

Integrated English Language Program-II

Completion Report

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The purpose of this report is to summarize and highlight accomplishments of the Integrated English Language Program-II (IELP-II); a USAID/Egypt-funded project awarded to the Academy for Educational Development and its sub-contractor AMIDEAST in October 1997 and completed April 30, 2004.

The primary focus of IELP-II was the Ministry of Education's current English language teaching force. IELP-II staff worked closely with the Ministry in carrying out large-scale direct teacher training. The project also strengthened the MOE's systems that support in-service teachers to ensure sustainable quality teaching after the completion of IELP-II. In addition, IELP-II also provided advanced training to faculty members at all 27 Faculties of Education to improve the quality of future teacher graduates. To a lesser degree, the project provided training and technical assistance to strengthen English language teaching at university-affiliated English for Specific Purposes (ESP) centers and private-sector English for Occupational Purposes (EOP) training providers.

IELP-II provided models and training to MOE trainers and FOE faculty on the most current and effective practices in language teaching methodology, testing and assessment, classroom management, and applications of educational technology. The project also funded MOE and FOE participants to attend in-country and US-based conferences in support of professional development. The project supported the creation of numerous e-groups to promote information sharing and continued professional development beyond the life of the project. In close collaboration with MOE partners, IELP-II also developed instructional and resource materials for pre-service and in-service educators, trainers, and training managers. To help define quality in education, IELP-II sponsored the development of educational performance standards which subsequently became the impetus and model for a MOE-sponsored national standards development project. IELP-II provided extensive and repeated training to develop cadres of expertise within the MOE that would support on-going and future teacher education. In terms of long-term sustainability, IELP-II's primary focus was on the development and transfer of skills and attitudes to the MOE's in-service training directorate that would ensure continued effective in-service training of MOE educators.

This report is the result of extensive collaboration among IELP-II program implementation and monitoring and evaluation staff, two international consultants, and our partners in the field. Everyone involved in writing the report sought to document six years of project work for our funding agency, the Egyptian Ministry of Education, the Ministry of Higher Education, home organizations, and other development practitioners in order that they may consider the findings in the design and implementation of future education projects.

In looking back over the six years of IELP-II interventions the writers of this report have focused on project principles, effective strategies, lessons learned, intended and unintended outcomes, and recommendations for the future. We have tried to present information in both qualitative and quantitative terms in order to meet the needs of a wide variety of readers. This completion report is a part of the project's monitoring and evaluation documentation. In addition to this report, IELP-II has documented six years of work in the field through annual work plans, annual reports, quarterly performance monitoring reports, and a vast number of other monitoring and evaluation reports available from AED.

This report will present data in four sections, each giving an overall picture of the project from various perspectives.

Part 1. This section describes the first year of the project and provides an overall idea of the situation on the ground as project staff were hired locally or arrived from the U.S. It also describes the project structure, expectations of the project team, and the principles that guided project staff throughout the course of project implementation.

Part 2. This section consists of quantitative data, presented as narrative and tabular summaries of the project's main activities. It also includes a complete listing of courses and resources that were completed and transferred to partners.

Part 3. This section consists of narrative accounts about each of the four main constituencies IELP-II trained and collaborated with during the six-year period of the project. These narratives provide a comprehensive understanding of the project's approach and process towards achieving its goals, as well as challenges, outcomes (both intended and unintended), and recommendations for future projects.

Part 4. The fourth and final section brings the report to a close with conclusions and recommendations on a larger, project-wide scale that could potentially affect program design considerations in any future project involving these same constituencies.

The Academy for Educational Development (AED), with its sub-contractor America-Mideast Educational and Training Services (AMIDEAST) was awarded the contract for the Integrated English Language Program-II in October of 1997 and fielded a team of local and US specialists during November and December of that same year.

The project was directed by a Chief of Party (COP) and organized into three main divisions Project Development and Implementation (PDI), Monitoring and Evaluation (ME), and Finance and Operations (FO) each coordinated by a director. The PDI division was responsible for the design and implementation of technical assistance activities for the project and was made up of both expatriate and Egyptian staff. Egyptian technical specialists were paired with expatriate specialists and in the later years of the project, the Egyptian staff assumed full responsibility for various activities as the expatriate staff were phased out. PDI included specialists for training of trainers, materials development, educational technology, participant training, and consultant coordination.

The Program Design and Implementation division, responsible for the design and implementation of technical assistance activities for the project, consisted of an expatriate director and approximately 20 staff including five expatriate specialists. These staff, during the course of 1997-98, hired Egyptian counterparts, who gradually assumed full responsibility for their positions as expatriate staff were phased out of the project. The PDI technical assistance staff positions were: training of trainers specialist, materials development specialist, educational technology specialist, consultant coordinator, and participant training specialist.

The ME division consisted of three units: research and evaluation (RE), Management information systems (MIS), and Testing. The research and evaluation unit was responsible for carrying out evaluations on activities that contributed to the twenty mandated milestones. Testing was responsible for activities ranging from placement testing for training purposes to working with the Ministry of Education on test reform issues. MIS maintained an extensive data base on all project activities, which was later transferred to the Ministry of Education (MOE) for their own tracking and planning purposes.

Finance and Operations staff provided administrative and logistical support for the project including finance and accounting functions, computer network maintenance, procurement and contracting, as well as project transportation and facilities maintenance.

The first six months of the project was very typical of a project start –up with office set up, furniture and vehicle procurement, establishment of communication and computer systems, and general paperwork required for operating in Egypt. At the same time, staff began to establish relationships with partners and engage in planning meetings. An ambitious work plan was USAID's input and approval, and training events were scheduled even as office set up was still underway. During the first year of the project, AED determined that changes in two key personnel positions were needed and the home office management replaced both the Chief of Party and the Director of Finance and Operations. While any such staff changes are by nature disruptive, staff worked diligently to keep the project on track and the changes resulted in a more energized and focused team.

The Project Mandate in Teacher Training

The IELP-II mandate was to increase the number of qualified current and future English language teachers through the achievement of twenty milestones (see table below). Within this mandate, IELP-II was also charged with the responsibility of ensuring that their interventions would be sustainable. “The offeror should give attention to designing and implementing systems which will ensure continued preparation of providers after the Program is completed.” (IELP-II Request for Proposal, USAID, 1997) Sustainability was a key element throughout IELP-II but became even more critical as a key consideration behind all major activities as the project matured.

- those trained use their 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
- 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 contribute to IELP-II’s main objectives, and to the broader objectives of IELP-II’s partners

IELP-II’s Sustainability Plan spelled out each year how the past year and coming year’s project actions and activities contributed to sustainability. In addition to defining sustainability as such, each year IELP-II developed a work plan with specific performance goals to be achieved for each of the training constituencies. These performance goals would culminate in the achievement of the larger mandate, i.e., to increase the number of qualified current and future English language providers and strengthen the systems to ensure continued quality teacher training. Every quarter, IELP-II reported on progress towards those achievements.

As stated earlier, IELP-II was responsible for meeting annual milestones that were distributed over the life of the project. The following table lists the mandated *Milestones* and in the *Achievements* column, IELP-II’s actual performance over the six years. The overall numbers speak for sound fiscal management and attest to successful implementation strategies and principles.

Major Activity/ Output	Milestone	Achievements
1. Pre-Service	<ul style="list-style-type: none"> • 300 staff trained. • Centers of Sustainable Excellence plans/ agreements developed with selected FOEs.¹ 	<ul style="list-style-type: none"> • 1,934 staff trained. • Centers of Sustainable Excellence plans/ agreements developed with selected FOEs.

¹ In Years Two through Six “developed” means that plans established with CSEs in Year One were annually extended, amended, or amplified. In addition, when conditions warranted, agreements with FOEs beyond those selected in Year One may also have been developed.

Major Activity/ Output	Milestone	Achievements
2. In-Service Teacher Training	<ul style="list-style-type: none"> • 9,000 teachers trained. • 12 interactive video-conference workshops conducted. 	<ul style="list-style-type: none"> • 22,752 teachers trained. • 12 interactive video-conference workshops conducted.
3. In-Service Supervisor Training	<ul style="list-style-type: none"> • 600 teacher supervisors trained. • 800 ESL supervisors trained.² • 300 ESL supervisors trained.³ 	<ul style="list-style-type: none"> • 5,019 supervisors and designated supervisors trained.
4. Participant Training	<ul style="list-style-type: none"> • U.S. training designed for 1,100 participants.⁴ 	<ul style="list-style-type: none"> • U.S. training designed for 1,107 participants.
5. Testing	<ul style="list-style-type: none"> • New tests introduced, reviewed by at least 10 mudiriats. 	<ul style="list-style-type: none"> • New tests introduced, reviewed by at least 10 mudiriats.
6. ESP	<ul style="list-style-type: none"> • 180 staff trained. 	<ul style="list-style-type: none"> • 890 staff trained.
7. EOP	<ul style="list-style-type: none"> • 30 EOP centers/institutions identified.⁵ • 30 assistance plans and/or materials provided.⁶ 	<ul style="list-style-type: none"> • 30 EOP centers/institutions identified. • 30 assistance plans and/or materials provided.
8. Other Activities: a. Sustainability	<ul style="list-style-type: none"> • 5 Sustainability plans revised and submitted by year's end. 	<ul style="list-style-type: none"> • 5 Sustainability plans revised and submitted by year's end.
b. U.S. Conference Attendance	<ul style="list-style-type: none"> • 60 participants attend professional conferences. 	<ul style="list-style-type: none"> • 62 participants attended professional conferences.
c. Alumni Seminars	<ul style="list-style-type: none"> • Organize 12 regional workshops. 	<ul style="list-style-type: none"> • 12 regional workshops organized.

² Milestone for Years One through Four.

³ New milestone for Years Five and Six.

⁴ "U.S. training designed" means that training programs for participants were developed, RFPs and contracts were issued by IIE/DT2, and qualified participants were selected and approved for travel on specific departure dates set for the program.

⁵ "Identified" means that staff members of selected EOP centers participated in IELP-II sponsored EOP training or technical assistance programs.

⁶ "Assistance Plans" means that the plans were developed and implemented in at least one site. "Materials provided" means that IELP-II developed stand-alone training modules for widespread distribution or provided sets of commercial materials to EOP providers identified.

Major Activity/ Output	Milestone	Achievements
	<ul style="list-style-type: none"> Organize 6 national workshops. 	<ul style="list-style-type: none"> 6 national workshops organized.
d. Continuing Education Materials	<ul style="list-style-type: none"> 9,000 packets prepared. 	<ul style="list-style-type: none"> 9,000 packets prepared.
e. Interactive Radio Instruction ⁷	<ul style="list-style-type: none"> Training for IRI teachers and supervisors completed. Training for mainstream teachers and supervisors completed. 15 units of broadcast-ready instructional materials ready for field-testing. 	<ul style="list-style-type: none"> Training for IRI teachers and supervisors completed. Training for mainstream teachers and supervisors completed. 15 units of broadcast-ready instructional materials ready for field-testing.

Factors for Success

Integral to the achievement of these milestones were a number of key factors. AED and AMIDEAST assembled a team of specialists who over the course of the project proved to be equal to the task of not only accomplishing but exceeding these milestones. This required certain characteristics of all the team members – above all commitment, flexibility and perseverance. In addition, IELP-II staff possessed the ability to work without guidance, to collaborate in teams, and to interact effectively with partners at the individual and at the institutional level. Many of these characteristics were developed and refined over time, within the six years of the project.

Under the new COP, collaborative relationships with USAID and the Ministry of Education were strengthened and set the tone for cooperation throughout the remainder of the project. IELP-II benefited from USAID's flexibility and support in regard to all aspects of project implementation. This provided the project with the necessary atmosphere to discuss and negotiate milestone fulfillment details and expectations and gave IELP-II the latitude to venture into areas of training that were not included in the original proposal but complemented the direction and intention behind particular milestones. For example, during the process of trying to define “qualified current and future English language providers,” IELP-II concluded that to define *qualified* might require developing standards for teachers and other educators. With USAID's support, IELP-II embarked on a three-year process of developing standards for in-service teachers, educational leaders, and teacher training programs, as well as standards for pre-service teachers. The standards development process involved Ministry of Education staff at all levels and likely contributed to the Ministry's decision to establish the National Standards Committee, which included two staff members and the COP of IELP-II. This committee was charged with developing standards for the MOE in 7 areas including teacher performance and content standards.

⁷ Addition to original milestone plan, March 2000.

Finally, and also integral to the ultimate success of IELP-II was the fact that the project was sufficiently funded to achieve milestone and non-milestone activities. In fact, IELP-II exceeded its milestones and continued project activities for an additional six months on a no-cost basis.

Project Principles

Towards the end of the project, IELP-II activity managers, FOE/FOA/ESP faculty staff members, and MOE supervisors attended a series of focus group meetings to design a survey that would ultimately inform this completion report. During this process, the focus group members formally identified twenty major working principles that IELP-II project activity managers had been following over the course of the project.

On this end-of-project feedback survey, participants were asked to identify the principles most utilized by IELP-II that contributed to change in their own performance.

- | | |
|---|---|
| 1. Training appropriate to needs and available resources. (199) | 11. Collaboration across institutions. (119) |
| 2. Self-development is seen as essential. (187) | 12. Future-oriented, thinking beyond current successes. (112) |
| 3. Practice-oriented, hands-on, task-based training. (167) | 13. Cascade training: those trained train others. (110) |
| 4. Supervision is active, constructive, and cooperative. (160) | 14. Networking across cadres, governorates, and system. (107) |
| 5. Ongoing professional development for cadres. (150) | 15. Teachers and supervisors are respected as professionals. (106) |
| 6. Trainee-centered emphasis. (149) | 16. Build on existing systems. (104) |
| 7. Use of Egyptian expertise and resources. (147) | 17. Create cadres of future educators. (99) |
| 8. Teamwork is seen as essential by supervisors. (144) | 18. Voluntary participation in experimental reforms. (96) |
| 9. Reaching many people, places. (121) | 19. Pre-Service and in-service education coordinated and integrated. (69) |
| 10. Problem solving focusing on solution. (120) | 20. Takeover of key project activities and resources by Egyptian institutions. (57) |

The principles listed above are general development principles and could serve as a framework or set of guidelines for other projects and project managers in the process of starting up and developing training goals and directions.

**PART
2**

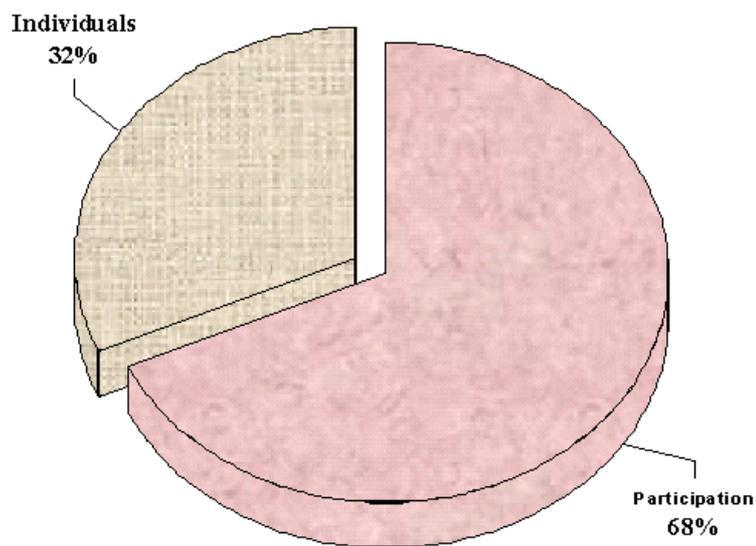
A Quantitative Summary of IELP-II Achievements

This section of the report presents the project’s quantitative results, numbers of individuals trained together with other illustrative demographic data. IELP-II’s key project audiences (Teachers, FOE, Supervisors and Management) are described in qualitative terms in Part 3.

Table 1: Total Participation in Activities⁸ vs. Total Individual Participants

Table 1 shows the number of individual participants in IELP-II activities (see Tables 12-14 for specific listings of all these activities). Activities included direct training events as well as other types of interventions (partner days, network meetings, conferences, etc.) The figure under “Participation in Activities” represents the total *cumulative* number of participants. The number is cumulative in that it counts persons as many times as they attend training or non-training events. The figure under “Individual Participation” refers to the total number of individuals and counts each person only once regardless of the number of activities he or she participated in. The activities exceed the targets set in the project milestones in all respects. In addition, it shows that for many, participation was not just a one-time event; participants attended multiple activities sponsored by IELP-II.

IELP-II	Participation in Activities	Individual Participation
	46,546	21,688



⁸ Participation in Activities represents the total cumulative number of participants no matter how many different events an individual may attend.

¹⁰ Numbers “reached” refers to those who received educational materials and/or attended IELP-II partner days, network meetings, and/or conferences.

Table 2: Number Trained vs. Number Reached¹⁰

IELP-II	Trained	Reached	Total
	32,626	13,920	46,546

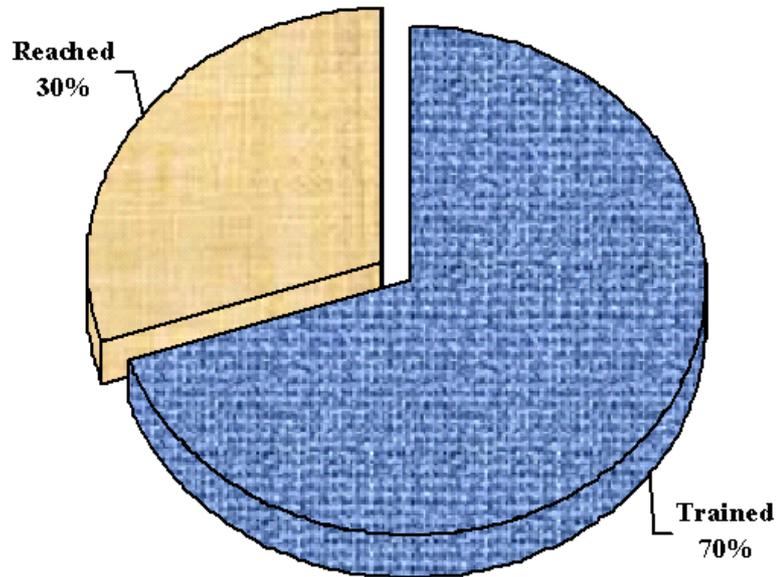
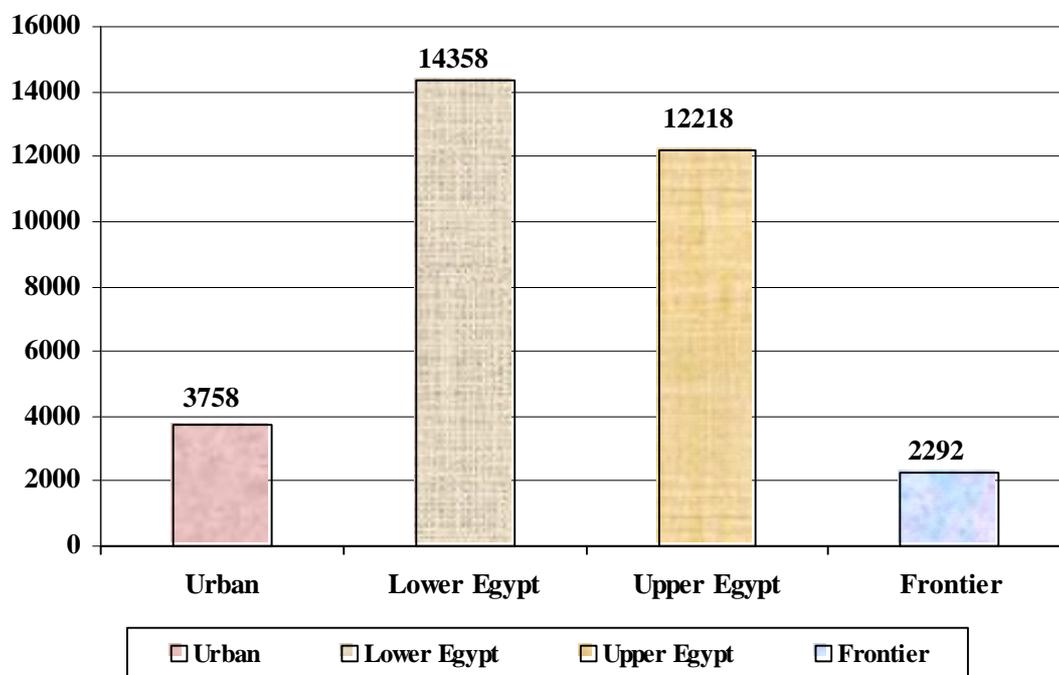


Table 2 breaks down the total number of participants into those who received hands-on training and those who were reached in other ways. In accordance with USAID’s strategic training guidelines, IELP-II provided a variety of interventions in addition to direct training to meet the wide-range of needs of the participants, testifying to the diversity of strategies and activities employed to achieve project objectives.

Table 3: Number Trained by Region¹¹

IELP-II	Urban	Lower Egypt	Upper Egypt	Frontier	Total
	3,758	14,358	12,218	2,292	32,626

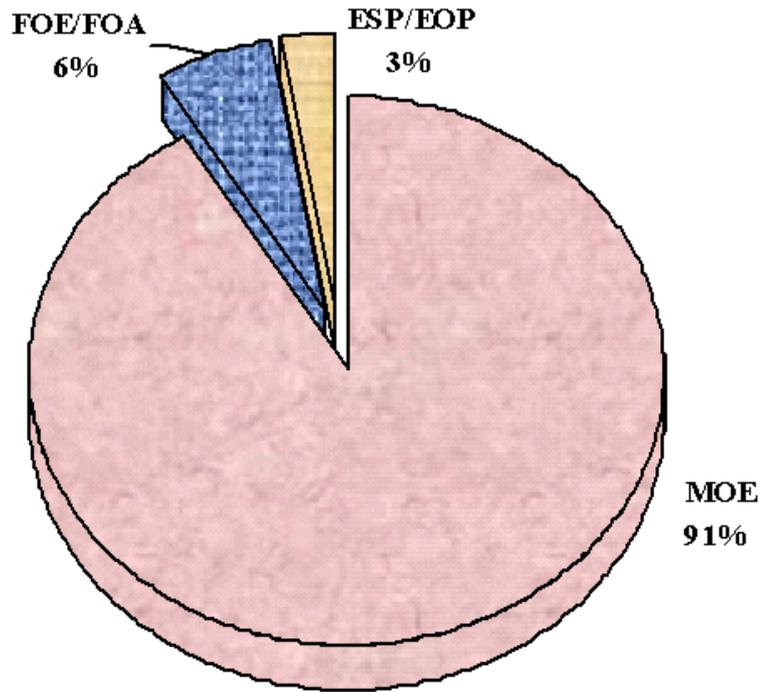


This table shows the national scope of the IELP-II project. Additionally, the above table reflects the project strategy of implementing training in the various regions.

¹¹ The regions correspond to the following: (1) **Urban**—Cairo and Alexandria; **Lower Egypt**—Beheira, Gharbia, Kafr El Sheikh, Menoufia, Sharqia, Qalyubia, Daqahlia, Port Said, Ismailia, Damietta, and Suez; **Upper Egypt**—Fayoum, Giza, Beni Sweif, Minia, Assiut, Sohag, Qena, Luxor, and Aswan; and **Frontier**—North and South Sinai, Red Sea, New Valley, and Marsa Matrouh.

Table 4: Number Trained by Audience

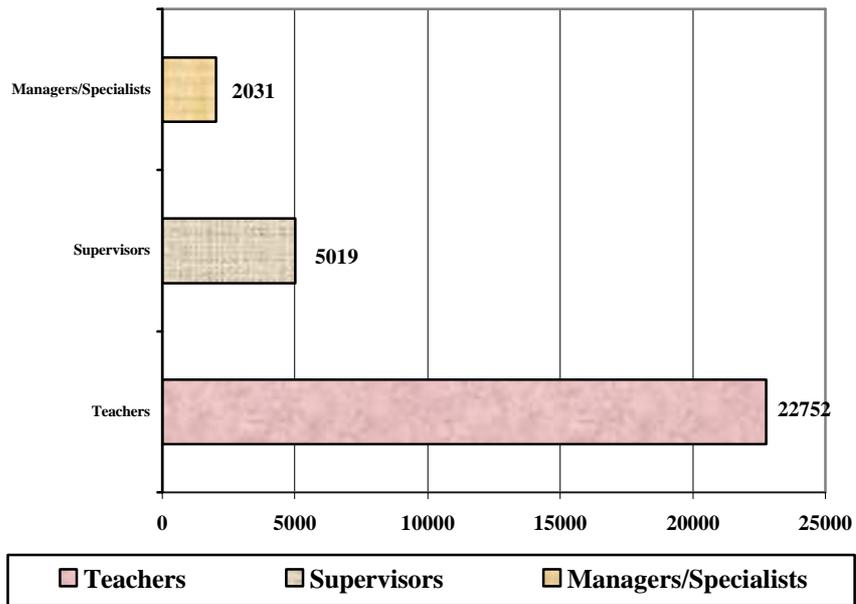
IELP-II	MOE	FOE/FOA	ESP/EOP	Total
	29,802	1,934	890	32,626



Following the guidelines set forth in the original project proposal, IELP-II focused on the MOE sector, and within this, mainly on teacher improvement. In support of teacher-training, there was an additional emphasis on supervisor improvement (see Tables 12 and 13 below for a breakdown of these activities and Part 3 for qualitative narratives on training in these sectors). FOE/FOA personnel are far fewer in number, as are ESP/EOP, but large numbers were nevertheless assisted here as well, many through multiple training (see Table 14 below for details).

Table 5: MOE Trainees by Position

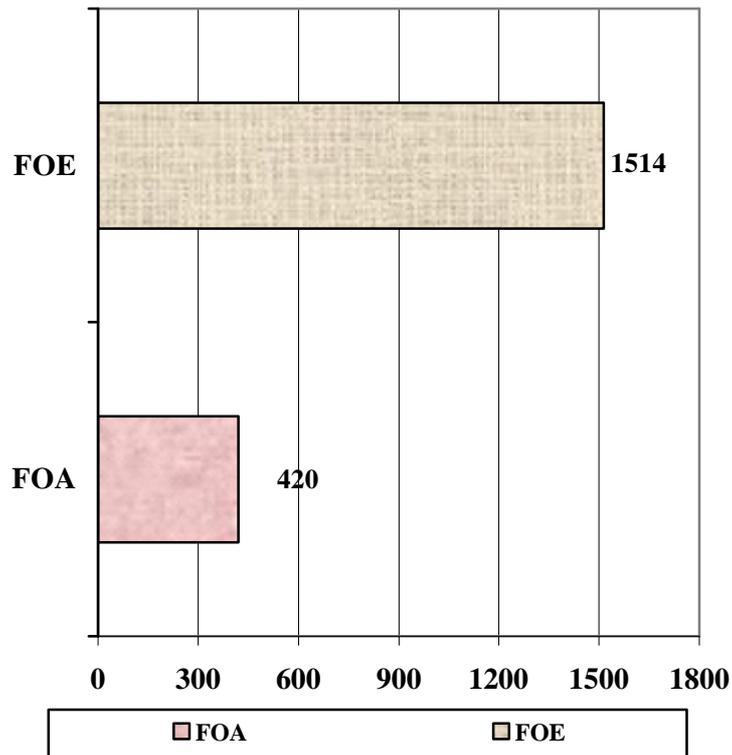
IELP-II	MOE		
	Teachers	Supervisors	Managers/Specialists
	22,752	5,019	2,031
Total	29,802		



The project aimed to address the needs of all constituencies within the MOE. Primary emphasis was on teachers, with additional support for supervisors who mentor them and the managers/specialists (at, for example, GDIST/CDIST) who develop, organize and evaluate training.

Table 6: FOE/FOA Trainees

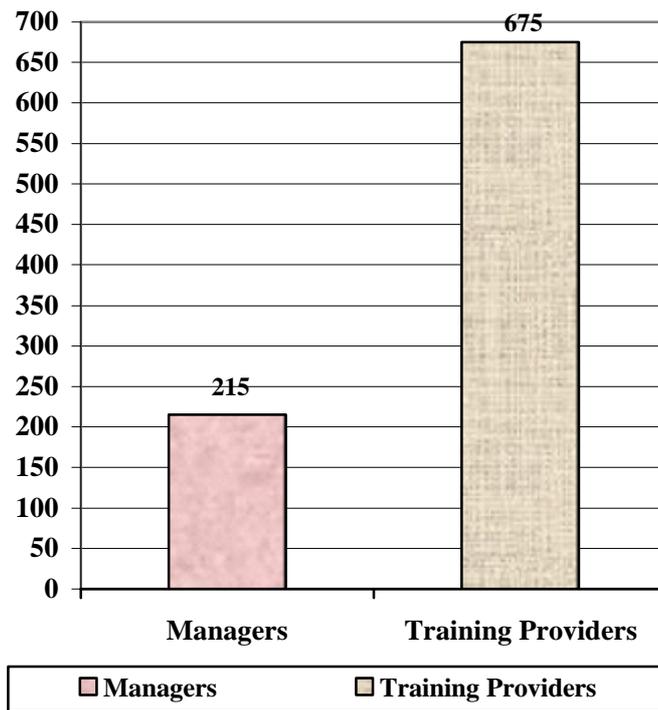
IELP-II	FOA	FOE
	420	1,514
Total	1,934	



Emphasis was on FOE English department methodologists responsible for pre-service training of teachers. FOA staff who teach language improvement courses were also trained.

Table 7: ESP/EOP Trainees

IELP-II	ESP/EOP	
	Managers	Training Providers
	215	675
Total	890	



Training and technical assistance were provided to university-affiliated English for Specific Purposes centers and private-sector language teaching centers throughout Egypt. Managers were trained in management, including planning, marketing, and program evaluation. Trainer providers received training in such areas as teaching techniques, materials development/adaptation, and education technology applications.

Table 8: Number Trained By Gender

Tables 8 and 9 illustrate the numbers trained and reached by gender with an imbalance in favor of males reflecting the overall gender distribution in the teaching population.

IELP-II	Male	Female	Total
	19,497	13,129	32,626

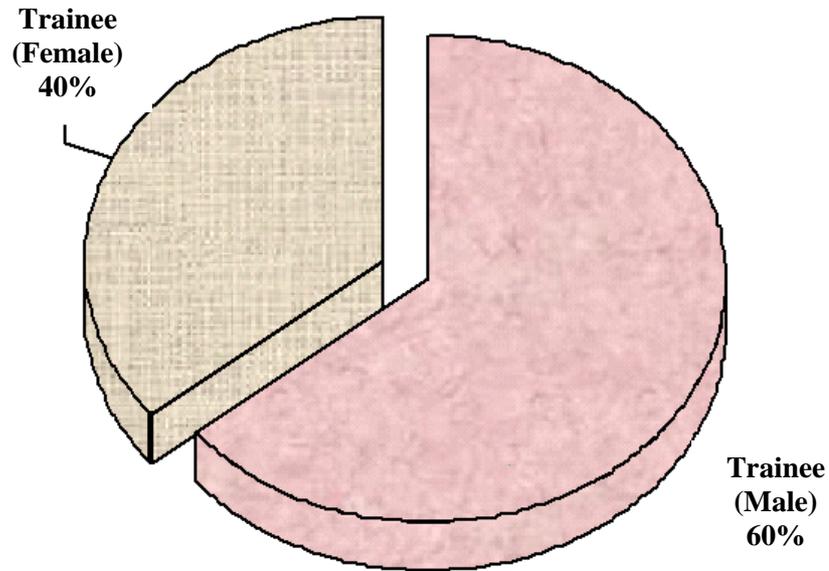


Table 9: Number Reached By Gender

IELP-II	Male	Female	Total
	8,914	5,006	13,920

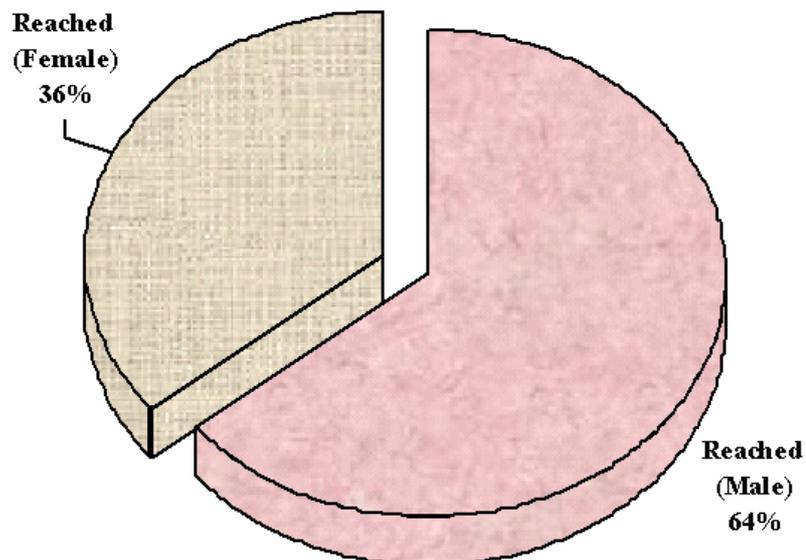
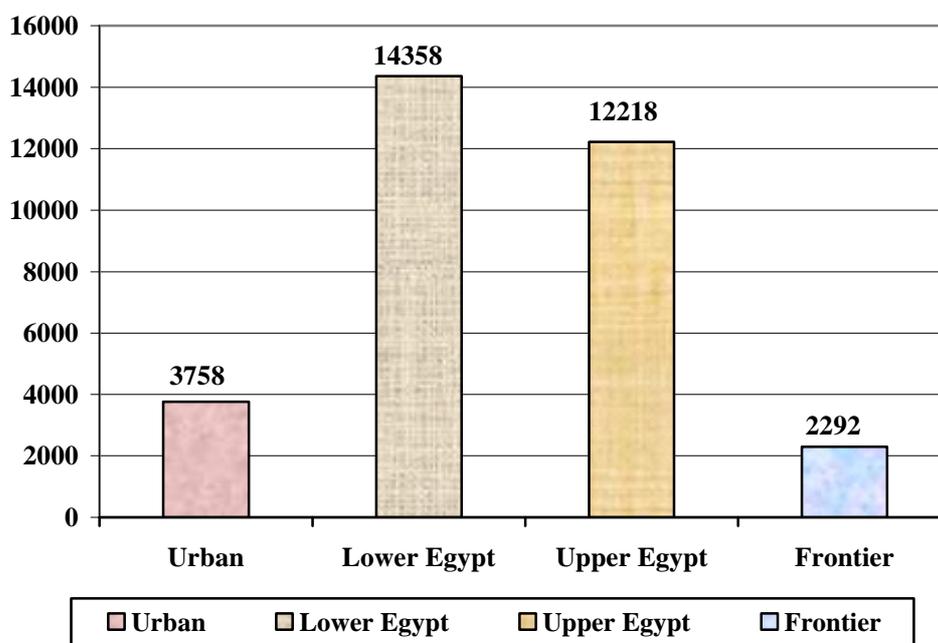


Table 10 Number Reached by Region

IELP-II	Urban	Lower Egypt	Upper Egypt	Frontier	Total
	1698	5325	5575	1322	13,920

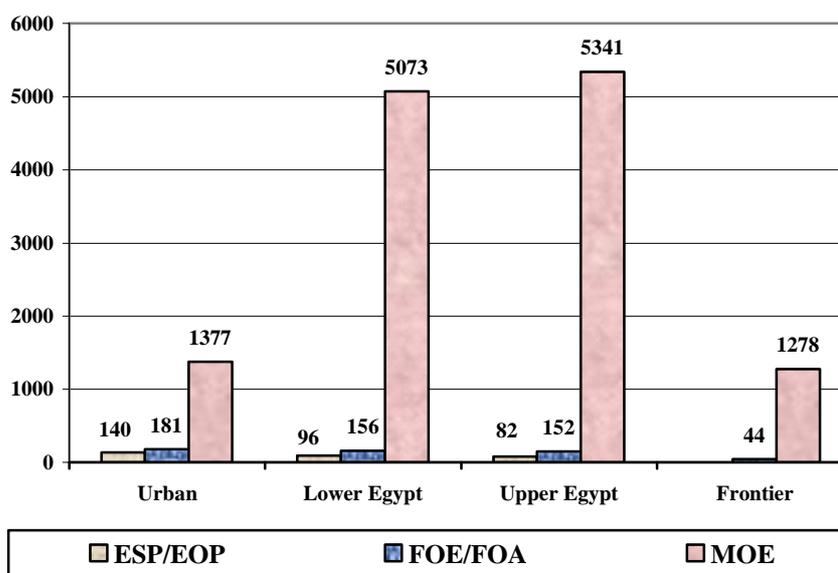


As shown in Table 3, project interventions, in addition to training, were carried out nationwide.

Table 11: Number Reached by Region and by Audience

IELP-II	Urban			Lower Egypt			Upper Egypt			Frontier			Total
	EOP/ESP	FOA/FOE	MOE	EOP/ESP	FOA/FOE	MOE	EOP/ESP	FOA/FOE	MOE	EOP/ESP	FOA/FOE	MOE	
	140	181	1377	96	156	5073	82	152	5341	0	44	1278	13,920
	1698			5325			5575			1322			

As in Table 4, the target audience for project interventions was in order of priority MOE, FOE/FOA and lastly ESP/EOP.



Specific interventions

The training output totals present a useful quantitative picture of the project. However, for a more in-depth understanding of project training, an evaluation approach was needed to capture data which could inform project planners about the effectiveness of training and allow them to make changes as needed. IELP-II selected an evaluation approach adapted from Donald Kirkpatrick's four-level model. This model seeks to analyze four different kinds of training outcomes – reaction (Level 1), learning (Level 2), behavioral change in the work place (Level 3), and organizational change or results (Level 4). In order to monitor and evaluate IELP-II training activities the Monitoring and Evaluation Division assessed training interventions at Levels 1 and 2. Later, after trainees had an opportunity to display new desired behaviors, Level 3 evaluations were carried out. Finally, in order to determine what impact the training had on the organization in which the trainees worked, several Level 4 evaluations were also conducted.

The first level of analysis, Level 1, attempts to ascertain the extent to which trainees felt the training was well presented and that they learned useful new skills. Evaluation consists of measuring their reactions. Trainee reactions are typically measured at the end of training, yielding a summative or end-of-course assessment. They can also be measured formally during training or informally in terms of a rapid appraisal or the instructor's perceptions. For each training activity IELP-II administered written questionnaires to all participants. The data collected was analyzed using a no-cost public domain software package called EPI-Info, recommendations were made based on findings, and follow-up monitoring took place in order to assure the utilization of Level 1 findings.

Kirkpatrick's second level of analysis, Level 2, assesses learning. Learning is defined as "principles, facts and techniques that were understood and absorbed by the participants." Although written tests are the most commonly used tools to measure knowledge, there are other means as well for gathering this kind of data. For instance, when simulations, role plays, or demonstrations are used to measure knowledge and skills, the trainer can use before-and-after situations in which participants can demonstrate or perform what they have learned. IELP-II utilized formal written tests and other performance assessment tools in order to measure learning at the end of a training event.

Assessing behavioral change in trainees (Level 3) and organizational impact (Level 4) is far more difficult and costly than measuring at Levels 1 and 2. Often trainees cannot change their behavior independently; an opportunity to do so must arise within their work environments. Predicting when a change in behavior will occur (the timing of change) is difficult. Trainees may apply their new skills immediately after training, some time after, or never. Attributing change to a specific training intervention is also very difficult to do. There may be many factors contributing to a trainees change in behavior. Additionally, Level 3 and Level 4 evaluations need to be measured in the field, thus they are more time-consuming and challenging to implement. Therefore, IELP-II carried out Level 3 and Level 4 evaluations judiciously; weighing costs against benefits.

In addition to monitoring and evaluating IELP-II activities the project succeeded in developing an awareness of the importance of monitoring training activities within the trainees themselves. Training was a key element in building evaluation capacity. Training was designed to develop skills, systems, and structures for monitoring and evaluation activity to take place within the targeted organization. As often as possible, IELP-II training courses included interactive discussion of the Kirkpatrick model, combined with hands-on work with actual data collected courses. Furthermore, the objectives of all training activities focused on utilizing the results of monitoring and evaluation to improve project performance, building organizational capacity in monitoring and evaluation and promoting self reliance and

sustainability. This hands-on interactive approach helped to ensure that participants left any training program understanding the benefits of monitoring and evaluation and empowered to apply their newly acquired knowledge and skills.

Although IELP-II has been successful in transferring this evaluation model to the Ministry of Education, there is still reluctance at the MOE to take on large-scale impact studies at Levels 3 (change in behavior in situ) and 4 (organizational results) for reasons of cost and complexity. However, IELP-II has worked with the ministry and FOEs as partners in all of the evaluations at this level and thus has transferred skills and knowledge which can be built on during the follow-on project. Level 3 and 4 evaluations jointly implemented with MOE and FOE partners include: *Effects Study, 2000*; *FOE Effects Study, 2001*; *Supervisors Effects Study, 2001*; *Measuring Change in Training Systems, Management, and Practices, 2003*; *MOE Hand in Hand Evaluation, 2004*. By carrying out evaluations in tandem with its partners, IELP-II helped to solidify the monitoring and evaluation skills that had been transferred through training. Additionally, partners working with IELP-II on the monitoring and evaluation activities could see the results of evaluation activities, first hand. They became advocates for the process of monitoring and evaluation and for the improvement of their programs' successes.

In Tables 12-15 below, Level 1 and 2 evaluation data is reported in terms of the following:

1. Intervention: the title of the course/activity
2. Audience
3. Total number of participants
4. Skill area
5. Level 1 average for the intervention
6. Level 2 average for the participants

The percentages in the tables are based on the following IELP-II Standards of achievement: 90-100 percent (excellent), 85-89 percent (very good), 80-84 percent (good), 75-79 percent (fair), and 0-74 percent (unsatisfactory). The percentages represent overall participant reaction (Level 1) and learning (Level 2).

Not Applicable (NA) is reported for training events that were not monitored for one reason or another. Every effort was made to carry out a Level 1 for each and every activity however; in some cases data was not collected. Level 2 evaluations were carried out for training activities four days and longer in duration.

Table 12: Listing of Interventions to Support Supervisors and Senior Teachers

Intervention	Audience	No. of Participants	Skill Area	L1	L2
Creative Use of Audio-Visual Media in Language Teaching Workshops 1998	<ul style="list-style-type: none"> ▪ Supervisors ▪ IGs ▪ FOE Staff 	<ul style="list-style-type: none"> ▪ 8 Supervisors 	Materials Development	87%	100%
Basic English Language Improvement Trainer Orientation Course 1999	<ul style="list-style-type: none"> ▪ Supervisors ▪ Senior teachers 	<ul style="list-style-type: none"> ▪ 56 Supervisors ▪ 5 Senior teachers 	Teacher training (Language Improvement Course)	88%	55%
Communicative Reflective Methodology Training of Trainers Course, 2002	<ul style="list-style-type: none"> ▪ Supervisors ▪ Senior teachers 	<ul style="list-style-type: none"> ▪ 6 Supervisors ▪ 4 Senior teachers 	Teacher training (Methodology Course)	92%	88%
Communicative Skills and Methodology Training of Trainers Course Spring, 1999	<ul style="list-style-type: none"> ▪ Supervisors ▪ Senior teachers 	<ul style="list-style-type: none"> ▪ 20 Supervisors 	Teacher training (Methodology Course)	93%	79%
Communicative Skills and Methodology Trainer Orientation Course Fall, 1999	<ul style="list-style-type: none"> ▪ Supervisors ▪ Senior teachers 	<ul style="list-style-type: none"> ▪ 9 Supervisors ▪ 2 Senior teachers 	Teacher training (Methodology Course)	84%	62%
English Language Improvement 2 Training Of Trainers Course Fall, 2001	<ul style="list-style-type: none"> ▪ Supervisors ▪ Senior teachers 	<ul style="list-style-type: none"> ▪ 12 Supervisors ▪ 14 Senior teachers 	Teacher training (Language Improvement Course)	92%	86%
Teaching Practice Improvement Project Workshop on Evaluating Student Teachers Beni- Sweif, Helwan, September 2001	<ul style="list-style-type: none"> ▪ Supervisors ▪ FOE Staff 	<ul style="list-style-type: none"> ▪ 11 Supervisors ▪ 7 Senior teachers 	Supervision	96%	NA
Teaching Practice Improvement Project Workshop on Supervisory Practice Helwan, March 2001	<ul style="list-style-type: none"> ▪ Supervisors ▪ FOE Staff 	<ul style="list-style-type: none"> ▪ 10 Supervisors ▪ 7 Senior teachers 	Supervision	91%	NA
Coordinating Local Training Workshop, May 2002	<ul style="list-style-type: none"> ▪ Inspectors General ▪ Senior Supervisors 	<ul style="list-style-type: none"> • 15 Senior Inspectors • 6 Supervisors 	Managing Training	90%	72%
Mansoura Teaching Practice Improvement Workshop Summer	<ul style="list-style-type: none"> ▪ Supervisors ▪ FOE Staff 	<ul style="list-style-type: none"> ▪ 1 Senior Inspectors ▪ 21 Supervisors 	Supervision	91%	NA

Intervention	Audience	No. of Participants	Skill Area	L1	L2
2002					
Master Trainer Workshop II, January 2000	<ul style="list-style-type: none"> ▪ Senior Supervisors ▪ Supervisors 	<ul style="list-style-type: none"> ▪ 21 Supervisors ▪ 2 Senior Teachers 	Teacher training	NA	82%
Monitoring & Evaluation Training for Supervisors II, August 2001	<ul style="list-style-type: none"> ▪ Supervisors 	<ul style="list-style-type: none"> ▪ 38 Supervisors ▪ 10 Senior Teachers 	Monitoring and Evaluation	94%	96%
Master Trainer in Assessment Workshop Fall, 1999	<ul style="list-style-type: none"> ▪ Supervisors ▪ Teachers ▪ Senior teachers 	<ul style="list-style-type: none"> ▪ 4 Supervisors ▪ 3 Senior Teachers 	Teacher training	86%	69%
Master Trainer Workshop Phase 2	<ul style="list-style-type: none"> ▪ Senior Supervisors ▪ Supervisors ▪ Senior teachers 	<ul style="list-style-type: none"> ▪ 21 Supervisors ▪ 2 Senior Teachers 	Trainer training	95%	81%
Master Trainer Workshop Summer, 1999	<ul style="list-style-type: none"> ▪ Senior Supervisors ▪ Supervisors ▪ Senior teachers 	<ul style="list-style-type: none"> ▪ 23 Supervisors 	Trainer training	92%	82%
Student Achievement Test Development Workshop, January 2001	<ul style="list-style-type: none"> ▪ Supervisors ▪ Teachers ▪ NSET Staff 	<ul style="list-style-type: none"> ▪ 6 Supervisor ▪ 4 Senior teachers 	Testing	92%	94%
Student Test Development Workshop II	<ul style="list-style-type: none"> ▪ Supervisors ▪ Teachers ▪ INSET Staff 	<ul style="list-style-type: none"> ▪ 4 Supervisors ▪ 3 Senior Teachers 	Testing	95%	NA
Local Training on Student Achievement Test Development Manual Parts I and II, March 2001	<ul style="list-style-type: none"> ▪ Inspectors Generals ▪ Supervisors ▪ Senior teachers ▪ Teachers 	<ul style="list-style-type: none"> ▪ 152 Supervisors ▪ 101 Senior Teachers 	Testing	83%	NA
Student Achievement Test Development Workshop, May 2003	<ul style="list-style-type: none"> ▪ Supervisors ▪ Teachers 	<ul style="list-style-type: none"> ▪ 13 Supervisors ▪ 3 Senior Teachers 	Testing	84%	NA
Student Test Development Workshop, November 2001	<ul style="list-style-type: none"> ▪ Inspectors general ▪ Supervisors ▪ Senior teachers ▪ Teachers 	<ul style="list-style-type: none"> ▪ 34 Supervisors ▪ 5 Senior Teachers 	Testing	NA	83%
Testing Workshop For New SATD Members, October 2001	<ul style="list-style-type: none"> ▪ Inspectors general ▪ Supervisors ▪ Senior teachers ▪ Teachers 	<ul style="list-style-type: none"> ▪ 34 Supervisors ▪ 2 Senior Teachers 	Testing	85%	77%
Field Trialing of Test Development Course Package	<ul style="list-style-type: none"> ▪ Inspectors general ▪ Senior supervisors ▪ Senior teacher ▪ Teachers 	<ul style="list-style-type: none"> ▪ NA 	Testing	90%	NA
School-Based Training Course,	<ul style="list-style-type: none"> ▪ Supervisors ▪ Teachers 	<ul style="list-style-type: none"> ▪ 1 Supervisors ▪ 3 Senior 	Methodology	94%	73%

Intervention	Audience	No. of Participants	Skill Area	L1	L2
August 1999		Teachers ▪ 13 Supervisors			
SAQQARA Item Bank Workshop, February 2000	▪ FOE Staff ▪ Senior teachers ▪ INSET Trainers ▪ Supervisors	▪ 1 Senior Teacher	Testing	81%	82%
SAQQARA Item Bank Workshop, April 2000	▪ Foe Staff ▪ Senior Teachers ▪ Inset Trainers ▪ Supervisors	▪ 1 Senior Teacher	Testing	93%	87%
SAQQARA Item Bank Workshop, April 2001	▪ Foe Staff ▪ INSET Trainers	▪ NA	Testing	90%	75-90
SAQQARA Item Bank Workshop, December 2000	▪ Foe Staff ▪ Senior teachers ▪ INSET Trainers ▪ Supervisors	▪ 1 Senior Teacher	Testing	83%	84%
SAQQARA Item Bank Workshop, Feb. 2001	▪ Foe Staff ▪ Senior teachers ▪ Inset Trainers ▪ Supervisors	▪ 1 Senior Teacher	Testing	84%	77%
SAQQARA Item Bank Workshop, February 1999	▪ Foe Staff ▪ Senior teachers ▪ INSET Trainers ▪ Supervisors	▪ 2 Senior Teacher	Testing	75%	77%
SAQQARA Item Bank Workshop, January 2000	▪ Foe Staff ▪ Senior teachers ▪ INSET Trainers ▪ Supervisors	▪ 1 Senior Teacher	Testing	87%	80%
SAQQARA Item Bank Workshop, July 2000	▪ Foe Staff ▪ Senior teachers ▪ INSET Trainers ▪ Supervisors	▪ 1 Senior Teacher	Testing	NA	NA
SAQQARA Item Bank Workshop, June, Cairo-2001	▪ Foe Staff ▪ INSET Trainers	NA	Testing	NA	NA
SAQQARA Item Bank Workshop, March 2001	▪ Foe Staff ▪ Senior teachers ▪ INSET Trainers ▪ Supervisors	▪ 1 Senior Teacher	Testing	86%	NA
Summer Institute, 1998	▪ Supervisors ▪ FOE	▪ 42 Supervisors ▪ 8 Senior Teachers	Communicative Methodology & Supervision Skills for Primary	90%	86%
Winter Institute, 1999	▪ Supervisors ▪ FOE	▪ 40 Supervisors ▪ 6 Senior Teachers	Communicative Methodology & Supervision Skills for primary	90%	95%
The First Cairo	▪ ESP	▪ 11 Supervisors	EFL Practices	90%	NA

Intervention	Audience	No. of Participants	Skill Area	L1	L2
Conference for Returned Participants, 1999	<ul style="list-style-type: none"> ▪ FOA ▪ FOE ▪ Teachers ▪ Senior Teachers 	<ul style="list-style-type: none"> ▪ 4 Senior Teachers 			
The Second Cairo Conference for Returned Participants 2000	<ul style="list-style-type: none"> ▪ ESP ▪ FOA ▪ FOE ▪ Teachers ▪ Senior Teachers ▪ Supervisors 	<ul style="list-style-type: none"> ▪ 53 Supervisors ▪ 42 Senior Teachers 	EFL Practices	87%	NA
The Third Cairo Conference for Returned Participants, 2001	<ul style="list-style-type: none"> ▪ ESP ▪ FOA ▪ FOE ▪ Teachers ▪ Senior Teacher ▪ Supervisors 	<ul style="list-style-type: none"> ▪ 65 Supervisors ▪ 48 Senior Teachers 	EFL Practices	86%	NA
The Fourth Cairo Conference for Returned Participants, 2002	<ul style="list-style-type: none"> ▪ ESP ▪ FOA ▪ FOE ▪ Teachers ▪ Senior Teacher ▪ Supervisors 	<ul style="list-style-type: none"> ▪ 45 Supervisors ▪ 68 Senior Teachers 	EFL Practices	78%	NA
The Fifth Cairo Conference for Returned Participants, 2003	<ul style="list-style-type: none"> ▪ ESP ▪ FOA ▪ FOE ▪ Teachers ▪ Senior Teacher ▪ Supervisors 	<ul style="list-style-type: none"> ▪ 38 Supervisors ▪ 66 Senior Teachers 	EFL Practices	84%	NA
Total				89%	83%

Table 13: Listing of Interventions to Support Teachers

Intervention	Audience	Total # of Participants	Skill Area	L 1	L 2
Basic English Language Improvement Course, 1998	<ul style="list-style-type: none"> ▪ Teachers 	<ul style="list-style-type: none"> ▪ 883 Teachers ▪ 24 Senior Teacher 	Language Improvement	67%	90%
Basic English Language Improvement Trainer Orientation Course, 1999	<ul style="list-style-type: none"> ▪ Supervisors ▪ Senior Teacher 	<ul style="list-style-type: none"> ▪ 5 Senior Teacher 	Teacher training	88%	55%
Basic English Language Improvement Course, 1999	<ul style="list-style-type: none"> ▪ Teachers 	<ul style="list-style-type: none"> ▪ 1343 Teachers ▪ 224 Senior Teacher 	Language Improvement	84%	76%
Basic English Language Improvement Course, 2000	<ul style="list-style-type: none"> ▪ Teachers 	<ul style="list-style-type: none"> ▪ 944 Teachers ▪ 228 Senior Teacher 	Language Improvement	88%	69%
Best Practices Video-Based Communicative Skills Methodology Course, 2003	<ul style="list-style-type: none"> ▪ Teachers ▪ Senior Teachers 	<ul style="list-style-type: none"> ▪ 2 Teachers ▪ 2 Senior Teacher 	Methodology	86%	84%
The First Cairo Conference for Returned Participants, 1999	<ul style="list-style-type: none"> ▪ ESP ▪ FOA ▪ FOE ▪ Teachers ▪ Senior Teachers ▪ Supervisors 	<ul style="list-style-type: none"> ▪ 10 Teachers ▪ 4 Senior Teacher 	EFL Practices	90%	NA
The Second Cairo Conference for Returned Participants 2000	<ul style="list-style-type: none"> ▪ ESP ▪ FOA ▪ FOE ▪ Teachers ▪ Senior Teachers ▪ Supervisors 	<ul style="list-style-type: none"> ▪ 70 Teachers ▪ 42 Senior Teacher 	EFL Practices	87 %	NA
The Third Cairo Conference for Returned Participants, 2001	<ul style="list-style-type: none"> ▪ ESP ▪ FOA ▪ FOE ▪ Teachers ▪ Senior Teacher 	<ul style="list-style-type: none"> ▪ 126 Teachers ▪ 48 Senior Teacher 	EFL Practices	86%	NA
The Fourth Cairo Conference for Returned Participants, 2002	<ul style="list-style-type: none"> ▪ ESP ▪ FOA ▪ FOE ▪ Teachers ▪ Senior Teacher ▪ Supervisors 	<ul style="list-style-type: none"> ▪ 133 Teachers ▪ 68 Senior Teacher 	EFL Practices	78%	NA
The Fifth Cairo Conference for Returned Participants,	<ul style="list-style-type: none"> ▪ ESP ▪ FOA ▪ FOE 	<ul style="list-style-type: none"> ▪ 59 Teachers ▪ 66 Senior Teacher 	EFL Practices	84%	NA

Intervention	Audience	Total # of Participants	Skill Area	L 1	L 2
2003	<ul style="list-style-type: none"> ▪ Teachers ▪ Senior Teacher ▪ Supervisors 				
Computers in English Language Teaching Follow-up, 2001	<ul style="list-style-type: none"> ▪ Teachers 	<ul style="list-style-type: none"> ▪ 51 Teachers ▪ 3 Senior Teacher 	Educational Technology	88%	NA
Computers in English Language Teaching Course, 1999	<ul style="list-style-type: none"> ▪ FOE ▪ Teachers 	<ul style="list-style-type: none"> ▪ 6 Teachers ▪ 6 Senior Teacher 	Educational technology	84%	NA
Computers in English Language Teaching Pre-Departure Workshop, 1999	<ul style="list-style-type: none"> ▪ FOE ▪ Teachers 	<ul style="list-style-type: none"> ▪ 6 Teachers ▪ 6 Senior Teacher 	Educational Technology	85%	NA
Computers in English Language Teaching Pre-Departure Workshop, 2000	<ul style="list-style-type: none"> ▪ FOE ▪ Teachers 	<ul style="list-style-type: none"> ▪ 25 Teachers ▪ 12 Senior Teacher 	Educational Technology	88%	NA
National CELT Symposium, 2001	<ul style="list-style-type: none"> ▪ Teachers ▪ Supervisors 	<ul style="list-style-type: none"> ▪ 23 Teachers ▪ 9 Senior Teacher 	Educational technology	82%	NA
Certificate for Overseas Teachers of English Course, 1999	<ul style="list-style-type: none"> ▪ Teachers 	<ul style="list-style-type: none"> ▪ 30 Teachers 	Methodology	76%	Pass
Certificate for Overseas Teachers of English Course, 2000	<ul style="list-style-type: none"> ▪ Teachers 	<ul style="list-style-type: none"> ▪ 21 Teachers ▪ 7 Senior Teacher 	Methodology	82%	100%
Certificate for Overseas Teachers of English Course, 2001	<ul style="list-style-type: none"> ▪ Teachers 	<ul style="list-style-type: none"> ▪ 60 Teachers 	Methodology	82%	90%
Certificate for Overseas Teachers of English Course Cairo & Assiut, 2002	<ul style="list-style-type: none"> ▪ Teachers 	<ul style="list-style-type: none"> ▪ 60 Teachers 	Methodology	90%	88%
Certificate for Overseas Teachers of English Course Cairo & Assiut, 2003	<ul style="list-style-type: none"> ▪ Teachers 	<ul style="list-style-type: none"> ▪ 60 Teachers 	Methodology	90%	92%
Communicative Reflective Methodology Course, 2001	<ul style="list-style-type: none"> ▪ Teachers 	<ul style="list-style-type: none"> ▪ 723 Teachers ▪ 150 Senior Teacher 	Methodology	86%	73%
Communicative Reflective Methodology Course, 2002	<ul style="list-style-type: none"> ▪ Teachers 	<ul style="list-style-type: none"> ▪ 438 Teachers ▪ 103 Senior Teacher 	Methodology	92%	86%
Communicative Skills and Methodology Course Fall, 1998	<ul style="list-style-type: none"> ▪ Teachers 	<ul style="list-style-type: none"> ▪ 257 Teachers ▪ 50 Senior Teacher 	Methodology	87%	78%
Communicative Skills and Methodology	<ul style="list-style-type: none"> ▪ Teachers 	<ul style="list-style-type: none"> ▪ 252 Teachers ▪ 48 Senior 	Methodology	87%	84%

Intervention	Audience	Total # of Participants	Skill Area	L 1	L 2
Course Spring, 1999		Teacher			
Communicative Skills and Methodology Course Fall, 1999	▪ Teachers	▪ 160 Teachers ▪ 67 Senior Teacher	Methodology	78%	88%
Communicative Skills and Methodology Summer Course, 1999	▪ Teachers	▪ 129 Teachers ▪ 28 Senior Teacher	Methodology	82%	81%
Communicative Skills and Methodology Trainer Orientation Course Fall, 1999	▪ Supervisors ▪ Senior teachers	▪ 2 Teachers ▪ 2 Senior Teacher	Teacher Training	84%	62%
Communicative Skills and Methodology Trainer Orientation Course Spring, 2000	▪ Supervisors ▪ Senior teachers	▪ 155 Teachers ▪ 65 Senior Teacher	Teacher Training	92%	87%
English Language Improvement 2 Fall, 2001	▪ Teachers	▪ 611 Teachers ▪ 23 Senior Teacher	Language Improvement	84%	88%
English Language Improvement 2 Training Of Trainers Course Fall, 2001	▪ Supervisors ▪ Senior Teachers	▪ 3 Teachers ▪ 14 Senior Teacher	Teacher Training	92%	86%
English Language Improvement 1 Summer, 2001	▪ Teachers	▪ 17 Teachers ▪ 11 Senior Teacher	Language Improvement	84%	91%
Elementary Language Instruction 1 July, 2001	▪ Teachers	▪ 958 Teachers ▪ 30 Senior Teacher	Language Improvement	92%	92%
Internet Skills For English Language Teaching Professionals Workshop, Mar 2000	▪ Teachers ▪ FOE/FOA Staff	▪ 13 Teachers ▪ 1 Senior Teacher	Educational technology	90%	NA
Interactive Recorded Instruction Supervisors & Teachers, Aug 2002	▪ Teachers ▪ Supervisors	▪ 477 Teachers ▪ 1 Supervisor	Methodology Teacher Training	95%	94%
Presentation, Practice & Production: An Effective English Classroom Interactive Video Conference Autumn, 1999	▪ Teachers	▪ 907 Teachers ▪ 133 Senior Teacher	Methodology	92%	82%
Interactive Video Conference Workshops, Year 3	▪ Teachers	▪ 493 Teachers ▪ 48 Senior Teacher	Methodology	83%	NA
New Trends In The	▪ Teachers	▪ 907 Teachers	Methodology	87%	75%

Intervention	Audience	Total # of Participants	Skill Area	L 1	L 2
English Classroom Interactive Video Conference Workshops Spring,, 1999		<ul style="list-style-type: none"> ▪ 133 Senior Teacher 			
Interactive Video Conference Fall 2000-Spring, 2001	<ul style="list-style-type: none"> ▪ Teachers 	<ul style="list-style-type: none"> ▪ 707 Teachers ▪ 76 Senior Teacher 	Methodology	82%	NA
Interactive Video Conference, 2002	<ul style="list-style-type: none"> ▪ Teachers 	<ul style="list-style-type: none"> ▪ 874 Teachers ▪ 35 Senior Teacher 	Methodology	80%	85%
Teacher Training Initiative Winter, 1999	<ul style="list-style-type: none"> ▪ Teachers 	<ul style="list-style-type: none"> ▪ 596 Teachers ▪ 43 Senior Teacher 	Methodology	98%	NA
Teacher Training Initiative Spring, 1999	<ul style="list-style-type: none"> ▪ Teachers 	<ul style="list-style-type: none"> ▪ 21 Teachers ▪ 4 Senior Teacher 	Methodology	93%	NA
Master Trainer In Assessment Workshop Fall, 1999	<ul style="list-style-type: none"> ▪ Supervisors ▪ Teachers ▪ Senior teachers 	<ul style="list-style-type: none"> ▪ 6 Teachers ▪ 3 Senior Teacher 	Teacher Training	86%	69%
Master Trainer Workshop Phase 2, Jan 2000	<ul style="list-style-type: none"> ▪ Senior Supervisors ▪ Supervisors ▪ Senior teachers 	<ul style="list-style-type: none"> ▪ 2 Teachers ▪ 1 Senior Teacher 	Teacher Training	95%	81%
Master Trainer Workshop Summer, 1999	<ul style="list-style-type: none"> ▪ Senior Supervisors ▪ Supervisors ▪ Senior Teachers 	<ul style="list-style-type: none"> ▪ 6 Teachers ▪ 3 Senior Teacher 	Teacher Training	92%	82%
Student Achievement Test Development Workshop, Jan 2001	<ul style="list-style-type: none"> ▪ Supervisors ▪ Teachers ▪ INSET Staff 	<ul style="list-style-type: none"> ▪ 3 Teachers ▪ 4 Senior Teacher 	Testing	92%	94%
Student Achievement Test Development Workshop, Feb 2001	<ul style="list-style-type: none"> ▪ Supervisors ▪ Teachers ▪ INSET Staff 	<ul style="list-style-type: none"> ▪ 4 Teachers ▪ 4 Senior Teacher 	Testing	93%	89%
Student Achievement Test Development Workshop, Dec 2000	<ul style="list-style-type: none"> ▪ Supervisors ▪ Teachers ▪ INSET Staff 	<ul style="list-style-type: none"> ▪ 4 Teachers ▪ 4 Senior Teacher 	Testing	91%	92%
Student Test Development Workshop II, Feb 2001	<ul style="list-style-type: none"> ▪ Supervisors ▪ Teachers ▪ INSET Staff 	<ul style="list-style-type: none"> ▪ 57 Teachers ▪ 50 Senior Teacher 	Testing	95%	NA
Local Training on Student Achievement Test Development Manual Parts I & II, March 2001	<ul style="list-style-type: none"> ▪ Inspectors ▪ General Supervisors ▪ Senior Teachers ▪ Teachers 	<ul style="list-style-type: none"> ▪ 4 Teachers ▪ 4 Senior Teacher 	Testing	83%	NA
Student Achievement Test Development Workshop, May 2003	<ul style="list-style-type: none"> ▪ Supervisors ▪ Teachers 	<ul style="list-style-type: none"> ▪ 6 Teachers ▪ 1 Senior Teacher 	Testing	84%	NA

Intervention	Audience	Total # of Participants	Skill Area	L 1	L 2
Student Test Development Workshop, Nov 2001	<ul style="list-style-type: none"> ▪ Inspectors General ▪ Supervisors, ▪ Senior teachers, ▪ Teachers 	<ul style="list-style-type: none"> ▪ 3 Teachers ▪ 5 Senior Teacher 	Testing	82%	83%
Testing Workshop For New SATD Members, Oct 2001	<ul style="list-style-type: none"> ▪ Inspectors General ▪ Supervisors, ▪ Senior teachers, ▪ Teachers 	<ul style="list-style-type: none"> ▪ 3 Teachers ▪ 2 Senior Teacher 	Testing	85%	77%
Field Trialing of Test Development Course Package	<ul style="list-style-type: none"> ▪ Inspectors General ▪ Supervisors, ▪ Senior teachers, ▪ Teachers 	<ul style="list-style-type: none"> ▪ 6 Teachers 	Testing	90%	NA
School-Based Training Course Aug 1999	<ul style="list-style-type: none"> ▪ Supervisors, ▪ Teachers 	<ul style="list-style-type: none"> ▪ 3 Senior Teacher 	Methodology	94%	73%
SAQQARA Item Bank Workshop, Feb 1999	<ul style="list-style-type: none"> ▪ FOE Staff, ▪ Senior teachers ▪ INSET trainers, ▪ Supervisors 	<ul style="list-style-type: none"> ▪ 1 Teachers ▪ 2 Senior Teacher 	Testing	75%	77%
SAQQARA Item Bank Workshop, Jan 2000	<ul style="list-style-type: none"> ▪ FOE Staff, ▪ Senior teachers ▪ INSET trainers, ▪ Supervisors 	<ul style="list-style-type: none"> ▪ 1 Senior Teacher 	Testing	87%	81%
SAQQARA Item Bank Workshop, Feb 2000	<ul style="list-style-type: none"> ▪ FOE Staff, ▪ Senior teachers ▪ INSET trainers, ▪ Supervisors 	<ul style="list-style-type: none"> ▪ 1 Senior Teacher 	Testing	81%	75-90
SAQQARA Item Bank Workshop, April 2000	<ul style="list-style-type: none"> ▪ FOE Staff, ▪ Senior teachers ▪ INSET trainers, ▪ Supervisors 	<ul style="list-style-type: none"> ▪ 1 Teachers ▪ 1 Senior Teacher 	Testing	93%	87%
SAQQARA Item Bank Workshop, Jul 2000	<ul style="list-style-type: none"> ▪ FOE Staff, ▪ Senior teachers ▪ INSET trainers, ▪ Supervisors 	<ul style="list-style-type: none"> ▪ 1 Senior Teacher 	Testing	NA	NA
SAQQARA Item Bank Workshop, Dec. 2000	<ul style="list-style-type: none"> ▪ FOE Staff, ▪ Senior teachers ▪ INSET trainers, ▪ Supervisors 	<ul style="list-style-type: none"> ▪ 1 Senior Teacher 	Testing	83%	84%
SAQQARA Item Bank Workshop, Feb. 2001	<ul style="list-style-type: none"> ▪ FOE Staff, ▪ Senior teachers ▪ INSET trainers, ▪ Supervisors 	<ul style="list-style-type: none"> ▪ 1 Senior Teacher 	Testing	84%	77%
SAQQARA Item Bank Workshop, March 2001	<ul style="list-style-type: none"> ▪ FOE Staff, ▪ Senior teachers ▪ INSET trainers, 	<ul style="list-style-type: none"> ▪ 1 Senior Teacher 	Testing	86%	NA

Intervention	Audience	Total # of Participants	Skill Area	L 1	L 2
	<ul style="list-style-type: none"> ▪ Supervisors 				
SAQQARA Item Bank Workshop, April 2001	<ul style="list-style-type: none"> ▪ FOE Staff, ▪ Senior teachers ▪ INSET trainers, ▪ Supervisors 	<ul style="list-style-type: none"> ▪ 4 Teachers 	Testing	90%	75-90
SAQQARA Item Bank Workshop Cairo, 2001	<ul style="list-style-type: none"> ▪ FOE Staff, ▪ Senior teachers ▪ INSET trainers ▪ Supervisors 	<ul style="list-style-type: none"> ▪ 3 Teachers 	Testing	NA	NA
TOTAL				87%	83%

Table 14: Listing of Interventions to Support FOE, FOA, ESP, and EOP

Intervention	Audience	No. of Participants	Skill Area	L1	L2
Use of Materials for the Course Design Improvement Project Assiut, 2001	<ul style="list-style-type: none"> ▪ FOE ▪ FOA 	<ul style="list-style-type: none"> ▪ 21 FOE 	Course design	93%	NA
Creative Use of Audio-Visual Media in Language Teaching Workshops, 1998	<ul style="list-style-type: none"> ▪ MOE ▪ FOE 	<ul style="list-style-type: none"> ▪ 28 FOE ▪ 3 ESP 	Materials development	87%	100%
Teaching Practice Improvement Project Second Workshop on supervisory Practice Beni Sweif, 2001	<ul style="list-style-type: none"> ▪ MOE ▪ FOE 	<ul style="list-style-type: none"> ▪ 4 FOE 	Supervision	94%	100%
Teaching Practice Improvement Project, Best Practice in Teaching and Learning English as a Foreign Language Beni Sweif, 2001	<ul style="list-style-type: none"> ▪ MOE ▪ FOE 	<ul style="list-style-type: none"> ▪ 4 FOE 	Teacher training	94%	90%
The First Cairo Conference for Returned Participants, 1999	<ul style="list-style-type: none"> ▪ ESP ▪ FOA ▪ FOE ▪ MOE 	<ul style="list-style-type: none"> ▪ 1 ESP ▪ 25 FOA ▪ 38 FOE 	EFL Practices	90%	NA
The Second Cairo Conference for Returned Participants, 2000	<ul style="list-style-type: none"> ▪ ESP ▪ FOA ▪ FOE ▪ MOE 	<ul style="list-style-type: none"> ▪ 1 ESP ▪ 1 FOA ▪ 22 FOE 	EFL Practices	87%	NA
The Third Cairo Conference for Returned Participants, 2001	<ul style="list-style-type: none"> ▪ EOP ▪ ESP ▪ FOA ▪ FOE ▪ MOE 	<ul style="list-style-type: none"> ▪ 1 EOP ▪ 1 ESP ▪ 1 FOA ▪ 22 FOE 	EFL Practices	86%	NA
The Fourth Cairo Conference for Returned Participants, 2002	<ul style="list-style-type: none"> ▪ EOP ▪ ESP ▪ FOA ▪ FOE ▪ MOE 	<ul style="list-style-type: none"> ▪ 8 EOP ▪ 3 ESP ▪ 9 FOA ▪ 33 FOE 	EFL Practices	78%	NA
The Fifth Cairo Conference for Returned Participants, 2003	<ul style="list-style-type: none"> ▪ EOP ▪ ESP ▪ FOA ▪ FOE ▪ MOE 	<ul style="list-style-type: none"> ▪ 8 EOP ▪ 1 ESP ▪ 2 FOA ▪ 11 FOE 	EFL Practices	84%	NA

Intervention	Audience	No. of Participants	Skill Area	L1	L2
Alexandria CALL Summer Institute, 2002	<ul style="list-style-type: none"> ▪ FOE ▪ FOA 	<ul style="list-style-type: none"> ▪ 16 FOE/FOA 	Educational Technology	86%	88%
Alexandria CALL Summer Institutes, 2003	<ul style="list-style-type: none"> ▪ FOE ▪ FOA 	<ul style="list-style-type: none"> ▪ 26 FOE/FOA 	Curriculum development, Educational technology	89%	74%
Advanced CALL Workshop, 2001	<ul style="list-style-type: none"> ▪ FOE ▪ FOA 	<ul style="list-style-type: none"> ▪ 15 FOE/FOA 	Materials development, Educational technology	78%	NA
Computers in English Language Teaching Course, 1999	<ul style="list-style-type: none"> ▪ FOE ▪ MOE 	<ul style="list-style-type: none"> ▪ 32 FOE 	Educational technology	84	NA
Computers in English Language Teaching Pre-departure Workshop, 2000	<ul style="list-style-type: none"> ▪ EOP ▪ ESP ▪ FOA ▪ FOE 	<ul style="list-style-type: none"> ▪ 1 EOP ▪ 9 ESP ▪ 14 FOA ▪ 13 FOE 	Educational technology	82%	88%
Computers in English Language Teaching Pre-departure Workshop, 1999	<ul style="list-style-type: none"> ▪ FOE ▪ FOA ▪ MOE 	<ul style="list-style-type: none"> ▪ 12 FOE ▪ 4 FOA 	Educational technology	85%	NA
Teaching Practice Improvement Project Workshop on Best Practice in Teaching and Learning English as a Foreign Language Helwan	<ul style="list-style-type: none"> ▪ MOE ▪ FOE 	<ul style="list-style-type: none"> ▪ 6 FOE 	Teacher training	94%	NA
Teaching Practice Improvement Project Workshop on Evaluating Student Teachers Beni Sweif, Helwan	<ul style="list-style-type: none"> ▪ MOE ▪ FOE 	<ul style="list-style-type: none"> ▪ 5 FOE 	Supervision	96%	NA
Teaching Practice Improvement Project Workshop on Supervisory Practice Helwan	<ul style="list-style-type: none"> ▪ MOE ▪ FOE 	<ul style="list-style-type: none"> ▪ 25 FOE 	Supervision	91%	NA
Student Test Development: Item Writing Workshop	<ul style="list-style-type: none"> ▪ MOE ▪ FOE 	<ul style="list-style-type: none"> ▪ 	Testing	93%	90%
Student Test Development: Item Writing Workshop	<ul style="list-style-type: none"> ▪ MOE ▪ MOE 	<ul style="list-style-type: none"> ▪ 4 FOE 	Testing	81%	92%
Student Test Development: Item Writing Workshop	<ul style="list-style-type: none"> ▪ MOE ▪ FOE 	<ul style="list-style-type: none"> ▪ 4 FOE 	Testing	87%	90%
Internet Skills for English Language Teaching Professionals Workshop,	<ul style="list-style-type: none"> ▪ MOE ▪ FOE ▪ FOA 	<ul style="list-style-type: none"> ▪ 2 FOE ▪ 2 FOA ▪ 1 ESP 	Educational technology	90%	94%

Intervention	Audience	No. of Participants	Skill Area	L1	L2
2003	<ul style="list-style-type: none"> ▪ ESP ▪ EOP 	<ul style="list-style-type: none"> ▪ 13 EOP 			
Training in Item Bank Development	<ul style="list-style-type: none"> ▪ MOE ▪ FOE 	<ul style="list-style-type: none"> ▪ 4 FOE 	Testing	90%	92%
Mansoura Teaching Practice Improvement Workshop Summer, 2002	<ul style="list-style-type: none"> ▪ MOE ▪ FOE 	<ul style="list-style-type: none"> ▪ 10 FOE 	Supervision	91%	NA
Pre-service Assessment Institute	<ul style="list-style-type: none"> ▪ FOE 	<ul style="list-style-type: none"> ▪ 23 FOE 	Testing	90%	88%
SAQQARA Item Bank Workshop, 1999	<ul style="list-style-type: none"> ▪ FOE ▪ MOE 	<ul style="list-style-type: none"> ▪ 16 FOE 	Testing	75%	77%
SAQQARA Item Bank Workshop, 2000	<ul style="list-style-type: none"> ▪ FOE ▪ MOE 	<ul style="list-style-type: none"> ▪ 9 FOE 	Testing	87%	68-91%
SAQQARA Item Bank Workshop, 2000	<ul style="list-style-type: none"> ▪ FOE ▪ MOE 	<ul style="list-style-type: none"> ▪ 9 FOE 	Testing	81%	83%
SAQQARA Item Bank Workshop, 2000	<ul style="list-style-type: none"> ▪ FOE ▪ MOE 	<ul style="list-style-type: none"> ▪ 9 FOE 	Testing	93%	87%
SAQQARA Item Bank Workshop, 2000	<ul style="list-style-type: none"> ▪ FOE ▪ MOE 	<ul style="list-style-type: none"> ▪ 8 FOE 	Testing	NA	NA
SAQQARA Item Bank Workshop, 2000	<ul style="list-style-type: none"> ▪ FOE ▪ MOE 	<ul style="list-style-type: none"> ▪ 8 FOE 	Testing	83%	84%
SAQQARA Item Bank Workshop, 2001	<ul style="list-style-type: none"> ▪ FOE ▪ MOE 	<ul style="list-style-type: none"> ▪ 7 FOE 	Testing	84%	77%
SAQQARA Item Bank Workshop, March 2001	<ul style="list-style-type: none"> ▪ FOE ▪ MOE 	<ul style="list-style-type: none"> ▪ 8 FOE 	Testing	86%	NA
SAQQARA Item Bank Workshop, April 2001	<ul style="list-style-type: none"> ▪ FOE ▪ MOE 	<ul style="list-style-type: none"> ▪ 8 FOE 	Testing	90%	83%
SAQQARA Item Bank Workshop, 2001	<ul style="list-style-type: none"> ▪ FOE ▪ MOE 	<ul style="list-style-type: none"> ▪ 6 FOE 	Testing	NA	NA
SAQQARA Item Bank Workshop, 2001	<ul style="list-style-type: none"> ▪ FOA ▪ FOE ▪ ESP 	<ul style="list-style-type: none"> ▪ 4 FOE/ FOA 	Testing	NA	NA
TOTAL				82%	87%

Table 15: Listing of Interventions to Support Managers and Specialists

Intervention	Audience	No. of Participants		Skill Area	L1	L2
Workshop on working strategically (March 03)	CDIST Managers & Specialists	28 Managers/Specialists		Strategic Planning	NA	NA
M&E and total QC introduction (April 03)	CDIST Managers & Specialists	10 Managers/Specialists		Monitoring & Evaluation	92%	NA
Effective guidelines for in-service training (May 03)	CDIST Managers & Specialists	14 Managers/Specialists		Program Planning & Design	NA	NA
Applications in M&E training quality management (June 03)	CDIST Managers & Specialists	21 Managers/Specialists		Monitoring & Evaluation	NA	NA
Strategic planning workshop (July 02)	CDIST Managers & Specialists	24 Managers/Specialists		Strategic Planning	NA	NA
Training management handbook orientation (August 03)	CDIST Managers & Specialists	82 Managers/Specialists		Program Planning	NA	NA
Working with evaluation data (September 03)	Managers/Specialists	9 Managers/Specialists		Monitoring & Evaluation	NA	NA
Using Monitoring & Evaluation Data for Decision Making (November 03)	Managers/Specialists	21 Managers/Specialists		Monitoring & Evaluation	NA	NA
TDMS - Jan - 02	CDIST ISQC Specialists	22 Managers/Specialists		M&E and Data Management	90%	90%
TDMS – Aug - 02	CDIST ISQC Specialists	24 Managers/Specialists		M&E and Data Management	94%	92%
TDMS – Jul - 02	CDIST ISQC Specialists	27 Managers/Specialists		M&E and Data Management	95%	89%
TDMS – Dec Part1 - 02	CDIST ISQC Specialists	27 Managers/Specialists		M&E and Data Management	92%	91%
TDMS – Dec Part2 - 02	CDIST ISQC Specialists	34 Managers/Specialists		M&E and Data Management	92%	90%

Intervention	Audience	No. of Participants		Skill Area	L1	L2
TDMS – May - 03	CDIST ISQC Specialists	24 Managers/Specialists		M&E and Data Management	96%	92%
Training for Program Planners on Data Analysis and Report Writing	CDIST Program Planners	20 Managers/Specialists		Monitoring & Evaluation	90%	NA
The First Cairo Conference for Returned Participants 1999	Managers/Specialists	11 Managers/Specialists		Professional Development	90%	NA
The Second Cairo Conference for Returned Participants 2000	Managers/Specialists	20 Managers/Specialists		Professional Development	87%	NA
The Third Cairo Conference for Returned Participants 2001	Managers/Specialists	20 Managers/Specialists		Professional Development	86%	NA
The Fourth Cairo Conference for Returned Participants 2002	Managers/Specialists	38 Managers/Specialists		Professional Development	78%	NA
The Fifth Cairo Conference for Returned Participants 2003	Managers/Specialists	12 Managers/Specialists		Professional Development	84%	NA
TOTAL						

Notes on Managers and Specialists:

1. For activities 2 through 8, Level 1 evaluation was not conducted in the form of a questionnaire to provide percentages, instead, other methods of Level 1 evaluation were employed which showed participants' high satisfaction with the workshops.
2. For activities 1 through 8 and 13 through 15, participants were evaluated using projects and other applications which, though not reported in percentages, provided evidence of the success of the workshops in terms of Level 2 evaluation.
3. For the five Cairo Conference activities, 16 through 20, only Level 1 evaluation was conducted.

Table 16: IELP-II Resources Disseminated

Educational Resources	# of Copies		Audience					
	Produced	Distributed	Partners		Institutions		Funder/Internal organization use	
			List	Copies	List	Copies	List	Copies
English for Business Correspondence	570	545	ESP/ EOP Practitioners	300	AUC	60	USAID AED AMIDEAST	30
					FOE	20		
					CDIST & INSETS	30		
Alexandria Bibliotheca	5							
ESP Centers	20							
EOP Centers	30							
Universities Central Libraries	20							
Regional English Language Office (RELO)	30							
English for Conferences	550	545	Teachers, Senior Teachers Supervisors	2529	CDIST & INSETS	1210	USAID AED AMIDEAST	20
					Counselor Office	57		
					RELO	2		
					CACE, AUC	30		
					ELI	2		
English for Job Search	550	545	Supervisor,	260	CDIST & INSETS	185	USAID AED	90
School-Based Training Handbook	4000	3850						
SPEER: Spotlight on Primary English Education Resources	3800	3405						

Educational Resources	# of Copies		Audience					
	Produced	Distributed	Partners		Institutions		Funder/Internal organization use	
			List	Copies	List	Copies	List	Copies
			Senior Supervisor, IGs, Training Managers, and Language Specialists	138	Counselor Office	30	AMIDEAST	
			Teachers & Senior Teachers (Cairo Conference)		RELO	20		
					CACE, AUC	20		
					ELI	2		
				Supervisors & Teachers (CEM)	1600			
			Primary Supervisors (PMR)	250				
			Primary Trainers (PEPE)	230				

Educational Resources	# of Copies		Audience					
	Produced	Distributed	Partners		Institutions		Funder/Internal organization use	
			List	Copies	List	Copies	List	Copies
			Writers & VIP	169				
			FOE	156				
			CDELTA	100				
			FOE Teachers	155				
Training Management Handbook	900	704	Supervisor, Senior Supervisor, IGs, Training Managers, and Language Specialists	370	CDIST & INSETS	145	USAID AED AMIDEAST	20
					Counselor Office	3		
					RELO	2		
					CACE, AUC	30		
					ELI	2		
					Alex Bibliotheca	2		
					AUC Library	2		
					PPMU	2		
					CDELTA	2		
			NCERD	2				
			Master	56				

Educational Resources	# of Copies		Audience					
	Produced	Distributed	Partners		Institutions		Funder/Internal organization use	
			List	Copies	List	Copies	List	Copies
			Trainers		NCEEE	2		
					CCIMD	2		
					MES	4		
					CDC	2		
					Education Reform Pilot Project	1		
					<i>Alam Simsim</i>	1		
					CEDPA	1		
					ELTPP, AUC	1		
					FOEs Deans & Libraries	48		
					Sadat Academy	4		
Student Achievement Test Development Manual	2000	1646	Supervisor, Senior Supervisor, IGs, Training Managers, and Language Specialists	279	CDIST & INSETS	215	USAID AED AMIDEAST	30
					Counselor Office	30		
					RELO	6		
					CACE, AUC	30		
					ELI	2		
					Alexandria Bibliotheca	2		
			AUC Library	2				
			PPMU	2				
			CDELTA	2				
			NCERD	2				
			NCEEE	2				
			CCIMD	2				
			Supervisor, Senior Supervisor, Senior	19				

Educational Resources	# of Copies		Audience						
	Produced	Distributed	Partners		Institutions		Funder/Internal organization use		
			List	Copies	List	Copies	List	Copies	
			Teachers	100	MES	2			
			FOE Teachers		CDC	2			
					Education Reform Pilot Project	1			
			Testing Cadre and Contributors	<i>Alam Simsim</i>	1				
				CEDPA	1				
				ELTPP, AUC	1				
				Sadat Academy	4				
			Teachers and Senior teachers during local training	FOEs Deans & Libraries	48				
					650				
			Master Trainers	79					
Best Practices in English Teaching	1100	990	Supervisor, Senior	260	CDIST & INSETs	125	USAID	30	
			Supervisor, IGs, Training		Counselor Office	57			AED
					RELO	20			

Educational Resources	# of Copies		Audience					
	Produced	Distributed	Partners		Institutions		Funder/Internal organization use	
			List	Copies	List	Copies	List	Copies
			Managers, and Lang. Specialists	50	FOE Libraries	26	AMIDEAST	
					CACE, AUC, ELI	22		
					IELP-II	35		
			Video-based CSM trainers	50				
			Master Trainers	183				
			SATD Cadre	56				
			Supervisor Network	72				
			Writers & Contributors	18				
			IVC Trainers					

Educational Resources	# of Copies		Audience					
	Produced	Distributed	Partners		Institutions		Funder/Internal organization use	
			List	Copies	List	Copies	List	Copies
			Conferences	6				
				30				
Supervision for Teacher Development (Volume A)	1100	1036	Supervisor, Senior Supervisor, Training Managers, and Language Specialists Course for Supervisors TOT Inspectors General SATD Cadre Supervisory Network	260 97 27 56 75	CDIST + INSETS	125	USAID AED AMIDEAST	40
					Counselor Office	57		
					RELO	30		
					CACE, AUC, ELI	32		
					IELP-II	35		
					Alexandria Bibliotheca	2		
					AUC Library	2		
					PPMU	2		
					CDELTA	2		
					NCERD	2		
					NCEEE	2		
					CCIMD	2		
					MES	2		
					CDC	2		
Education Reform Pilot Project	1							
<i>Alam Simsim</i>	1							
CEDPA	1							
ELTPP, AUC	1							
FOEs' Deana &	59							

Educational Resources	# of Copies		Audience						
	Produced	Distributed	Partners		Institutions		Funder/Internal organization use		
			List	Copies	List	Copies	List	Copies	
			Writers & Contributors	30	Libraries				
			Master Trainers	89	Sadat Academy	2			
Supervision for Teacher Development (Volume B)	200	188	Supervisors & Senior Supervisor	15	AlexandriaBibliothe ca	2	USAID AED AMIDEAST	10	
					AUC Library	2			
					PPMU	2			
			Course TOT	54	CDEL T	2			
					NCERD	2			
					NCEEE	2			
					CCIMD	2			
					MES	2			
			Training Managers	37	CDC	2			
					Education Reform Pilot Project	1			
					<i>Alam Simsim</i>	1			
					CEDPA	1			
					ELTPP, AUC	1			
					FOE's Deans & Libraries	48			

Educational Resources	# of Copies		Audience					
	Produced	Distributed	Partners		Institutions		Funder/Internal organization use	
			List	Copies	List	Copies	List	Copies
					Sadat Academy	2		
Book of Songs	2000	1940	Teachers & Senior Teachers (Cairo Conference)	66	CDIST & INSETs	185	USAID AED AMIDEAST	20
					Counselor Office	57		
					RELO	30		
					CACE, AUC	30		
					ELI	2		
			Primary Teachers	1300				
			Primary Supervisors	250				
Book of Games	3900	3770	Teachers & Senior Teachers (Cairo Conference)	65	CDIST & INSETs	185	USAID AED AMIDEAST	20
					Counselor Office	57		
					RELO	30		
					CACE, AUC	30		
					ELI	2		
			Primary Teachers (PMR)	300				

Educational Resources	# of Copies		Audience						
	Produced	Distributed	Partners		Institutions		Funder/Internal organization use		
			List	Copies	List	Copies	List	Copies	
			Primary Supervisors	250					
			Preparatory & primary Teachers (CEM)	2831					
Standard Process Document	500	250	FOE Teachers (STEPS)	35	CDELT	50	USAID		
			MOE Supervisors and Teachers (PHAROS)	35	Supreme Council of Univ.	80	AED	20	
					MOE Officials	30	AMIDEAST		
Monitoring and Evaluation Handbook (English & Arabic)	1000 each	706	Deans	52	The Counselor's Office	20	AED	4	
			H.E. MOE	10			AMIDEAST	4	
			Mona Zikry	2	IGs Offices	729	USAID	8	
			Andrea		Muderriya Library		NSP	2	

Educational Resources	# of Copies		Audience					
	Produced	Distributed	Partners		Institutions		Funder/Internal organization use	
			List	Copies	List	Copies	List	Copies
			Yates	2		54		
			Hassan El-Bilawy	2	CDIST & INSET Centers	62	Alexandria Bibliotheca	2
			Nadia Gamal El-Din	4	TDC		<i>Alem Simsim</i>	2
			Kawthar Kouchok	4	FOE/FOA Central Libraries	27	CEDPA	2
			Mogeda Kamel	2	ESP/EOP Centers	104	AUC Library	2
			Soliman ElKhoudary	2	CDC	120		
			Mohamed Zamzam	2		2		
			Zainab El-Naggar	2				
			Omneya Kassabgy	2				
			Magda	2				

Educational Resources	# of Copies		Audience					
	Produced	Distributed	Partners		Institutions		Funder/Internal organization use	
			List	Copies	List	Copies	List	Copies
			Laurance					
			Authors	10				
			Editors	10				
			Internal IELP-II Staff	50				
			Distribution Committee /trusted Trainers	100				

IELP-II Resources

Over the past six years, IELP-II in collaboration with its partners developed a multitude of significant materials directed at its various audiences and stakeholders. In keeping with its commitment towards sustainability and building the capacity of counterparts, IELP-II produced several of these materials in the form of publications that have been distributed to a large number of audiences nation-wide. Below is a list of these publications together with a brief description of the content and target audience of each of these publications.

ESP/EOP Training Materials are intended for professionals in university-affiliated ESP centers as well as private EOP centers for both classroom and training workshop purposes. The series includes three books: *English for Job Search*, *English for Conferences* and, *English for Business Correspondence*.

English for Job Search is a hands-on practice skills book for learners at an intermediate level who are involved in activities related to looking for a job. The book provides learners with graded and varied opportunities to practice the special skills needed for job search, including reading, understanding and analyzing job ads, identifying job requirements, applying for jobs and preparing for job interviews.

English for Conferences is designed to provide students with the basic knowledge of public presentations, and the procedures necessary for presenting a paper. In addition, it is intended to equip the would-be presenter with the required language and communication skills as well as developing the confidence of the learner for an effective presentation.

English for Business Correspondence is a writing skills book for learners at an early intermediate level working in the business sector or in the civil sector. It provides the learner with writing models and practice in a wide variety of business correspondence, including letters of complaint, inquiry and confirmation, and also memos and e-mails.

School-Based Training Handbook is a collection of school-based training materials that have been field tested in many national preparatory schools. It provides preparatory teachers, senior teachers and supervisors with hands-on teaching and classroom tips.

SPEER: Spotlight on Primary English Education Resources – is for those responsible for preparing, supervising and monitoring EFL teachers of young learners. With techniques that have been field-tested in Egyptian classrooms, the twenty-eight-chapters volume provides teacher trainers and pre-service faculty alike with rich resources, ideas and strategies.. These include: Theories and Approaches to Teaching English to Young Learners, Methodology for Teaching English to Young Learners and, Supervision for Educators of Primary English teachers.

Training Management Handbook: Training at its best provides educational leaders, training managers, and trainers with support for their efforts to provide the best in-service teacher training possible. It can be used during the planning, implementation and evaluation of in-service teacher training courses, at the local, regional and national levels. It is intended to be both a training tool itself in courses on training management and to serve as a reference for practitioners across Egypt.

Student Achievement Test Development Manual is a practical guide that provides a framework for designing valid and reliable achievement tests. It is a unique reference for test developers, materials writers, and curriculum designers who wish to have a better understanding of what the objectives of the textbooks in use are as well as what they should be testing. In addition to flexible scheduling, the manual materials feature considerable adaptability to various audience needs. They are designed in a way that allows trainers to tailor manual process and applications to the particular textbook, school grade, and learner age group that their participants are working with.

Best Practices in English Teaching is a video-based teacher training methodology series for training in-service teachers and supervisors and student teachers in Faculties of Education on a total of eight topics ranging from ‘Strategies for Presenting a Lesson’ and ‘Effective Classroom Management’ through ‘Techniques for Teaching Listening’ and ‘Thinking then Writing’ to ‘Techniques of Objective Supervision’. The series includes the eight videos (on 4 CDs) plus eight stand-alone, photo-copiable training manuals.

Supervision for Teacher Development: Task-Based Modules and Resources – this manual is a unique, comprehensive tool and resource for the training of anyone involved in teacher supervision. Volume A is a twelve-module binder that has been carefully designed to be used for different purposes – for workshops, seminars, courses, or self-access. Topics are based on the needs of supervisors in the field and range from observation techniques to constructive feedback to reflective supervision. Volume B is a four-module binder that focuses on conducting workshops from designing a workshop to implementation to evaluation. The last module is designed to raise trainers’ awareness of standards. Each module, of the two volumes, includes task-based activities, essential readings, and trainer’s notes in a user-friendly format.

Book of Songs offers primary and preparatory teachers a supplementary collection of songs to be used in EFL classes. These songs create a safe, tension-free classroom environment that is conducive to a more enjoyable language learning experience. The book provides simple lesson plans, musical notes and, flash cards that have the song scripts along with appealing drawings. A cassette tape accompanies the book.

Book of Games offers primary and preparatory teachers a supplementary collection of games to be used in EFL classes. The games foster student interaction and make learning English more fun. The book is supplemented with flash cards featuring verbs, place propositions, days of the week, the four seasons, and animal names.

Standard Process Document is directed for teachers, supervisors, teacher trainers, MOE and MOHE officials, Deans and professors at Faculties of Education. It provides an overview of the planning and management of two IELP-II standards development projects. The first, Pharos, developed an inter-locking set of standards for in-service teachers, trainers, educational managers and in-service teacher training courses. The second project, STEPS (Standards for Teachers of English for Pre-Service), developed standards for pre-service teachers. The document is a useful tool for those working on standards development in Egypt.

Monitoring and Evaluation Handbook is a resource and training tool for anyone interested in monitoring and evaluating training programs—will help to achieve these tasks. It includes information on monitoring and evaluation, practical examples and diagrams, toolboxes with implementation instructions, and references for further reading and a CD with instruments

that can easily be adapted for your own particular purpose. It provides essential reading for training providers, managers, development workers, and anyone else interested in the field. It is the result of the efforts of the USAID-funded Integrated English Language Program-II (IELP-II). It draws upon IELP-II's experiences and lessons learned in the field of monitoring and evaluation. The title is available in both English and Arabic.

PART
3

Main IELP-II Partners
(A) Faculty of Education Context in Egypt

Faculty of Education staff are responsible for the education and preparation of future teachers for the Egyptian public school system. The senior staff all hold advanced degrees in their areas of specialization, while junior staff (also called demonstrators), possess either a BA or an MA in education and are studying for a PhD. IELP-II worked mostly with FOE educators involved with curriculum or methodology departments.

Senior staff are responsible for designing courses, preparing and/or creating materials for these courses, and evaluating their students. Senior staff also play a major role in the supervision of student teaching. Third- and fourth-year FOE students typically receive practical teaching experience in local schools through a two-year “teaching practice” component. Junior staff teach language to FOE students and students of other faculties, i.e., medicine, engineering, sciences, etc, often teach at ESP centers.

Five universities host ESP centers: Alexandria, Helwan, Mansoura, South Valley in Sohag, and Zagazig. These centers as noted above are staffed largely by junior staff from Faculties of Education and Arts, some of whom have post-graduate degrees in ESP. These centers are autonomous and revenue generating, though staff are often shared between the centers and the Faculties of Education and Arts. Staff serve the same function, in that they teach field-specific language courses to students of other faculties.

Finally, separate from FOE and ESP center teaching, language teachers are also members of English departments in Faculties of Arts and teach courses, e.g., linguistics and literature, in other faculties.

Situation at Start of Project

As no comprehensive needs assessment had been conducted prior to award of the IELP-II contract, IELP-II elicited important needs from key FOE faculty, especially those who had relationships with IELP-I and were keen to improve the academic community’s knowledge and skills through IELP-II.

Prior to IELP-II, the average FOE educator had substantial knowledge about teaching methods and theories of learning. There was, however, a gap between knowledge and actual application, most significantly in the areas of primary education and assessment. Another major area which needed improvement was in supervising student teachers. In a survey conducted by IELP-II at the end of the project, FOE educators were asked to reflect on what their performance was like prior to IELP-II interventions. In their responses, the predominant theme was that they worked alone, rarely sharing with others; planned, designed, and implemented their courses in a very teacher-centered manner with little thought given to learning objectives; and rarely assessed their students’ needs or evaluated course effects or impact. In the area of educational technology, there was almost no personal or professional use of computers. As one participant put it, “I only was able to use the computer for typing.” Few were aware of the concept and use of standards.

The Project Mandate in FOE Training

The purpose of IELP-II pre-service interventions was to increase the number and caliber of qualified future English teachers in Egyptian public schools. To meet this challenge, the proposal called for advanced training for methodologists in primary education, technology, and teaching practice.

To provide focused support in pre-service education to a select number of institutions, IELP-II's proposal called for the establishment of Centers for Sustainable Excellence at Ain Shams, Mansoura and Helwan FOEs. The support to these institutions would bring information and training on the latest developments in the EFL field and be prepared and delivered by distinguished education experts from the United States. The proposal also called for identifying Egyptian professors who had worked well with IELP-I, who were familiar with the local education environment, and who were effective presenters.

Going beyond Project Mandate

In its second year, IELP-II modified the focused approach in the proposal to one of institutional support that would serve all universities by developing the Pre-Service English Teacher Education Improvement Program. This was a competitive process by which FOEs submitted requests for assistance in specific areas. IELP-II developed a detailed Request for Application, conducted proposal writing workshops for staff from all the universities, assisted FOEs in articulating their needs and matched common needs between different FOEs to maximize efficiency in the use of resources. This was a shift from the original idea of supporting centers of sustainable excellence. Rather than having fixed centers for technical assistance, the opportunity was given for all Faculties of Education to compete for technical assistance from IELP-II. The most significant impact of this program was that it guided FOEs to assess and articulate their own needs and think in terms of institutional impact and results.

Following a call for proposals and a rigorous screening process, technical enhancement projects were awarded to Beni Sweif, Helwan and Mansoura Universities in teaching practice, to Suez Canal University in assessment, to Assiut University in communicative methods and course design, and to the Center for Development in English Language Teaching (CDELTA) in standards development.

IELP-II systematically built support for the pre-service English teacher education improvement program. Focus group meetings were held in different locations that attracted representatives from nineteen FOEs. Project support included local and international consultants, needs-based training, and relevant materials. Partner institutions developed detailed work plans and submitted quarterly progress reports on their respective technical enhancement projects.

Another significant area of departure from the original proposal was the development of standards for student English language teachers. As noted above, this project was carried out through the Pre-Service English Teacher Education Improvement Program by the Center for the Development of English Language Teaching (CDELTA), representing a consortium of universities. CDELTA served as a focal point in bringing together representatives of thirteen different universities, the Ministry of Education, and the Ministry of Higher Education to develop performance standards for English language university students. They also worked towards raising awareness regarding adopting and using performance standards and training a cadre of specialists from the MOE and FOEs to apply and maintain standards.

Developing a Long-Term Strategy

IELP-II recognized a significant shortage in up-to-date materials for teaching English at the primary stage, especially materials specifically appropriate for Egyptian classrooms. A major activity was launched in the third year of the project to develop SPEER (Spotlight on Primary English Education Resources), a handbook for teacher educators, trainers, supervisors, classroom teachers and student teachers.

Rather than commission professional authors to develop the handbook, IELP-II conducted a series of materials development workshops for FOE and MOE writers who developed the chapters with support from international consultants. The project also involved large-scale field testing of the materials in FOEs and schools all over the country and incorporated 'voices from the field' throughout the text. This led to a wide sense of ownership for a handbook directly based on the needs of Egyptian primary educators. SPEER is now used by Faculties of Education across Egypt.

IELP-II also recognized that for its efforts in standards for teachers of the Ministry of Education to be effective or successful, a parallel effort would have to be made at the university level. A consortium of thirteen Faculties of Education volunteered to work under the auspices of CDELT towards the establishment of standards to prepare them to enter the teaching force. IELP-II supported this effort for the final three years of the project by bringing in international consultants to deliver training on drafting standards and indicators.

Intended Results

Over the course of the six years of the IELP-II project, fifty-five related activities were carried out for the FOE group. Nearly 3,000 FOE, FOA, and ESP senior and junior staff members received training in at least one of seven different performance areas: planning, organizational development, program and/or course design and development, program and/or course implementation, evaluation, educational technology, and standards. Approximately 2,000 of these participants were from Faculties of Education from

Planning:

"Now we work in teams; there is a developed and a wide vision of planning. The importance of appropriate and meticulous planning is stressed."

Organizational Development:

"Team building, staff sharing their knowledge, skills and expertise with peers and colleagues, concept of networking – regionally and nationally."

Course Design:

"Developing needs-specific, performance-based objectives, determining content on the basis of established objectives, on-going evaluation of the course according to many factors (teachability, learnability, testability, recipients' performance)."

Program and/or Course Implementation:

"On-going monitoring of program implementation to ensure quality and address problems."

Evaluation:

"Started designing evaluation instruments and properly administering them, as well as analyzing, interpreting, reporting and utilizing evaluation results to support decision making."

Educational technology:

"Now, I design PowerPoint lessons in my methodology courses. I use the Net for research purposes and encouraged colleagues to do so."

Standards:

"I am able to use standards for various purposes: self development, evaluation, course design"

universities throughout Egypt, leaving the higher educational sector with a cadre of trained individuals who have brought about improvements at the universities they represent in the core performance areas listed above.

The feedback questionnaire to FOE educators at the end of the project confirmed the impact of the fifty-five related activities targeting these areas.

Participants indicated improvements in the areas of planning teacher training, organizational development, evaluation, and educational technology. More specifically, in the area of planning teacher training the strongest improvements were in their abilities to analyze problems in their current performance and, thus, to better identify training needs. In terms of organizational development, they noted improvements in individuals' growth and initiative for self development, as well as in an enhanced sense of self confidence. In evaluation, they reported improvement in the design of evaluation instruments, and in educational technology, improvements in the design and use of audio visual aids, basic computer skills, and use of the Internet.

IELP-II training activities reached almost all senior and junior FOE and FOA staff in English, curriculum and methodology, and psychology departments, as well as language instructors. Many participants received repeat training in a number of different areas, which deepened the impact of the training and allowed outstanding participants to become trainers themselves. IELP-II successfully implemented cascade training where selected participants repeated the training they received to colleagues at their institutions.

Unintended Outcomes

Individuals who took part in the survey in the fall of 2003 were asked to describe the unintended outcomes they observed in themselves that were not intended as program objectives. Survey participants reported that they: had become more sincere and honest towards their work and their students; engaged more frequently in teamwork in their planning and preparation for training and teaching; and benefited from information and knowledge sharing with colleagues.

Ongoing Challenges (External & Internal)

There were three main challenges that IELP-II faced when dealing with FOE educators. First, faculty staff tended to be very independent in their work and adhered to no consistent system in how they carried out instruction. Lecturers and professors have complete freedom to design and teach courses as they see fit. Course descriptions do not necessarily reflect what the actual content of the course is. As a result, two lecturers in the same Faculty of Education can easily teach the same course with very different objectives, content, and outcomes. One potential problem with this is that graduates may gain very different knowledge and skills from one required curriculum, with no guarantee that graduates will possess the necessary skills the Ministry of Education expects of newly appointed teachers. Furthermore, there is little accountability on the part of the university in terms of quality of education the student teacher will receive and readiness of the student teacher to enter the work force. The challenge in this case is both institutional and individual. The degree of autonomy the individual Faculty of Education educator enjoys can and often does work to the detriment of the student because of the lack of accountability the institution itself holds over the FOE educator.

Second, FOE deans and department heads often became a major obstacle to delivering training to faculty staff because they either did not sufficiently value training as a means to professional development, or they were often simply reluctant to support opportunities offered to teaching staff when none was offered to administrative staff.

The third challenge was in bringing about closer integration and coordination between FOE educators and Ministry of Education staff. University staff often held that MOE staff could not be trained on the same topics or issues as those at the university level. MOE staff, on the other hand, felt that university staff were out of touch with the real world of public schools and the realities their teachers faced. FOE staff believed there was a lack of coordination at an institutional level with MOE, the future employer of student teachers.

Lessons Learned

To overcome the first challenge, IELP-II planned and implemented several strategies to overcome these challenges that existed in working with FOEs. Networking among faculty staff was encouraged. IELP-II organized conferences at which educators could present new ideas, meet colleagues from other universities, exchange information, and establish professional relationships. Also, educators were encouraged to join e-groups, such as the *ELTEgypt* e-group or even create new e-groups, such as the *CALL* group, the *ESP* group and the *SATD* group. Some FOE educators became active members of these groups and used these media, for example, to inform their colleagues of upcoming events of mutual interest. Another strategy that was used to promote more interaction was to invite FOEs and ESP centers to respond to requests for technical assistance by writing an institutional proposal. This created the need for individuals to work in teams and support each other.

To overcome the second challenge, IELP-II organized special events in which Arabic was the language of communication, thus allowing non-English specialists the opportunity to participate and gain new skills. These events were opportunities to promote the mission of IELP-II and raise awareness of its potential impact. A number of university leaders responded positively to this initiative and, subsequently, demonstrated a greater willingness to provide release time for staff to attend training and professional development events.

To overcome the third challenge, IELP-II hired international and local trainers who were aware of the challenges and who were able to develop a sense of mutual support and understanding among the FOE participants. These trainers used creative training techniques to help participants overcome past prejudices and biases. For example, they used mixed groups (FOE and MOE) for all group work activities, encouraged both groups to participate in discussions, and discreetly made the point that both the FOE and MOE members had equally important contributions to make. Though not specifically stated, getting the two groups to work together in a congenial manner was a specific aim of early IELP-II interventions (Summer Institute, Winter Institute, Autumn Institute, Communicative Materials, and Teaching Practice). The objectives of these events were geared towards creating synergy by involving both parties in achieving results of individual and mutual benefit.

Sustainable Strategies

Pre-Service Partner Days: IELP-II established a partnership with FOE staff to jointly identify needs and plan activities. Pre-service partner days were an important venue for sharing information and knowledge about resources and activities, as well as discussing challenges to educational reform. Teamwork was seen as essential to bring about change.

These partners became important agents of change in their respective institutions and instrumental in shaping and setting IELP-II pre-service strategies and priorities for action.

Networking and Professional Development: The project also supported the participation of Egyptian ELT professionals in local, national, and international conferences. This provided an important opportunity for networking and sharing among staff from different universities, positions, and areas of expertise. Ongoing professional development for trained cadres was seen by FOE staff as a key principle for sustaining change. Self-development was also seen as an essential change agent.

Joint Planning: Pre-service partners participated actively in the annual planning process of IELP-II activities. Participants acknowledged that this led to greater buy-in to IELP-II activities and more importantly to the transfer of planning skills in their own work.

Contextual Relevance of Training Activities: Efforts were made to ensure that training was always appropriate to needs and available resources. Practice-oriented, hands-on, task-based training was seen as a key principle in promoting effective change. In addition, all training was based on a trainee-centered approach.

Buying In: Egyptian partners were involved in all phases of training activities: needs assessment, design, implementation, and evaluation. This led to the transfer of training management skills to partners.

Collaboration with International Consultants: IELP-II strongly supported close collaboration between Egyptian and international consultants in all activities. Over the course of the project, it was clear that many skills were exchanged, shared, and transferred. International consultants became increasingly familiar with and aware of the challenges facing Egyptian educators, and their contributions were fine tuned accordingly. Egyptian consultants took more initiative and adhered to high standards of professionalism in conducting their work. Use of Egyptian expertise and resources was cited as a key principle for success and sustainability in the survey conducted near the end of the project.

Collaboration between Institutions: IELP-II provided the opportunity for colleagues from different institutions to network and share professional experiences. Combining training for MOE supervisors with FOE staff allowed them to explore the gap between theory and practice and to recognize the need to provide consistent and complementary guidance to student teachers.

Skills Matrix: IELP-II developed and distributed a reference catalogue by specialization of all trained FOE staff for FOEs to draw on to carry out specific training activities. No such centralized resource existed prior to IELP-II.

Cascade Training: IELP-II supported seminars planned and conducted by participants at their home institutions to share their newly acquired KSA with colleagues.

Examples of Success and Sustainability

In the final FOE feedback questionnaire, educators were asked to describe in detail the single most important effect IELP-II had had on their performance.

A Faculty of Education Professional

“From my experiences with IELP-II, I think self development is considered to be the most important effect IELP-II has had on my performance. Being trained and having many workshops on the topic of evaluation added to my experiences academically, personally, and even socially. Having goals to be achieved, plans to be implemented, activities to be practiced, helped in teaching me how to set a target and achieve it effectively. Working in groups helped in acquiring inter- and intra-personal skills between interactive group members. Moreover, the program helped in learning and acquiring new knowledge about evaluation. The most recent one also required computer skills, helping in my self development. Finally traveling to California State University added more to my being as a university staff, IELP-II trainee, and as a human”.

“Now I realize that I'm one of a team, not an individual working on my own.”

“The most important effect IELP-II had on my performance is that it gave me the chance to acquire the ability of working in groups. Group work is one of the trainee groupings in which all the participants have the opportunity to exchange ideas with others. It is an attractive idea because it allows the participants to use language and also encourages participants' cooperation, which is itself important for the atmosphere of the training and for the motivation it gives to learning with others.”

“The most important effect that IELP-II has had on my performance is teamwork. Teamwork, in fact, facilitates my job to a great extent. Now, I work in collaboration with my colleagues in choosing teaching materials and in developing standards for teaching my students. I also encourage my students to work in pairs and groups inside as well as outside the classroom.”

“The single most important effect is the idea of team teaching during presenting the workshops. I liked this approach so much. All presenters exerted no effort in their teaching. The wonderful coordination and cooperation among them was great. All shared views with other presenters with respect. I hope to apply the idea of team-teaching at our schools and universities.”

“For me the single most important effect of IELP-II on my performance is not easy to determine. As practices, we learned a lot in many fields. Yet, still to single one positive effect, it is the "concept" of professional development, of the ability to learn and to change, of the willingness to try new areas and to develop existing skills. It is that flexibility, that multi-dimensional way of thinking in the same issue/problem that you gain by time. You learn that as a professional in the field, you are not alone, there are others encountering the same problems and seeking the way out, each adding to your knowledge from his/her experience. The concept of professional partnership between institutions (IELP-II, university, MOE) enhances our chances at professional development by time, it becomes your duty to pass this feeling and this experience of professional development to your colleagues, sometimes, to your supervisors, then without being aware of it, it becomes a way of life.”

“IELP-II contributed to my professional development, especially in the field of integrating computers into the English class. The training course I attended in the USA was very beneficial in developing my computer skills with its various forms. These skills helped me in my discipline and my work as a researcher in the field of EFL. Computer helped me to get data through the Internet and software too. I use these data and software in designing courses and programs for students in the various stages. Also, the experience of traveling abroad and being trained by experts in this field benefited me a lot. Thus, by the end of the six years of the IELP-II program, I can say that my performance in the field of CALL and Internet has been promoted a lot, since before the IELP-II existence I had no previous knowledge or skills in this field.

Recommendations for Future Directions

In order for individual or organizational reform to take place in a sustainable way, the following recommendations were made by IELP-II staff and respondents to the feedback questionnaire.

Any future project should coordinate FOE activities with the FOERC (Faculty of Education Reform Committee), a World Bank funded project, and the Supreme Council of Universities. The Deans from various FOEs should be engaged for example through the monthly meetings of the FOE Sector Committee so they can serve as an informants and liaisons among the various key players. This would help to support donor agencies and implementing contractors working together towards the ultimate aim of educational reform in higher education.

Also, a continued investment in the development of qualified junior staff should be made, as they are the cornerstone for future educational reform. The future is theirs and they stand to gain the most by experimenting with new concepts.

Finally, and very importantly for the sustainability of IELP-II's training efforts, continued support should be given to CDELT to maintain a database of experts and resources for ELT in Egypt.

“Using technologies (especially computers) will enhance our performance.”

“More contact between FOE and MOE should be taken into consideration.”

“IELP-II publications are attractive and useful.”

“The lesson is train people who you know they will apply, people who really do the job, not the people sitting in the shadow. The lessons are many but the most important lesson is don't waste money with people who are lazy and useless. Look carefully for people who are enthusiastic, dynamic people who can invest training and turn all what they learn in practice. A reality that can be touched and seen.”

“I have noticed that you focused in this program on activities that will leave continuous and renewable effect upon its recipients.”

“More workshops on how to integrate standards into our courses, how to design standards-based courses.”

“Disseminating standards to others (teachers, supervisors) in new settings, governorates.”

“Long-term projects, such as STEPS and Pharos, have deeper results than just a few days.”

PART
3

Main IELP-II Partners
(B) English Teaching Context in Egypt

Over the past ten years, teaching English has become a very desirable occupation in Egypt. Despite the very low salaries paid by the MOE, teaching English can be quite profitable by offering private lessons after school. It also affords one status in the community. The teacher's challenges, however, are many, and there is little support from above, laterally, or from the community.

Although the condition of schools varies to some degree, generally, the typical public school in Egypt is overcrowded, under-resourced, run down, and understaffed. Classes are large, with anywhere between 35 and 85 students in a class and many schools operate multiple shifts. There may not be enough desks, electricity is unreliable and in some cases unavailable, and teachers often have very limited and outdated materials. Despite these conditions, many students are motivated, and remarkably enough, teachers, with little support and incentive, often work hard towards overcoming these challenges. Young men and women graduate from these schools every year to attend university and many of them become teachers themselves. The average EFL teacher will have studied literature, poetry, foundations of education, methodology, and a variety of English language courses. There is, generally, little or no real practicum opportunity on the university campus. Some faculties of education offer micro-teaching courses. Undergraduates, in their third and fourth years, participate in a "teaching practice" component, where they go to local schools to observe and practice teaching (third-year students go to a preparatory school and fourth-year students to a secondary school), under the watchful eye of a faculty staff member or an MOE supervisor. However, due to the large number of student teachers per school and the structure of teaching practice, most student teachers have very little actual time in front of a classroom.

In addition to classroom English teachers, most schools have at least one senior teacher in the English department. The exact number varies according to the number of teachers in the school. The senior teacher teaches the national English curriculum and supervises the English department teaching staff. S/he will visit and observe teachers, conduct discussions with teachers on pedagogical issues and, sometimes, carry out training based on staff needs. The senior teacher represents an important link between classroom teachers and supervisors.

A teacher is promoted to the senior teacher level after approximately five years of experience, or in some cases, according to the needs of the school. This in-school promotion occurs across the stages, i.e., a preparatory teacher is promoted to senior preparatory teacher, then to secondary teacher and further promoted to senior secondary teacher. The only track remaining after senior secondary teacher is either to remain a senior teacher or become a supervisor. The cycle then renews itself, from preparatory supervisor to secondary supervisor, and so on. Worth noting is the fact that teachers never become specialists in their particular stage – primary, preparatory, or secondary. Positions in secondary schools are regarded as superior to positions in primary or preparatory schools because they are teaching at a more "advanced" level.

Situation at Start of Project

In 1997 at the start of IELP-II, the MOE English teacher had limited English language proficiency. Based on IELP-II language testing, teachers in most cases lacked sufficient English even to teach the required English textbook. Teachers placed themselves at the front of the classroom and lectured, encouraging little interaction among the students. Rote memorization rather than meaningful use of the language was the norm. Group work, pair work, and other communicative activities were rarely used. The English language classroom environment was authoritarian and teacher-centered. The average teacher was not creative and often carried out a lesson plan that was copied directly from the teacher's manual. The curriculum was followed in lock-step manner. The teacher knew little or nothing about self-evaluation or assessing the students' work. This English teacher was computer and Internet illiterate and had little knowledge of teaching aids beyond the chalkboard. The teacher did not pursue professional development and was apprehensive about attending training programs.

Teachers taking part in an IELP-II end-of-project feedback survey reported that at the start of the project they worked in isolation, knew little about materials development, were unfamiliar with the concept of standards, lacked planning, and classroom management skills. They also had very limited knowledge of classroom assessment or testing.

No substantive baseline studies or formal needs assessments on English teachers in Egypt were carried out prior to IELP-II. What was known about teachers and their needs was based on IELP-I experiences carried over to IELP-II, classroom observations, anecdotal evidence from the teachers themselves and input from administrators or supervisors.

The Project Mandate in Teacher Training

The IELP-II proposal laid out a number of interventions that would either directly improve English teacher skills through training or indirectly through training offered to other audiences such as supervisors.

The proposal mandated the following interventions to improve teaching:

- a communicative methodology course for all teachers;
- a basic English language improvement course for primary teachers;
- general teaching skills improvement through interactive video conferencing network facilities;
- a basic methodology course for primary teachers to be carried out by supervisors at the local level;
- school-based training courses for preparatory school teachers that would be delivered by senior teachers on topics related to communicative methodology;
- an advanced methodology course offered by the American University in Cairo (Certificate for Overseas Teachers of English (COTE) – a modified RSA course) for teachers with a higher English language proficiency;
- the U.S.-based participant training program, the Teacher Training Initiative (TTI) – a methodology course; and, finally,
- Distribution of continuing education materials for teachers in remote areas.

In addition to direct training for teachers, training activities for supervisors and faculty of education staff members were conducted to further promote teacher development.

Going Beyond Project Mandate

Three areas where the project departed from the original proposal were in expanding its language courses to train English specialists in addition to non-English specialists, in including a wider variety of topics in methodology than were called for in the proposal, and in the development of English Language Curriculum for the Ministry of Education. During the early years of the project, non-specialist primary teachers were trained to improve their language skills. Research conducted by the monitoring and evaluation division revealed that specialist teachers also needed improvement. Thus, the project developed three more courses to meet the language improvement needs of teachers in the primary, preparatory, and secondary levels.

Also, training in methodology evolved from basic training in methodology to reflective and standards-based methodologies, according to needs and developments in the MOE's approaches to teaching, as well as an expansion beyond communicative language teaching in the field of English language teaching. During the first phase of the project, courses focused on basic teaching techniques and effective use of assigned textbooks. During the second phase, the project organized methodology courses based on reflective teaching and the use of self-development tools, such as journals and portfolios. Finally, and based partly on the recommendations of a USAID evaluation study, standards for teacher performance were developed and, accordingly, focus was placed on standards-based methods and evaluation.

There was also an overall strategy to reach teachers in remote areas, who had difficulty traveling to training sites. For example, the COTE course served teachers in greater Cairo the first two years, but later trained teachers outside Cairo. In fact, during the last two years of the project, the COTE course was held in two locations, Cairo, for teachers in and around Cairo and Assiut, for teachers in Upper Egypt.

Hand In Hand 1 Evaluation Study & Follow-up

IELP-II led the development of primary English language materials in coordination with the Egyptian Ministry of Education. The materials were developed by a team of Egyptian and United States consultants and include pupil's books, flash cards, cassette tapes, and a complete teacher's guide. The Hand in Hand course is a communicative course in English for children in the first year of primary school and includes a variety of interesting activities that motivate children to learn English through songs, chants, games, stories, and dramatization. The topics covered in the book were chosen to reflect the world of the Egyptian child. The materials were published and distributed by the Ministry of Education at the beginning of the 2003 -2004 school year in all primary 1 classrooms throughout the country.

In January of 2004 the IELP-II monitoring and evaluation division in collaboration with the Ministry of Education conducted an evaluation in order to gauge Primary 1 English teachers' and pupils' perception of and reaction to the Hand in Hand 1 Program in order to aid the development process of materials for grade 2, and inform revisions of Hand in Hand 1. It also aimed to assess further training needs of Primary 1 English teachers. Two instruments were employed to obtain the required information. First, self-administered questionnaires for teachers and supervisors were distributed nation-wide. Second, two focus group interviews were held at IELP-II premises in which 13 teachers, from 13 governorates, took part. In addition to training needs assessment, the teachers' questionnaire covered all items of the Hand in Hand 1 package, through rated statements and close-ended questions, in addition to comments and suggestions made by teachers in the provided spaces. In their

questionnaire, supervisors were asked to assess the training needs of Primary 1 English teachers under their supervision.

The Study fulfilled its objectives and yielded very valuable information. The team of authors working on Hand in Hand 2 was informed of the findings which were all very useful and informative to the team and had a direct impact on their work on Hand in Hand 2.

CDIST was also informed of Primary 1 English teachers' training needs, as an outcome of the Study. In response, CDIST – with technical assistance from IELP-II – designed and delivered a 4-days training program to teachers addressing those needs (March 2004). CDIST is also putting together a comprehensive training program for all Primary 1 English teachers nationwide.

Developing a Long-term Strategy

As previously noted, no comprehensive baseline study on English teacher needs and performance was carried out prior to IELP-II, nor was there provision for such a study within IELP-II. A plan of action for the improvement of English language teachers was laid out in the proposal. It was based largely on the requirements of the RFP and informed by interviews with key MOE officials, Egyptian professionals closely associated with IELP-I, former employees of IELP-I, and available documentation. Although a long-term strategy for teachers was not explicitly developed by IELP-II, several important approaches linked to sustainability were consistently used. In the area of methodology and language performance, the cascade model was used. Centrally, master trainers and international consultants would train trainers, who in turn trained senior teachers and teachers. The senior teachers and teachers would then transfer their knowledge and skills to their colleagues in the schools. This approach essentially expanded the already existent system of school-based training to more teacher audiences and training topics. The advantage of this model is that it reaches large numbers of trainees and leaves behind cadres of master trainers and teacher trainers who can be used continuously by the MOE's own in-service teacher training system.

In the area of U.S.-based methodology training, teachers were selected and trained with the understanding they would transfer their knowledge to other teachers upon return to their schools. These teachers were also encouraged to attend an annual IELP-II conference for returned participants (Cairo Conference) to promote networking and sharing of successful techniques and teaching/teacher training models.

Another approach, an emphasis on self-development and on-going professional development, was incorporated in to all training for teachers.

In sum, IELP-II teacher-training focused on improving English language and teaching skills, techniques to transform the classroom to a more student-centered environment, uses of educational technology to teach English, teacher-training skills for teachers, and promoting a value for professional development.

Approaches to Implementing and Modifying the Strategy

IELP-II was mandated to train very large numbers of teachers in methodology, language improvement, computer technology, classroom management and testing and assessment. To reach these large numbers, IELP-II developed cadres of master trainers and teacher trainers who could conduct the requisite training within their on-going duties as supervisors and senior

teachers. In addition to training, IELP-II offered professional development opportunities in the form of conferences and regional workshops. As per the original RFP, the audience for these events was limited to those who had returned from U.S.-based training programs, representing only about two per cent of the total IELP-II-trained population.

Despite problems inherent in approaches that rely on locally trained trainers (e.g., teachers training other teachers or senior teachers can be very sensitive due to status issues), the alternatives were simply not realistic. Although IELP-II-conducted training could reach large numbers and have immediate impact, for the long-term, a more sustainable, institutionally based approach was needed. Although Interactive Video-Conferences or on-line internet-based training offered some advantages in terms of cost and numbers that could be reached, ultimately, they proved problematic as well because of the lack of face-to-face contact, difficulty in scheduling, and unreliable electricity and Internet connections.

One approach IELP-II selected to address the need for sustainability was designing training courses which could be “packaged” and transferred to the Ministry of Education for delivery. This meant also training MOE supervisors as trainers and GDIST/INSET managers to manage training so they could plan and implement these courses on their own. It also meant working with GDIST to get budget allocations to carry out the training and the development of systems and MOE personnel to evaluate, analyze, report on, and take appropriate action accordingly to improve training. In this way, a measure of sustainability would be achieved with GDIST and the INSETs carrying out the training cycle without IELP-II intervention or funding. This approach to teacher training could only be accomplished by working with training audiences beyond the mandate of the original IELP-II proposal. This required a shift from direct teacher training to institutional capacity building to ensure long-term in-service support to enhance teachers’ performance in the classroom.

Key Interventions for Teacher Development

The main training activities and professional development events for EFL teachers carried out by IELP-II included the following:

- Basic English Language Improvement and English Language Improvement courses (BELI, ELI1, ELI 2 and ELI 3)
- School Based Training (SBT), Communicative Skills and Methodology and Video-Based Communicative Skills and Methodology (CSM & VBCSM) and Communicative Reflective Methodology (CRM) courses
- Interactive Video Conference (IVC) workshops
- Continuing Educational Materials (CEM)
- Student Achievement Test Development (SATD) workshops
- Training in Assessment for Classroom Teachers (TACT) workshops
- Teacher Training Initiative (TTI, U.S.-based training)
- Computers in English Language Training (CELT, U.S.-based training)
- CALL (Computer-assisted Language Learning laboratory)
- Cairo Conference (national professional development conference)
- Regional Returned Participant Workshops (regional professional development workshops)

Intended Results

The most important result of IELP-II interventions was the change in teachers' performance in the classroom. IELP-II trained teachers use the techniques they were trained in which result in more student centered learning environments, meaningful use of English, and ultimately, more students graduating with better language and critical thinking skills. Teachers who participated in IELP-II training also became more reflective and self-reliant. And, they shared their teaching ideas, success stories, and materials with colleagues thus contributing to the wider language teaching community.

Another important change that IELP-II achieved was the transfer of human and material resources to the MOE. All teacher training courses were transferred to the Central Department for In-service Training (CDIST, formerly GDIST). In fact, all the above-mentioned courses were incorporated in the MOE annual training plan and implemented by CDIST during the extension period of the project (Oct. 2003-Mar. 2004). In addition, IELP-II developed and transferred to CDIST resource materials to support continued quality teacher training after the conclusion of IELP-II. Finally, the Skills Matrix, a searchable database containing the names, contact information and specializations for all IELP-II trained professionals in the fields of testing, educational technology, methods, and language enhancement was developed and transferred to CDIST. The Skills Matrix will enable CDIST to continue to employ experts in the above fields in carrying out their own training programs.

In a survey of teachers' perceptions of change based on IELP-II project interventions, teachers indicated that they made positive progress in a number of areas. IELP-II asked teachers to rate their own progress in the following nine performance areas: professional support, language improvement, methodology, educational technology, test development and classroom assessment, standards, supervisory practices (for senior teachers only), training design and delivery, and materials development.

The findings indicate the greatest improvements in IELP-II's primary areas of focus for teachers: language improvement, methodology, and test development and classroom assessment. In the area of language improvement, teachers rated themselves as having made the most progress in their reading comprehension skills, their overall communicative skills, and their use of English in the classroom. In methodology, they made the strongest gains in classroom management techniques, their overall teaching skills and lesson planning. Collaborating with colleagues at all levels was also identified as a major change. Teachers also noted their improvement in training design and delivery, and, in materials development.

Unintended Outcomes

There have been several positive unintended outcomes of IELP-II's interventions. First, teachers trained in methodology courses developed their language skills, while teachers trained in language courses developed their presentation and classroom management skills. Since methodology courses were carried out in English, participants were able to improve their reading, writing, listening, and speaking skills. Language courses were taught by experienced trainers who employed model teaching techniques that could be duplicated by the teachers in their own classrooms. Second, many teachers stated that bringing teachers together in training courses at regular intervals promoted networking and professional development

allowing them to share challenges and problem-solving techniques. Third, many teachers reported that through IELP-II, they started to learn more about and understand American culture, which may have had a positive effect on their attitudes towards the United States. Fourth, some teachers learned to be very flexible in their teaching and found that going beyond the textbook and assigned syllabus added to the learning outcomes. They also became more student-centered. Fifth, many schools assigned returned participants of U.S.-based training the role of managing training units in schools. As a result, more teachers were exposed to new ideas and techniques with some even incorporating the computer in their teaching. Finally, teachers reported that they became more aware of their value as English teachers and more confident in using English not only as a means of communication, but also as a means of gaining more professional opportunities.

Describe any changes in your performance as a teacher that were not intended as objectives in the IELP-II activities that you attended.

“Throughout IELP-II activities that I attended, I acquired more fluency and accuracy. This happened because of the discussions with my colleagues and trainers during workshops.”

“It was the whole experience that anyone acquires from traveling abroad, generally or dealing with a lot of people in the same profession with different and new strategies and thoughts, this experience which includes the personal side and the professional one. Also, something was not intended basically, but it has happened that was the revival of our desire to develop, to learn and to help the other and to cooperate with them to achieve the success of the team or the group which we weren't used to.”

“The fact that I used MS PowerPoint in teaching English at my school. Using the Internet and developing very effective research projects for the advanced students at my school.”

“Encouragement and self-confidence that I felt make me feel as if I can perform well and not to fear anything and face any problems with a smile and solve it easily.”

Challenges Encountered and Lessons Learned

The large number of English teachers in Egypt and the extent of their needs required the project to divide teachers into subgroups. The teacher training on test development, for example, had its own strategy, goals, and target audience. Educational technology also had its own strategies and audience. In order to coordinate efforts within IELP-II, activity managers met regularly to coordinate and discuss challenges.

Some challenges the project hadn't anticipated concerned the scheduling of training after-school or, the distance of the training sites from some of the trainees' homes. If a class or workshop started after 2:00 pm and lasted for four hours, the trainees would have to travel home in the dark. This was a problem particularly for female teachers. To overcome this, the project organized training closer to transportation stations. For example, in Damietta, the

INSET center is located on the outskirts of the city. To overcome the problem of distance, the center director agreed to implement the ELI course in a school near the city center. As a result, more female teachers attended the training. Still other activities were carried out directly in teachers' schools, such as School Based Training. And, through the Continuing Educational Materials distribution program, packets of resources were distributed to over 1500 teachers each year to teachers in very remote areas who would otherwise be unable to attend training events.

Another challenge was the resistance of some teachers to attend training as they saw this as interfering with their after-school private tutoring, an important source of income. However, as the project progressed and word spread of the value of training, attitudes changed and teachers became much more interested in taking part in training activities. Upon completion of a training activity, participants returned to their schools with certificates which enhanced their status, materials - a rare and valued commodity, and new techniques which made their teaching easier and more enjoyable. Other teachers soon wanted a place in the training room and the lists of potential participants grew. One teacher reported that teachers not selected for IELP-II training activities complained to their headmasters that they too should have a chance to improve their teaching. Most importantly, it soon became evident that IELP-II training directly benefited teachers in the classroom. IELP-II training was strategic, hands-on, and performance-based, giving these teachers the edge in both the classroom and in private tutoring. Attitudes on training changed from something that one had to do to something that one wanted to do.

IELP-II also had problems reaching potential target audiences in some cases because of the Ministry of Education's system for contacting teachers (IELP-II worked through the Ministry in communicating with teachers). In some governorates the training programs were announced via the Inspector General, who would inform all "idasar" and give teachers the choice to apply, whereas in other governorates, teachers were assigned to attend. With time, as IELP-II worked more closely with GDIST managers and IGs on selection procedures, such problems were minimized.

Finally, there was the attitude that some trained teachers faced from the headmaster, supervisor, or even senior teacher when they tried to apply new skills at their schools. Teachers reported difficulties when people in authority were unfamiliar with the new techniques being introduced by IELP-II in training. For example, many headmasters viewed songs, games, and other communicative activities as a waste of time and not appropriate for the classroom. Also, supervisors sometimes reprimanded teachers for not strictly following the set curriculum using traditional techniques.

To address these kinds of issues, regular meetings with IGs were held to inform them of the different courses and activities taking place in their governorates, as well as to discuss their roles during the implementation. During these sessions, their feedback and ideas were collected and incorporated. Their direct involvement and sense of contribution led to an increase in cooperation and commitment. These meetings were also useful for activity managers of IELP-II to understand local needs and served as opportunities for planning activities with the IGs in later years of the project. In addition, IELP-II's strategy for supervisor training and development aimed at reducing this conflict and promoting a shared vision of effective teaching among teachers and all those above them. Finally, strategies were developed and incorporated into IELP-II teacher training to prepare teachers for resistance they might face post-training as they implemented new techniques in their home classrooms.

Key Elements of Success and Sustainability

Early on, IELP-II staff distinguished between training and education and choose practical needs-based approaches over theory. Supporting a trainee-centered approach, training was designed to actively engage participants in task-based, objective-driven activities - in stark contrast to MOE and university approaches where teachers were passive recipients.

IELP-II courses addressed specific performance areas, utilizing a careful selection process and adapting training to the teaching context. For example, training in classroom management addressed issues such as large, multi-level classes. In educational technology training, the focus was on low-tech solutions given the limitations of the typical Egyptian school.

Underlying the trainee-centered approach to training were two principles that guided all IELP-II training: First, trainees, in this case teachers, were respected as professionals, equals, and colleagues who were expected to contribute to the success of training. It was assumed they would take something of value from the training for themselves and their colleagues at their place of work. Self-development and on-going professional growth were seen as essential. For example, teachers in the SATD group developed a clear sense of pride in their achievements in training others and in their development of a well-received, widely used product – the SATD manual. Many trained teachers became active in the English language teaching community. In the last two years, MOE teachers who had completed IELP-II courses presented in international conferences, such as Egyptesol and the EFL Skills Conference, and became members of several Egypt-based professional e-groups.

Second, was teamwork. For example, during the SATD courses, a constant comment from the participants was that testing was a group activity and that individuals on their own could not produce assessment instruments with the same quality of those produced by teamwork. Participants learned to work in groups and eventually expected teamwork, even in mixed, cross-audience training events (e.g., the Summer, Winter, and Autumn Institutes). In the SATD course, teachers worked in groups with supervisors, senior supervisors, FOE/FOA staff, and with NCEEE (National Center for Examination and Educational Evaluation) personnel in developing the SATD manual, each constituency drawing on the other's expertise and experience. The U.S.-based materials development program relied on teams made up of teachers, senior teachers, supervisors, and English specialists who together prepared materials and workshops to share with others in their governorates.

Successful strategies and approaches to training do not necessarily guarantee sustainability. To address this issue, IELP-II worked with its partners to ensure that courses would fit into the already existing systems and would rely on Egyptian expertise and resources. This was accomplished by designing courses that were relevant in that they were based on the Egyptian classroom and texts, they equipped trainees with the knowledge and skills to train colleagues at their workplace, and they would later be offered to the teaching and supervising population by GDIST, beyond the life of IELP-II.

Examples of Success and Sustainability

An important example of success and sustainability is the work IELP-II conducted in the area of test reform. This work is a good example of how training different constituencies can ultimately support teacher and student development. It illustrates how inter-institutional cooperation and collaboration can lead to individual, group, and system improvements and change.

Test Reform

Expectations and Realities

USAID had set a rather ambitious agenda for the reform of English language testing in Egypt, requesting reform in the examination system at the primary, preparatory, and secondary levels and calling for creating management support for testing reform through training and collaboration with several entities, including the Office of the English Counselor in the MOE, the NCEEE (National Center for Examination and Educational Evaluation), and faculties of education in universities. The expected testing-related outcomes included the following: improved planning systems of university faculties, increased testing of the communicative aspects of English language at the pre-service teacher training level, improved test specifications at the MOE level, improved student examinations that assess communicative competencies in English, and assessments for evaluating communicative competence of teachers of English.

However, there were several inherent obstacles with the above expectations. First, the assumption that the NCEEE played a significant role in the test development and test reform process was misguided. Responsibility for test specifications and development lies in the MOE hierarchical structure and not at the NCEEE. The NCEEE's role was limited to looking at test specifications for the high stakes secondary school exit examination and at reviewing the examination post administration. With such a limited role to play, the NCEEE proved to have little power and practical influence in the examinations' process.

Second, there was no acknowledgement that different MOE examinations have different impacts on students, the public, and government officials. Only the secondary school exit examination has very high stakes for both students and government officials. Reform efforts for this examination would risk increasing negative public reaction or complaints and are likely to be stifled by higher authorities or not put forward by lower level authorities for fear of incurring displeasure or of being otherwise rejected. This made reforming the secondary school exit examination problematic.

Third, the possibility of differential test reform was not addressed. Not every type of examination has the same impact on students, the public, and government officials. While the secondary school exit examination affects only a small percentage of students, millions of students are affected by other examinations in the system. Thus, it would be wiser to focus examination system reform efforts on other examinations, where access to reform may be easier, rather than concentrating on the secondary school exit examination. Focus on these other examinations would also make examination reform somewhat more sustainable.

Finally, there was no system in place to support item banking. Very technical and highly trained personnel are necessary to maintain, properly use, and sustain this item bank. These personnel did not exist in the system.

Modifications

Given the above expectations and realities, some modifications were necessary. Modifications made were supported by a Testing Unit study which documented deficiencies in English student achievement tests and identified systemic weaknesses in local professional capacity, institutional collaboration, and stakeholder knowledge in the areas of educational measurement and language testing (see Hozayin & Khalifa, July 1998). This study led to the identification of four long-term goals for the test reform process and guided their realization. The goals were:

fostering organizational collaboration and dissemination of information on testing; developing a quality instrument to assess the language proficiency of Egyptian English language professionals;

Developing quality student achievement tests based on the textbooks in use; and provision of in-service training courses in test design and classroom assessment.

Development of a national capacity to design, administer, and analyze English language measurement and evaluation instruments was integral to the realization of these goals and essential to the sustainability of the test reform undertaking.

Major Reform Activities

Test Reform Steering Committee

At the outset of the project, a testing reform steering committee comprised of key partners who interfaced with IELP-II reform activities was set up (English Counselor, General Director of GDIST, Director of NCEEE, and university academics). The committee's main role was to advise, inform, and direct the test reform process. Throughout the project years, the IELP-II Testing Unit staff met with the committee members on a monthly basis. These meetings served dual purposes. First, they kept partners informed of developments in the test reform process, particularly of the activities related to test development. Second, they sought partners' advice on: (a) how to approach the MOE with a proposal for adopting changes in student achievement test specifications to ensure that they are consistent with objectives contained in the teaching syllabus and relevant textbooks; and (b) dissemination of information on the development of student tests.

Proficiency Test of English for EFL Professionals (PTE)

The first activity undertaken by IELP-II in January 1998 was the establishment of a system to test the proficiency of training program participants using the SLEP (Secondary Language English Proficiency) test. Based on the USAID request for proposals (RFP) and IELP-II's proposal, an instrument to replace SLEP, tailored for Egyptian needs but based on internationally accepted principles of test development, was to be designed. The actual design began in July 1999 with a series of workshops on item bank development by an international testing consultant. Based on the success of these workshops, a core team of developers was set up (MOE teachers and senior teachers, one GDIST trainer, and

FOE/FOA junior and senior faculty).

A conceptual framework for the item bank was established based on the Interagency Language Roundtable proficiency scale for the four skills and the Council of Europe Vantage Function-Notional taxonomy and extracts from the Collins Cobuild English Usage for the usage component of the item bank.

As the project progressed, more items were written and field-tested for the bank. It also became more and more evident that although the idea of setting an item bank is inherently a good one, it is impractical within the current Egyptian context. Based on extensive internal and external discussions with stakeholders, it was agreed that the current system would be more likely to use and sustain a test bank rather than an item bank. Unlike an item bank, a test bank requires minimum technical knowledge for its operation. Hence, the re-conceptualization of the Saqqara item bank to PTE (Proficiency Test of English) multiple test forms. PTE was trialed and transferred to CDIST in the final year of the project.

Student Achievement Test Development (SATD)

A strategically and carefully selected core group of MOE English language senior teachers, supervisors, and IGs received extensive in-country and US-based training on testing. Under the guidance of international consultants and the project staff, the group, referred to as the SATD cadre, developed and field-tested student final achievement examinations for the school years from 4th primary to 3rd secondary. Trialing took place in state schools nationwide. Results showed that the tests met international standards for overall test reliability, clearly demonstrating that, with careful specification and rigorous test development and administration, reliable tests can be written by trained Egyptian test developers.

Another tangible result of the SATD training was the development of the SATD manual: a manual that provides a step-by-step guide into textbook analyses for testing purposes, into item writing development and moderation, and into test administration and test evaluation.

Training on test development featured in the CDIST annual training plan, both at the central and local levels. This provided the trained cadre with the opportunity to put into practice the training they had received. From September 2000 to project completion, the SATD cadre conducted training on test development using the SATD manual. In some cases this training was supported by IELP-II, in others by CDIST, and at times it was conducted at local initiative.

Training in Assessment for Classroom Teachers (TACT)

Each year, 150-200 ESL supervisors were trained according to a nationwide testing schedule drawn up in collaboration with all partners. Training given was either on test development using the SATD manual or in fundamentals and practices of classroom assessment using the TACT handbook.

Over the project years, a core group of master trainers in assessment (MTA) was identified and trained in presentation skills, program monitoring and evaluation, and fundamentals of educational assessment and language testing. The MTA group consists of MOE teachers, senior teachers, supervisors, and GDIST trainers. With the assistance of an international educational assessment consultant and project staff, and in collaboration with the NCEEE,

GDIST, and the MOE, the group has developed a series of workshop materials on educational measurement concepts and practices culminating in a handbook on classroom assessment for classroom teachers, referred to as the TACT handbook.

This group has had several opportunities to practice its skills by offering central training at INSET centers around the country, by preparing materials in educational assessment for English language teachers and supervisors, and by adapting these materials to several delivery formats: video-conferencing, school-based training, and face-to-face training.

Successful Strategies

The Testing Unit showed excellent adaptability in tailoring the test reform efforts to the local situation. Key to this success was IELP-II's organizational climate which inspired forward thinking and rewarded creativity and strategic thinking. While building a strong commitment to the project's purpose and goals, IELP-II's management and funding agency allowed staff to creatively adapt their methods to best achieve the project's goals. Strategies discussed below contributed to the successful achievement of test reform goals.

Establishing a baseline: *The IELP-II Testing Unit conducted research to identify how examinations in English language were developed in Egypt. The research identified key decision-makers in the development process and summarized technical development procedures. This was an important piece that helped the project to focus its efforts of reform on key issues and needed reforms and to engineer sustainability mechanisms.*

Successful partnerships: *Test reform did not work in isolation. In order to set test reform strategic plans, key internal and external stakeholders were identified and successful partnerships were forged. Several elements helped in making and maintaining the success of the partnerships, namely, setting common goals and objectives, solving problems jointly, working together to make things happen, a participatory approach towards planning, keeping all parties informed of confirmation or change in a course of action, and finally, building a trusting relationship based on an open and accurate exchange of information. An example of internal partnership was that with IELP-II staff dealing with the same targeted audience, i.e., supervisors and managers. An example of external partnership was the setting up of the test reform steering committee whose members were also active members of the MOE Higher Committee of Training.*

Sustainability-oriented: *The Testing Unit focused on sustainability when developing its strategic plans throughout the six years, illustrating a strategic shift from a focus on outputs to a focus on impact. Several routes were followed to achieve sustainability, e.g., adoption of a cascade training model, integrating a transfer element at a very early stage by bringing in CDIST staff as trainees and later on as co-trainers and planners, profiling work on testing in the public domain by sponsoring the EgyptTESOL Pre-convention Institute on Testing (3 years in a row), and establishing a Testing and Evaluation special interest group that met regularly to sustain interest and self-development in the area of English language assessment at the university or teacher training level.*

Intermediate evaluation checks: *To confirm, reject, reshape or further guide its work, the testing unit initiated several evaluation checks, namely, the July 1998 study, the Oct 2000 mid-term evaluation of test reform, and the Sept 2001 SATD effects study. These were in addition to the USAID project evaluation, the impact assessment study, and the effects study that were conducted for the whole project.*

Careful selection of group membership: In order to build a testing team that had complementary strengths, the right people needed to be attracted and selected. For this purpose, several filters were applied to the selection process. These were: selection criteria, requesting IG nominations according to established criteria, interviews/questionnaires/application forms, and Level 2 results from training.

Fostering networking and governorate teams: This strategy facilitated intense communication between people and advocated direct relationships and information sharing between individuals, irrespective of considerations of role, status, level, function, or location.

Core Accomplishments

During its six plus years of operation, IELP-II succeeded in raising awareness of the need for test reform and in preparing professionals at different levels to contribute to the reform enterprise. This part of the narrative highlights major accomplishments and innovations realized under the test reform component and their sustainability dimensions in relation to test reform goals.

Inter-institutional collaboration fostered: In addition to the test reform steering committee, a functioning nationwide English language assessment network was established. The network consists of MOE managers, supervisors and teachers, CDIST managers and trainers, and NCEEE managers and researchers. The network continues to function through national and local events and to professionally develop through academic membership and local training activities. Inter-institutional collaboration was sustained through the Higher Committee of Training commissioned by the Minister of Education. It is not coincidental that steering committee members were also members of the Higher Training Committee established by the MOE later on.

A quality instrument to assess the language proficiency of Egyptian English language professionals developed and officially recognized by the MOE: The PTE serves as a basis for the professionalization of the teaching force. It allows for the setting and assessment of minimal competencies for teachers at various levels. The PTE provides a rich picture of current abilities, identifies the need for language training, and documents the relative success of training. In 2003, the Egyptian MOE recognized PTE as a placement tool for in-service training courses.

Quality student achievement testing modeled, resulting in improved MOE specifications at the national level and improved testing practices at the local level: In working with teachers and supervisors around issues of student assessment, the project built awareness in participants of validity and reliability and other elements of sound testing. There are clear indications that supervisors are heeding the call and are developing school-based and governorate-based tests that are more closely in line with the principles of language testing. The IELP-II illustration of the practicality of testing listening in a large-scale testing situation led to the MOE's reassessment of its predispositions towards testing listening. Although the MOE currently does not test listening at the promotion test level, in 2002 it started assessing students' listening ability in monthly tests.

In-service training course in test design created and provided: The project developed model tests and model test development procedures. By compiling these and turning them into a training manual, the project has gone a long way toward having these innovations sustained. The SATD Manual is not only a useful training tool but also a useful reference

for test developers. SATD training featured for the first time on annual training plans of CDIST in 2000 and has continued to feature since then.

***In-service training course in classroom assessment:** IELP-II rightfully recognized that test reform to improve learning is best accomplished by classroom teachers. As a result, it created a mechanism to improve classroom assessment in ways that are consistent with the Standards for Teacher Competence in Educational Assessment of Students. A comprehensive program for training professionals in classroom assessment was designed and implemented resulting in a handbook on classroom assessment. It may very well be that training in this area inspired the MOE to recently advocate alternative classroom assessment techniques.*

***A national capacity to design, administer, and evaluate tests built and officially recognized by the MOE:** In early 2003, the IELP-II trained testing cadre was recognized as test developers and as trainers in test development in the hope of ensuring better testing practices. A ministerial decree was obtained to that effect.*

Another example of success is the following from a teacher in Mahala El-Kubra:

A Teacher in the Field

I have been teaching English to students at preparatory school since 1990. I liked to think of myself as a successful teacher who devotedly followed the steps outlined in the Teacher's Guide. However, I felt that there was no creativity in the process of teaching. In addition, I felt that professional development was merely understanding more grammatical items.

The use of modern technology was entrenched in the use of a cassette player to practice listening. As the Internet began to spread worldwide, it became clear that the greatest obstacle was how, we as educators, would be able to use the computer as a powerful tool for teaching and how we could prepare our students to be international leaders of the future.

The preparation of supplementary materials to be used in teaching was done haphazardly. No one shared ideas everyone worked alone; competing with others and hoping for the recognition of our school inspectors.

In the year 2000, I took part in an IELP-II sponsored activity. Since that time I have become actively involved in a variety of IELP-II interventions. Below, I have highlighted my experience:

Training Experience:

- *Computers in English Language Teaching Pre-Departure Workshop: a training workshop for using computers in teaching English, 2000*
- *Technology Seminar: Computers in English Language Teaching (CELT), Oregon State University, 2000 Oregon, we had the chance to use, practice and evaluate a lot of educational software that were made for the purpose of learning English.*
- *Using Computers and the Internet in Teaching English, Trainer for language educators and supervisors, a short-term training course, March 2000*
- *English Language Improvement (ELI) Trainer of Trainers (TOT) Workshop, July 2001*
- *English Language Improvement Course Trainer, July – August 2001*
- *In the year 2002, I went to University of California Extension in Santa Cruz, USA to participate in the Material Developments Participant Training Program, University*

of California Extension, Santa Cruz, during this program received training on models for materials development suited to the Egyptian context, 2002

- *CDIST CALL Lab Setup Workshop, December 2002*
- *Teaching English Using the Computers Trainer, a training course designed for English language educators in Egypt on using computers and English language teaching software to improve the teaching of English, September 2003*

Materials Development:

- *I participated in a workshop led by Dr. Deborah Healey, the director of English Language Institute, Oregon State University, in designing a basic CALL course for the English Language teachers in Egypt. The title of the course is Teaching English Using the Computers.*

Presentations:

- *The Online School, National Symposium of CALL, www.goecities.com/elmadrsa, April 2001*
- *The Electronic Exams: how the computer can be used for testing students, Cairo Conference for Returned Participants, April 2002*
- *Interactive English In Hello 5: Software developed by Asem Aly, Cairo Conference for Returned Participants, April 2003*
- *How the Computer Can be Useful Beyond MS Office, Second National Symposium of CALL December 2003*

Since my initial training experience in 2000, I have been using the computer in teaching English and have been providing training for my fellow teachers on using modern technology. Early in the year 2000, I formed a team of three students and participated in the ThinkQuest International Competition. They succeeded to design a web site about Laser Technology. Although they didn't win a prize, the students gained a lot of experience in collecting different resources. I had a lot of positive feedback on this activity. Two years ago in coordination with a team of educators that I gathered, I produced a multimedia interactive software product (Hello Year 5) for our students that enabled them to study at their own pace in a fully interactive environment. Last year the Ministry of Education conducted a national competition for Creating New Processes in Modern Technology. We participated in this competition and received the "Excellency Prize". Since the year 2000, I have become very eager to participate in national conferences and symposiums professional development. I have conducted many workshops on topics related to educational technology for my fellow teachers both inside my school and in neighboring schools.

In 2002, I initiated an online discussion group to provide teachers the opportunity to share their views concerning the Hello English series (Egypt's national curriculum). In addition, I launched an interactive home page that provides students with access to information regarding learning skills. At this site students can determine their own learning styles and learn how to take advantage of them in the classroom. It also includes an announcement space, a message board, a forum, and a chat room. Visitors can post their viewpoints on the forum and discuss them online outside the regular class time.

Today, I do not only teach English by the teacher's book as I did in the past. I also train my students to be international students who can share information about Egypt over the internet with others around the globe: its geography, history, religion, language and people. I hope that by doing this other students may gain a better understanding of the culture and beliefs of

this ancient country. In addition, I strive to enhance communication between Egyptian youth and the youth in other countries. The premise for my work is that understanding is possible only when the people come together through thoughtful and constructive dialog in an atmosphere of genuine inclusiveness. Not only have I changed in respect to the way I view my job as a teacher, my students have also changed in the way they view their roles as citizens of this country.

I am responsible for planning, developing, and producing new materials for English teachers in my educational area. Also, I am responsible for training my fellow teachers on what I gained through participating in different IELP-II training programs.

Perhaps the following messages pay tribute to my efforts in leading Egypt to the forefront in the area of global education in the new millennium.

Message (1)

Good morning,

> >

> > I have just visited your site

> > <http://www.geocities.com/elmadrsa>

> > I hope that you don't mind that I have included links to your site
> > from our one. Perhaps you would like to link to us too.

> > Visit us on <http://www.uea.ac.uk/edu/egypt> - it's a BIG site, so
> > take your time and explore it fully!

> >

> > Regards,

> >

> > Francis Mudge

> > School of Education and Professional Development

> > University of East Anglia

> > Norwich NR4 7TJ

> >

> > 'phone: 01603 592864 (direct line)

> > 2864 (internal)

> > e-mail: f.b.mudge@uea.ac.uk

> >

As you will see from our site (particularly <http://www.uea.ac.uk/edu/egypt/EEPguide.html>) our University gives 12-week courses to Egyptian educators. We have now just completed course 31 (i.e. this is our eleventh year!).

Not only am I the course director but I also teach the computing part of the course; examples of "good practice" like your site are always very useful.

I hope that other visitors to your site are teachers (or inspectors) who have been to our University, or are coming here in the future, as we feel that our courses have the potential to stimulate the changes in Egyptian education that everyone desires.

Where do you work? Are you a teacher? Please tell me something about the background.

Regards,

Francis

Message (2)

Dear Asem,
I'm doing a Technology Seminar for teachers from Cyprus and Mexico who are here at OSU. We'll be working with Hot Potatoes. I'd like to share the handout you did for our CDIST workshop, if that's okay with you. It will of course have your name as the author. Please let me know.

I hope you are well - say hello from me to any of our colleagues from the workshop that you see!

Yours,
Deborah

=====

Deborah Healey, deborah.healey@oregonstate.edu
Director, English Language Institute
Oregon State University

Asem Aly El-Said El-Romady
English Teacher,
Mahalla El-kubra, Egypt

Recommendations for Future Directions

At the start of any future project proper baseline studies should be carried out to inform all subsequent strategic inputs and to allow a clear evaluation at the end of the project of what has been achieved.

Also in any follow-on project, there should a greater focus on senior teachers and teachers with more seniority to take on the role of mentor and trainer for younger staff in their schools, especially in light of the burgeoning numbers of students in the faculties of education graduating classes. Faculties of education are not yet adequately aligned with the realities of what young, novice teachers face upon appointment and are not fulfilling those needs. This mentoring and training would have to be structured and monitored and should be carried out in conjunction with the faculties of education. It should not, however, be mandatory.

In the future, more focus should be placed on action research, engaging teachers more actively in the exploration of their own teaching and needed improvement based on the needs of their students. This, too, should not occur in a vacuum. It would need to be structured so that teachers would be able to share the results of their research in a variety of forums: school-based training, presentations at conferences, peer-reviewed journals, on-line journals, and so on.

Finally, though not directly involving the teacher, training in both attitudes and performance need to be focused on school administrators, i.e., principals and vice-principals. Over the course of the project, the most common complaint from IELP-II trained teachers was that either their supervisors or the school administration would not allow them to teach as they had been trained. In general, school administrators had no idea what kind of training these teachers had received and were resistant to classroom management and teaching techniques that encouraged interaction. Supervisors who had not received IELP-II training would not support the teachers when asked to intervene on their behalf. IELP-II partially resolved this issue through its training of supervisors, however, school administrators never received professional development opportunities and many were still resistant to change by the end of IELP-II.

PART
3

Main IELP-II Partners
(C) Supervision Context in Egypt

IELP-II’s extensive work in training and developing teacher supervisors in Egypt began with a close look at this audience to determine who exactly supervisors are within their educational context and what their actual role in teacher development is. This analysis early on became particularly critical given the complex and diverse nature of this population. Teacher supervisors (previously called “inspectors”) in all subject areas can vary greatly in terms of their MOE rank, level of experience, degree of specialized training, types of responsibilities, number of schools and teachers assigned, geographic realities, and level of support from their seniors. In the subject area of English, add to this list of variables a marked discrepancy in English language proficiency among teacher supervisors in Egypt, and the scenario becomes even more complex.

Supervision within the MOE is ranked according to the following positions, in order of seniority:

Title	Position in MOE	Approximate no. in Egypt*
Inspector General	Head supervisor in each governorate; reports to the English Counselor	27
Senior Supervisor	Head supervisor(s) in each idara; no. of idaras per governorate may vary greatly; reports to Inspector General	138
Supervisor – secondary stage	Supervises secondary school teachers and senior teachers	430
Supervisor – preparatory stage	Supervises preparatory school teachers and senior teachers	773
Supervisor – primary stage	Supervises primary school teachers; due to shortage of primary supervisors, many prep supervisors or senior teachers assume this role	380
(Senior Teacher)	Head teacher(s) at secondary or preparatory school; assumes supervisory duties at the school level, along with teaching duties	NA

** (Numbers acquired from Inspectors General in 2001; varied during IELP-II.)*

The primary audience for IELP-II’s supervisor strategy and training was made up of the last four categories – supervisors of three stages and senior teachers – although many senior supervisors were also involved; Inspectors General were indirectly involved throughout and became a key audience in IELP-II’s management training.

It is important to note that the supervisor population in any given governorate is continually changing due to promotions, transfers, or attrition. The number of teachers that a supervisor oversees can vary greatly, depending on geographic location. For example, in a more concentrated urban center such as Zagazig, a supervisor might visit thirty teachers on a regular basis, whereas in a more isolated context such as South Sinai, the number may be as low as five teachers.

Within the MOE system, the supervisor’s primary responsibility is to evaluate current and

future teachers through school visits, classroom observations, and teacher reports. In addition, many supervisors are also involved – at the local and/or national level – in delivering training, developing and administering tests, and working with school administration and senior supervisors. Their wide range of administrative duties includes detailed record keeping, writing reports, attending/facilitating meetings, and keeping teachers and staff informed about MOE directives. Through all these roles, it is important to point out that supervisors represent a constant link between the teacher in the classroom and leaders and decision-makers within the broader MOE system.

Preparatory School Subject Supervisor

Job Description

The person entitled to this job shall technically supervise a number of teachers and senior teachers in the preparatory stage.

Duties and Responsibilities

- *Works under the direct supervision of the senior supervisors*
- *Directs the teachers to the best way of teaching their subjects and informs them of the latest references, with assistance from the senior supervisor of the subject...*
- *Supervises the implementation of the curriculum and the plans related to the subject, following the execution and how much they relate to the targeted aims as well as the different educational activities*
- *Tours around the schools and classes and evaluates the pupils' level of understanding and the teaching staff*

Extract from Job Descriptions provided by Ministry of Education

Situation at Start of IELP-II Project

In 1997, when IELP-II was launched, the average supervisor in Egypt was ill-prepared and poorly motivated to carry out the many roles he had in developing and supporting teachers. IELP-II's analysis of the supervisor population early on in the project revealed a long list of problems negatively affecting their work, including: serious performance gaps in supervising teachers, training teachers, and developing tests. Moreover, it was found that there were limited or no in-service training programs in supervisory skills for supervisors, no agreed-upon competencies or performance standards for supervisors, no relevant resources for supervisor training, no opportunities for ongoing professional development, few incentives for promotion (financial or professional) and there was limited support from seniors within the system. In fact, IELP-II witnessed a trend in which senior teachers often passed up promotions to a supervisor rank due precisely to this lack of incentives for a position that posed many more challenges than rewards.

In their primary role as teacher supervisors, the most common performance gaps identified by Inspectors General and supervisors themselves fell consistently into the following categories:

- Poor knowledge of supervisor's role – frequent adoption of an authoritarian attitude towards teachers (focus on fault-finding, criticism without constructive advice, and penalization of “weak” teachers), lack of ability to provide teachers with professional guidance, and poor understanding of developmental approach to teaching and supervision.

- Lack of understanding of observation process – no pre-observation discussion, unannounced observations without specific focus, intrusive conduct during an observation, lack of observation criteria, limited range of observation instruments, lack of post-observation constructive feedback, no guided follow-up, and poor understanding of effective written reports.
- Weak interpersonal skills in dealing with teachers – negative and harsh attitudes towards teachers, weak communication skills with supervisors dominating all interactions, failure to recognize and resolve conflicts effectively, and lack of ability to motivate and encourage teachers.

I used to be authoritarian, keeping a distance from teachers. I rarely built a good rapport with teachers. I focused on the content or message carried out by teachers but not on how this message was carried out...I was a fault finder. I corrected teachers on the spot and imposed what I saw was right without discussing it with the teachers.

The training provided by the MOE for both newly appointed supervisors and experienced supervisors was extremely limited and irrelevant to their primary role of evaluating and supporting teachers. The training that did exist, whether for newly appointed supervisors or for promotion was a one-time short course that focused almost entirely on administrative responsibilities for the MOE, such as record keeping and regulations regarding number of visits. Regional supervisor training focused mostly on helping teachers understand and use new textbooks to be implemented, or on areas such as communicative methodology rather than supervisory skills. Essentially, there was no established system of ongoing in-service training or professional development for supervisors to prepare them for their many responsibilities.

(In the past) I didn't attend any training events as a participant. I didn't care about my own professional growth and I didn't think about disseminating my ideas.

Supervisor training sometimes took place at the local/governorate level. This level of supervisor training included monthly workshops in a few governorates, technical bureau meetings focusing at times on the supervisor-teacher relationship, discussions of ongoing issues during supervisors' meetings, and local workshops for new supervisors carried out in collaboration with the English Counselor's office. However, these local initiatives varied greatly and were often poorly targeted, e.g. materials designed for School Based Training were used in the training of supervisors. In general, materials for supervisory skills training varied in quality and often consisted of a conglomeration of materials including photocopies from books, activities from management manuals, and assorted handouts. There also appeared to be a general lack of expertise in developing training materials at all levels.

This was also true in terms of the Egyptian supervisor's role as teacher trainer, which most are involved in at some point in their careers. In-service teacher training courses in both language and methodology offered nationally by either CDIST, through the network of INSETs throughout Egypt, or foreign donor agencies rely almost entirely on supervisors and senior teachers to deliver or facilitate the training. This includes both face-to-face and distant education courses, i.e. interactive video conference courses. Local teacher training workshops, on topics determined by both the national training plan and the needs of individual governorates, are also led by supervisors or senior teachers. Even though this is a significant and often time-consuming role for supervisors, the MOE does not provide release time or formally recognize supervisors as trainers.

In their role as trainers, supervisors were also ill-prepared. The vast majority had never had any formal training or preparation in planning, presenting, and assessing a training course or a workshop based on the specific needs of a given audience. In addition, the materials adopted and used by trainers were mostly from previous donor projects or off-the-shelf texts, and often irrelevant to the Egyptian context of English language teaching.

I was not able, and there was no chance, to design and develop training so I used to follow ready-made training programs...I was not able to develop materials and instruments needed for a training program.

In sum, in the early years of the project, teachers and supervisors throughout the country continually provided IELP-II with a very distinct profile of the typical inspector/ supervisor in Egypt. The picture they painted was of a person who occasionally showed up at a school unannounced, disrupted a teacher's class by taking over the lesson, shattered the teacher's self-esteem by correcting one mistake after another in front of the students, pointed out only flaws in any meeting with a teacher following an observation, dominated any interaction with teachers, and was extremely inflexible in his attitudes and approaches to dealing with teachers and colleagues. Despite their authority over teachers, the supervisor position carried with it a rather low status.

The profile of the Egyptian supervisor as trainer was also a rather negative one in 1997. The common pattern was for a trainer to be selected randomly, to vary greatly in terms of skills and expertise for a given course, to plan very little and with limited resources, to dominate the training session and mostly lecture to the teachers, to have little background or interest in self-assessment, and to be very unmotivated for any kind of professional development. It is important to point out, however, that the first "silver lining" that presented itself to IELP-II was the fact that this bleak picture was provided mostly by the supervisors in Egypt themselves, who clearly recognized a profound need for change within the whole supervisor population.

The Project Mandate in Supervisor Training

Within IELP-II's original proposal, opportunities for supervisor training appear as part of the following activity areas:

- New Primary Supervisors Workshops
- Teaching Practice Seminars (for MOE and FOE)
- Trainer orientation for language and methodology courses for teachers (TOTs)
- Testing and assessment*
- Participant Training (recommended)

* (Note that the testing reform project is covered in the section on teachers of this report and will not be discussed in detail here.)

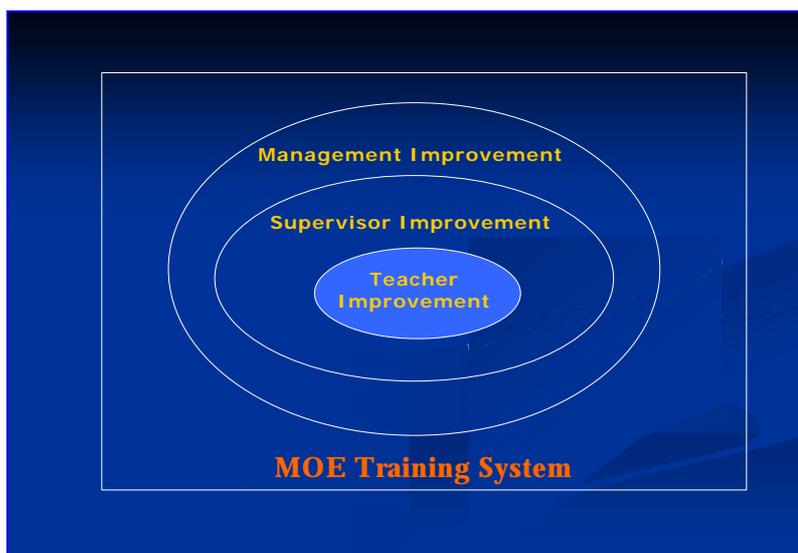
Although these activities in some ways targeted the improvement of supervisors' skills as both teacher supervisors and trainers, the overall scope and potential impact was extremely limited and short-term. All courses proposed were one-off training events where individual supervisors would attend once, without subsequent training or follow-up. The supervisory skills addressed were in two very specific areas where more "urgent" problems existed in the MOE regarding teacher performance: primary education and pre-service practice teaching. The trainer orientation courses (TOTs) essentially entailed textbook familiarization and

course implementation issues. As in previous ELT projects in Egypt, the supervisor primarily represented the “middle man” who would assist IELP-II in delivering its ready-made courses in the field.

As with other projects, the proposal did not draw distinctions in terms of the different MOE ranks of supervision, actual roles and responsibilities based on rank, governorate contexts, stages of development, etc. In order for IELP-II to truly achieve its overarching goal of improving ELT in Egypt, it needed to take a much deeper look at supervisors in Egypt as a professional body with its own short- and long-term performance needs, and as a critical layer within the MOE hierarchy that continually and profoundly influences teachers.

Going beyond the Project Mandate

Through its long history in Egypt and ongoing interaction with partners in the field, IELP-II began its mandate well aware that teachers could get state-of-the-art training courses and acquire new approaches and techniques only to be criticized, discouraged, and even penalized by their supervisors once back in the classroom. The project therefore worked to ensure that any program for teacher improvement would have a parallel program for supervisors, beginning with a major shift in attitudes. The project went on to develop a full program for training managers to directly complement teacher and supervisor training, through a coordinated and integrated strategy for sustainable change within the whole MOE system.



It is important to stress the overlaps and links between the supervisor and manager audiences in the MOE. Senior supervisors and experienced supervisors work closely with Inspectors General and other leaders, and may take on leadership roles at the local level for various training or supervisory activities.

Teacher supervisors within the Egyptian educational system observe, evaluate, coach, train, and guide teachers and senior teachers at all stages of development. They can have enormous impact on the improvement of English language teaching practices – and hence on student learning - through their ongoing direct contact with teachers. Furthermore, many supervisors are also involved in evaluating and working with future teachers of English through the teaching practice component at faculties of education. It is through supervisors that teachers have access to ongoing development, and for many in isolated places, the supervisor remains the only source of professional help and guidance.

The supervisor audience represents a critical link among teachers, school administration, senior-level supervisors, and MOE managers. Yet, the preparation of supervisors by the MOE has traditionally focused on their administrative duties, with little attention given to the extensive supervisory and training skills needed to carry out their challenging work as competent professionals.

Early on in the project, it became evident that IELP-II needed to go well beyond what previous development projects in Egypt had attempted, as well what was in its own proposed mandate, considering that all of these had fallen short in terms of:

- drawing a direct link between teachers' performance goals and supervisors' performance goals
- targeting a wide range of relevant supervisory skills within a long-term strategy
- taking into account the various roles supervisors have in working with teachers, beyond classroom observations
- planning for ways to ensure long-term improvements in supervision and supervisor training in Egypt at the system-wide level
- recognizing the continuing professional development of supervisors (and managers) as key to sustainable change within the MOE
- assessing the existing context and MOE system of teacher supervision with its inherent challenges and opportunities for change as the key starting point

A sample of the challenges and opportunities that helped lead to IELP-II's new strategy for the supervisor audience appears below.

Challenges

- the rigid top-down hierarchical structure of the educational system, in which those in more senior positions may subvert change if they are not fully informed and involved in the process of change
- supervisors' realities often make it difficult to implement changes advocated by external trainers, with many differences among the geographic districts in Egypt
- the great variation in Egyptian supervisors' range of experience and expertise, as well as in attitudes and willingness to change
- lack of resources and support for ongoing supervisor development at all levels

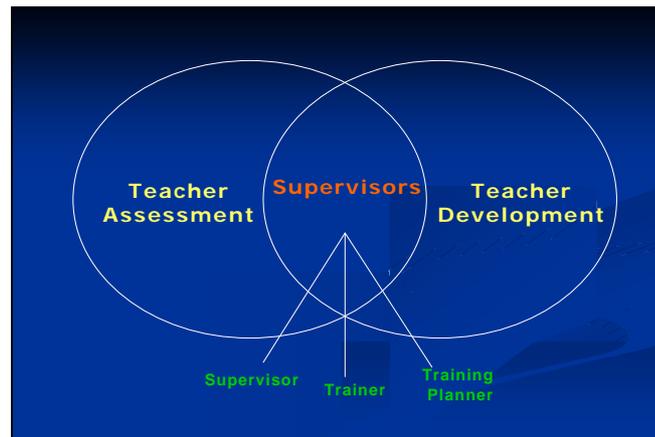
Opportunities

- awareness by supervisors themselves of weaknesses in both supervisor performance gaps and weaknesses in system, with marked desire for change
- a strong tradition of informal mentoring within the Egyptian educational system, with senior colleagues helping and advising novice supervisors on an individual basis
- a significant number of supervisors who were experienced and skilled in the basic competencies identified during the needs analysis stage
- a tradition of varied training practices and informal professional development efforts at the local level, taking advantage of established venues and regularly scheduled meetings within the system, e.g. technical bureau meetings
- senior teachers as a typically motivated, dynamic audience with both teaching and supervisory responsibilities in the system, and the next generation of supervisors

Developing a Long-Term Strategy

Taking all of the above into account, IELP-II began developing its long-term strategy for sustainable supervisor training and development. This process, initiated in 1998, involved ongoing discussions with partners at all levels through partner days, focus groups, interviews, planning meetings, integrated training events, and countless informal discussions. It also involved a review of written documentation supplied by the MOE and a review of the limited research literature dealing with teaching practice supervision in Egypt.

First and foremost, it was essential that such a strategy be based on the supervisor's various roles in teacher evaluation and teacher development.



IELP-II's long-term goals for supervisors as a strategic audience were classified into three general categories, which eventually became relevant for all IELP-II audiences:

- Improve the knowledge, skills, and attitudes of supervisors in performance areas relevant for teacher development
- Establish cadres of experts in specialized areas and a network of supervisors committed to ongoing professional development
- Create accessible, appropriate professional resources for supervisors in Egypt

These three categories were then applied to three areas of supervisor development required in order to enhance the performance of their current duties, as well as to prepare individual supervisors for future expanded roles within the MOE:

- Supervisors as **teacher supervisors**
- Supervisors as **teacher trainers**
- Supervisors as **training planners**

Supervisors as teacher supervisors

As supervisors' primary responsibility, they all observe and evaluate teachers at their respective schools. Although they are designated as primary, preparatory, and secondary supervisors, these duties often overlap and change, particularly with primary supervisors. In addition, many supervisors are also involved in supervising third- and fourth-year students at faculties of education through the teaching practice component. CDIST offered limited training for newly-promoted supervisors focusing primarily on their administrative duties.

I was promoted with no experience...All my knowledge was taken from the ministry directives that I gave to my teachers...I was a traditional supervisor who worked on my own, not knowing how to observe a lesson or how to evaluate a teacher.

Supervisors as teacher trainers

Supervisors and senior teachers are regularly selected to train primary, preparatory, and secondary teachers in language or methodology courses, both nationally and locally. They also train senior teachers in school-based training programs and serve as facilitators in interactive videoconference courses. They are generally prepared for this role through respective training-of-trainer courses (TOTs). No formal means of developing supervisors' teacher training skills existed in the MOE system, other than "on-the-job" experience.

Supervisors as training planners

Historically, the model for in-service programs offered through development projects was for foreign "experts" to design and plan training courses, and to design, plan, and deliver the respective TOT courses – with minimum involvement of Egyptian expertise. Hands-on knowledge of setting up successful trainer training and new teacher training courses in Egypt remained largely in the hands of foreigners. The same was true for any materials development involved, for both teacher training and TOT courses. Monitoring and evaluating training courses was non-existent, except for end-of-course tests.

Before IELP-II, training was designed for us. We had the modules ready for us just to demonstrate...I knew nothing about designing a workshop...I never cared about objectives or designed handouts, but depended on pre-prepared ones.

Supervisor Performance Goals and Foci

The broader long-term goals above were translated into performance goals for in-service supervisor training in IELP-II's yearly work plans. These performance goals were, in turn, the basis for all supervisor training activities planned – both milestone and non-milestone activities.

Sample Performance Goals for In-Service Supervisor Training: IELP-II Year Four Work Plan

- To improve supervisor capabilities in developmental supervision and mentoring of teachers at different stages
- To improve supervisor capabilities in the design, implementation, and evaluation of training courses at the national, governorate, and local levels.
- To improve supervisor skills in materials adaptation, development, and evaluation.
- To increase commitment of supervisors to reflective practice and ongoing professional development

The training focus in the three areas/roles for supervisors, targeted through a wide range of activities for various groups of trainees over IELP-II's six-year mandate, can be sub-categorized as follows:

Supervisor as <i>Teacher Supervisor</i>	Sample Activities
<ul style="list-style-type: none"> • Developmental approach to supervision • Mentoring teachers • Teacher evaluation methods • Observation stages and methods • Observation instruments • Oral feedback • Written feedback/Report writing • Supervisor competencies • Communication skills • Reflective teaching and supervision • Primary supervision • Supervising teaching practice • Action planning for local training 	Supervisory Skills Workshop 1 Supervisory Skills Workshop 2 Advanced Seminars for Supervisors Supervisory Skills Network Local Workshops for Supervisors Teaching Practice Seminars Primary Supervision Workshops Summer/Winter Institutes SPEER Workshops Supervisor Resource Binder: <i>Supervision for Teacher Development: Task-Based Modules and Resources Spotlight on Primary Education English Resources</i>

Supervisor as <i>Teacher Trainer</i>	Sample Activities
<ul style="list-style-type: none"> • Workshop and course planning • Cooperative learning techniques • Communicative methodology • Visual aids and technology for training • Materials adaptation and development • Time management • Monitoring training results • Reflective and self-assessment techniques 	Teacher Training Program for Supervisors Training of Trainers: BELI, CSM, CRM School-Based Training Training of Facilitators: Interactive Videoconference Course Materials Development Program

Supervisor as <i>Training Planner</i>	Sample Activities
<ul style="list-style-type: none"> • Needs assessment • Designing and planning workshops/courses • Materials adaptation, development, and evaluation • Visual aids and technology for training • Adult learning strategies • Presentation skills • Monitoring and evaluating training • Implementing a training plan • Organizing conferences and seminars • Problem-solving and team-building 	Master Training Workshop 1 Master Training Workshop 2 Institute for the Design and Planning of Local Training Materials Development Program

In all supervisor training provided by IELP-II, a variety of relevant methods were used to facilitate workplace transfer, as well as to model a range of options for supervisors to use themselves: brainstorming, mini-lectures, structured discussions, task-based group work, loop input, role plays, case studies, materials adaptation, problem-solving, micro-training, etc.

(Before) lecturing was the prevailing model. Now training is task-based, practice-oriented, and hands-on.

The next challenge in developing a new strategy for working with supervisors in Egypt was to go beyond the level of individual performance gaps and plan for changes and improvements within the whole system of supervision that would last beyond IELP-II. Five major long-term elements were incorporated, based directly on the opportunities within the given context. These essentially became the core of the supervisor strategy and, in many ways, the basis for IELP-II's true successes with this key audience.

Long-Term Elements Built into Supervisor Strategy

Long-term elements of strategy		Opportunities within existing system
1.	Create cadres of supervisor specialists in needed areas through series of build-on training	More experienced, skilled supervisors in system motivated to mentor others and become leading trainers
2.	Use cascade model throughout Egypt to transfer training to large number of supervisors	Local training system established in every governorate in many varied forms, conducive to different types of training for many audiences
3.	Establish supervisor network committed to ongoing professional development, beyond training, and improved standards of supervision	Strong desire among supervisor population to have common goals, a shared understanding of supervision, and raised standards in Egypt
4.	Emphasize professional development as main goal for supervisors and provide such opportunities for supervisors at all stages of development	Strong desire among supervisor population to share expertise and resources, to raise the status of supervisors by joining the larger ELT community in Egypt
5.	Develop relevant resources specifically for supervisors in Egypt that consolidate and support all goals in supervisor strategy	Extensive range of materials produced by individual supervisors locally for supervising and training teachers, as well as strong desire to consolidate and share materials and resources

All five elements above were strongly linked to IELP-II's work with the supervisor audience, and over time became linked even more to a larger, coherent, integrated strategy that led to many significant outcomes, both intended and unintended. In an important sense, the table above captures a chronological process since each element or phase led into the next, continually building on what came before and incorporating lessons learned and successful models throughout. Most significantly, the whole process of laying out, modifying, and expanding IELP-II's long-term strategy for sustainable supervisor development was entirely context-based and partner-driven until it truly became their own.

Approaches to Implementing and Modifying the Strategy

The successes that resulted from IELP-II's supervisor strategy were due not only to what the strategy consisted of, but also to how it was implemented and modified over the course of six years. This implementation was consistently driven by the following twelve approaches, which in many ways can also be viewed as project principles:

Approach		Example
1.	<p>I. Working top-down and bottom-up Working in both directions at the same time, with supervisors in the field determining directions needed and leading all changes, while top-level managers are kept fully informed and involved at all phases</p>	Both managers and supervisors took part in needs assessment of supervisor audience, separately and together at different phases
2.	<p>II. Letting go of control Conscious and deliberate effort on part of IELP-II to step back and hand over control more and more, while Egyptian partners increasingly took lead in all aspects of planning and implementing change</p>	Supervisors began having own strategic planning sessions and determining yearly and quarterly goals
3.	<p>III. Expecting unexpected changes Flexibility deliberately built into long-term strategy/plan for supervisors, anticipating needed partner-led adjustment, expansion, and refinement of plan based on changes in teacher-supervisor needs and Egyptian context</p>	Topics in advanced seminars for supervisors were expanded to include alternative teacher assessment and computer training
4.	<p>IV. Finding a common language Continual focus on maintaining common goals and a shared understanding with Egyptian partners through regularly planned discussions on big issues/questions, as well as maintaining consistency in approach, methodology, and terminology in supervisor development</p>	Regular non-training events such as partner days and supervisor network meetings continually revisited common goals and issues
5.	<p>V. Developing agents of change Providing several phases of training to same core group of supervisors on increasingly more advanced topics, while at the same time making them more committed to transferring their skills and resources to others</p>	Supervisor Network, trained in supervisory and training skills in several phases, implemented local workshops on their own throughout the year
6.	<p>VI. Rewarding excellence Giving leaders that emerged at all levels in training events progressively higher roles and greater responsibilities in working closely with IELP-II to implement change (Note: Several such leaders were eventually promoted within the MOE.)</p>	"Shining star" senior teacher became IELP-II trainer, then master trainer, then leading planner and materials developer for primary program
7.	<p>VII. Refining skills through practice Beyond providing build-on training, IELP-II used its activities as "practicum" or "internship" for trained supervisors to try out their new skills alongside colleagues – including Egyptian and foreign experts</p>	Supervisors on TTPS program in U.S. were used as BELI and CRM trainers; several in MTW used as TOT planners, receiving regular feedback

Approach		Example
8.	<p>VIII. Fostering teams</p> <p>Developing and supporting team-based approach to implementing change with supervisors at all levels, with special focus on cadres of specialists as core teams</p>	Supervisor Network evolved into governorate teams and sub-teams who planned and delivered training together, working closely with managers
9.	<p>IX. Bringing partners of all levels together</p> <p>IELP-II activities increasingly became forums for Egyptian partners in all positions and related sectors to work closely together on common goals</p>	Teachers found themselves planning training with senior supervisors; MOE supervisors planned needed changes in teaching practice with FOE supervisors
10.	<p>X. Emphasizing self-assessment for all</p> <p>Incorporating reflective practice and self-assessment in all supervisor activities as basis of ongoing professional self-development for supervisors beyond IELP-II, and as a complement to teacher reflection</p>	A Supervisor Portfolio with many self-assessment tools was used in several workshops, and included in Supervisor Resource Binder
11.	<p>XI. Emphasizing creative problem-solving</p> <p>Incorporating critical thinking and problem-solving in all supervisor activities, based on real situation in Egypt and with a focus on creative solutions to ongoing problems in the MOE system of supervision</p>	Obstacles to local workshops (e.g. funding or support from seniors) discussed jointly and overcome by many
12.	<p>XII. Building on successes</p> <p><i>XIII. Identifying and learning from successful models within educational system, both before IELP-II and those that emerged during the project, and continually sharing these with a broader audience</i></p>	Voluntary teacher development activities by individual supervisors became inspiration for IELP-II-promoted local models

INTENDED RESULTS

When considering the starting point of IELP-II in 1997 regarding teacher supervisors in Egypt – the situation at the start of the project and original project mandate – together with the ambitious strategy laid out early on, it is obvious a great deal was accomplished in six years. Even in the very discussions about outcomes with Egyptian partners in the last year of the project, one evident change is that they are now able to talk easily and with commitment about strategic plans, short- and long-term goals, measurable and immeasurable results, sustainable models. One of IELP-II’s challenges in Year Six became finding ways to capture and document these accomplishments, on so many levels, as fully and accurately as possible.

What is different now with supervisors in Egypt and what exists now in the MOE system of supervision that did not exist before IELP-II? This could be summarized in different ways, from different perspectives, and both qualitatively and quantitatively.

Intended Results: Summary of Individual, Group, and System Level Changes

Changes at *Individual Level*

- Improved knowledge and skills in
 - Supervisory practices, including teaching practice
 - Teacher training – in methodology and language
 - Training planning, implementation, and monitoring/evaluation
 - Primary education
 - Materials development
 - Educational standards
 - Interactive videoconference facilitation
- Changed attitudes about teacher development and supervisor development

Changes at Group Level

- Professional development valued, with supervisors forming a professional community
- A shared understanding about supervisor roles and competencies
- Cadres of trained supervisor specialists (master trainers) in areas above
- National network of supervisors and integrated governorate teams
- E-group for supervisors in Egypt

Changes at System Level

- Basic Course for Supervisors as part of national CDIST training plan
- Local workshops for supervisors in every governorate, on relevant needs-based topics, as part of ongoing training and development
- Approximately 1,500 supervisors and senior teachers reached annually through local workshops on supervision topics by supervisor network and other specialized trainers
- Relevant training and supervisory resources for supervisor audience, e.g., supervisor resource binder, *Supervision for Teacher Development: Task-Based Modules and Resources*, disseminated to all supervisor-trainers
- Planning processes and tools used among supervisors and managers for improved national and local training

Intended Results: Perspectives of Supervisor Network of Egypt

The major changes that occurred were clearly recognized and valued by the supervisor population involved in IELP-II activities. In the spring of 2003, a supervisor network meeting was devoted to looking backwards to the start of the project and forward, beyond IELP-II. The supervisors were asked to discuss in small groups and then summarize in writing how IELP-II had helped change their work as teacher supervisors and what existed now that did not before 1997. They were purposely not given a pre-determined list or questionnaire, but asked to respond freely and openly. Their responses – collated from the group lists and supported by the lengthy discussion following – were very consistent in the types of changes mentioned, listed below in order of the most frequent responses from the entire supervisor network:

How are supervisors different now? What exists now that did not exist before?

Responses from Supervisor Network, May 2003

- Ability to transfer skills to many others through local workshops
- Shift in supervisor attitudes towards a developmental approach
- New accessible resources for supervisor training and development, e.g., SRB and better means of materials dissemination
- Improved supervisor performance in observations, feedback, supervisor-teacher interaction, etc.
- Improved performance as trainers in planning and delivering workshops
- Networking with colleagues within and across governorates
- Improved teacher-supervisor relationship through better dialogue and increased awareness about teacher development
- Participation in conferences and seminars as presenters and participants
- Ability to plan long-term, using needs assessment, action planning, etc.
- Improved computer/technology skills
- Professional development for supervisors valued
- Increased awareness of reflection and self-assessment for teachers and supervisors
- E-group especially for supervisors in Egypt
- Ability to work in teams based on common goals
- Ability to assess teachers against sound criteria
- Increased awareness of standards for teachers and others in the system
- Improved performance in monitoring and evaluating training
- Improved coordination with FOE faculty, e.g., for teaching practice
- Changed view of supervisors on national level

Intended Results: End-of-Project Survey

In the end-of-project feedback survey for all audiences trained by IELP-II, 113 supervisors representing all governorates in Egypt responded and identified the performance areas and respective performance indicators in which they felt the most significant change was now evident. The table below summarizes those that were rated the highest, based on a scale of 0-3: 0=not received training; 1=no or insignificant change; 2=moderately positive change; 3=highly positive change. The quotes included are representative of the extensive comments written by supervisors in this same survey.

1 – Supervisory Practices

Indicator	Mean Score
Establishing a positive relationship with teachers	2.88
Being aware of supervisors' roles, responsibilities, and approaches	2.86
Providing constructive feedback (oral and written)	2.81
Using the three-stage approach to observation (pre, during, post)	2.81
Promoting reflective teaching and self-assessment	2.66
Total Mean Score for Performance Area	2.68

Performance Prior to IELP-II	Performance Now
I used to focus on the negative points of a teacher and was a faultfinder. I wrote down everything while observing the teacher. I visited the teacher in class without any discussion before the lesson...I was a traditional supervisor unaware of the new trends of supervision.	I now know what I have to do in detail. I look for strengths to enhance and support the teacher...I do a pre-observation and post-observation conference and don't interfere during the lesson...I am able to give constructive feedback both orally and in writing...I am a motivator, evaluator, guide, organizer, facilitator.

2 – Planning

Indicator	Mean Score
Training planning	2.72
Identifying training needs in current performance	2.64
Determining priorities in needs	2.56
Establishing team of trainers for programs	2.44
Total Mean Score for Performance Area	2.59

Performance Prior to IELP-II	Performance Now
I always planned my work according to my own circumstances. There was no set plan according to which I should act...We planned without identifying training need or analyzing problems.	Everything is now well prepared and well organized according to the needs of my teachers and the environment they are working in...We prioritize the needs and decide training objectives, content, material, etc...Now I can make a very good action plan to deliver a training course or local workshop. I work with other colleagues and form a team.

3 – Training Delivery and Implementation

Indicator	Mean Score
Trainers' use of effective training methods	2.78
Training teachers in methodology	2.78
Training teachers in language improvement	2.78
Effective management and administration of program	2.49
Training senior teachers in supervision	2.47
Total Mean Score for Performance Area	2.53

Performance Prior to IELP-II	Performance Now
Training was more or less just lecturing and trainees were recipients all or most of the time...I neglected the trainees' participation and interaction.	Training is applied mostly in the form of workshops, where interaction between trainer and trainees prevails...Now training teachers includes effective training methods, management and planning, methodology, assessment and evaluation...We also create cadres of future educators – those trained train others.

4– Professional Support

Indicator	Mean Score
Sharing knowledge, skills, attitudes with others	2.83
Teamwork for training planning and new initiatives	2.75
Valuing and promoting professional development for self and others	2.74
Establishing ongoing training for supervisors – nationally and locally	2.55
Ability to gain support from decision makers for new initiatives	2.32
Total Mean Score for Performance Area	2.50

Performance Prior to IELP-II	Performance Now
I never encouraged teachers to professionally develop. I had very limited participation in academic and professional conferences...I worked individually and rarely cooperated with other professionals.	There is now more networking, team work, and team affiliation...I ask others for information and focus on self development. I reflect on whatever I supervised and take the initiative in sharing improvements from English programs.

5 – Training Design and Development

Indicators	Mean Score
Developing quality training materials	2.53
Determining content of training programs on the basis of established objectives	2.42
Developing needs-specific, performance-based training objectives	2.40
Developing effective evaluation instruments to measure satisfaction of participants in training program	2.38
Developing effective evaluation instruments to measure degree of participants' learning in training program	2.31
Total Mean Score for Performance Area	2.31

Performance Prior to IELP-II	Performance Now
The objectives of training were not clear. Training materials were trainer-centered, the content was imposed, and we had no role in changing it...I had not clear idea about what a workshop or demonstration should contain.	Training objectives are now set in light of trainees' needs. Focused activities serve these objectives. Teaching aids are well prepared and used...Content is suitable for the target audience, activities and tasks are well-tailored, effective evaluation instruments are used...I received training that enabled me to be a good training designer.

Unintended Outcomes

Along with the intended results among the supervisor population due to IELP-II training, it is well worth noting the significant and interesting unintended outcomes that became evident, particularly in the final years of the project after several years of working closely with this same audience. Supervisors in Egypt now:

- are more articulate and focused as a group, having become increasingly clear and specific about their needs, goals, and challenges
- model IELP-II planning processes and tools in other aspects of their work (e.g. meeting agendas, evaluation instruments, statements of work for non-IELP-II activities)
- model IELP-II events as part of their own professional gatherings (e.g., local conferences, local returned participant seminars, teacher network)
- create their own teams for different, non-IELP-II purposes (e.g. “idara” teams of trainers created by senior supervisors, “strategy planning teams”) and look for ways to link/integrate their skills with others in their setting

- advocate for improved supervisor training and development with seniors, with results in several governorates (e.g., supervisor network workshops now included as part of annual local training plan by “mudiriyya” training manager)
- promote collaboration among ELT colleagues of all positions, subjects, ages, and geographic areas on their own (e.g., new training ideas jointly planned by youngest teachers, experienced supervisors, Inspector General, etc.)
- share supervisory skills training and resources with supervisors in other subject areas (e.g., supervisors in Arabic, math, science, etc.)
- use training skills and training planning skills for non-IELP-II audiences (e.g., teachers with special needs)
- translate training and supervision materials from IELP-II into Arabic for use by colleagues in other subject areas

Examples of Success and Sustainability

The Story of the Supervisor Network of Egypt

In 1998, a supervisory skills network was formed by IELP-II as part of its long-term strategy for supervisor development. The network consisted of approximately seventy MOE supervisors representing all twenty-seven governorates in Egypt who were identified and selected based on a set of criteria, discussed with senior supervisors and Inspectors General in the system. This group first received several phases of specialized training in areas determined by a needs assessment phase. The Supervisory Skills Workshops covered such areas as supervisor competencies, supervisor roles and duties, observation and feedback, communication skills, training skills, and action planning for local workshops.

Following each training phase, this network was responsible for designing and implementing local workshops for supervisors at their sites at different stages of development, directly based on local needs and circumstances. Each year these supervisor training specialists in turn trained over 2,000 others – novice supervisors and experienced supervisors at the primary, preparatory, and secondary stages, as well as senior teachers who are designated supervisors. These workshops reflected and supported the different profile of each governorate through: the broad variety of themes covered and audiences reached; the different models used, such as a series of themes by co-trainers; the local venues where they are held, such as technical bureaus, teacher’s clubs, INSETs, and schools; and the types of support provided by the inspector general, senior supervisors, INSET director, idara training director, and school principals.

In order to continually strengthen this network, IELP-II brought the supervisors together several times a year for Supervisor Network Meetings. These events became a critical means of: sharing examples of best practices and materials from their workshops; gathering accurate information and data about their local training; discussing specific opportunities and challenges they encountered; brainstorming solutions to obstacles; and group planning for future phases. In the process, network members began to work as governorate teams (co-planning, co-presenting, and coordinating workshops, usually with the guidance of the inspector general and/or senior supervisors). A number of these teams began to expand on

their own to form cross-governorate teams, who provided support and exchanged ideas and workshops within a broader geographic region.

Beyond the extensive transfer of training that this network represents for the supervisor population in Egypt, it played another crucial role during IELP-II in terms of helping to inform the project and its MOE partners on key issues linked to implementing a potentially sustainable model within the MOE system and to resolving obstacles to long-lasting supervisor development. Such issues included the need for: professional standards for supervisors; the recognition and institutionalizing of both specialized trainers and training for supervisors at the local level; some type of financial support for materials and resources for local training; and ongoing opportunities for the professional motivation and development of supervisors and future supervisors.

The network of developmental supervisors continued to find ways to impact teachers positively and to influence other supervisors. Newer projects included a supervisor e-group, still running, and a supervisor resource book. Instead of being a source of fear and dread for teachers, you might now hear supervisors in Egypt talk about constructive criticism, mentoring, or reflective teaching. Many even call themselves agents of change, recognizing that this begins from within. As one supervisor e-group member wrote online in 2003: "One of the challenges is the change that we ourselves must go through...Some of us still carry on our shoulders the 'old inspector' who comes to catch mistakes and make the life of the teacher a hard one. Others take the other extreme and do what needs to be done routinely, without a close look at the real work of the teacher...In a nutshell, WE need to change."

Challenges Encountered and Lessons Learned

As with any new major project, IELP-II encountered a number of persistent problems that needed resolution in order for its long-term strategy for supervisor development to be successful. Several of these challenges existed within the MOE system, while others emerged as IELP-II's supervisor goals and activities continued to evolve and expand. It is important to point out that the strategies explored to resolve such problems – highlighted here in the “Lessons Learned” column – were completely inspired by ongoing discussions and problem-solving sessions with Egyptian partners, particularly supervisors themselves. In this way, many obstacles were overcome or lessened during IELP-II. Those that still exist are addressed in the “Recommendations for Future Directions” section for supervisors.

Challenges	Lessons Learned
<ul style="list-style-type: none"> Supervisors' realities and work demands make developmental methods and other areas of “desired performance” difficult 	Need to continually have supervisors, in training or other forums, discuss application of new skills in their contexts, and obstacles to application; need regular field visits as follow-up to training
<ul style="list-style-type: none"> Lack of agreed-upon competencies, or standards, for supervisors in MOE, and thus no meaningful job description or criteria for promotion 	Starting point for all new project strategies and training activities must be to reach agreement with partners on current and desired performance, articulate this for all concerned, and revisit regularly – whether standards exist or not
<ul style="list-style-type: none"> Low motivation in much of supervisor population given their work demands, low status, and little incentive for promotion 	Provide regular opportunities for professional development, including high-profile events in which leaders come together with supervisors; create professional community among supervisors in which intrinsic motivation is inspired by colleagues and new learning
<ul style="list-style-type: none"> Limited, uneven support from senior managers for new endeavors by/for supervisors in Egypt 	Involve and inform senior managers at all phases of implementing strategy and new training; encourage supervisors to seek support directly from managers for specific activities, teaching them strategies for dealing with decision-makers
<ul style="list-style-type: none"> Uneven distribution of highly-skilled supervisors and supervisor-trainers within and across governorates 	From start, recognize this and use as opportunity in which more skilled supervisors are encouraged to mentor and train other supervisors; use cascade model led by stronger trainers; promote teamwork across positions and expertise levels
<ul style="list-style-type: none"> Great variation in English language proficiency levels of supervisors, with many having weak language skills 	(Same as above); also, include language improvement as indirect goal of all supervisor training by incorporating group tasks, structured discussions, role plays, readings, and frequent written assignments as means of delivering course content – focusing on accuracy in “English for supervisors”; provide up-to-date resources for supervisors to

Challenges	Lessons Learned
<ul style="list-style-type: none"> No officially recognized “trainer” position for supervisors in MOE, and thus no release time, job description, job incentives, etc. for training role 	<p>promote self-study</p> <p>Hold regular discussions with MOE leaders on strategic use of trained cadres of trainers; share “skills profile” (e.g., through database) of each skilled trainer and incorporate strategies for “trainer selection and support” into management training</p>
<ul style="list-style-type: none"> No formal recognition by MOE/CDIST of cadres of supervisor specialists trained by IELP-II 	<p>(Same as above); raise status of supervisor specialists by featuring them at conferences with mixed audiences and related events</p>
<ul style="list-style-type: none"> Highly-skilled supervisors/leading supervisor-trainers overused and thus “spread too thin” by IELP-II, as well as other projects 	<p>Careful coordination continually needed among all training managers; more specialized and focused roles needed for trainers in key areas, to be recognized by all, as well as clear criteria and process for selection of master trainers for specific roles</p>
<ul style="list-style-type: none"> Outside consultants or U.S. training providers working with Egyptian supervisors often unfamiliar with supervisory realities in context like Egypt 	<p>Need to prepare all consultants and providers very carefully for specific audience and context prior to any interaction, if possible also putting them in e-mail contact and planning meetings with representative group of supervisors before any training is even designed; use Egyptian co-trainers for all events; hold training in country when possible, using either foreign experts working with co-trainers or Egyptian supervisor specialists</p>

Recommendations for Future Directions

1. Formally develop a set of **performance standards for supervisors**, complementing standards now developed for teachers and educational leaders in Egypt, and base any new training and professional development for supervisors on these standards.
2. Provide more content-based training for supervisors with deeper focus on relevant **professional content for ELT supervisors** internationally and in Egypt, beyond the wealth of supervisory and training techniques they have now acquired, incorporating more extensive reading and writing on up-to-date issues for further language improvement in all supervisors.
3. Provide more specialized training for **primary supervisors** involved in working with the large number of new primary teachers in Egypt for this critical role in terms of supporting these teachers in working with young learners, handling a new syllabus and new textbook, etc.
4. Continue strong **support of local training** and local efforts for ongoing teacher and supervisor training and development, with rewards built in for successful models.
5. Develop a second **national training course for supervisors** that builds on Basic Course for Supervisors at more advanced level, making further use of extensive

content in new supervisor training modules developed by IELP-II, and fully transfer course to CDIST's annual training plan.

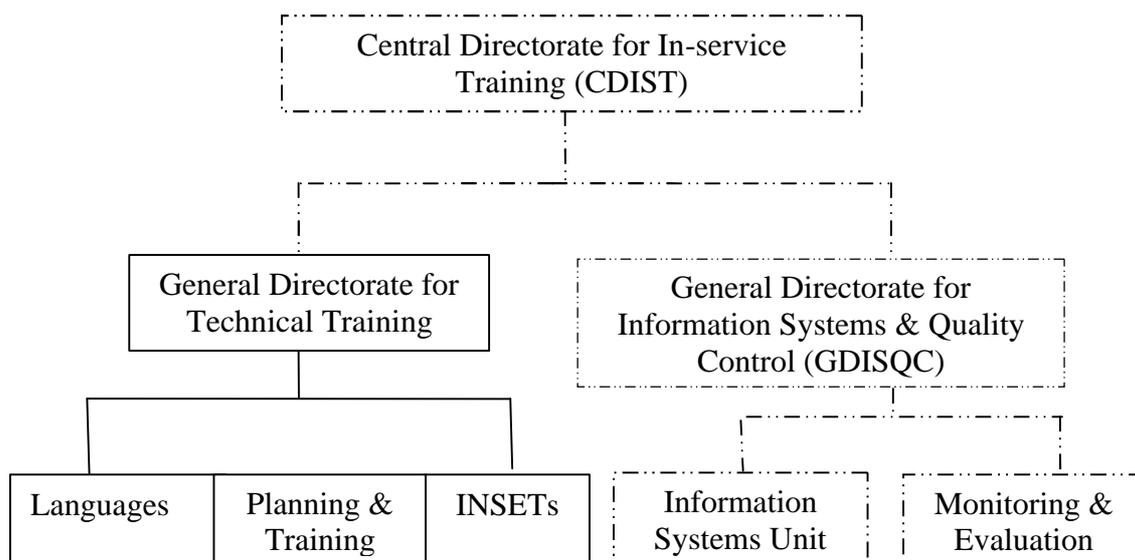
6. Promote formally recognized **system of professional development** for supervisors and others in MOE, as direct complement to and equally critical as training, with professional development events and resources increasing as training decreases with any given group.
7. Continue strong support of **networking** within all MOE positions, with regularly planned events or means for networking (e.g., e-groups), as effective means of continuing impact of training and development beyond the life of a project.
8. Explore ways to further support **mentoring** as an ongoing means of development for teachers and supervisors in different positions and stages of development, for example, incorporating concept of mentoring and effective mentoring strategies for Egyptian context in all training events.
9. Work closely with CDIST and Counselor's Office for **formal recognition of supervisor master trainers** in key areas, with job descriptions, release time, job incentives, and performance evaluations attached to such a position.
10. Work closely with CDIST and Counselor's Office to develop new, meaningful **job descriptions for supervisors** at different levels based on agreed-upon standards for supervisors, and encourage promotions based on effective performance, including for senior supervisors and Inspectors General.
11. Support an increase in the number of **higher degrees and relevant research** in teacher supervision among supervisor population of Egypt in order to raise status and overall standard of supervision over the long term.
12. Incorporate critical-thinking as a key, constant goal in all training and professional development activities for supervisors and teachers in Egypt.

IELP-II began carrying out its mandate to improve the quality of teaching in Egypt by conducting large-scale, in-service teacher training courses to introduce new methodology and to improve the language skills of teachers at all stages. The training often necessitated that teachers try out new techniques in the classroom and depart from traditional teaching methods. Teachers, however, often reported that they were prevented from carrying out innovative teaching methods by their supervisors, school principals, and vice-principals. Moreover, the training conducted by IELP-II could not be duplicated by the MOE's in-service training division, the then General Directorate for In-Service Training (GDIST) which lacked adequate funding and followed a traditional, centrally dictated/top-down training approach. This led over time to meetings and needs assessment sessions with the key players at GDIST to determine needs and a plan that would enable them to support more up-to-date training techniques and make use of teachers trained by IELP-II. Prior to this, a similar performance improvement plan had been laid out for supervisors, who represented another support for teachers, at the classroom level.

In the first two years of the project, IELP-II conducted extensive training for primary, preparatory and secondary teachers, senior teachers, and supervisors in a variety of skill areas appropriate to the respective constituencies. Specifically, IELP-II designed, implemented, and managed both a language improvement course (Basic English Language Improvement Course) and a methodology course (Communicative Skills and Methodology Course) and trained the trainers (supervisors and senior teachers) to teach these courses. IELP-II selected the trainers and the sites, assisted in the selection of trainees, carried out placement testing, distributed materials, and managed the courses in the field. Additionally, IELP-II's Monitoring and Evaluation Division was responsible for measuring and tracking the progress of the training. This division developed instruments for measuring the value or merit of the courses, collected and analyzed data, and provided information to the program on outcomes of specific training activities. The ME team used monitoring data to track performance milestones and to determine if changes in implementation or monitoring strategies were needed.

The Information Systems (IS) unit at IELP-II was involved in setting up the infrastructure of IELP-II IS, the internal system to be used for storing, tracking, and reporting project training results. Analysis, design, and implementation of the system was carried out in-house by IS staff during the first two years of the project. After this, concerns were raised regarding the need for an information system for GDIST for their own use as training providers.

In January 2003, the final year of the IELP-II project, GDIST underwent a major restructuring and was upgraded to a Central Directorate status led by an Undersecretary reporting directly to the Minister of Education. And thus enhancing the Directorate's profile and importance as an in-service teacher training provider for the Ministry of Education. This enhancement was also reflected in real terms, i.e., the operating budget of the former GDIST was LE 170,000 per annum, whereas the operating budget of the upgraded CDIST was raised to LE 3 million. The diagram below illustrates the new structure of the Central Directorate for In-Service Training (new structural additions shown in broken-line format):



As a result of this change in the structure and function of CDIST, it became necessary to temporarily halt all training in order to give the new management at CDIST a chance to identify the needs of the new organization and to enable IELP-II to plan training that would facilitate their work. Initial meetings with the new Undersecretary/Director of CDIST revealed that organizational development, a key element of the originally planned intervention, had become even more critical as a result of the restructuring.

The Project Mandate in Management Training

The idea of management training did not exist in the original IELP-II proposal. It initially emerged as a natural outcome of work conducted with supervisors, senior supervisors, and IGs, then as a response to partners in the field, and, finally, to ensure the sustainability of the implementation of IELP-II designed courses. IELP-II staff recognized the need for much stronger support and recognition for teachers from upper and middle management. By providing training for supervisors and managers, IELP-II was raising awareness among these constituencies of the challenges teachers face and motivating management to creatively address on-going issues affecting teachers at all stages.

Strategies and Approaches

Providing direct training to managers, however, was not enough. The project's mandate was to sustain the training courses it had developed and eventually transfer the courses to the Ministry of Education. This led to discussions with GDIST, which was directly responsible for nationwide teacher training in languages, mathematics, and science, and which included a complex administrative structure that supported training through seven in-service training centers. This existing infrastructure presented a strong foundation for in-service training in Egypt and could be used to build both human and institutional capacity within the MOE.

As discussions with GDIST began addressing the sustainability of IELP-II courses and the transfer of these courses, it became evident that GDIST did not possess the skills necessary to effectively carry them out. In discussions with GDIST staff and management, the following were agreed upon as the basic components of a complete training cycle:

Pre-Training:

- *Training needs assessment*
- *Setting training objectives*
- *Trainer selection*
- *Trainee selection*
- *Materials development*
- *Monitoring plan*

During Training:

- On-site administrative support
- Registration/Attendance
- Trainee satisfaction evaluation
- Formative evaluation
- Summative evaluation
- Data entry

Post-Training:

- *Generating results through monitoring and evaluating courses*
- *Analysis of results*
- *Reporting of results*
- *Follow-up*
- *On-the-job performance evaluation*

It became clear that the only component GDIST would be able to carry out would be the implementation stage of the training. Further investigation was needed to identify the training needs of GDIST and its satellite centers located in seven different governorates around the country (In-Service Training Centers – INSETS) to enable them to carry out the training courses in full.

One activity that produced recommendations that helped in shaping future interventions was the Managing Local Training activity. Specifically, managers at different levels of authority were brought together to build the skills needed to improve performance in managing courses at the local level. The goal was to improve the participants' soft management skills such as leadership, communication skills, and problem solving skills. The idea of reducing as well as eliminating USAID funding was also discussed and local solutions were investigated. One of the findings of this event was the need to involve decision makers at the central level, such as the Counselor of English and his staff and the Director General of GDIST in management training.

Following this activity, a formal training needs assessment was conducted and the following gaps were identified:

1. Lack of knowledge of job descriptions: for the Inspectors General (IG – head supervisor in each governorate), the INSET directors, and their staff.
2. Lack of information flow: IGs and INSET directors admitted that they rarely shared information with their staff.

3. Lack of communication: vertically from GDIST to INSETs and from Counselor of English to IGs, and vice versa, and horizontally between the IGs and the INSETs.
4. Duality of reporting: IGs are selected by Undersecretaries, possibly with no consultation with the Counselor of English. IGs report to the Undersecretaries and receive their funding and budgets from the mudiriyya, while at the technical level they report to the Counselor of English.

At the systemic level, the following gaps were identified:

1. No strategic framework for in-service training: training was designed year by year, with no long-term planning for what results this training was meant to produce.
2. Annual training planning system not always responsive to target audiences' training needs: IGs and INSET directors had no input into the annual training plans set by GDIST. The annual central and local plans were simply distributed at the beginning of the training year. Consequently, the training proposed by GDIST rarely responded to local needs.
3. Limited coordination among players involved in managing in-service training: at the governorate level, IGs and INSET directors were in the business of teacher training but rarely coordinated with one another. There was coordination in some governorates but it was based on good will and personal relations between the INSET Director and the IG. Nothing in the system necessitated that they coordinate or even communicate.
4. No consistent system for monitoring and evaluating in-service training.
5. Absence of a data gathering/entry/analysis and reporting system that would aid decision-making.

More to the point, a needs assessment, carried out in 2001, in the area of monitoring, evaluation, and data management revealed that GDIST had:

- No tests for trainee selection and placement
- No monitoring instruments
- No system for collecting, entering or analyzing data
- A perfunctory and superficial approach to reporting training results
- Only manual processes for data management
- No systematic documentation of training

Developing a Long-Term Strategy

After extensive dialogue with GDIST, in the fourth year of the project, IELP-II decided to approach its management training strategy from an "Institutional Performance Improvement" perspective. IELP-II would deal with IGs, not as individual partners, but as heads of a whole training unit comprised of senior teachers, supervisors, senior supervisors, IGs, then moving on up to the training managers at the mudiriyya, the Undersecretary of the governorate, and then all the way to the Counselor and the staff in his office at the MOE. The same would be done for the INSETs: the INSET director, all the staff at the INSET, the Director General of GDIST, and GDIST staff.

Approaches to Implementing and Modifying Strategy

IELP-II embarked on a two-pronged strategy to deal with human and institutional capacity development. One required infrastructural improvements and both required training. Both

prongs would be dealt with simultaneously, which required careful planning and coordination, as the trainees, whether on the infrastructural side (computer and/or database training) or technical (program planners, monitoring and evaluation specialists) often were the same. One of the major challenges facing IELP-II, and any future project, was the almost never-ending movement of people into and from key decision-making and/or technical positions. The solution to this may lie well into the future, when, perhaps, the Ministry of Education itself realizes the limitations it places on effectiveness by constantly shifting people in and out of these positions.

The goal of this strategy was to strengthen GDIST in order for it to plan, implement, and evaluate training for the entire in-service sector. To accomplish this, GDIST and INSET staff members would have to be trained in all aspects of carrying out the complete training cycle, as well as gain a better understanding of their respective roles. IELP-II also immediately began design of an information system that would enable GDIST to track trainees, monitor and evaluate training, collect and analyze data, report and recommend, and, finally, make strategic decisions regarding in-service training for teachers and supervisors throughout the country.

In order to ensure sustainability of the GDIST information system, IELP-II worked on establishing coordination between GDIST and the Technology Development Center in the MOE. The latter department included expert staff that could provide long-term technical support to GDIST and its INSET centers, especially in maintenance and expansion of its database and Internet capacities.

The restructuring of GDIST into a larger two-division CDIST meant the new General Directorate for Information Systems and Quality Control (GDISQC) consisted in part of staff that lacked training in the areas of data management and monitoring and evaluation. In response, IELP-II conducted a detailed needs assessment and provided basic training in these areas.

Key Interventions for Management Development

The following interventions were planned and carried out in the area of managing training activities in order to achieve the desired performance improvements:

- Strategic Planning training that would assist the MOE in setting a strategic framework for MOE-specific in-service training.
- Training in developing annual training plans to reflect target audiences' training needs and contribute to expected performance improvement.
- Training for developing an effective model for managing and coordinating the complete in-service training cycle established at the national and local levels to ensure smooth operation.
- An effective monitoring and evaluation system established in the in-service training sector to support sound decision-making, training planning, and strategy development.

Intended Results

By the end of the final year of the project, IELP-II had transferred to CDIST nine fully operational and sustainable courses in English language improvement, methodology, and testing training courses and a supervisory skills training course:

- Basic English Language Improvement (BELI)

- English Language Improvement 1, 2, and 3 (ELI 1,2, and 3)
- Video-based Communicative Skills & Methodology (VBCSM)
- Standards-based Communicative Reflective Methodology (SBCRM)
- School-based Training (SBT)
- Interactive Video Conferencing (IVC)
- Computer-assisted Language Learning Course (CALL)
- Student Achievement Test Development (SATD)
- Course for Novice Supervisors (CNS)

In support of these courses, IELP-II also designed and transferred a database system to CDIST and its INSET centers, specifically designed for them and operated by CDIST and INSET staff. IELP-II also designed and transferred a Skills Matrix, a searchable database of all the MOE and FOE trainers trained by IELP-II over the course of the project in different areas of specialty. CDIST, for its part, designated specialists at each of its INSET centers to monitor and evaluate trainees, trainers, and the transferred courses. These specialists were all trained by IELP-II. Finally, to test the application of the accumulated skills and resources it had received, CDIST, in the last two years of the project, contributed to IELP-II milestones by successfully conducting training courses without any intervention by IELP-II.

In a survey conducted in the final year of the project, CDIST and INSET center staff reported that they perceived improvement in the following areas: planning, program design and development, program delivery/implementation, and data management and reporting. Specifically, they felt positive change arising from IELP-II activities in:

- Analyzing training-needs-related data to determine priorities
- Determining the content of training programs on the basis of established objectives
- Developing quality training materials
- Developing effective evaluation instruments to measure the degree of participants' learning per training program
- Developing effective evaluation instruments to measure the satisfaction of participants per training program
- Developing needs-specific, performance-based training objectives per program
- Establishing long-term goals and strategic objectives
- Maintaining and managing trainer- and participant-specific and overall program data;
- Maintaining effective communication and coordination with partners to facilitate program management
- Sharing their new knowledge, skills, attitudes, and professional expertise with peers and colleagues in the organization
- Utilizing effective training methods
- Performing more self confidently

Unintended Outcomes

At the level of training focusing on planning, one unexpected outcome was the establishment of GDIST/CDIST's first strategic framework, with a stated vision, mission, goals, strategic objectives and priorities. This led to an increased awareness of the importance of standardizing systems and practices across the organization in order to achieve strategic objectives.

Participants' work with training needs assessment marked a level of motivation and an eagerness for performance improvement that far exceeded IELP-II's expectations. It is worth noting that some governorates voluntarily suggested extending effective needs assessment practices to areas other than English.

In terms of management, one of the most notable unexpected outcomes of IELP-II's interventions in management performance improvement is the interest it triggered in systematic organizational development among GDIST/CDIST senior management, middle management and staff. There is currently general consensus that this was critical in order to enhance staff performance, cross-work-unit coordination, and accountability.

It is important to note that although IELP-II training primarily focused on English training improvements, institutional capacity development at CDIST was carried out for all CDIST managers and trainers, and not just EFL specialists. As a result, the skills of all training managers improved, albeit not at the same level as the EFL specialists.

Ongoing Challenges (External & Internal)

One challenge IELP-II faced with the management constituency was that staff within the system had dated job descriptions, which did not reflect their actual work responsibilities and tasks. Personnel were not fully aware of the specific functions of their work units, or of their roles within these units and the organization. In addition, they did not have a clear idea of the work of the other work units in order to establish effective coordination. Teamwork was rare, partially due to a system of payment in which individuals are paid for their individual contributions to a particular activity or program. Because of this system managers tended to protect their turf as it translated into more money for their unit or division. Finally, one of the most difficult challenges was the fact that many managers knew what to say to make IELP-II staff feel satisfied. However, what they said did not necessarily always reflect the reality.

Lessons Learned

Overall, working within the existing system proved to be one of the most successful strategies that IELP-II employed throughout its six years, not only in its strategy with management, but also with supervisors, teachers, and faculties of education. Based on IELP-I experience and observations of other projects, attempts to create linkages, procedures and systems that do not exist in the system often lead to failure because they are externally imposed, lack constituencies, and are under-funded or not funded at all. They continue for some time while the project is going on but are not, in the long-term, sustainable.

Being responsive to partners' needs is another strategy that met with much success. Partners generally know what gaps exist or how they should be performing, but they don't often know how to attain this. It is crucial to be able to hear what they are asking for and convert that request into an attainable, measurable and sustainable result.

Finally, since training aimed at institutional capacity development is very difficult because it inevitably necessitates changing attitudes, IELP-II found that it was very important to offer progressive training. Because of the nature of progressive, repeat training, IELP-II training managers began to notice not only technical improvements in the trainees, but also attitudinal changes that facilitated future training. When people perform and progress at relatively the same rate and towards the same goals they tend to bond and support one another. IELP-II capitalized on this bond and moved to the next step of encouraging the group towards self-

identification. Such a network is willing to take risks and to share its successes with others, making it very conducive to on-going development. IELP-II experienced this with the supervisors and senior teachers in the Supervisor Network and with supervisors, teachers, and Faculty of Education staff in the SATD group. Signs of this same phenomenon were noticeable in the group involved in management training.

Examples of Success and Sustainability

In the final year of the project and just prior to the restructuring of GDIST, IELP-II carried out a study understand and document the accomplishments made in the training systems and management practices of GDIST and the ten INSET centers located throughout Egypt. The study aimed to measure organizational change as seen in strategic planning efforts, organizational development initiated, and information management capability. Finally the study sought to elicit information regarding the impact that IELP-II interventions had on individual professional development and initiative. In addition to this study, several subsequent studies were carried to collect data on other targeted areas of reform.

Six performance areas were studied: planning, program design and development, program delivery, evaluation, data management and reporting, and organizational development.

Overall, IELP-II's interventions are perceived as having had a positive impact, resulting in a moderately positive to highly positive change in the six performance areas measured, with specific reference to English training. In the case of non-English training, IELP-II's interventions were perceived as having little impact resulting in insignificant change or no change. This is clearly attributed to the fact that IELP-II's interventions, by definition, focused primarily on developing English-specific training systems and practices, per the project's mandate. However, the systems and practices introduced by IELP-II have been expanded to non-English training, though this process was relatively slow.

At the time of this writing, new informal data seems to be emerging about CDIST's ISQC unit's capabilities in the area of data management and reporting. These reports, anecdotal though they may be, indicate the ISQC unit is carrying out Level 1 and 2 evaluations and reporting on nearly all activities, English and non-English. The reports do not address the level of quality of the evaluations or of the reporting, but the mere fact that these are being conducted independently – without IELP-II intervention – is a positive sign.

A CDIST Professional

I was an English language specialist at CDIST in 1998 when IELP-II started its work with the Ministry of Education. My attitude at that time towards training and planning was, unfortunately, negative. That may have been due to the fact that I basically planned programs that had been in existence for a very long time. I was not able to add to the planning process; I simply carried out what had been done in the years before. Nobody cared about training. It was routine. There was certainly no clear mission or vision towards training and planning. There was never a needs assessment carried out.

I took training courses provided by IELP-II and collaborated with IELP-II in a variety of other activities. Below is a summary of the highlights of my involvement:

- *Completed Educational Measurement and English Language Testing Program at California State University, Los Angeles, 1998*

- *Completed the Advanced Course of Language Testing and Evaluation (150 hours of classroom instruction plus practicum sessions) University of California at Santa Cruz, August 2002*
- *Participated in SAQQARA Item Bank Development, May 1999- April 2001*
- *Basic English Language Improvement (BELI) course co-planner*
- *Management Training, collect and reviewed materials delivered by the participants*
- *Strategic planning, collected and reviewed materials delivered by the participants*
- *Participated in interviews with IELP-II in selecting teachers and supervisors to attend training courses in USA or at AUC in Egypt (COTE)*
- *Co-authored Guidelines for In-service Training, 2003*
- *Strategic Planning Workshop, March 2002*
- *Annual Training Planning Workshop, June 2002*
- *Training Needs Assessment and Team Building Workshop, September 2002*
- *PTE Security and Administration Trainer, December 2002*
- *Completed course on CALL Lab Software, December 2002*
- *Completed course on TDMS Data Analysis & Report Writing for Program Planners, November 2002*
- *Planned for Primary Teacher Training Course (a consultancy with IELP2): planned course, completed the budget, selected the trainers from the skills matrix, and coordinated the implementation of the course throughout the country.*
- *Planned English for All Program for non-specialist English Teachers*
- *Review the PTE Administrative Handbook*
- *Co-planned Communicative Reflective Methodology Course with IELP-II activity manager*

In addition, I worked as a trainer or master trainer for the following IELP-II sponsored courses:

- *Basic English Language Improvement Trainer Orientation Course, June 1998*
- *Supervisor Skills Course Trainer, September 1999*
- *Supervisor Skills Course Trainer, March 2000*
- *Communicative Reflective Methodology Course, January 2001*
- *Supervisor Skills Course Trainer, March 2001*
- *School Based Training SBT Trainer of Trainers, April 2001*
- *Communicative Reflective Methodology Course Training of Trainers, January 2002*

And finally, I attended and presented at the IELP-II sponsored Cairo Conference for Returned Participants. Below is a list of my presentations:

- *Ripples on the Nile: Supervisory Skills, Cairo Conference 1999*
- *Why Standards for Training Courses, Cairo Conference 2000*
- *Why Don't People Communicate Better, Cairo Conference 2001*
- *Strategic Planning, Cairo Conference 2002*
- *Sustainable Quality Education, Cairo Conference 2003*

Describe changes that took place in your knowledge, skills and attitudes towards training and planning

There have been many changes that have taken place within me since participating in IELP-II activities. In fact, there are so many that it is impossible for me to count them. Through my

various experiences I am now able to plan and manage training activities, hold meetings, make informed decisions, negotiate and convince decision makers to support CDIST and teacher training in general.

Furthermore, courses are planned after a needs assessment. We set a strategic plan for our work unit. In this way, our mission and vision have become clear.

If change is what IELP-II was looking for, I want to point out that I have changed in the following ways:

The way of listening to others

The way of speaking

The way of training

The way of planning

The way of setting budgets

The way of managing

The way of marketing to a new idea

The way of negotiating

The way of dedicating myself to a new belief in teacher training

Hassan El-Katab

CDIST, Program Planner

Cairo 2004

Recommendations for Future Directions

Work to date in the area of management has focused on building the skills of human resources and implementing sound training systems. This work needs to expand in the future to institutionalize effective training systems, develop requisite management systems that support sound training performance, and ensure the necessary organizational and work unit structures and workflow channels for newly established systems to work. This is especially true in such performance areas as organizational development, training program design, materials development, data management and reporting, and evaluation of post-training application (Level 3) and impact (Level 4).

In Evaluation, items pertaining to the administration and analysis of Level 3 and Level 4 instruments in the final feedback study received very low ratings. In fact, Level 4 practices received an exceptionally low rating. This supports the respondents' comments regarding the almost non-existent improvement made in the area of evaluating post-training impact and points to the need for training on post-training evaluation.

Regarding data management and reporting, the only item under this performance area to receive a low rating related to the utilization of data management systems and procedures as a decision-making tool, there is a need for future interventions to trigger a paradigm shift within CDIST from regarding data maintenance and information systems as an end in themselves to regarding them as a support tool for effective decision-making.

In terms of organizational development and at the organizational and staff levels, two items that indicate a need for further work are those related to systems thinking and to balancing centralization with delegation. Future interventions need to address the issue of transferring effective training systems and practices to non-English programs in order to ensure a consistent degree of quality across subject areas.

Furthermore, training activities on organizational and performance management issues cannot achieve their expected results unless they are integrated with periodic follow-on, technical assistance, and evaluations of application and impact at the workplace. Such an integrated, hands-on approach would make it possible to maintain a dynamic strategy that is responsive to changing needs and circumstances at the organizational level. For example:

- In the case of reviewing work unit mandates, individual job descriptions and staff performance appraisal systems, training should act as an introduction to a series of application focus groups and follow-on work, through which participants actually apply their training to developing their respective work unit mandates and staff's job descriptions.
- A strategy needs to be developed, possibly including focus groups/workshops and monitored follow-on work, for performance-based position descriptions to be developed and applied. Position descriptions need to be designed so that all requisite responsibilities in a work unit mandate are distributed over staff, thus avoiding redundancy and/or unassigned tasks. This needs to be coupled with the establishment of a performance-based staff appraisal system.
- Technical assistance and on-the-job training sessions should be offered to CDIST Directors General to help develop work unit mandates, establish requisite systems and prepare clear guidelines. Also, a long-term plan including targeted training initiatives, integrated follow-on work, and technical assistance needs to be developed and implemented to address CDIST's capacity building needs in specific performance areas.
- Programs to date have focused on the professional and middle management levels. Future initiatives should extend to senior management and decision-makers in order to ensure buy-in and support. This would include the CDIST Director, as well as leading MOE positions that formulate the Ministry's training policies. Training also needs to be provided to other work units that are involved in the annual training planning process, with particular reference to local MOE training departments at the governorate level and authorities that approve training budgets.
- The area of standards application in training needs to be focused on to prepare CDIST for the role they will be expected to play. CDIST is currently in charge of conducting standards awareness-raising to MOE staff all over Egypt. However, they are still not clear about the role of standards in training, how they are going to implement this, and the ramifications to their training plans.

There also seems to be a degree of confusion regarding basic training concepts, a fact which causes CDIST/INSET specialists to question the validity of the training they receive vis-à-vis the type of work they are required to do. This applies to definitions of such concepts and practices as training planning, cumulative evaluation of trainees' learning, developing training session plans, and lecturing versus training. One-on-one meetings and sessions with the CDIST Director may help clarify these concepts and standardize their definitions across CDIST, in order for effective systems and related practices to be put in place.

Finally, the courses and materials IELP-II transferred to CDIST will soon be ready for revision. CDIST personnel should play a lead role in their revision using the principles, procedures, and practices established during IELP-II with some limited help from external personnel.

Conclusions

IELP-II was successful, both in clear, observable, and measurable ways, and in the less measurable perceptions of faculty, teachers, supervisors, and middle management employees of the Ministry of Education. This report has tried to capture both the measurable as well as the perceptual achievements of the IELP-II project.

As demonstrated in Parts 1 and 2 above, by the end of the contract period, April 30, 2004, IELP-II had enhanced the knowledge and skills of a large number of Egyptian educators and more importantly, had established and strengthened MOE and FOE institutional capacities to carry on quality training and support for teachers long after project completion. Towards the end of IELP-II, in large part because of project interventions, the MOE department responsible for in-service training, CDIST, underwent a significant re-structuring and elevation in status.

Of the various constituencies IELP-II worked with over the years, The English language supervisors showed constructive changes in the way they viewed their jobs. They transformed themselves from a group of largely disaffected government employees to a self-motivated, energized, cadre of professionals and agents of change with a new sense of identity, a self-recognition of worth within the system, and an enhanced sense of self-esteem and purpose.

Teachers, the primary target of IELP-II's efforts, have also undergone significant change. The teachers, in addition to observable improvements in performance, have also experienced a shift in mindset, a greater appreciation for the benefits of developing professionally. English teachers enjoy greater status than other teachers at this time. IELP-II can not claim direct attribution for this result but the project activities did contribute in many ways to this enhanced perception, The English teacher who has undergone training through IELP-II has more opportunities to supplement his or her income, e.g., through consulting, teaching in private schools, working in the private sector, private lessons.

English, as a school subject, is highly regarded in society; children who perform well in English have better opportunities studying English curriculum subjects in university. The most prestigious track in the Faculty of Commerce, for example, is conducted in English. Six years ago, Egyptian children were introduced to English in 4th Primary, now it is introduced in 1st Primary. The move towards introducing standards for teachers in the public education system came about as a result of IELP-II's ground breaking work in standards for English teachers and training programs.

Finally, and beyond human resource capacity improvements, IELP-II has left the Ministry of Education and its teacher and supervisor training organization, CDIST, a legacy in the form of tangible, user-friendly, textbooks, manuals, course supplementary materials, and training courses. It has, through its technical and support staff and management, managed to establish solid relationships with its various constituencies based on professionalism and trust.

Recommendations

In terms of institutional development at the Ministry of Education and CDIST, continued work should be conducted on systems thinking and on balancing centralization with delegation. The recommendation is for these two entities to decentralize systems, and more specifically, for CDIST to delegate greater autonomy to the INSET centers located around the country and empower them to conduct their own research into training issues and make decisions based on their research.

Work to date has focused on building the skills of human resources and initiating sound training systems. This work needs to expand in the future to institutionalize effective training systems, develop requisite management systems that support sound training performance, and ensure the necessary organizational and work unit structures and workflow channels for newly established systems to work. This is especially true in such performance areas as evaluation of post-training application (Level 3) and impact (Level 4), data management and reporting, organizational development, training program design, and materials development. There is a need for additional work in order for CDIST staff and management to regard evaluation data not as an end in itself, but rather as a formative tool that can inform decision-making throughout the training cycle. Similarly, there is a need for future interventions to trigger a paradigm shift within CDIST from regarding data maintenance and information systems as an end to regarding them as a support tool for effective decision-making.

Supervisors need official recognition for the multiple roles they are required to adopt in the course of their daily work. Beyond the task of supervision of teachers, they are trainers, evaluators, testing specialists, materials developers, specialists in planning and designing training, mentors, counselors, and administrators; a certain degree of specialization needs to be created and officially recognized. Training and advanced education in many of these specializations would be a concrete signal of the Ministry's commitment to and recognition of the significance of this human resource.

Training in both attitudes and performance needs to be focused in future on school administrators, i.e., principals and vice-principals. Over the course of IELP-II, the most common observation from IELP-II trained teachers was that either their supervisors or the school administration would not allow them to teach as they had been trained. In general, school administrators had little idea of the training teachers had received and were resistant to classroom management and teaching techniques that encouraged interaction, i.e., that encouraged noise or disorder. Supervisors who had not received IELP-II training would not support the teachers when asked to intervene on their behalf. IELP-II partially resolved this issue through its training of supervisors as noted in Part 3; however, school administrators never received professional development opportunities and remain resistant to change.

As for teacher development, our first recommendation is for the Ministry of Education to invest in promising, talented teachers and supervisors by granting conditional scholarships for advanced studies in strategic areas of expertise, e.g., evaluation, assessment, formative feedback in the classroom, materials development, organizational development, school administration and educational leadership. A critical mass of trained cadres in each of the areas of specialization responsible for wider dissemination of these ideas through cascade training would further improve the level of expertise in the country, building on the firm foundations laid by IELP-II.

The Ministry of Education must encourage teachers to specialize in specific areas of education, e.g., primary, preparatory, and secondary education, and reward them tangibly for this. The system of promotion from primary to secondary education, based on seniority, both discourages teachers from improving themselves in their present stage and devalues the importance of pursuing excellence at that stage, all to the detriment of primary and preparatory pupils. The Ministry of Education and faculties of education at universities need to be directing teachers' and undergraduates' attention towards the value of specialization, conducting action research, and testing new theories in the classroom. Teachers need goals, but if their focus is directed toward promotion to the next stage, i.e., preparatory or secondary, improvements in primary and preparatory will always be fleeting and the more professionally developed teachers constantly moving upwards towards the secondary stage.

More senior teachers and teachers with more seniority should be enabled to take on the role of mentor and trainer for younger staff in their schools, especially in light of the burgeoning numbers of students in the graduating classes of the faculties of education. Faculties of education are not yet adequately aligned with the realities of what young, novice teachers face upon appointment and are not fulfilling those needs. Appropriate mentoring and training has to be developed, structured and monitored and carried out in conjunction with the faculties of education.

At the time of this writing, USAID and a World Bank-funded Faculty of Education Reform Committee are planning technical assistance to reform faculties of education. The focus of IELP-II was in English language education, whereas recommendations for the future are for assistance to FOEs to be on a much broader scale, to include other subjects and to focus on materials development, curriculum reform, standards application, teacher certification, and policy.

Drawing on the successful IELP-II model of soliciting proposals from universities for technical assistance in priority areas, some future activities should be based on this model to encourage collaboration between universities and university specific/needs-based programming.

In terms of the use of monitoring and evaluation, at the start of any future project proper baseline studies should be carried out to inform all subsequent strategic inputs and to allow a clear evaluation at the end of the project of what has been achieved. These baseline studies should be carried out in collaboration with counterpart departments and/or personnel from the Ministry of Education, CDIST and its INSET centers, and Faculties of Education, in order not only to establish baseline information, but also to demonstrate and model best practices and to begin to inculcate an appreciation for data that can and should inform training and policy decisions.

Furthermore, intensive training in all aspects of monitoring and evaluation, with special focus on evaluation of standards, must be carried out in order to ensure a successful and fair execution of standards in the field. Promising and talented evaluators should also be given conditional opportunities for advanced education in the fields of educational psychometrics and evaluation.