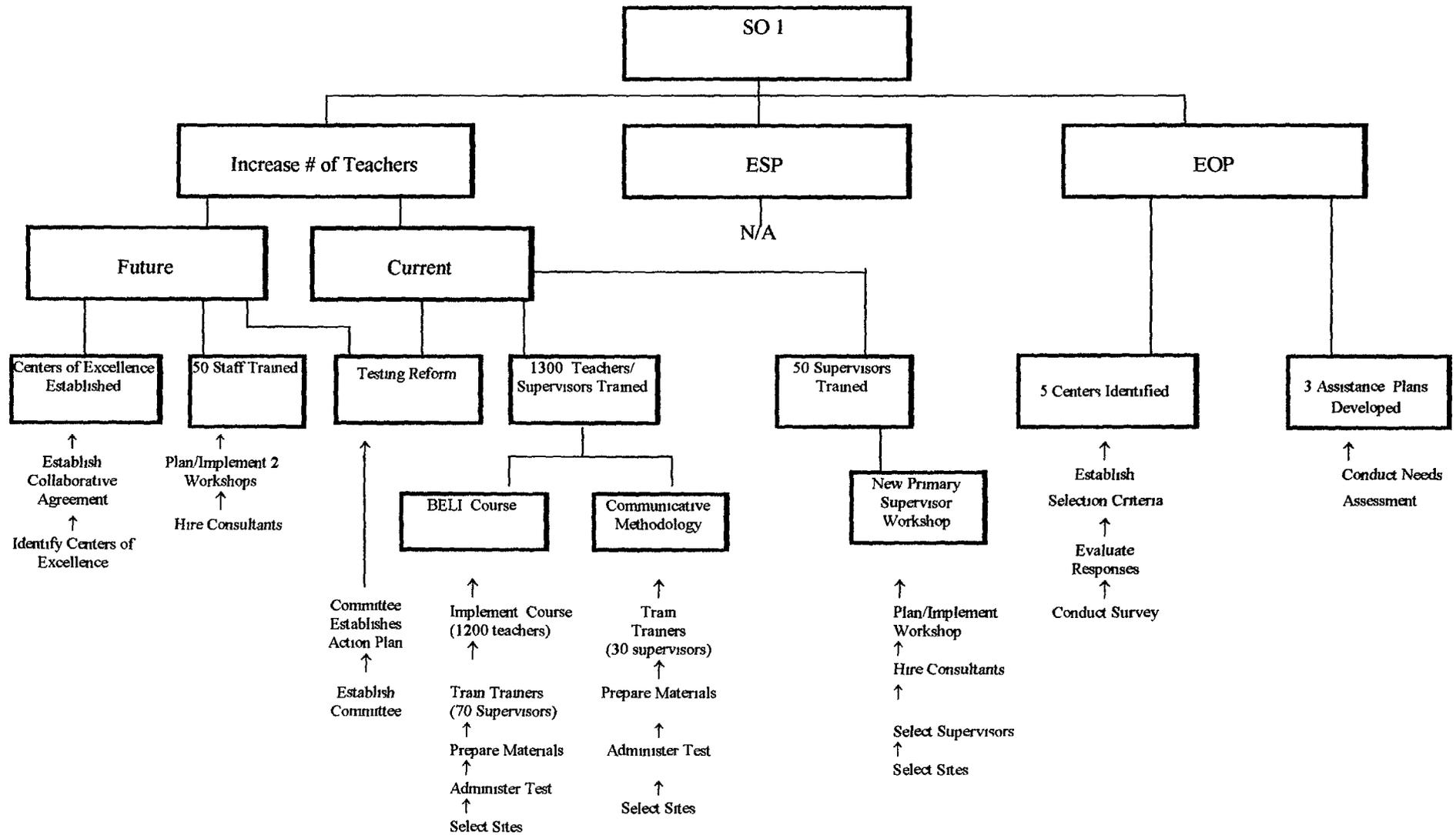
II Results Framework

The results framework illustrates the integration of IELP-II outputs and activities into the operating unit's strategic framework, specifically into Strategic Objective 1. For reasons of graphic simplicity, our framework abridges the language used by USAID for the highest level of intermediate results pertaining to IELP-II. (For example, we have written "Increase # of Teachers" to abbreviate the original "Increased numbers of qualified current and future English Language Providers.")

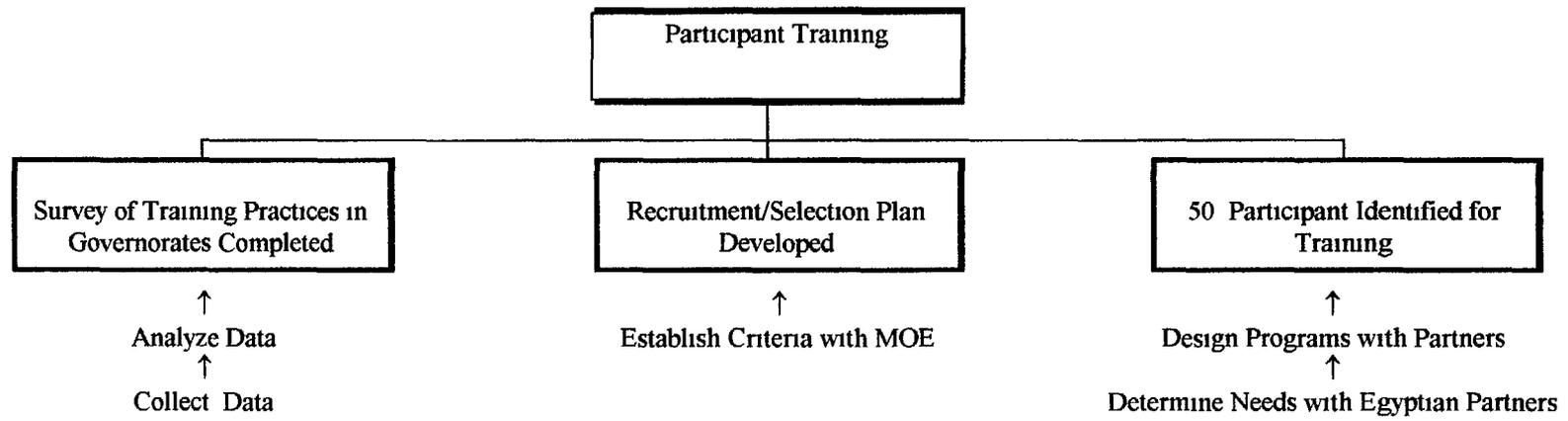
Our results framework also shows a few of the major sub-activities foreseen to accomplish the major outputs for which the contractor is held responsible. These outputs emerge in the fourth level of the framework, beginning with "Centers of Excellence Established."

The results framework covers three pages, again for reasons of graphic clarity. The second page covers participant training, an activity which is linked to all three of the highest level intermediate results. The third page depicts four contractual outputs not directly linked to any of the principal intermediate results, denominated in the RFP and the proposal simply as "other activities."

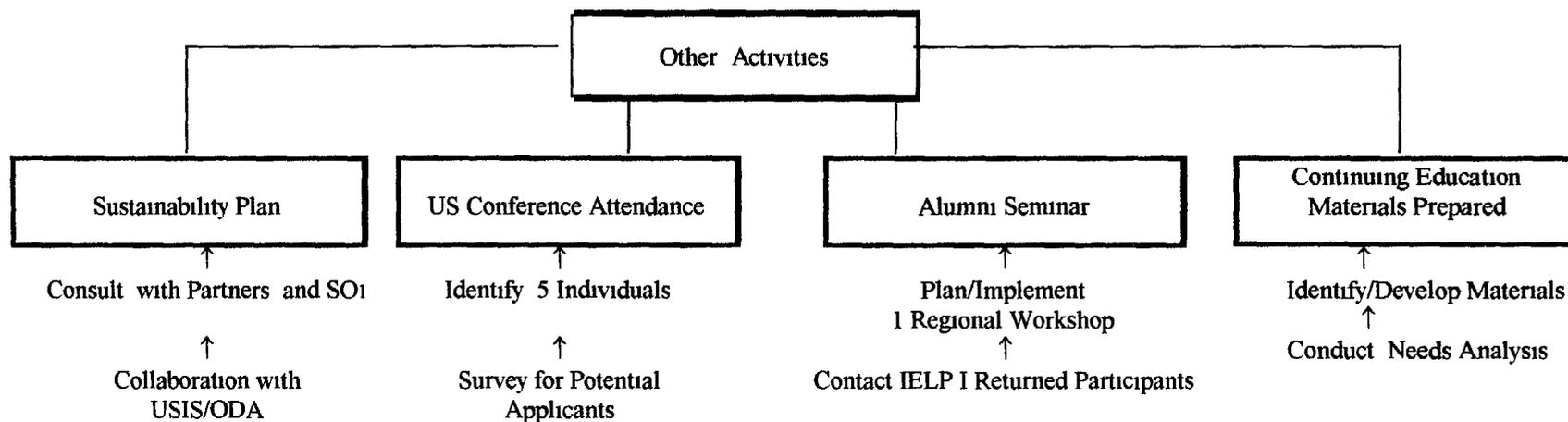
II Results Framework



II Results Framework



II Results Framework



III Timeline

The timeline chart illustrates IELP-II's best current estimations of planning and completion dates for activities and outputs. Following the performance milestone table, it is divided into the eight major categories of activity, beginning with pre-service training, and also includes educational technology. Although IELP-II does not have any outputs in year one for educational technology, it will begin planning for activities in this area during the first year.

The column to the far right of the chart notes when a specific line corresponds to a contractual output, a result which the Project must accomplish.

As the legend notes, the lines are of three types, denoting a planning phase, implementation and completion of an activity, and follow-on.

III Timeline

Major Activities/Outputs through Sept 30, 1998	Quarter 2 Jan Feb Mar	Quarter 3 Apr May June	Quarter 4 Jul Aug Sept	Milestone Achieved
Pre-Service				
Methodology Course for Junior and Senior Faculty				50 staff trained
Teaching Practice Seminar				
Centers of Excellence Agreements Developed				3 Agreements developed
In-Service Teacher Training				
Basic English Language Improvement Course TOT				70 teachers trained
Basic English Language Improvement Course				1200 teachers trained
Communicative Skills and Methodology TOT				30 trainers trained
Communicative Skills and Methodology Course				
Curricular Materials developed				
<i>Basic Language Improvement Course</i>				Materials used in course
<i>Communicative Skills and Methodology</i>				
Basic Methods/Local training				
School-Based Training				
Interactive Video Conferencing				
Certificate for Overseas Teachers of English Course				
Continuing Education Materials				
In-Service Supervisor Training				
New Primary Supervisors Workshop				50 supervisors trained
Supervisor Management and Testing Training				
Curricular Materials developed				
<i>New Primary Supervisors Workshop</i>				Materials used in course
<i>Supervisor Management and Testing Training</i>				

<i>Legend</i>	
	<i>planned</i>
	<i>activity</i>
	<i>follow-on</i>

Major Activity/Output	Quarter 2			Quarter 3			Quarter 4			Milestone Achieved
	Jan	Feb	Mar	Apr	May	June	Jul	Aug	Sept	
Participant Training										
Survey of Training Practices TTI Participants Participants from all Sectors										Survey completed
<i>Recruitment/Selection</i> <i>Training</i>										Recruitment/ Selection plan developed 50 participants identified and trained
Action Plan Workshops Presenting Local Training Co-teaching Project										
Testing										
Test Reform K-12 Training for Test Delivery Proficiency Exam for Teachers										Committee Established & Pilot sites First proficiency exam administered
English for Specific Purposes										
Materials Development Workshops										
English for Occupational Purposes										
Survey of EOP Providers Assistance to EOP Centers										5 centers identified 3 assistance plans
Educational Technology										
Pilot Computer Assisted Language Labs Videotaping Best Practices										
Other Activities										
Sustainability Professional Conference Attendance Alumni Seminars										plan developed/submitted to USAID 5 participants attend 1 regional workshop held
										<i>legend</i>
										 <i>planned</i>
										 <i>activity</i>
										 <i>follow-on</i>

IV Summary Descriptions

Pre-Service

OUTPUT 1 *50 Staff Trained*

Fifty senior and junior staff from Faculties of Education (FOE) will benefit from workshops covering various topics of communicative teaching methodologies and materials development for primary education. During the summer, two 5 day workshops will be conducted by distinguished consultants who have an up-to-date understanding of the Egyptian education context. Staff from the selected "*Centers of Sustainable Excellence*" as well as from other FOEs will take part in the workshops. Senior faculty attending these workshops will be expected to integrate workshop methods and materials into their Fall 1998 courses.

Assumptions none

OUTPUT 2 *Agreements established with FOE s 'Centers of Sustainable Excellence*

Three FOEs will be selected to become "*Centers of Sustainable Excellence*" through which IELP-II pre-service training activities will be implemented. Negotiations will take place between IELP-II and FOEs to establish a strategic partnership that will support IELP-II objectives for pre-service training.

Assumptions none

In-Service Teacher Training

OUTPUT 3 *1300 Teachers Trained*

IELP-II will train 1200 Ministry of Education (MOE) primary school teachers with beginning-level English proficiency in a Basic English Language Improvement (BELI) course, along with a pool of 70 MOE supervisors who will later serve as instructors for the course. Following site selection, proficiency test administration, materials preparation and trainer training, BELI will be held regionally at selected In-service Training Centers (INSET) in two 5-week semi-intensive courses during the summer months. In addition, IELP-II will train 30 MOE supervisors to become trainers in a Communicative Methodology (CM) course to be held in Year 2, targeting newly appointed primary, preparatory, and secondary teachers with intermediate-level English proficiency.

Assumptions In order to form an initial pool of qualified trainers for both the BELI and CM courses, IELP-II assumes that either MOE supervisors receive compensation for duties performed beyond their normal scope of work or that a sufficient number of supervisors are available to train without compensation. Also, due to the administrative tasks required at the regional/local level for course implementation, MOE/GDIST and INSET centers must share responsibility with IELP-II for course administration aiming at sustainability in subsequent years.

OUTPUT 4 *Curricular Materials developed for Communicative Methodology & Basic English Language Improvement Courses*

For the CM and BELI courses, IELP-II will collaborate with MOE to select and develop relevant and appropriate curricular materials which are based on the needs of the target teacher audiences, directly linked to the language and methodology in the *Hello* textbooks.

Assumptions The beginning-level commercial texts selected for the BELI course must be available in large numbers (for the 1,200 teachers) in time for course implementation in summer 1998. MOE approval for the text must also be obtained in a timely fashion. MOE will oversee the security and assure the availability of the class sets for the courses at the INSET centers.

In-Service Supervisor Training

OUTPUT 5 *50 Teacher Supervisors Trained*

IELP-II will train fifty MOE primary teacher supervisors on issues relating to young language-learner strategies, techniques and materials for primary school students, and approaches to supervision. This training will be carried out by distinguished consultants in the field of primary English education. The first workshops, in Cairo and in a selected regional location, will be held in the fourth quarter of the first year of the project.

Assumptions none

OUTPUT 6 *Curricular Materials Developed for New Primary Supervisors Workshop*

Curricular materials and workshop content will be developed jointly by Ministry of Education supervisors and the consultant delivering the workshop.

Assumptions none

Participant Training

OUTPUT 7 *Survey of Training Practices Completed in Governorates*

IELP-II will survey training practices of returned participants from IELP-I in a select number of governorates in order to help IELP-II identify potential trainers for future courses and workshops.

Assumptions none

OUTPUT 8 *Recruitment/Selection Plan Developed*

The recruitment/selection plan will establish eligibility and selection criteria for all US-based training programs in year one in collaboration with relevant Egyptian educational institutions. The criteria will be directly linked to the results expected for each specific program.

Assumptions none

OUTPUT 9 *50 Participants Identified for Training*

The 50 participants will be identified for tailored, US-based, training programs based on the needs of partner institutions. These programs will target primary education, language testing and testing reform, and improvements in teacher training.

Assumptions none

Testing

OUTPUT 10 *Committee Established and Pilot Directorates Identified*

IELP-II will assist in the establishment of a committee on English language testing including members from MOE and NCEEE. The committee will establish a cooperative action plan for nationwide English language test reform. It will select educational directorates which will be used to pilot new examinations.

Assumptions none

OUTPUT 11 *Proficiency Exam Administered*

IELP-II, the MOE, and the NCEEE will administer a proficiency exam to screen teachers who will take the BELI and CM courses. The test will be administered in time for placement of teachers in training courses.

Assumptions none

ESP

OUTPUT 12 *ESP Activities*

IELP-II staff will meet with Egyptian specialists at established ESP centers to determine the focus of training by US consultants and Egyptian specialists in year two

Assumptions none

EOP

OUTPUT 13 *5 EOP Centers/Institutions Identified*

IELP-II staff will survey existing EOP centers in strategic geographic areas to identify EOP centers that meet project criteria for assistance

Assumptions none

OUTPUT 14 *3 Assistance Plans Provided*

IELP-II staff will conduct needs analyses of three of the identified EOP centers to determine the type and level of assistance appropriate IELP-II staff will then develop tailored assistance plans and begin providing targeted technical assistance and resources for each of the three centers

Assumptions none

Other Activities

OUTPUT 15 *Sustainable Action Plan*

IELP-II has been designed as a sustainable program By continually deepening and broadening consultation with partners and customers, IELP-II will ensure sustainable transfer of skills and capacities Moreover, by using a predominately Egyptian staff, the program incorporates into its structure both sustainable transfer of skills and enhanced contact with local institutions Towards the end of its first contract year, IELP-II will codify its approach towards developmental sustainability in a formal report

OUTPUT 16 *5 Participants Attend Professional Conferences*

Five EFL professionals will attend US conferences in areas directly related to project objectives These invitees will have had papers accepted by a conference in the U S

Assumptions The long lead time required to have papers accepted at international conferences may make it difficult to identify suitable candidates for year one

OUTPUT 17 *1 Alumni Workshop Organized*

IELP-II will organize 1 regional workshop to re-establish a professional network for returned participants of IELP-I This will establish a working relationship between IELP-I returned participants and the IELP-II team Participants for the workshop will be identified and invited from the Spring 1995 Returned Participant Directory from the IELP-I

Assumptions In order to hold an Alumni Workshop IELP-II assumes that the Returned Participant Directory will provide sufficient contact information to establish a pool of alumni

OUTPUT 18 *Materials Identified and Prepared for Self-Instructional Packets*

IELP-II and GDIST will conduct a needs analysis in the primary, preparatory, and secondary school sectors to identify appropriate materials for teachers at these levels, in order to prepare packets for nationwide distribution

Assumptions none

EDUCATIONAL TECHNOLOGY *CALL and Best Practices on Video* IELP-II will make preliminary plans for establishing two computer-assisted language labs (CALL), one at a FOE and one at a MOE center. During the first year, the IELP team will plan for and begin purchasing equipment required for producing Egyptian Best Practices on Video. This activity will showcase the best professors and teachers modeling communicative methodologies.
Assumptions: None

MONITORING AND EVALUATION In accordance with reengineering guidelines, IELP-II will focus on results rather than on procedures. It will also give monitoring the priority over evaluation. Monitoring will be continual, evaluations will be conducted only when a need for explanation of events is signaled through the monitoring process.

IELP-II will record data on trainees through use of AED's trainee management software. It will deploy a series of polling and survey instruments to accompany impact from training and technical assistance. The overall impact assessment system will be shaped by a proven model that gauges impact on learning, job behavior, and organizational performance. The model also offers a component that allows easy assessment of trainers, consultants, and overall training conditions. IELP-II will synthesize information from questionnaires and surveys and report on conclusions in familiar, apprehensible formats to USAID as well as to partners. IELP-II will make every effort to ensure that information sent to USAID is useful for judging contractor performance and for incorporation into its R4 documents and other reporting mechanisms.

IELP-II will also collaborate with its partners to help them improve upon their own data management and evaluative systems.

INTEGRATED ENGLISH LANGUAGE PROGRAM II

ANNUAL WORKPLAN Summary Program Budget - Year 1

<u>IN- COUNTRY TRAINING</u> *	Year 1 Budget (US\$)
Pre-Service Training	31,692
In-Service Teacher Training	210,670
In-Service Supervisor Training	52,292
Participant Training (Conferences)	47,050
Testing (Exam Reform)	16,700
ESP Training	-
EOP Training	63,425
Education Technology	25,000
GDIST Administrative Charges	38,276
Total In-Country Training	<u>485,105</u>
 <u>CONSULTANTS</u>	
AED	156,600
AMIDEAST	68,400
Total Consultants	<u>225,000</u>
TOTAL PROGRAM BUDGET	<u><u>710,105</u></u>

* Please note the following

- a In-Country Training costs include trainer fees, course materials, facilities, local transportation and participant expenses as necessary
- b This Summary Budget has been developed from Schedule 7 (In-Country Training), Schedule 1b (Consultants) and Schedule 6 (Subcontractor Costs - AMIDEAST) based on the anticipated planned activities in the Annual Work Plan