

XD-AAV-113-A

48929

English Teacher Training Program (ETTP)  
A Program and Administrative Evaluation

Final Report

Submitted to USAID/Egypt

By

Dr. Ali Ezzat

and

Dr. Ronald G. Wolfe

October 2, 1986

## TABLE OF CONTENTS

Executive Summary, English

Executive Summary, Arabic

Major Conclusions and Recommendations

Body of Report Page

1	Introduction	1
2	English Teacher Training Program in Egypt	1
2.1.	Background	1
2.2.	Evaluation of ETTP Contribution vs. ELT Needs	3
3	Fulbright Commission ETTP Management Effectiveness	18
4	Project Design, Implementation and Cost Effectiveness	27
4.1.	USAID Assistance to CDELTA	31

Annex 1: Evaluation Scope of Work

Annex 2: Individuals Consulted

Annex 3: Bibliography

Annex 4: CDELTA Decade

Annex 5: Teaching English in Egypt," Issues 1, 2, 3

Annex 6: Proceedings of the Fourth National Symposium on English Language Teaching in Egypt

Annex 7: Interim Report on the Sixth National Symposium on English Language Teaching in Egypt

Annex 8: Occasional Papers, April 1986

Annex 9: Information Sheet for the 1986 TESOL Summer Institute Program

Annex 10: A Historical View of the ETTP

USAID/Egypt

Evaluation of the Fulbright Commission Grant  
for the English Teacher Training Program

(263-0026-G-4009)

October 2, 1986

Executive Summary

1. Purpose of the Grant

The English Teacher Training Program (ETTP) is funded by a grant from USAID to the Commission for Educational and Cultural Exchange between the U.S.A. and the A.R.E., better known as the Binational Fulbright Commission. This grant is a subactivity of the project Technology Transfer and Manpower Development III. Under this grant, USAID has provided approximately \$1.6 million for the period November 1983 through August 1986. The grant has primarily supported a program of academic exchange, bringing U.S. English language instructional specialists to strengthen English teacher education in Egyptian regional universities and to work with the Center for the Development of English Language Teaching (CDELTA) at Ain Shams University. Other important components of the grant include funds for support of publications, research, an annual symposium, a seminar series, and curricular materials development being carried on at CDELTA and the funding of participation of up to 15 Egyptian junior faculty members in the annual TESOL Summer Institute held in the U.S.A.

English plays an important role in the intellectual, educational and economic life of Egypt. Three years of study of a foreign language, either English or French, is required of all Egyptian secondary school graduates, and English is the denominated language of instruction at Egyptian faculties of medicine, engineering and certain other sciences. Moreover, because English is the most important foreign business language in the country, fluency in English is considered by some to be the single most important factor in determining the salary a young Egyptian can command when he first enters the job market due to the disparity between salaries offered by Egyptian vs. foreign companies.

At the same time, English Language Teaching (ELT) suffers from a chronic shortage of qualified teachers, at the secondary school and university levels alike. Many secondary school teachers of English are unable to conduct a simple conversation in the language, although they can carry out minimal classroom instruction using Arabic as the teaching medium.

## 2. Purpose of the Evaluation and Methodology Used

Using a combination of interviews with key American, Egyptian and British personnel involved in ELT in Egypt and a comprehensive review of existing project reports and documentation, a two-man team of evaluators reviewed the ETPP between July 7 and October 15, 1986, to (a) assess the contribution of the ETPP to strengthening university and Ministry of Education teacher training, (b) evaluate the effectiveness and efficiency of the Fulbright Commission's management of the ETPP, and (c) identify problems related to the design and implementation of the ETPP and to make recommendations for improving the cost-effectiveness of the program. Three years have passed since the original grant was made, and additional funding was recently approved to carry the project through the 1986-87 fiscal year ending September 30, 1987.

## 3. Findings, Conclusions and Recommendations

o The ETPP got off to a bad start in 1983. The grant was made after the academic year had already begun, rendering staff recruitment and placement for that year impossible. Fulbright did not appoint a project officer to take responsibility for implementation until nearly two years after the grant was made, and earlier personnel transfers involved nearly all the key individuals associated with the grant. When the first batch of 13 faculty arrived to take up their posts at regional universities, confusion as to status and entitlements, poor housing and logistical arrangements, and management and cultural adjustment problems greatly affected a number of them. As a result, staff turnover at the end of project year two was 75 percent.

o However, subsequent recruitment efforts resulted in tremendous staff improvement during 1985-86, when ETPP faculty made truly excellent contributions in teaching, training, materials writing and trialling and curriculum development, inside and outside the classroom. After an inauspicious beginning, the ETPP is now a valued member of Egyptian ELT with the potential to make outstanding future contributions if the re-funding we recommend is forthcoming.

o The traditional academic exchange format in which the grant was originally made is inappropriate to this activity. Management costs were high and Fulbright policies were not geared to the needs of long-term educational development personnel. We see the ETPP as distinct from Fulbright, and feel that ETPP continuation should be accomplished through a competed project RFP.

o The ETPP was originally viewed as an extension of traditional academic exchange, and was not set in the context of a carefully-thought-out national plan for raising the level of ELT. The CDELT Bowers-Daoud "Working Papers" prepared in 1983 provide a starting point, but need updating. A national planning conference

should be called this year to set ELT strategy for Egypt and assign responsibilities for funding and implementation. A long-range view, institutional commitments and long-term funding is needed to stabilize this activity.

o Participating Egyptian universities have tended to accept ETPP staff as replacements for absent or non-existent faculty. They have not provided adequate junior faculty to train with the ETPP staffmember nor have they always recognized him as someone deeply engaged in a national faculty and curriculum development project. University staff commitments and a more inter-active approach to ELT improvement must be encouraged and made a condition for continued participation of a particular university in the program.

o CDELT's national and regional role needs to be enhanced and strengthened. Egyptian government support should be demonstrated through additional staffing, and USAID should provide direct budget assistance to the institution rather than under the ETPP umbrella as is currently being done. This support should include current activities in research, publications, the annual symposium, junior and senior staff, and funding of junior staff participation in the TESOL Summer Institute at its present level.

o Few cost-effective alternatives to the ETPP exist. If the program is dropped, English teaching levels will continue to fall as needed inputs cannot be maintained. Additional Ph.D missions abroad are needed, but they do not answer the problem in a timely manner, nor do they provide the highly-experienced middle-level technician who has proved to be the cornerstone of this year's successful experience. Low-cost volunteers generally lack the specific training, experience, maturity and commitment to a long-term development activity required in this situation. Egyptian educational institutions are unlikely to find sufficient funds in their budgets to make a financial or "in-kind" contribution to the ETPP. The most important contribution they can make is to ensure proper use of ETPP staff on their campus in accordance with agreement outlines and to provide, support and encourage junior faculty to meet ELT development goals.

o During the remaining project year, management can be improved through more frequent and restructured communication and consultation internally between ETPP and Fulbright managers, and through regular monthly meetings of an inter-institutional coordinating committee of USAID, USIS, Fulbright, ETPP and CDELT managers.

o ETPP staff should be defined as professional development specialists, not exchange faculty members. They are entitled to the job security provided by two- or three-year contracts, and to the future protection offered to them and their families by term life insurance and enrollment in a retirement benefits accrual program such as is available through TIAA-CREF.

## هيئة المعونة الامريكية/مصر

تقويم منحة هيئة فولبرايت لبرنامج تدريبي

مدرسي اللغة الانجليزية

(٤٠٠٩ - ج - ٠٠٢٦ - ٢٦٣)

اكتوبر ١٩٨٦

### ملخص تنفيذي

#### الغرض من المنحة

-١

يمول برنامج تدريب مدرسي اللغة الانجليزية ( ETTP ) عن طريق منحة من هيئة المعونة الامريكية للجنة التبادل التعليمي والثقافي بين الولايات المتحدة الامريكية وجمهورية مصر العربية، والمعروفة باسم (هيئة فولبرايت).

وتعتبر هذه المنحة احد النشاطات الفرعية لمشروع نقل التكنولوجيا وتطوير الطاقة البشرية (٣). وبمقتضى هذه المنحة، قدمت هيئة المعونة الامريكية ما يقرب من ٦١ مليون دولار امريكي في الفترة ما بين نوفمبر ١٩٨٣ حتى اغسطس ١٩٨٦. وقد استخدمت المعونة في المقام الاول في دعم برنامج للتبادل الاكاديمي، وذلك باستقدام متخصصين امريكيين في تدريس اللغة الانجليزية بهدف تدعيم اعداد معلم للغة الانجليزية في الجامعات الاقليمية المصرية، والعمل مع مركز تطوير تدريس اللغة الانجليزية ( CDELT ) بجامعة عين شمس.

وتتضمن المنحة مكونات اخرى من اهمها اعتمادات لتدعيم مطبوعات وابحاث واقامة مؤتمرات سنوي، وسلسلة من قاعات البحث، وتطوير مواد تعليمية يجرى اعدادها في مركز تطوير تدريس اللغة الانجليزية، الى جانب اعتمادات مخصصة لاحاق عدد من المعيديين والمدرسين المساعدين بالجامعات المصرية - لايزيد عن ١٥ - بالدراسة الصيفية السنوية لتدريس اللغة الانجليزية للناطقين بلغات اخرى التي تقام في الولايات المتحدة الامريكية.

والمعروف ان اللغة الانجليزية تلعب دورا هاما في الحياة الثقافية والتعليمية والاقتصادية لجمهورية مصر العربية. ومن بين متطلبات الدراسة بالنسبة لكافة خريجي المدارس الثانوية المصرية ثلاث سنوات من دراسة لغة اجنبية، سواء كانت الانجليزية او الفرنسية، كما تعتبر اللغة الانجليزية لغة التعلم بكليات الطب

والهندسة وبعض كليات العلوم الأخرى بالجامعات المميرية . زد على ذلك انه نظرا لان اللغة الانجليزية هي اهم اللغات الاجنبية في مجال الاممال في البلاد، فان الملاكسة في اللغة الانجليزية تعد، بالنسبة لبعض الجهات، من اهم العوامل في تحديد الراتب الذي يتقاضاه الشاب الممري حين يفرق سوق الوظائف في بادى الامر نظرا للفتاوت الكبير بين المرتبات التي تقدمها الشركات المميرية والمرتبات التي تعرفها الشركات الاجنبية .

وفي نفس الوقت، يعاني تدريس اللغة الانجليزية من نقص ذريع في المدرسين المؤهلين على مستوى التعليم الثانوى والتعليم الجامع على حد سواء، ذلك ان كثير من مدرسي اللغة الانجليزية في المدرسة الثانوية غير قادرين على اجراء محادثات بسيطة باللغة الانجليزية، رغم انهم يستطيعون القيام بالحد الأدنى من التدريس لسى العمل، مستخدمين اللغة العربية كلغة التعلم .

#### الفرض من التقويم، والطريقة المستخدمة

قام فريق التقويم المشكل من مؤرخين بمراجعة برنامج تدريب مدرسي اللغة الانجليزية، فيما بين الساع من يولية والخامس عشر من اكتوبر عام ١٩٨٦ . وقد استخدم الفريق وسيلة مركبة من المقابلات مع الشخصيات القيادية الامريكيسية والمميرية والبريطانية المختصة بتدريس اللغة . الانجليزية بمصر، ومن مراجعة شاملة للوثائق والوثائق الحالية الخاصة بالمشروع، وذلك يفرض :

- ١ - تقويم مدى اسهام برنامج تدريب مدرسي اللغة الانجليزية نحو تدعيم تدريب المعلمين بالمرحلة الجامعية وتدريب معلمى وزارة التربية .
- ب - تقويم مدى فاعلية وكفاءة ادارة هيئة فولبرايت للمشروع .
- ج - تقم المشاكل المتعلقة بتدعيم وتنفيذ برنامج تدريب مدرسي اللغة الانجليزية والتقدم بتوصيات لتحسين فاعلية تكاليف البرنامج .

هذا وقد مفت الآن ثلاث سنوات منذ اعتمدت المنحة الاولية، كما ووفق منذ امسد قريبا على رصد اعتمادات اضافية لمواصلة المشروع خلال العام المالى ١٩٨٧/١٩ .  
الذى ينتهى فى ٣٠ سبتمبر ١٩٨٧ .

#### التنائج والتوصيات

بدأ برنامج تدريب مدرسي اللغة الانجليزية بداية سبعة عام ١٩٨٣ حيث ان المنحة قدمت بعد بداية العام الدراسى، مما جعل تعيين هيئة تدريس البرنامج وتوزيعهم امرا مستحيلا بالنسبة لذلك العام . ولم تقم هيئة فولبرايت بتعيين

والهندسة وبعض كليات العلوم الاخرى بالجامعات العمرية . زد على ذلك انه نظرا لان اللغة الانجليزية هي اهم اللغات الاجنبية في مجال الاعمال في البلاد، فان الملازمة في اللغة الانجليزية تعد، بالنسبة لبعض الجهات، من اهم العوامل في تحديد الراتب الذي يتقاضاه الشاب العمري حين يطلق سوق الوظائف في بادئ الامر نظرا للتفاوت الكبير بين المرتبات التي تقدمها الشركات العمرية والمرتبات التي تعرفها الشركات الاجنبية .

ولس نفس الوقت، يعاني تدريس اللغة الانجليزية من نقص لربح في المدرسين المؤهلين على مستوى التعليم الثانوي والتعليم الجامعي على حد سواء، ذلك ان كثير من مدرسي اللغة الانجليزية في المدرسة الثانوية غير قادرين على اجراء محادثة بسيطة باللغة الانجليزية، رغم انهم يستطيعون القيام بالحد الأدنى من التدريس لس الفمل، مستخدمين اللغة العربية كلغة التعلم .

#### ٢- الفرض من التقويم، والطريقة المستخدمة

قام فريق التقويم المشكل من مفوضين بمراجعة برنامج تدريب مدرسي اللغة الانجليزية، فيما بين السابع من يولية والخامس عشر من اكتوبر عام ١٩٨٦ . وقد استخدم الفريق وسيلة مركبة من المقابلات مع الشخصيات القيادية الامريكينة والعمرية والبريطانية المختصة بتدريس اللغة الانجليزية بمصر، ومن مراجعة شاملة للتقارير والوثائق الحالية الخاصة بالمشروع، وذلك بغرض :

- ١ - تقويم مدى اسهام برنامج تدريب مدرسي اللغة الانجليزية نحو تنميط تدريب المعلمين بالمرحلة الجامعية وتدريب معلمي وزارة التربية .
- ب - تقويم مدى فاعلية وكفاءة ادارة هيئة فولبرايت للمشروع .
- ج - تقمى المشاكل المتعلقة بتنميط برنامج تدريب مدرسي اللغة الانجليزية والتقدم بتوصيات لتحسين فاعلية تكاليف البرنامج .

هذا وقد مضت الان ثلاث سنوات منذ اعتمدت المنحة الاملية، كما ووفق منذ امس قريب على رمد اعتمادات اضافية لمواصلة المشروع خلال العام المالي ١٩٨٦/١٩٨٧ الذي ينتهي في ٣٠ سبتمبر ١٩٨٧ .

#### ٣- النتائج والتوصيات

بدأ برنامج تدريب مدرسي اللغة الانجليزية بداية سيئة عام ١٩٨٣ حيث ان الامتحة قدمت بعد بداية العام الدراسي، مما جعل تعيين هيئة تدريس البرنامج وتوزيعهم امرا مستحيلا بالنسبة لذلك العام . ولم تقم هيئة فولبرايت بتعيين

موظف مختص بالمشروع يتحمل مسئولية تنفيذه الا بعد زهاء عامين من تقديم المنحة ، كما ان حركة التنقلات التى تمت قبل ذلك شملت معظم الشخصيات القيادية المرتبطة بالمنحة . وحين وصلت الدفعة الاولى المكونة من ١٣ عضوا من اعضاء هيئة التدريس بالبرنامج لى يتفقدوا مناصبهم فى الجامعات الاقليمية ، تأثر البعض من جراء الارتباك الناجم عن الوضع الوظيفى واللقب والترتيبات السيئة الخاصة بالاسكان ، والتنقلات وغيرها ، ومشاكل التلائم الادارى والثقافى . ونتيجة لذلك بلغت نسبة الاستبدال اعضاء هيئة تدريس البرنامج فى نهاية العام الثانى من المشروع ٧٥٪ .

وعلى كل ، فان المجهودات التالية التى بذلت فى ضم اعضاء جدد تمخضت عن تطور بالغ فى مستوى الاعضاء خلال العام الدراسى ١٩٨٦/١٩٨٥ ، حيث اسهم اعضاء برنامج تدريب اللغة الانجليزية اسهاما متميزا للغاية فى مجال التدريس والتدريب وكتابة المواد التعليمية وتجريبها وفى تطوير المناهج سواء داخل الفصل الدراسى او خارجه . ولذا فانه بعد بداية غير موفقة ، يعد برنامج تدريب اللغة الانجليزية حاليا عنصرا له قيمة فى تدريس اللغة الانجليزية بمصر ، مع توفر امكانية الاسهام البارز فى المستقبل اذا ما تحقق اعتماد المبالغ التى نوصى بها .

ويمكن القول ان الطابع التقليدى للتبادل الاكاديمى الذى وضعت المنحة فى اطاره اصلا يعد غير ملائم لهذا النوع من النشاط ، ذلك ان تكاليف الادارة كانت باهظة ، كما ان سياسات هيئة فولبرايت لم تكن مهيئة بحيث تتواءم مع احتياجات اعضاء هيئة خاصة بالتطوير الاكاديمى على المدى الطويل . لذا فاننا نرى برنامج تدريب مدرسى اللغة الانجليزية مختلفا او متميزا عن هيئة فولبرايت ، ونشعر بان استمرار هذا البرنامج ينبغى ان يتم من خلال مشروع يطرح للمنافسة .

كان ينظر الى برنامج تدريب مدرسى اللغة الانجليزية فى بادئ الامر على انه امتداد للتبادل الاكاديمى التقليدى ، ولم يوضع فى سياق خطة قومية احكم اعدادها بغية رفع مستوى تدريس اللغة الانجليزية . ولذا فان " اوراق العمل " التى اعدتها روجر باورز وعبد المسيح داوود بمركز تطوير تدريس اللغة الانجليزية عام ١٩٨٣ تصلح كنقطة بداية ، شريطة ان يتم تحديثها . كما ينبغى الدعوة لعقد مؤتمر قومى للتخطيط هذا العام يحدد استراتيجية تدريس اللغة الانجليزية فى مصر ويوزع مسئوليات الاعتمادات المالية والسياسية والتنفيذية . كما يحتاج الامر الى نظرة بعيدة المدى ، والتزامات تتحملها المؤسسات التعليمية ، واعتمادات مالية لمد طويل حتى يمكن استقرار وترسيخ النشاط .

كما درجت الجامعات المصرية المشتركة فى برنامج تدريب مدرسى اللغة الانجليزية على قبول اعضاء هيئة التدريس بالبرنامج كبداية لاعضاء هيئة التدريس بها لتعويض الغياب او النقص . ولذا فان معظم الجامعات لم توفر عددا كافيا من المعيدى

والمدرسين المساعدين لكن يتدربوا مع امفا ، هيئة تدريس البرنا مع ، كما انه لم ينظر اليهم على انهم مشتركون اشتركا اساسيا في مشروع ثومن لتطوير المناهج وامفا ، هيئة التدريس . وعلى هذا ينبغي التمسك بالترامات امفا ، هيئة التدريس بالجامعات وتشجيع لوسائل النشاط المشترك بحيث يصبح هذا شرطاً لاستمرار اشراك اية جامعة في البرنا مع .

اما بالنسبة لدور مركز تطوير تدريس اللغة الانجليزية على المستويين القومى والاقليمى فانه يحتاج الى تطوير وتدعيم ، بحيث يتفح الدم الذى تقدمه الحكومة المصرية من خلال مزيد من الاعفاء والممريرين بالمركز ، وبحيث تقدم هيئة المعمونة الامركية مساعدة مالية مباشرة لهذا المركز بدلا من تقديمها تحت مظلة برنا مع تدرب مدرس اللغة الانجليزية ، كما هو الحال فى الوقت الحاضر . وتتضمن هذه المساعدة انواع النشاط الحالية فى مجال البحث والمنشورات والمؤتمرات السنوى والانفاق على اشراك المميديين والمدرسين المساعدين فى الدراسة الميضية لتدريس اللغة الانجليزية للناطقين بلغات اخرى بمستواه الحالى .

وثمة بدائل قليلة لبرنا مع تدرب مدرس اللغة الانجليزية تتعلق بفاعلية التكليف ، وذلك انه اذا اسقط البرنا مع فان مستويات تدريس اللغة الانجليزية سوف تستمر فى التدهور اذ ان مقدار الاضافة المطلوبة لا يمكن ان يحتفظ بمستواه ، فاذا كانت الجامعات فى حاجة الى بعضات اضافية للخارج للمعول على الدكتوراه فان هذا لا يمكن ان يحل المشكلة فى وقت مناسب ، كما لا يمكن ان تعد الجامعات بالفتيين ذوى الخبرة العالية الذين برهنا على انهم حجر الزاوية فى التجربة الناجحة لهذا العام . اما المتطوعين الذين يتقانون مبالغ اقل فيقيمهم المران الخاص والخبرة والنموذج والالتزام بحركة التطور الطويل المدى الذى يتطلبه هذا الرفع . زد على ذلك انه ليس من المحتمل ان تجد المعاهد التعليمية المصرية اعتمادات كافية فى ميزانياتها لى تسهم بمساعدات نقدية او عينية فى برنا مع تدرب مدرس اللغة الانجليزية . ومن اهم الاسهامات التى يمكن ان تقدمها الجامعات المصرية هو فمان استخدام هيئة تدريس البرنا مع الاستخدام الامثل فى جامعتها وفق نموس الاتفاق ، وتزويد اسامها بالمدرسين والمدرسين وتدعيمهم وتشجيعهم على ان يحققوا اهداف تطوير تدريس اللغة الانجليزية .

اما بالنسبة لبقية هذا العام من المشروع فانه يمكن تحسين ادارة البرنا مع من طريق مزيد من الاتصال البنا ، والتشاور داخليا فيما بين مديرى البرنا مع وهيئة فولبرايت ، ومن خلال لقاءات شهرية منتظمة تنقدها لجنة منظمة مشتركة تتكون من مديرى هيئة المعمونة الامركية ومكتب الاستعلامات الامريكى وهيئة فولبرايت

ومشروع تدريب مدرسى اللغة الانجليزية ومركز تطوير تدريس اللغة الانجليزية .

وعلى هذا يمكن تعريف هيئة تدريس برنامج تدريب مدرسى اللغة الانجليزية بانهم متخصصون مهنيون للتطوير، وليسوا باعضاء برنامج تبادل اساتذة، كما ان لهم الحق فى ضمان وظيفتهم بمقتضى عقود لمدة سنتين او ثلاثة، ولهم الحق فى تأمين مستقبلهم ومستقبل ذويهم عن طريق التأمين الموقوت على الحياة والاشترك فى برنامج تراكمى لمكافأة نهاية الخدمة على غرار البرنامج المتوفر حاليا من خلال TIAA - CREF .

English Teacher Training Project

Major Conclusions (C) and Recommendations (R)

C1. While an inordinate number of problems beset it during project years one and two, the ETP has now established a firm, highly respected professional identity and sense of mission and ETP staff have been highly praised as individuals and as a team. In a very short time, they have made a commendable contribution in the areas of pre-service and in-service teacher education, given considerable support to the CDELT Curricula Development Project, succeeded in breaking the cultural lock in the Egyptian classroom and creating a lively learning atmosphere for students in university English Departments, and most important, have become a catalyst in re-energizing ELT activity in Egypt.

R1. We recommend that USAID continue to support ETP activities and enhance them where possible.

C2. The Fulbright grant format is ill-suited to an activity with a developmental objective. Excessive and inappropriate Fulbright management costs were incurred, while organizational management policies were not sufficiently responsive to the legitimate needs and expectations of ETP project staff whose status is so inherently different from that of the short-term academic exchange visitor normally hosted by Fulbright. Inadequate monitoring of administrative support personnel, logistics and other costs resulted in abuses.

R2. Future USAID assistance to ELT and continuation of the ETPP should be accomplished through a competed project RFP. Project overhead, personnel and administrative costs must be carefully budgeted and monitored to maximize effectiveness.

C3. ETPP was originally designed as an add-on to traditional Fulbright activities, and was not set in the framework of a national strategy or plan.

R3. A national planning meeting to set out the future course of assistance to English language education in Egypt, funding needs, priority areas, etc., should be called this year to prepare for future activity. Participants should include the major donor organizations, MOE, MOHE, CDELT and ETPP.

C4. The annual funding format has resulted in repeated interruption of project work to seek ETPP renewal, wasted management energy, caused key staff losses due to employment uncertainties and impeded the achievement of project objectives.

R4. Every effort should be made to guarantee long-term (five-year minimum) funding to stabilize the ETPP.

C5. CDELT activities received direct support for nearly a decade from USAID, USIA, the British Council and the British Overseas Development Administration. Now, with ETPP and British assistance, it is making an increasingly important contribution to the development of ELT in Egypt, but its funding has become contingent on ETPP continuation, not on its own intrinsic merit.

R5. CDELT needs additional Egyptian staffing and an enhanced role in working with the national universities to upgrade ELT across the country. A separate USAID funding mechanism for the CDELT budget needs to be established, and it should be made in conjunction with a renewed MOHE commitment to English language teaching through personnel assignments to CDELT. In this framework, consideration should be given to a substantial initial USAID grant to CDELT beginning in 1987 that would gradually taper off over time with Egyptian MOHE funding to offset it.

C6. The shortage of adequately qualified staff in most regional faculties of education creates a strong demand for ETPP exchange staff. Universities are not yet making the staff commitments needed to ensure effective development of their ELT programs.

R6. ETPP exchange staff should not be utilized merely to fill gaps. Their assignment should be associated with academic development and upgrading the proficiency of local junior staff who ultimately should replace the exchange staff altogether. Evidence of staff commitment, through appointments, should be conditional for continued university participation in the ETPP.

C7. Egyptian universities are not in a position to do much more financially or in kind for the ETPP than provide junior staff for training and office space.

R7. They should not be asked to do what is beyond their means.

C8. Agreements for ETPP faculty placement with Egyptian universities are made on an annual basis, but no guidelines for selection or inclusion exist. Excessive fluctuation as to universities included and number of ETPP staff placed has occurred.

R8. Longer-term agreements, under a coordinated CDELT plan to upgrade ELT, are recommended to stabilize the program, allow sufficient time for faculty recruitment and facilitate the issuance of work-permits.

C9. The decision to limit the number of ETPP faculty at any given regional university to one seems to be an important policy to encourage university participation, but eliminate over-reliance on foreign faculty as replacement teachers.

R9. No change is recommended in this respect.

C10. Outposted ETPP staff have a full-time job at their universities and cannot effectively be involved in MOE in-service training.

R10. At the national planning meeting, consideration should be given to the possibility of outposting additional ETPP English language experts to work exclusively at the MOE regional in-service training program under CDELT and MOE guidance in tandem with the ETPP staffers at the local universities.

C11. Initial program loss of direction was a result of personnel turnover and the failure to adequately involve CDELT in the program. Ambiguities in the relationship between ETPP and CDELT need to be clarified.

R11. Since ETPP staff are working through CDELT, it must be more deeply involved in the professional direction of ETPP and evaluation of ETPP policy. The Bowers-Daoud "Working Papers" of November 1983 should be updated to serve as the basis for ETPP.

C12. The ETPP still lacks adequate communication and coordination between key managerial elements, although substantial improvement has been made.

R12. An interinstitutional coordinating committee of USAID, USIS, Fulbright, ETPP and CDELT managers should meet monthly to coordinate and monitor project work through the rest of this project year.

C13. Likewise, the Fulbright, ETPP, CDELT linkage for administrative and policy coordination needs strengthening.

R13. The ETPP academic director should sit in on Fulbright staff meetings, while Fulbright's involvement with CDELT should be enhanced through the remainder of the grant.

C14. Among the reasons that the first group of ETPP staff were less successful than this year's team is that they lacked overseas experience.

R14. The level of qualification and overseas experience should be taken into consideration in the recruitment of future ETPP staff. Highly experienced staff-members are more desirable.

C15. One-year ETPP staff contracts are inappropriate for the type of development work in a project of this nature.

R15. Two-year contracts, with an annual review provision, are recommended for new hire. Three-year contracts, with a review provision, are recommended for renewing staff with positive performance ratings.

C16. ETPP staff are professional development specialists, not visiting exchange professors, and should be provided with benefits that make provision for their future.

R16. They should receive a benefits package that includes term life insurance and retirement credits (such as is available through TIAA-CREF).

C17. This grant was awarded to Fulbright in 1983 at a time in the calendar year when implementation was not possible.

R17. USAID should not award projects for commencement beyond their feasibility date.

C18. ETPP exchange staff academic and practical training of junior staff has been carried out on a somewhat ad hoc basis.

R18. A more formalized in-service training course for Egyptian demonstrators and assistant lecturers would be both useful and desirable. ETPP staff can take part in this training program as well as give advice in testing and evaluation.

C19. Teaching English in Egypt, provision of the Forum, CDELT publications, seminars, the research bulletin and the Annual ELT Symposium are important ELT activities providing one of the few professional opportunities for junior faculty development. Publishing costs can be expected to grow significantly.

R19. Every effort should be made to ensure that funds are available through CDELT to continue these activities.

C20. The TESOL Summer Institute, and the very intensive orientation program given for about four months before departure, have proved to be of great use in training and broadening the exposure of junior faculty.

R20. The TESOL Summer Institute should remain as an integral part of the ETPP program.

C21. The existence of the ETPP office adjacent to CDELT has been highly useful.

R21. Continued provision of the project office in its current location is strongly recommended.

## English Teacher Training Program (ETTP)

### A Program and Administrative Evaluation

#### 1. Introduction

This report evaluates ETTP activities extending over a period of three academic years (1983 through 1986). The information presented herein was gathered through reviewing relevant memoranda, reports and records written by CDELT, Fulbright, USAID and ETTP team members, and through interviews conducted with MOHE, MOE, Fulbright Commission, CDELT, and USIS administrators and staff members of Faculties of Education and Arts in participating universities and current ETTP exchange staff.

#### 2. English Teacher Training Program in Egypt

##### 2.1. Background

In October 1983, USAID/Egypt gave the Binational Fulbright Commission a grant for a special educational project to improve the training of student teachers in the faculties of education in Egyptian universities in cooperation with the United States Information Agency (USIA) and the Centre for Developing English Language Teaching (CDELT), Ain Shams University. The grant funds a team of specialists in teaching English as a foreign language to provide professional orientation, guidance and support for the faculties of education as well as classroom teaching. ETTP staff activities include curriculum development, classroom and extracurricular activities, materials production, support to junior staff, the distribution of the English Teaching 'Forum'

and development and publication of the CDELT newsletter Teaching English in Egypt.

It is generally agreed that the ETPP got off to a bad start in late 1983. The academic year was already well under way when the grant was made, ruling out finding uncommitted faculty members to teach. No ETPP staff were placed during the first project year. A consultant, Dr. Jane Stevenson, who later served as the 1984-85 academic director, was retained in the spring of 1984 to consult with CDELT and recruit staff for the 1984-85 academic year, but Fulbright failed to hire the project officer to assume the responsibility of project implementation.

The Fulbright director who originated the project retired at the beginning of the 1984-85 academic year. According to the current director, no project files or documentation apart from the five-page USAID letter and appendix outlining grant terms existed when she arrived to assume her duties. Moreover, due to personnel changes involving all the original planners and devisors of the project, no institutional memory existed either.

The original grant document suggests the project was intended as a continuation of the traditional academic exchange program that Fulbright has run throughout the world for four decades, "to be coordinated...with (CDELT)." However, no parameters for coordination or measurement of success were spelled out. The greatest area of ambiguity lies in that the grant document basically implies an academic exchange program, whereas CDELT

officials and the two academic directors have consistently and clearly viewed it as an institutional development program, not for CDELT alone, but for the entire English language teaching effort in Egypt.

Dr. Stevenson's discussions in early 1984 with the ad hoc committee overseeing grant implementation lead to the conclusion that the project was one of long-term development, and that it would be inappropriate to staff it with faculty on leave-of-absence or sabbatical leave from their American universities. The grant was then amended to provide for the additional salary expense of one-year contracts as opposed to the nine-month academic appointments earlier envisioned.

Staff recruitment began in 1984 at the Spring TESOL conference, supplemented by advertisements in professional journals. The first ETPP team, brought to Egypt during project year two (1984-85), consisted of an academic director, five visiting professors and seven visiting lecturers. Project year three (1985-86) funded eight ETPP staff members including the academic director.

## 2.2. Evaluation of ETPP Contribution vs. ELT Needs

The ETPP contribution to strengthening university-level English language teacher education and training in Egypt in relation to the needs for assistance in this area can be seen by addressing questions 1 through 3 and 6 in the Evaluation Scope of Work (enclosed as Annex 1).

1) What has been the contribution of ETPP staff to student teacher preparation at participating regional universities?

The quantitative contribution of ETPP staff to student teacher preparation during the past academic year is illustrated in the following table which shows that 1375 students attended 33 courses at the undergraduate and graduate levels taught by ETPP staff.

Statistical Summary of 1985-86 ETPP Activities

<u>Total Faculty</u>	- 8		
<u>CDELt-Based</u>	- 3	FL-7?	
<u>Outposted</u>	- 5		
<u>Total Courses:</u>	33	<u>courses</u>	<u>Total Students:</u> 1375
<u>CDELt-Based:</u>			
Diploma in TEFL	8		96
M.A. in TEFL	1		6
<u>Outposted:</u>			
Drama	1		35
Essay and Comprehension	1		55
Grammar (3rd Year)	2		79
Grammar (4th Year)	2		67
Methodology (3rd Year)	4		169
Methodology (4th Year)	2		62
Phonetics (3rd Year)	4		289
Phonetics (4th Year)	4		337
Teaching Practice	2		95
The Novel (3rd Year)	1		50
The Novel (4th Year)	1		35
<u>Total</u>	<u>33</u>		<u>1375</u>

Statistics cover only the quantitative aspect of the ETPP contribution. The qualitative aspect is more difficult to measure in such a short term, but professionals involved in ELT in Egypt have indicated strong appreciation for the work now being accomp-

30

lished under this program.

Dr. Dauod, CDELT Director, and Mr. Robert Straker Cook, CDELT Senior Consultant, feel that the ETTP staff have given strong support to the CDELT Curriculum Development Project (CDP), originally a project of the Foreign Relations Coordination Unit (FRCU) of the Supreme Council of Universities, with strong Egyptian input involving highly specialized expertise. ETTP staff experiment with CDP materials and CDELT suggestions, providing important, useful ideas and feedback for subsequent improvements. CDELT materials for use in the first and second years are not directly used by ETTP staff, since they are teaching in the 3rd and 4th years only, except for literature. However, these courses will be revised for inclusion in an integrated syllabus.

From academic year 1984/1985 onwards, work has concentrated on the curriculum for the third and fourth years, with special emphasis on language, methodology and literature. Specialized working committees have been established including members from ETTP staff who are teaching phonetics, grammar, and methods of teaching English as a foreign language.

On the ETTP teaching contribution, Mr. Adrian Holliday, Consultant for Language, CDELT, says,

The ETTP teachers have succeeded in breaking the cultural lock in Egyptian classroom. They are considered a catalyst in the improvement of the teaching process. They are helping Egyptian teachers bridge the gap between the two cultures. These students have never been exposed to so much information by native speakers of English.

This opinion was further confirmed by an Egyptian expert, Dr. Hani Azer, Lecturer in Linguistics, Dept. of English, Faculty

of Education, Tanta University, who said,

Having a native speaker at Tanta is in itself quite an experience to the students in the Department, and much of the material that Mr. Riney experimented with last year is expected to bear fruit next year. It is therefore in the interest of our students at Tanta that we ask for the continued presence of Mr. Riney with us next year.... Despite the fact that we have adequately qualified staff at Tanta with Ph.D.s from American and British universities, some of them with long teaching experience, the presence of a visiting and well-qualified native speaker instructor is really indispensable."

2) What has been the contribution of exchange staff outside the classroom?

Exchange staff contributions outside the classroom have covered four major areas: in-service <sup>POS</sup> training of teachers; participating in seminars and conferences; junior faculty development; and writing of professional papers and publications. For 1985-86, these activities are summarised on the following page.

Summary of 1985-86 ETPP Staff Activity Outside the Classroom

A. Total Junior Faculty M.A. Theses Supervised/Assisted  
Nine

B. Total ETPP Professional Publications, Works Edited, Articles, Papers in Preparation or Delivered During the Year: Twenty

Sample Titles:

- o "Individual Pilot Report for Teaching Phonetics at the Faculty of Education in Tanta."
- o "Individual Pilot Report on Methodology."
- o "Individual Pilot Report on Teaching Practice."
- o "Group Pilot Report for Teaching Grammar in Egyptian Faculties of Education."<sup>1</sup>
- o "Appropriate Testing: Using a Needs Analysis Survey as a Placement Device for Communicative Courses."
- o "Practice and Use of Past Tense Markers in Long Turns." 2
- o "Teaching Practice: A Positive Approach."
- o "Using Group Mini-Lessons."

C. Conferences and Seminars/Workshops Organized or Participated in by ETPP Staff During 1985-86

- o Egypt's Sixth National Symposium on English Language Teaching
- o Ministry of Education In-Service Training Programs in Tanta, Alexandria, Suez, Qena, Fayoum, El-Arish, Port Said, Cairo and Assiout
- o ETPP Seminar Programs in Suez, Cairo, Fayoum, Qena, Tanta, El-Arish, Sohag, Assiout and Ain Shams
- o 1986 TESOL Conference
- o Approximately 15 workshops presented at Ain Shams during 1984-85 and 1985-86

D. Miscellaneous Other ETPP Staff Non-Teaching Activities

Consulting to Egyptian Faculties of Education, support visits to outposted lecturers, course design, organizing the National Symposium, editing the proceedings of Symposium Six, editing Teaching English in Egypt and the CDELT Research Bulletin, arranging for and escorting visiting lecturers, working with Senior English Language Inspectors, assisting the CDELT, assisting with TESOL Summer Institute participant selection and orientation.

---

<sup>1</sup>Individual Pilot Reports in various disciplines were collected from ETPP staff members for assembly and editing as Group Reports

According to Mr. Adrian Holliday, the ETPP team involved in the phonetic working party has been producing materials which the consultants at CDELT are tailoring to CDP recommendations. Dr. Atef Bekheit, Acting Head of the Department of English, Cairo University, Fayoum Branch, added that the ETPP exchange member at Fayoum during academic year 1985-86 <sup>6-51</sup> trialled CDP material and did experimental work in the third and fourth year literature courses (novel and drama).

The contribution of the ETPP team is also quite prominent in methodology, especially in the light of the shortage of highly qualified teaching staff and lack of prepared material. The ETPP methodology consultant at CDELT is working to develop materials locally that can be taught at the Faculties of Education throughout Egypt. She solicited the cooperation of the Egyptian methodology teachers especially in the collection of data related to the 3rd and 4th year curricula. She set up a working party, parallel to the working parties on phonetics and grammar, essay and comprehension and literature, with members including American, British and Egyptian experts in methodology.

After determining what was needed to produce a convenient course on methodology, members of the working party have now prepared 35 lessons out of 40. The goal of the methodology course is to increase teacher effectiveness as they work to improve student language skills.

The contribution of the ETPP staff to CDP in 1985-86 was considerable because they were working on a collaborative basis

in accordance with a set of agreed CDELT specifications. This was not the case during 1984/85 when there was no sense of project identity and individualistic views of posts and work prevailed. Since this was the first year of actual program activity, it was not clear to the administrators what ETPP appointees should be doing.

There now seems to be a clear understanding and consensus on the goals and objectives of the program. ETPP lecturers are not only trialling and developing curriculum materials, but they are also working on the recruitment of Egyptian colleagues to trial and develop curriculum materials and set strategies.

Additional coordination could be achieved through the working parties, more frequent and regular meetings in Cairo, and more ETPP meetings. ETPP consultant support visits can be made to encourage more team teaching between Egyptians and ETPP staff. This can be beneficial to junior as well as to senior staff members. In addition, this pattern is ideal for the Egyptian system which depends on a lot of travel among Egyptian staff-members teaching at regional universities.

ETPP staff collaborate with the Ministry of Education and CDELT on in-service training of teachers by using the training packages or modules developed by experts in training teachers of English and organizing training programs for specialized teachers of English. The Director General of the Training Department, <sup>in TOE</sup> Mrs. Samira El-Ghawabi, adds that the ETPP staff showed great interest and enthusiasm for training programs, judging

*in-service  
component not  
too detailed*

*77*

by their suggestions and handling of matters. "Most of them," she says, "like Johanna Kowitz and Steve Boeshaar are very efficient."

ETTP staff took part in the refresher course in August 1985 for senior inspectors and senior masters at Alexandria. They also took part in training the teachers of English in teaching the new series of textbooks by Alexander and Bates (i.e. Welcome to English and Excell in English) to be used as of September 1986 for the preparatory (upper-cycle of Basic Education) and secondary schools. Participants in the textbook training course included 621 inspectors and senior teachers at the preparatory level and 660 inspectors and senior teachers at the secondary level. The Director General adds, "David Hopkins has efficiently organized this new training program at Alexandria and other training centres. It was real team-work."

Mr. Ahmed Gaafar, Director of Foreign Languages Programs, Training Dept. at Manhiet El-Bakry, confirmed the Director's opinions by saying that the ETTP exchange staff are deeply involved in all programs of English teacher training, taking part in the training of inspectors, going to schools to observe teaching practice and always willing to participate.

The MOE Director General of Training indicates that additional financial assistance is needed to run the teacher-training course, to pay for residential courses and for the release of some of the teachers of mathematics and science who need to teach their subjects in English at language schools.

The Director General expressed her appreciation for the work of the ETPP exchange staff as people who are not just filling slots and putting in time, but who have demonstrated commitment and gotten things moving. She suggested that permanent staff members of ETPP be placed at the regional training centres (i.e. Cairo, Tanta, Assiut, Alexandria, Zaqaziya and Port Said) as a means of further developing assistance to the MOE. A greater balance should be struck between ETPP assistance to the regional universities and assistance to MOE in-service teacher training.

In the preparation of teacher training courses, many of whom are senior masters and inspectors, the staff teach courses at CDELT leading to the Professional Diploma and the M.A. in TEFL. Among the teachers taking part in these courses are Mr. John Bagnole, the Director of ETPP, and Mrs. Johanna Bagnole, who are offering post-graduate survey courses on phonology and testing.

The ETPP exchange staff have also held seminars and workshops at various regional universities. Mrs. Gerren held workshops and seminars open to junior staff-members in methodology on the relationship between language instruction and linguistics and literature. At Tanta University, Mr. Tim Bagnole gave a seminar at Mansoura University and arranged for a series of talks and seminars there by American and British specialists. These seminars were most illuminating and covered widely varied topics.

Exchange seminars were also held at Qena, where according to Dr. Ibrahim El-Maghrabi, Head of English Dept., Faculty of Arts, Assiut University, Qena Branch, Mr. Bill Martin organized

workshops and seminars on the nature of language and on language skills such as reading and writing. The response to the presentations, workshops and seminars held by ETPP was, on the whole, very good. In a few cases, scheduling was a problem and turnouts were smaller than expected because the audience, often inspectors, demonstrators, senior staff members and so on, have busy schedules and cannot always be available. This problem could be resolved through closer coordination channelled through CDELT's regional consultants who could undertake to make the arrangements for a list of presentations prepared beforehand with dates and topics announced well in advance.

ETPP staff have also contributed through assistance to university junior staff-members with the preparation of research outlines, thesis proposals and thesis reading. Mr. Tim Riney estimated that he spends two to four hours weekly in this activity. He read the Ph.D. draft written by Zakaria Hennawi whose degree was awarded in February 1986. Mrs. Carol Geren, in addition to other work with junior staff research, read the outline of Mohammed Khedr's Ph.D. dissertation. He received his degree in September 1986.

3) What do university staff and students and CDELT personnel perceive as the major benefits of the current ETPP?

The ETPP program is viewed as largely responsive to the perceived priority needs in the area of English language teacher preparation, but some problems exist, particularly with respect to defining priority. Institutions hold differing views about

where priority emphasis should be placed depending on the institutional perspective, be it the Ministry of Education which is responsible for inservice training, or universities which lay emphasis on undergraduate and graduate teaching, and lack Egyptian faculty, or CDEL'T where national curriculum development specialists are needed. Earlier sections of this report have indicated that ELT faculty, administrators and students are highly appreciative of the contributions of ETPP to date, but immense needs exist at all levels of ELT. It is difficult to single out any one area as uniquely more needy than another. All areas of ELT in Egypt are in urgent need of increased assistance.

Having said this, there is a general consensus that ETPP has been a major force in stimulating a renewed sense of hope and action in Egyptian ELT circles.

6) To what extent have other activities funded under the grant functioned smoothly?

ETPP funds to CDEL'T support purchase and distribution of the USIS publication Forum for English teachers, the costs of editing and publishing the recently developed CDEL'T publication Teaching English in Egypt (TEIE), certain book and equipment purchases, editing and publishing of the CDEL'T Occasional Papers and Research Bulletin (including a comprehensive listing of MA/Ph.D. dissertations in the field written in Egypt), the National Symposium on English Language Teaching (six held to date) and academic support for staff working in materials production, including photocopying, committee attendance and travel costs.

These activities provide virtually the only research and professional development platform available to Egyptian junior faculty in ELT at the modest cost of about \$62,000 annually. Administration of these funds are very carefully managed and monitored by the CDELT senior consultant whose accounts are turned in to Fulbright for reimbursement. They are a key element in making English language teaching a viable and attractive profession for young potential Egyptian faculty (and for senior faculty as well).

Eight thousand copies of the English Language Forum, a USIS quarterly publication on TEFL, are purchased and distributed with the Egyptian English-language newsletter Teaching English in Egypt (TEIE) to English teachers at the secondary school and higher education levels. Three issues of TEIE have now been published, and it has quickly grown from newsletter status to that of a small journal.

Senior CDELT consultant R. Straker Cook feels that creation of TEIE and its distribution with the Forum has helped "Egyptianize" the scheme and given Egyptian teachers the sense that both belong to them. High standards of design and content have been established, using contributions from Egyptian specialists, and readership contributions are highly encouraged. He reports that the TEIE is now regularly receiving more worthwhile publishable articles than actually can be published. Moreover, he says,

It holds the potential of a dramatic change in professional attitudes and standards, and may be a catalyst in the re-creation of a professional association of English teachers, defunct since the early sixties, which may in turn become a TESOL/IATEFL affiliate.

The first distribution was done through the Al-Ahram organization, but problems with communications, excessive cost and many complaints of non-delivery led to abandonment of that method. Issues Two and Three were delivered through CDELT, with the assistance of the In-Service Training Division of the Ministry of Education. Distribution to school teachers is executed directly through the local Inspector of English, thereby creating a useful tie between the inspector and the teachers he supervises. Universities and institutes have a 'named' distribution to each concerned faculty member.

Judging by the amount of correspondence received by TEIE's editor, the Forum and TEIE are well-received. At their request, Al Azhar schools were added to the list of recipients. Letters to the editor from around the country have requested additional information and other articles, requested ETPP staff visits, offered suggestions and responded to games, contests, and puzzles.

The grant also provides for publication of the Occasional Papers, published since 1979, and a research bulletin which is under preparation. The Occasional Papers are concerned with Egyptian research work in ELT at the post-doctoral level. The research bulletin provides basic information on current research regulations applicable to graduate students, a register of existing ELT research in Egypt, a list of ELT-related theses and an ELT bibliography. The proceedings of each annual symposium are also published.

Likewise, the ETPP grant provides for Egyptian junior faculty participation in the TESOL Summer Institute held annually in the USA. This program is a useful means of engaging, encouraging and training outstanding junior faculty who may otherwise have never been to an English-speaking country or had the opportunity to participate in a very demanding high-calibre program. Eleven participants attended the 1985 TESOL Summer Institute held at Georgetown University in Washington, D.C., with full ETPP funding.

The first batch of candidates survived very well on the whole and got much benefit. One or two are reported to have made major strides professionally as a result of the experience.

Miss Hisan Hassan, a demonstrator at the Dept. of Curricula and Methodology, Islamic Faculty for Girls, Al Azhar University, indicated the program was most useful for students of methodology because it concentrated mainly on techniques of teaching reading and writing. The approach of teaching was something new to her. She benefitted from exposure to the American library system and collected data for her M.A thesis. But such a short time, in her opinion, is not sufficient for upgrading student English proficiency. *What capacity period of TESOL?*

For students of literature, says Iman Shakib, a demonstrator at the Faculty of Languages, Ain Shams University, the course was useful in that it provided the participants with instructional strategies and techniques for teaching.

On the advice of Dr. Ragaa Hanna, a lecturer at the Fayoum Faculty of Education and the supervisor of the 1985 participants,

the 1986 selection process was strengthened to ensure that participants took the program seriously. Rigid selection criteria were applied and 1986 participants were given a three-day writing and reading course at CDELT as part of their orientation.

The 1986 Institute was held at the University of Hawaii at Manoa. This year 50 applications were received from assistant lecturers and junior staff at Egyptian universities across the country. In addition to completing the application form, applicants were required to take a language examination (ALIGU), sit for a personal interview and write an essay on Classroom Teaching. A pre-final selection committee composed of representatives from ETTP, CDELT, USIS and Fulbright selected 15 participants and five alternates. The 15 who attended the TESOL Institute were accompanied by a faculty member who also participated.

In summary, we can say that these activities are now functioning smoothly and have become an integral and essential part of the ELT scene in Egypt.

3. Fulbright Commission ETPP Management Effectiveness

In this section of the evaluation, we will address issues related to the administration, organization and management of the ETPP which has been entrusted to the Binational Fulbright Commission. The main questions related to the effectiveness and efficiency of Fulbright management are identified as Questions 7 through 9 in the Evaluation Scope of Work.

7) Are participating universities satisfied with Fulbright Commission administration of the program?

Evaluation team members met with a number of university administrators to seek their views on Fulbright administration. These administrators were concerned about the continuous uncertainty and anxiety experienced by ETPP staff at their universities over the question of the annual renewal of funding. This concern is also echoed in their own feeling that uncertainty over program continuity gives the role of their university in the project a tenuous character at best. The ultimate effect of this uncertainty is to reduce institutional commitment in the absence of a long-range commitment on the Fulbright side. The obvious answer to this problem is to provide funding that will reassure the participating universities that their commitment of time and staff is going to be matched over the long term.

The 1984-85 program at the regional universities suffered, particularly at Assiout, Menya and Tanta, due to the poor staff recruitment, logistics management and orientation that were provided. University officials in both Menya and Assiout were

almost totally alienated from participation in the program as a result.

However, in those universities still participating in the program we now find a very high opinion of the 1985/86 staff all of whom have solid prior experience in teaching and training. This is validated by the fact that they all have been requested by name to remain at their faculties for the 1986-87 academic year. Other faculties like the Faculty of Education at Suez would welcome participation in the ETP, although they had no ETP staff member at their university during 1985-86. Owing to the success of this year's program, Menya and El-Arish are now asking for more participants.

It was originally felt that the ETP should be put under the Fulbright Commission because this would facilitate the project mission. Experience of the past two years has shown that Fulbright status has been a positive factor. ETP staff have indicated that being "Fulbrighters" was an important element in their gaining the confidence of their colleagues and local acceptance because of the excellent reputation the Fulbright program enjoys in Egypt. When it began, ETP was an unknown quantity, and the relationship of the program to CDELT was not well enough defined to serve as an adequate point of reference and identification for the outposted lecturers and the Cairo-based staff as well.

Dr. Stevenson reported a negative effect, however, in that host universities tended to look upon the ETP professors as there only briefly, three to nine months, in the traditional

Fulbright manner. They agreed to accept another visiting professor to fill the teaching gap in their chronically under-staffed institutions "without giving careful consideration to the(ir) part...in the Curriculum Development Project."

Traditionally, Fulbright has had a free hand in working with Egyptian universities to make direct arrangements for the placement of exchange faculty, and this system was carried over into the first three years of the ETP. Fulbright cultural exchange programs in the past have been developed on the basis of bilateral discussions between it and universities willing to host faculty. In this project however, cooperation and coordination with a national professional organization in the implementation of a national curriculum development project has been required. At the outset, many of the problems that occurred were a natural result of this lack of cooperation and coordination. Consultation with CDELT officials prior to placing the five ETP staff at Assiout University in 1984-85, where they severely overloaded the system, could have avoided the confrontation that occurred and resulted in closing the university to the ETP the following year.

The 1986-87 contract between Fulbright and the cooperating university has been revised to give added prominence to CDELT's role, stress the national nature of the project, make Ministry of Education assistance a recognized part of the ETP staff member's responsibilities and encourage university cooperation with the ETP in developing a "staff development plan." In

the future, determinations concerning the placement of ETPP staff should be shifted to CDELT and made in the context of a coordinated national plan to ensure maximum effectiveness.

8) Do both the Fulbright Commission and the regional universities contribute to the optimal utilization of exchange staff?

A major issue confronting the ETPP is the need to tie exchange staff appointments much more strongly to junior staff appointments, training and professional development. Lecturer appointments should be linked to the underlying CDELT curriculum development plan. Appointees should not simply replace expatriate Egyptians or save universities from staff recruitment. The institutional agreement accepting an ETPP exchange member for the academic year 1986-87 contains a clause stating that ETPP staff will not undertake teaching or advisory activities and functions which are, or could be, filled by Egyptian staff.

Faculties at Fayoum and Qena have asked for more ETPP staff involvement in post-graduate studies. The Dean of Fayoum Faculty of Education expressed the wish that the program continue and that the exchange staff also participate in the teaching of regular courses on reading and comprehension for postgraduate students at the level of the whole faculty as part of university requirements. Dr. El-Maghrabi, Head of the English Department at Qena Faculty of Education, would like to see the ETPP appointees play an increasing role in the training of junior staff-members in methods of research.

9) Do Fulbright Commission management costs appear reasonable in relation to overall program costs?

The ETPP fiscal year runs from October 1 to September 30. During 1985-86, \$277,250 was budgeted for the salaries of the ETPP academic director, the Fulbright program officer and housing officer, seven full-time ETPP consultants and lecturers (plus two who were not hired), a half-time secretary and a three-quarter-time librarian at the project office. Transportation, travel and per diem for 1985-86 was budgeted at \$116,850 (of which only \$14,323 was expended ten months into the fiscal year).

Annual overhead costs budgeted at \$80,000 (about ten percent of the annual budget) are paid to Fulbright to provide salary and benefits funding for one-half the executive director's time, a full-time ETPP financial officer, one-quarter time for the financial officer's supervisor, the office manager and a program assistant and one full-time driver, plus expenses related to vehicles, office rent, depreciation and maintenance. \$264,000 is budgeted for allowances which includes such non-allowance expenses as project office rent of premises and furnishings, Egyptian junior faculty participation in the TESOL Summer Institute (\$75,000), and \$18,500 for journals, books, a photocopier and typewriter. Other direct costs of \$62,000 are budgeted to fund the many activities conducted at CDELT including Forum/Newsletter costs, the national ELT symposium, research publications and academic seminars.

Project disbursements since inception (actuals plus advance requested through August 31, 1986 in dollars) stand as follows:

<u>Salary</u>	<u>Allowance</u>	<u>Travel</u>	<u>Overhead</u>	<u>Other Direct</u>
590,293*	396,215**	156,739	119,595	108,999

\*Includes some Fulbright staff not funded under overhead.

\*\*Includes travel of 1985/1986 TESOL Summer Institute participants, project office rent, rent of Fulbright furniture not included under overhead, library materials, and photocopier expenses more properly distributed under overhead and other direct costs.

During the first year of the project, substantial charges were made to the allowances portion of the budget during a period near total project inactivity, but these were later disallowed as a result of a subsequent USAID audit. Certain personnel and other costs carried under overhead, (full-time driver and vehicle, full-time housing officer, etc.) appear to be more heavily charged to the project than their use would normally dictate. On reviewing the budget for the project as it was originally set out, it seems clear that part of the purpose of the grant was to meet ongoing Fulbright management costs without due regard for their contribution to ETPP achievements, and that management costs in a future program could be substantially reduced.

ETPP program management is largely conducted by Mr. John Bagnole, the academic director, out of an office maintained across from CDELT at Ain Shams University. Project administrative activities take place at the Fulbright commission office housed in Garden City.

The ETPP management committee, composed of the academic director, the Fulbright program officer and the financial officer, have been meeting monthly since the project officer was hired in October 1985. The Fulbright program officer attends Fulbright executive staff meetings, but the academic director does not. She is responsible for representing the project to the Executive Director and conveying the substance of Fulbright staff meetings back to the ETPP academic director and ETPP staff. Similarly, the academic director regularly meets with CDELT officials, but matters of day-to-day concern must be funnelled back to Fulbright through the project officer. There is no record of USAID-Fulbright meetings in 1983-84, few were held in 1984-85, and "three or four" were reported in 1985-86, with the result that excessive managerial distance exists between the ETPP, USAID and Fulbright.

Establishment of an ETPP project office has proven highly important to the success and cohesiveness of the project. The space provides a congenial and professional working atmosphere for staff, faculty and visitors and a quiet location for CDELT publications work. The limited space available at CDELT itself, on the Ain Shams University campus, is not appropriate for effective telephone communication, for housing and operating word-processing equipment, nor for editorial and writing activities. The project office has vastly improved CDELT's capability, ETPP's effectiveness, and through the acquisition of a P.O.Box, has facilitated communication for readers of the Forum and the Newsletter.

At the end of the first year of actual implementation, the project witnessed a 75 percent staff turnover rate, in part due to personality conflicts and improper faculty selection criterion (many of those who left had not previously worked abroad), but also due to deficiencies in the project as originally designed.

In her 1985 final report, Dr. Stevenson pointed out that although ETP professional staff were brought to Egypt under the Fulbright program, they lacked the academic base common to regular Fulbrighters, including tenure, health and pension plans and a home to return to. "Their homes are where they are," she wrote. Consequently, she and ETP staff expressed their view that the project had an obligation to provide certain minimum needs that were not adequately met during the 1984-85 program, and which to some degree are still lacking.

Professional staff salaries, currently between \$22,300 and \$35,000, are appropriate and about average for similar work in the region. No complaints were expressed. The employment contract states that 40% of the salary will be paid by Fulbright in LE, apparently a carryover from the days when Fulbright academic exchange faculty and researchers were paid in part out of excess PL-480 local currency. This created an excess LE problem for ETP staff members which Fulbright resolved by repurchasing the LE from the staff member at the US Embassy accommodation rate. Under the 1986-87 amendment, the LE portion will be provided by USAID, and Fulbright will be unable to buy back the excess

LE (potentially a substantial amount, especially for outposted staffers).

The lack of professional staff benefits in the 1984-85 program was the source of many complaints. Since then, the benefits package has been improved, especially with respect to medical coverage, home leave and FICA subscription. However, neither life insurance coverage nor a pension scheme, such as is available through TIAA-CREF for university faculty and non-profit organization employees, are provided.

Since project initiation, staff have been operating on one-year appointments, which due to the nature of program funding could not be renewed until the very last minute. This has led to substantial staff anxiety over job security, lowered morale, caused the loss of key personnel in both years of project activity and had an unsettling effect on the recipient institutions.

During the 1984-85 project year, great dissatisfaction was expressed with the quality of the housing provided by Fulbright. Expectations had been heightened by the recruiting team that originally interviewed prospective staffers. There was no program officer at Fulbright to ensure that housing was ready to move into upon arrival, hence the quarters assigned frequently lacked such essentials as hot water heaters, screens, air conditioners and usable furniture. This problem has been resolved. A housing allowance appropriate to the site is provided to enable staffers to secure the type and level of housing most appropriate to their needs. Fulbright offers facilitative assistance in locating

housing and reviewing leases in an advisory capacity, but the staff member signs the contract directly with the landlord.

ETTP staff now receive a modest annual representation allowance of LE 300 to meet reciprocal hospitality expenses. This is an appropriate and useful allowance.

#### 4. Project Design, Implementation and Cost Effectiveness

This final section of the report is concerned with the identification of problems related to ETTP project design and implementation and making recommendations for improving project cost-effectiveness where appropriate. In responding to this topic, we will address questions 4 and 5 in the Scope of Work, inter alia. Issues that have been covered in earlier sections of this report will not be repeated here.

4) Do University administrators consider the higher costs of exchange staff (compared with local instructors) to be justified by their contribution to strengthening English language teaching both in the classroom and through their extra-curricular activities?

University administrators do not feel the cost of the ETTP program because it is not a direct part of their budget. In their experience, foreign agencies are expected to fund all the costs of their activities and personnel in Egypt. From their point of view, this is not an issue.

Administrators are well aware that, while Egypt has a number of outstanding ELT scholars, there simply are not enough senior Egyptian ELT faculty with the training and background to serve as quality professional teachers and teacher trainers free to

commit themselves to the kind of team effort required to raise the level of Egyptian ELT. It is not appropriate to raise teaching hours or class size in the belief that this will result in greater cost-effectiveness. Sending a substantial number of Egyptian junior faculty abroad for advanced ELT study is needed, but pointless, if staff appointments are not forthcoming.

There is certainly a need for additional Egyptian Ph.D.s in ELT, particularly while foreign expertise is carrying part of a departmental workload, but an even greater need is to implement and take full advantage of the current program, personnel and capabilities that exist, particularly in the lower ranks, through the provision of junior staff and faculty to train with the ETPP staff in the Egyptian environment. Unfortunately, few faculties have moved to seize the chance.

Why not?

Ph.D. training, while important and a teaching requirement for tenure in an Egyptian faculty, is likely to endow the holder with more interest in linguistic theory than in practical application of the knowledge and skills needed for high-quality language instruction to take place. It therefore appears quite unlikely that an Egyptian missions abroad program would be able to replace ETPP staff in the near term in a manner that could be considered cost-effective, although it should not be excluded as an element in an expanded project to develop Egyptian ELT.

Another alternative would be to use a different type of native English teacher, on the model of the Peace Corps volunteer, for example. Certainly the cost would be substantially less,

SK

both in terms of salary and in terms of the benefits and allowances that would be required. This approach is not recommended however, except perhaps as complementarily to the ETPP program, for the following reasons. Low-paid volunteers are generally young and enthusiastic, but lack the experience, professional qualifications and dedication needed at this time on the Egyptian campus. Particularly at the regional universities, the need is for mature, experienced professional staff capable of sustaining a high level of performance under what are quite demanding conditions. The role that such volunteers could possibly play is really more analagous to what should be required of properly-used Egyptian teaching assistants who would provide the added bonus of increased institutionalization of ELT. Replacement of ETPP staff with low-cost volunteers does not offer an appropriate solution to the problem.

Current ETPP staff are highly regarded by their British and Egyptian colleagues. This point cannot be over-emphasized. With the exception of one who accepted a job offer elsewhere because of the delay in MPIC approval of the 1986-87 extension, all are staying with ETPP for 1986-87. All have backgrounds in EFL/ESL in the Middle East or developing countries with solid prior experience in teaching and training. They have an advantage over traditional academicians abroad on sabbatical leave in that they are "overseas professionals," a category almost lacking in US aid to ELT.

Although teaching Fulbrighters are traditionally Ph.D. level, completed or completing, ETTP staff reflect a different reality, namely, that Ph.D.s are difficult to find in EFL. Those that can be found are normally not available for long-term development work abroad due to home university commitments, and lack the practical orientation needed by the ETTP. Although Egyptian university officials would like to see Ph.D.s, they expressed a high degree of satisfaction, particularly with the 1985-86 staff, and seem to recognize that the current staff mix of academic training and experience is the most appropriate to the program and their needs.

Hence, over the middle term, Egypt will continue to be reliant on foreign assistance and input as it builds an ELT capability sufficient to meet the enormous needs imposed upon it by the size of its population and demands of its increasingly internationalized economy and business community for well-trained speakers of English.

5) Do administrators at participating universities appear to attribute sufficient value to the program to provide support in local currency or in kind?

The English language issue, while of substantial importance to Egyptian educators, is only one of a myriad of critical pressing issues currently facing this country's educational system. Thousands of competing calls in a myriad of disciplines for additional budget support are being made. From the point of view of the Egyptian educator, providing funding for an American

program for teaching English seems profoundly illogical. The most useful "in-kind" funding that can be made is the commitment from their budgets for junior staff to work with the ETP faculty.

At present, Egyptian universities are unable to provide adequate desks and rooms for their Egyptian faculty. But a special attempt was made in Assiut at the Faculty of Education for the five ETP instructors there in 1984-85; and meagre as the provisions were, they were a major concession and far better than the provisions for senior staff.

#### 4.1. USAID Assistance to CDEL

Perhaps the most serious design flaw lies in the failure of the project to reinforce and enhance CDEL's national role.

The CDEL director expressed substantial concern at USAID support for his ongoing operations being channelled through the ETP and Fulbright as a line item subject to annual approval, rather than being a separate longer-term grant as it was prior to ETP establishment. It was originally envisioned that pulling the CDEL funds under the Fulbright umbrella would guarantee their continued existence, but the reality has been quite different. For the last two years, more than six months of continuous effort, expenditure of political capital, bureaucratic finagling and repetitive project justification have been necessary annually to secure the continuation of project support.

CDEL has made a major contribution to ELT by bringing it into focus and professionalizing its activities in Egypt and ETP has further enhanced its role by providing an outreach

component that was not available previously. However, the current mechanism for funding CDELT through Fulbright de-emphasizes CDELT's central role, leaves institutional project activity vulnerable to sudden stoppage, impairs planning, creates the only tension that appears to exist between ETPP and CDELT and contrary to its intended purpose, is institutionally destabilizing.

*Wing*  
At the same time, the CDELT director feels his institution is not adequately brought into project management by Fulbright. He would like to see more coordination, particularly with respect to determining project direction and coordinating placement strategy for outposted staff. A major CDELT weakness is its over-reliance on foreign support, for financing and for staff alike. Finding ways to promote increased CDELT management responsibility should be given a high priority, but this should be accompanied by additional Egyptian staffing of the Center, so that it is not seen as a symbol of excessive foreign intervention in Egyptian education.

U  
We are recommending that a national conference of all the major agencies working in Egyptian ELT be called to establish a working and funding strategy for the development of ELT in this country. Ideally, such a conference would examine and assign responsibilities for funding and staffing of this important activity with the goal of ultimately giving Egypt the capability of managing its ELT effort with minimal outside assistance.

USAID/Egypt  
Fulbright Commission Grant for English  
Teacher Training Program  
(263-0026-G-4009)

EVALUATION SCOPE OF WORK

A. Activity to be Evaluated

The English Teacher Training Program (ETTP) is funded by a grant from USAID to the Commission for Educational and Cultural Exchange between the U.S.A. and the A.R.E., better known as the Binational Fulbright Commission. This grant is a subactivity of the project Technology Transfer and Manpower Development III. Under this grant, USAID has provided approximately \$1.6 million for the period November 1983 through August 1986. The grant has primarily supported a program of academic exchange, bringing U.S. English language instructional specialists to strengthen English teacher education in Egyptian regional universities.

B. Purpose of the Evaluation

The evaluation will primarily focus on the academic exchange program funded under the grant. It is intended:

- (i) to assess the contribution of the Fulbright ETTP to strengthening university-level English language teacher education and training in Egypt in relation to the needs for assistance in this area;
- (ii) to evaluate the effectiveness and efficiency of the Fulbright Commission's management of the ETTP; and
- (iii) to identify problems (if any) related to the design and implementation of the ETTP and to make recommendations for improving the cost-effectiveness of the program.

The evaluation should assist USAID, the Ministry of Higher Education (MOHE) and the Ministry of Education (MOE) in deciding whether to continue the ETTP, and should the program continue, to provide guidance for modification of the program to more effectively and efficiently contribute to the development of English language teacher education and training.

C. Background

The first tranche of funding under the grant was provided in November 1983. The initial grant amount of \$686,000 was shortly thereafter increased to a total of \$816,000. These funds were intended to support 15 exchange instructors during the 1983/84 and the 1984/85 academic years, who were intended primarily to provide classroom instruction in English language teaching in the Faculties of Education and/or Arts in Egyptian regional universities. The Commission was expected to work with the Center for

Developing English Language Teaching (CDELT) in the placement of these instructors and in the coordination of their activities with other English teacher education programs in Egypt. The grant also provided funds to Fulbright and CDELT to procure copies of the USIA quarterly, English Teaching Forum, and to distribute these copies to teachers of English in Egypt with an Egypt-specific newsletter inserted in alternate numbers of the Forum.

The grant was amended in August 1985 to increase the amount of the grant by \$809,000 and to extend the grant period through August, 1986. This second tranche of funding was to support 9 exchange staff during the 1985/86 academic year. This amendment also broadened the responsibilities of exchange staff beyond formal instruction to development of new curricula in conjunction with CDELT, support to junior faculty, and participation in extra-curricular workshops, seminars, etc. The amendment provided continued support for the distribution of the Forum. Funds were also provided for 20 junior Egyptian faculty members to attend the Summer Institute of Teachers of English to Speakers of Other Languages held in the U.S.

In addition to the activities described above, the grant has provided support to the Fulbright Commission for administration of the program. These costs have included a full-time U.S. hire Program Director and Egyptian program officer, a percentage of salaries and benefits for certain other Fulbright professional and support staff, and other overhead costs.

Unfortunately, the Grant documents do not provide a clear statement of the expected outcomes and the overall purpose of Grant activities. Moreover, they do not clearly specify the intended emphasis on formal classroom instruction and extra-instructional technical assistance and institution-building activities. This makes the task of evaluation somewhat more difficult.

Grant activities have broadly followed the directions outlined in the Grant documents. The exchange program has supported thirteen exchange personnel at eight universities in 1984-85 and eight exchange staff at five universities in 1985-86. Other activities under the Grant appear to have been implemented as planned.

#### D. Statement of Work

The evaluation will address the following, key questions:

1. What has been the contribution of the exchange instructors to student teacher preparation at participating regional universities? How many student teachers are being reached and how many student-hours of instruction per week are provided by exchange staff? Do university administrators and student teachers consider courses taught by the exchange instructors to be more effective than similar courses taught by local staff? If so, why? Have any efforts been made to measure the impact of the EITP program in quantitative terms? Are such efforts feasible and likely to provide a valid approach to evaluating the program in the future?

2. What has been the contribution of exchange staff outside the classroom? How has their time been divided between instructional and extra-curricular activities? What have exchange staff accomplished in terms of the extra-instructional tasks described in the grant documents, for example, assistance to CDELT in curriculum development, junior-faculty development and participation in MOE-sponsored seminars and in-service teacher training? Have exchange staff made a contribution in any areas other than those anticipated in grant documents? Cite specific examples and assess the quality and importance of their extra-instructional contributions.

3. What do university staff and students and CDELT personnel perceive as the major benefits of the current ETPP? To what extent are they supportive of the program, and to what extent does this support, if any, vary across universities? Do they see the program as responsive to their perceived priority needs in the area of English language teacher preparation? How might the program be modified to better address these needs? Which ETPP activities should be emphasized if the program is continued?

4. Do university administrators consider the higher costs of exchange staff (compared with local instructors) to be justified by their contribution to strengthening English language teaching both in the classroom and through their extra-curricular activities? What are appropriate alternatives against which the cost-effectiveness of the ETPP could be measured? How does the ETPP rate in terms of cost-effectiveness in comparison to these alternatives?

5. Do administrators at participating universities appear to attribute sufficient value to the program to provide support in local currency or in kind? Would such a contribution assist in ensuring that exchange staff are appropriately placed and utilized? What are the likely constraints to realizing such a contribution from participating universities?

6. To what extent have other activities funded under the grant functioned smoothly? Is the distribution of the Forum and preparation of the Egypt-specific newsletter managed in an appropriate and timely manner? To what extent do staff at participating universities perceive the Forum and the CDELT insert to be useful to their professional development? Do the participants to the Summer Institute consider their experience to have been relevant and useful to their current responsibilities?

7. Are participating universities satisfied with Fulbright Commission administration of the program? Are Fulbright Commission recruitment and placement strategies designed to best meet the needs of the participating universities? How can Fulbright Commission management of the program be improved from the perspective of the university administrators in the event that the program were to be extended?

8. Do both the Fulbright Commission and the regional universities contribute to the optimal utilization of exchange staff? Are Fulbright Commission orientation and logistic services adequately supportive of the intended roles of exchange staff? Are the regional universities utilizing exchange staff effectively? What changes should be considered in these areas if the program is continued?

9. Do Fulbright Commission management costs appear reasonable in relation to overall program costs? What is the ratio of Fulbright Commission program administration costs (including Fulbright Commission staff salaries and logistical support costs) to actual program costs (i.e. salaries, transportation and allowances for exchange staff, newsletter procurement, distribution and production costs etc.)? To what extent can administrative costs be reduced without decreasing program effectiveness?

#### B. TEAM COMPOSITION

The evaluation will be conducted by a three-person team:

- (i) two part-time consultants with expertise in English language teacher education, curriculum development and English language teaching in Egyptian universities, and extensive knowledge of the Egyptian educational system. These individuals should preferably have prior experience in program/project evaluation, and should be of sufficient professional stature to elicit a frank and open discussion of the program with the senior administrators and faculty of participating universities.

It is anticipated that the two consultants will work 75% time for four weeks. One of the two consultants will be designated team leader and will have responsibility for coordinating team assignments and inputs into the evaluation report. The team leader will also have overall responsibility for preparation and submission of the evaluation report to USAID and the Fulbright Commission.

- (ii) a consultant with experience in the administration of similar academic exchange programs. This individual should also be familiar with the Egyptian educational system, and in particular, with the Egyptian university milieu. This individual should also preferably have some knowledge of English teacher education and training in Egypt and prior evaluation experience. (It is anticipated that this individual will be a resident-hire U.S. consultant.)

#### F. METHODS AND PROCEDURES

1. Prior to the commencement of the evaluation, the Fulbright Commission will compile available program documentation and basic statistical data on program outputs (number of lecture hours taught by EITP exchange staff, number of undergraduate and in-service teachers taught, etc.). A comprehensive list of appropriate documents and indicators has been developed by the Commission in Section I of the memorandum titled "EITP Evaluation Notes".

2. The two person evaluation team will review grant documentation, including financial information and end-of-tour reports by exchange staff, and analyse data compiled by the Fulbright Commission.

3. The evaluation team will interview appropriate USAID, KOHE, MOE, Fulbright Commission and CDELT staff.

67

4. The team will conduct a series of structured interviews with key informants within participating universities, i.e., administrators and faculty in the Faculties of Education/Arts, and to the extent possible, students who have been taught by the exchange instructors. Interviews will include administrators at universities which participated in the first year of the program but not in the second year.

5. The team will conduct structured interviews with current exchange staff.

6. The team will prepare an evaluation report providing findings, conclusions and recommendations responsive to the questions in the Statement of Work, above, based on the analysis of information obtained through tasks 1 through 5, above.

The evaluation is expected to require about 4 work weeks each for the two evaluators, including writing of the evaluation report.

#### G. FUNDING

Funding for the evaluation will be provided under the Grant. The evaluation team will be hired and evaluation funds disbursed directly by USAID. An estimated budget is attached.

#### II. REPORTING REQUIREMENTS

1. The evaluation team will brief USAID/Education and Evaluation office staff mid-way through the evaluation on progress to-date.

2. The team will submit a draft report to USAID and the Fulbright Commission three weeks after they commence work. These agencies will make every effort to provide written comments on the draft within one week of receipt of the draft report. The final report will take these comments into consideration.

3. The team will submit the final evaluation report to USAID and the Fulbright Commission within one week of receiving written comments on the draft report from USAID and the Fulbright Commission. Copies of the final report will also be provided to the MOHE, MOE, CDELT and the Supreme Council of Universities.

4. The format for the report should be as follows:

- Executive Summary, not to exceed three single-spaced pages, in English and Arabic. (Outline to be provided by USAID.)
- Statement of Major Conclusions and Recommendations, in bulletized or tabular format. (USAID can provide examples.)
- Main Report, i.e. information and analysis on which conclusions and recommendations are based. The report should not exceed thirty double-spaced or fifteen single-spaced pages.
- Annexes, as appropriate, including the evaluation Scope of Work, a bibliography of documents consulted and a list of individuals interviewed and their agency affiliation.

(6)

5. The team will conduct debriefings for USAID and Fulbright Commission personnel to present their major findings, conclusions and recommendations. The Fulbright Commission should invite appropriate personnel from the MOHE, the MOE, CDELT and the Supreme Council of Universities to the debriefing for the Fulbright Commission.

64

Annex 2

Individuals Consulted

1. Dr. Hamid El-Abd  
Dean, Faculty of Education, University of Minya
2. Ms. Faiza Abdel-Khalik  
ETTP Financial Officer  
Fulbright Commission
3. Dr. Hani Azer  
Lecturer, Department of English, Faculty of Education,  
University of Tanta
4. Mr. John Bagnole  
ETTP Director
5. Dr. Atef Bekheit  
Acting Head of English Department, Faculty of Education,  
Fayyoun Branch, Cairo University
6. Mr. David Bell  
ETTP Faculty Member
7. Mr. Richard Boyum  
Assistant Cultural Affairs Officer, USIS,  
Egypt
8. Mr. William Charleson  
HDRC, USAID
9. Mrs. Shanti Connoly  
Evaluation Officer, USAID
10. Mr. Robert H. Straker Cook  
Senior Consultant, CDELT, Ain Shams University
11. Dr. Abdel-Messeih Daoud  
Director, Center of Developing English Language Teaching,  
Ain-Shams University
12. Ms. Safia El-Wakil  
ETTP Project Officer  
Fulbright Commission
13. Mr. Ahmad Gaafar  
Director of Foreign Languages Programmes  
Training Department, Ministry of Education
14. Dr. Abdel-Fattah Galal  
Dean, Faculty of Education  
Fayyoun Branch, Cairo University

15. Mrs. Samira El-Ghawabi  
Director General, Training Department, Ministry of Education
16. Dr. Abdel-Fattah Ghobashi  
Dean, Faculty of Education, El-Arish, Suez Canal University
17. Mr. Mamoun Hamza  
Demonstrator, Department of English, Faculty of Arts,  
Qena Branch, Assuit University
18. Dr. Ragaa Hanna  
Lecturer, Faculty of Education, Fayyoun Branch  
Cairo University
19. Miss Hisan Hassan  
Demonstrator, Cepartment of Curriculum and Methodology  
Al-Azhar University
20. Dr. Abdel-Razek Hassan  
President, Assuit University
21. Mr. Adrian Holliday  
Consultant for Language, CDELT, Ain Shams  
University
22. Mr. Ahmad Hossein  
Demonstrator, Department of English, Faculty of Arts,  
Qena Branch, Assuit University
23. Mr. George Kondos  
HRDC, USAID
24. Mrs. Johanna Kowitz  
ETTP Exchange Staff-member and Consultant for Methodology,  
CDELT, Ain-Shams University
25. Dr. Khairallah  
Dean, Faculty of Education  
Mansoura University
26. Mr. Leslie Lisle  
Cultural Affairs Officer, USIS, Egypt
27. Dr. Ibrahim El-Maghrabi  
Head of English Department, Faculty of Arts,  
Qena Branch, Assuit University
28. Dr. Ann Radwan  
Director, Binational Fulbright Commission,  
Egypt
29. Mr. Tim Riney  
Visiting Professor, ETTP, Department of English,  
Faculty of Education, University of Tanta

30. Miss Mona Shafel  
Evaluation Officer, USAID
31. Miss Iman Shakib  
Demonstrator, Faculty of Lanaguages  
Ain Shams University
32. Dr. Ahmad Thabit  
Lecturer, Department of English, Faculty of Education,  
University of Tanta
33. Mr. Nazmi Wanis  
Head, Department of English, Faculty of Education,  
Suez Branch, Suez Canal University

Annex 3

Bibliography

Bagnole, John, Monthly Reports, October 1985 - June 1986 (with the exception of January 1986).

Bell, David, Monthly Reports, October 1985 - June 1986.

Boeshaar, Steve, Monthly Reports, October 1985 - June 1986 plus Final Report.

Boeshaar, Steve, editor, Report on the Teaching of Third and Fourth Year Grammar in Four Faculties of Education in Universities 1984 - 85, ETPP-CDELT, May 15, 1985.

Bowers, Dr. Roger G. and Daoud, Dr. Abdel Messih, Working Papers: CDELT Support for English Language Training Sponsered by U.S. Agencies under USAID Grant, CDELT, Ain Shams University, November 1983.

Cole, Richard, editor, Report on Practice Teaching 1984 - 85, ETPP-CDELT, May 16, 1985.

Geren, Carol V., Monthly Reports, October 1985 - June 1986.

Hawkey, Mavis, The Literature Components of the B.A. in Education with English - A Curriculum Discussion Document, CDELT, Ain Shams University, June 1985.

Hopkins, David, Monthly Reports, October 1985 - June 1986 (with the exception of March 1986).

Kowitz, Johanna, Monthly Reports, October 1985 - June 1986 (with the exception of February 1986).

Kowitz, Johanna, University Visit Reports, Tanta University (November 5, 1985), Cairo University (November 19, 1986).

Kowitz, Johanna and Spencer, Beverly, Report on Methodology Curriculum in Egyptian Universities 1984 - 85, ETPP-CDELT, May 1985.

Kowitz, Johanna, editor, Report on Third and Fourth Year Phonetics Curriculum in Egyptian Universities, ETPP-CDELT, February 1986.

Martin, Bill, Monthly Reports, October 1985 - June 1986.

Riney, Tim, Monthly Reports, October 1985 - June 1986.

Scharer, Gill, Teaching Practice for English Specialists in Egyptian Faculties of Education - A Curriculum Recommendation, CDELT, Ain Shams University, June 1985.

63

Scharer, Gill, Third and Fourth Year Essay and Comprehension for English Specialists in Egyptian Faculties of Education - A Curriculum Recommendation, CDELT, Ain Shams University, June 1985.

Straker Cook, R. H., Progress Reports for Mid-Year 1985 - 86 With Objectives to 1988, CDELT, Ain Shams University, January 1986.

Sullivan, James, editor, Report on the Teaching of Literature in Egyptian Universities: A Discussion Paper 1984 - 85, ETTP-CDELT, May 16, 1985.

Thomas, Andrew, Third and Fourth Year Grammar and Phonetics for English Specialists in Faculties of Education in Egyptian Universities - A Curriculum Recommendation, CDELT, Ain Shams University, June 1985.

Thomas, Andrew, Third and Fourth Year Language Teaching Methodology for English Specialists in Faculties of Education in Egyptian Universities - A Curriculum Recommendation, CDELT, Ain Shams University, June 1985.

Wilpizeski, Michael, editor, Report on the Teaching of Essay/Comprehension to the Third and Fourth Year Students 1984 - 85, ETTP - CDELT, May 1985.

CDELT DECADE: Ten Years of Service to the Teaching of English in Egypt 1976 - 1986, CDELT, Ain Shams University, 1986.

Sixth National Symposium on English Language Teaching in Egypt: Interim Report, CDELT, 1986.

Annex 3

Bibliography

Bagnole, John, Monthly Reports, October 1985 - June 1986 (with the exception of January 1986).

Bell, David, Monthly Reports, October 1985 - June 1986.

Boeshaar, Steve, Monthly Reports, October 1985 - June 1986 plus Final Report.

Boeshaar, Steve, editor, Report on the Teaching of Third and Fourth Year Grammar in Four Faculties of Education in Universities 1984 - 85, ETPP-CDELT, May 15, 1985.

Bowers, Dr. Roger G. and Daoud, Dr. Abdel Messih, Working Papers: CDELT Support for English Language Training Sponsered by U.S. Agencies under USAID Grant, CDELT, Ain Shams University, November 1983.

Cole, Richard, editor, Report on Practice Teaching 1984 - 85, ETPP-CDELT, May 16, 1985.

Geren, Carol V., Monthly Rep . . , October 1985 - June 1986.

Hawkey, Mavis, The Literature ,omponents of the B.A. in Education with English - A Curriculum Discussion Document, CDELT, Ain Shams University, June 1985.

Hopkins, David, Monthly Reports, October 1985 - June 1986 (with the exception of March 1986).

Kowitz, Johanna, Monthly Reports, October 1985 - June 1986 (with the exception of February 1986).

Kowitz, Johanna, University Visit Reports, Tanta University (November 5, 1985), Cairo University (November 19, 1986).

Kowitz, Johanna and Spencer, Beverly, Report on Methodology Curriculum in Egyptian Universities 1984 - 85, ETPP-CDELT, May 1985.

Kowitz, Johanna, editor, Report on Third and Fourth Year Phonetics Curriculum in Egvptian Universities, ETPP-CDELT, February 1986.

Martin, Bill, Monthly Reports, October 1985 - June 1986.

Riney, Tim, Monthly Reports, October 1985 - June 1986.

Scharer, Gill, Teaching Practice for English Specialists in Egyptian Faculties of Education - A Curriculum Recommendation, CDELT, Ain Shams University, June 1985.

Scharer, Gill, Third and Fourth Year Essay and Comprehension for English Specialists in Egyptian Faculties of Education - A Curriculum Recommendation, CDELT, Ain Shams University, June 1985.

Straker Cook, R. H., Progress Reports for Mid-Year 1985 - 86 With Objectives to 1988, CDELT, Ain Shams University, January 1986.

Sullivan, James, editor, Report on the Teaching of Literature in Egyptian Universities: A Discussion Paper 1984 - 85, ETPP-CDELT, May 16, 1985.

Thomas, Andrew, Third and Fourth Year Grammar and Phonetics for English Specialists in Faculties of Education in Egyptian Universities - A Curriculum Recommendation, CDELT, Ain Shams University, June 1985.

Thomas, Andrew, Third and Fourth Year Language Teaching Methodology for English Specialists in Faculties of Education in Egyptian Universities - A Curriculum Recommendation, CDELT, Ain Shams University, June 1985.

Wilpizeski, Michael, editor, Report on the Teaching of Essay/Comprehension to the Third and Fourth Year Students 1984 - 85, ETPP - CDELT, May 1985.

CDELT DECADE: Ten Years of Service to the Teaching of English in Egypt 1976 - 1986, CDELT, Ain Shams University, 1986.

Sixth National Symposium on English Language Teaching in Egypt: Interim Report, CDELT, 1986.

Annex 10

A Historical View of the  
English Teacher Training Program  
(ETTP)

by

by Dr. Ali Ezzat

The English Language Teacher Training in Egypt is a special educational project of the Commission for Educational and Cultural Exchange between the U.S.A. and the A.R.E. The support organization for the program is the United States Agency for International Development (USAID). Cooperating agencies are the United States Information Agency (USIA) and the Center for Developing English Language Teaching (CDELT), Ain Shams University.

### Background

In October 1983 , the Binational Fulbright Commission agreed to administer an English teacher training project. The purpose of the project is the improvement of the training of student teachers in the faculties of education in Egyptian universities ; the improvement of both their language skills and their professional teaching skills . The project will fund a team of specialists in teaching English as a foreign language , who will provide professional orientation , guidance and support for the faculties of education as well as a minimum number of classroom teaching hours .

On November 6, 1983 , a contract was signed by the Fulbright Commission and USAID (GRANT AGREEMENT No. 263-0026-G-00-4009-90) to fund the project (to the amount of \$ 686,000) . On May 21, 1984, the Agreement was amended to provide twelve-month funding for the project , for the academic year 1984-1985 (the total grant amounted to \$ 816,000) . In August 1984, funding for a second academic year , 1985-1986 was assured .

Early in 1983 , preliminary investigations were made by both Fulbright and CDELT to discover possible interest

among the Egyptian universities in having ELT specialists added to their teaching staffs . Interest was widespread throughout the entire university system , but the following universities were identified as those willing to co-operate to make a real effort to improve teacher training: (Assiut , Minya , Suez Canal , Tanta , Mansourah , Helwan, Ain Shams (Faculty of Languages) , and Alexandria) .

#### Implementation

On February 26, <sup>1984</sup> Dr Jane Stevenson , English Language Teaching Consultant for the United States Information Agency , arrived in Cairo to discuss the implementation of the program . It was decided that the program should be put on a twelve month basis to facilitate the hiring of quality personnel and to insure the possibility of on-going success . Dr Stevenson and Dr Roger Bowers (CDELT) agreed to go to the National Convention of Teachers of English to Speakers of Other Languages in Houston , Texas , to recruit teachers .

Dr Stevenson returned to Egypt on March 26 to continue the initial implementation process . The 12 American specialists arrived in Egypt by the end of September and orientation was begun in October, 1984 .

Following country orientation by Fulbright , a week of intensive academic/professional orientation was held at the Center for Developing English Language Teaching (CDELT) at Ain Shams University , meeting with the Key English Language Teachers (KELTs) appointed by the British Council to work with CDELT , and finally with some representatives of the cooperating Egyptian universities .

Dr Stevenson was appointed Director of the Program. In response to her request , she was also appointed Senior Consultant to the Center for Developing English Language Teaching , Faculty of Education , Ain Shams University , "to formalize the arrangement and to facilitate any contribution which (we , i.e. the Program) in return can make to CDELT program ... and thus to insure effective cooperation between (our) two operations ".

By October 18, all of the specialists were in their posts . Five of them were in Assiut at Assiut University, where they would be teaching and advising in the Departments of English and of Curriculum in the Faculty of Education . Four of these would go weekly to the branch of Assiut University in Qena , and the fifth would go to Sohag weekly for similar activities .

Two were in Minya in the Curriculum Department of the Faculty of Education , Minya University , where they would be teaching and developing software for various kinds of media to be used in English language teaching .

Two were posted to Suez Canal University , living in Ismailia and teaching at the branches in Al Arisa and Suez , where there are Faculties of Education .

One was in Tanta at the Faculty of Education of Tanta University .

One was at the Faculty of Education of Helwan University in Zamalek .

One of them was attached to CDELT where he would be working in the postgraduate diploma and MA/TEFL programs , as well as doing a few hours of teaching in the Faculty of Language. , Ain Shams University .

#### The Projected Academic Program

The thrust of the program is to improve the quality of English teachers going into the public schools of Egypt. • This will be done , first , by upgrading the curriculum in the faculties of education and improving the materials used in their classes . The Center for Developing English Language Teaching has produced

materials for use in the first and second years . In the academic year 1984/85 , work would concentrate on the curriculum for the third and fourth years , with special emphasis on methodology and literature . The English Teacher Training Program specialists would assist in this work and also teach in the third and fourth year courses to examine the existing curriculum , to evaluate and test the new materials .

They would also work with the junior members of the faculties of education (called 'Demonstrators') to assist them in their teaching of first and second year courses , help them in their research and postgraduate studies , and present seminars and workshops on topics relating to English language teaching .

In other words , the thrust of the program is the improvement of the language and professional competence of teachers being prepared to go into classrooms of the public schools of Egypt . The thrust is threefold :

First: Curriculum Research and Materials Development

Through its cooperation with CDELT , the ETPP will work with the Curriculum Research and Development for Faculties of Education , a project supported by the

Foreign Relations Co-ordination Unit (FRCU) of the Supreme Council of Universities . This project is currently investigating the 3rd and 4th year programs in the faculties . ETPP specialists will work with the members of the faculties to which they are assigned on both curriculum and materials development , the trial teaching of materials and the evaluation of the results .

Second: Limited Teaching of Third and Fourth Year

Courses in Language and Methodology

ETPP specialists will teach a limited number of hours weekly in the areas of language and methodology to examine the existing curriculum in order to evaluate and make recommendations for development , and to identify special problems .

Third: Assistance to the Junior Members of the Faculties

of Education

All of the Faculties have recent graduates , called "Demonstrators" , who do much of the teaching , especially at the first and second year level . The specialists will offer them assistance in lesson planning and teaching , cooperate in team-teaching with them , and

in any way support them in their teaching and help them improve their skills . As these young teachers are also registered for graduate programs , the specialists may also guide them in their research and , in cooperation with their professors , offer any acceptable assistance .

The ETPP specialists will be free during the months of July and August to participate in seminars, workshops , symposia , etc... for the benefit of English teachers at all levels of the educational system .

• ETPP / CDELT Cooperation

As pointed out , the Grant Agreement and the supporting documents indicate quite clearly that the intention of the Grant is to provide professional orientation and guidance in support of classroom teaching to be done through cooperation with CDELT and the FRCU Project for Curriculum Development . The value of the joint effort can be readily seen :

- a) Improvement of the quality of teacher training in Faculties of Education can have a wide impact on the teaching and learning of English in Egyptian schools ;
- b) The FRCU Curriculum Development Project has already begun in many universities in which the administration

is committed to the principle and the teaching staff involved in the development process ;

c) CDELT has already provided a curriculum for language instruction in the first two years and has begun the development process for the third and fourth years .

d) CDELT has established good working relationships with a number of universities who are cooperating with the FRCU Project .

e) Cooperation between CDELT and ETPP enables the ETPP staff to build on work which has already been accomplished, and to avoid duplication of effort in the third and fourth year work ;

f) Since 1980 , CDELT has been working as a focal point for activities related to English language teaching . It has been involved in work related to curriculum development , materials production , teacher training , and postgraduate education .By sponsoring the National Symposium annually , by publishing the symposium proceedings as well as Occasional Papers , by keeping a national register of theses and research-in-progress relating to English language teaching , and by providing a meeting place for all those interested in the problems of teaching and learning English ,

it is becoming an important national resource , which receives the support of the Egyptian Government and Egyptian educational institutions as well as the co-operation of the American and British Governments .

It should be re-emphasized here that considerable support has been given by both USIS and USAID to CDELT in the past . The FRCU Project is funded through USAID grant to the Supreme Council of Universities . Therefore, the present cooperation between EFTP and CDELT builds on previous contributions made by American agencies and enhances further the work already done .

#### Modification of Grant

In order to have a real picture of the current program , we have to follow the developments that have taken place .

One of the most useful documents that throws light on the Scope of Work for the academic year 1985/86 , is the one entitled "MODIFICATION OF GRANT", dated 23 October, 1985 . The original Grant No. 263-0026-G-00-4009, effective until 31 August 1985 has been modified as follows:  
(1) The Grant completion date is changed 31 August, 1985 to 31 August 1986.

- (2) The following Statement of Work is hereby added to the Grant to cover the period 31 August 1985 to 31 August 1986 .
- (3) Section H. Deletions from Attachment 2 , Standard Provision is amended by adding the following deletion:  
""5B negotiated overhead rates - non profit".

SCOPE OF WORK 1985-1986

This grant to the Commission for Educational and Cultural Exchange between the United States of America and the Arab Republic of Egypt (Fulbright Commission) is to continue the work of a team of American instructional experts in the Training of English as a foreign language (TEFL) which began with the academic year 1984/85 . The work of this team will be coordinated with the Center for Developing English Language Teaching at Ain Shams University (CDELT) and will be administered by the Fulbright Commission .

Also to be jointly handled by the Fulbright Commission and CDELT is the distribution of the English Teaching Forum , a quarterly journal issued by USIA , to teachers of English throughout Egypt . A CDELT prepared newsletter featuring Egypt-specific information relevant to TEFL will be inserted in numbers of the Forum as it is distributed.

A. Curriculum Development and Classroom Activities

The Grant funds up to (9) exchange staff and one director, an estimated two (2) at the Professor level and seven (7) at the Lecturer level.

1. The following assignments of team members are expected to be made:

Alexandria University Main Branch & Dakhanhour	1
Assiut University Qena Branch	1
Cairo University Fayoum Branch	1
Minya University	1
Suez Canal University El Arish Branch	2
Tanta University	1
CDELT Curriculum Development Consultant	1
Trainer Consultant	1

These assignments are made to the Faculty of Education , Curriculum Department and English Department. In those universities where there is no Department of English in the Faculty of Education , the teaching will be done through the Faculty of Arts .

N.B. Two of the ten EFTP positions , those in Minya and Alexandria have remained unfilled .

Administrative Restructuring

As of October 1st, the EFTP has been managed by a tripartite team of administrators , each equipped with special skills and a clearly defined role to play . The management team consists of : a Program Officer , a Financial Officer , and an Academic Director .

New Terms and Conditions

October has also witnessed the implementation of the new contractual Terms and Conditions which have been better-tailored to meet the needs of EFTP personnel . In addition to a more satisfactory health insurance policy , provisions have been included to cover areas of professional enhancement and Egyptian dialect language lessons . In addition , the revised Terms and Conditions regarding housing arrangements have provided the EFTP appointees with a housing allowance enabling them to make the choice of their own living quarters . This arrangement has proved effective since all appointees have settled into their respective apartments , satisfied with the privilege granted to them of selecting such

aspects as location , space , and comfort . It may be noted that the participating universities assisted the ETTP in identifying vacant flats and thus provided a useful service . The BFC has supplied available furnishings .

2. According to the Scope of Work , all teaching will be done in the third and fourth year curriculum , those being the years for which the curriculum is being developed. The American Experts will teach the third and fourth year Methodology of Teaching English as a Foreign Language course, third and fourth year Grammar and Phonetics , third and fourth year Essay and Comprehension , and specific literature courses . These are courses which they have been cooperating with CDELT to develop , and they will now pilot the new curriculum and materials .

3. The American Experts will cooperate with their Egyptian colleagues who are teaching the same courses in order to fully develop the new curriculum and obtain feedback for its revision .

4. The American experts will give professional guidance and orientation to demonstrators who are teaching CDELT materials in the first and second years .

5. They will give support and assistance to junior Egyptian staff who are working on advanced degrees .
6. They will assist the Faculties in the Professional Diploma Courses , both in curriculum development and teaching .
7. They will cooperate with the CDELT specialists in the development of tests and evaluation procedures , both for the universities and the schools .

B. Extracurricular Activities:

1. In cooperation with the Curriculum Departments of the Faculties of Education , they will present seminars , workshops , etc. to personnel in the Ministry of Education who are involved in the supervision of practice teaching to acquaint them with the new curriculum .
2. In cooperation with their Egyptian colleagues , they will present seminars and workshops to both junior and senior staff in their own and other universities.
3. They will contribute to the production of the newsletter to be distributed by CDELT with the English Teaching Forum.
4. They will cooperate with CDELT in the Sixth National Symposium on English Language Teaching in Egypt, to be held in March 1986.

5. The American experts will cooperate with the Faculties of Education and CDELT in the in-service training of teachers and in special training programs for Ministry of Education personnel .

6. The American experts will cooperate with the Ministry of Education in Summer Institutes for public school teachers , special seminars for inspectors , special short courses , etc. when the scheduling does not conflict with their university responsibilities.

C. Materials Production , Evaluation , and Reports:

1. Throughout the academic year , the American experts will continue to produce course outlines, teachers' handbooks, and teaching materials for the third and fourth year courses which they are developing and teaching .

2. At the end of the year , each expert will write a report on the teaching and materials development which he/she has done .

3. Those experts teaching the same courses will cooperate on a joint report containing recommendations for revision of courses outlines and materials .

4. At the end of the academic year , they will cooperate with CDELT on the revision of materials to be taught 1986/87 .

D. Administrative Provisions:

1. The Fulbright Commission may request advances from USAID , Office of Financial Management in accordance with Attachment 2 "Standard Provisions", to cover projected costs in an academic year . Advances of exchange instructors are expected to extend over an academic year , or at a minimum , over a full academic semester .
2. The Fulbright Commission will reimburse CDELT costs incurred in connection with professional orientation and meetings , preparation of the newsletter that will be inserted in the English Teaching Forum , and distribution of the Forum throughout Egypt .

E. Reports and Evaluation

1. Monthly reports will be prepared by the Fulbright Commission covering recruitment , assignments , instructional activities , CDELT cordination , and progress achieved under the grant . Ten (10) copies of these monthly submissions in English will be forwarded to USAID/HRDC/ET, Attn: G.T.Kondos.
2. Exchange staff will prepare end-of-tour reports which will be forwarded to the same office in 10 copies each , in English , through the Fulbright Commission .

3. An administrative evaluation of the grant program will be conducted at the end of each academic year by representatives of USAID/HRDC/ET, USIS/CAO, ODELT and the Fulbright Commission .

F. Support to Junior Staff:

Fund the support of up to twenty (20) junior staff members (demonstrators, assistant lecturers) from faculties of education in Egyptian universities which are cooperating with the English Teacher Training Program to attend the Summer Institute of the Teachers of English to Speakers of Other Languages in the United States , preference to be given those who are enrolled in graduate programs and who have not studied in an English speaking country .