



INTEGRATED ENGLISH LANGUAGE PROGRAM-II

Annual Work Plan

October 1, 1998 – September 30, 1999

Submitted to USAID Egypt

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

Prime Contractor Academy for Educational Development

Sub-Contractor AMIDEAST

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Executive Summary

We are pleased to submit the Annual Workplan for the period October 1, 1998 through September 30, 1999. The workplan begins with a brief overview of Year One accomplishments in the section entitled "Retrospective" and then proceeds to provide the details of IELP-II's workplan for Year Two.

The Year Two Workplan is presented through a Performance Milestone Table, which details the Year Two Milestones as well as the Year One unmet Milestones that IELP-II is committed to reaching before the end of the second year. The Milestone Table is followed by a Narrative section which provides a rationale, activity descriptions and potential obstacles for each of the milestones described in the Table and finally there is a Timeline that illustrates when the planning, implementation and follow-on of activities that support our performance milestones will occur.

This Executive Summary provides the reader with a brief review of the information detailed in the report that follows.

The **Retrospective** section highlights the following achievements in Year One:

- ⇒ *Testing and Test Reform Component* English language proficiency test administered to over 2,000 teachers
- ⇒ *Basic English Language Improvement Course and Trainer of Trainers (TOT) Orientation* 992 primary school teachers completed a 60-hour language improvement course, the course was delivered by 79 MOE supervisors and senior teachers who completed the TOT orientation
- ⇒ *Communicative Skills and Methodology Course and TOT* A 10-module CSM course for preparatory and secondary teachers was developed and trainer orientation provided to 19 trainers from 5 sites
- ⇒ *Materials Preparation for BELI and CSM* Course materials, supplementary materials, teacher's guides and administrative handbooks were developed for both the BELI and CSM courses
- ⇒ *The Summer Institute (FOE staff and MOE supervisors trained)* 43 FOE methodologists and 51 supervisors were trained in a week-long workshop on communicative methods for young learners and supervisory skills
- ⇒ *Participant Training* Three U.S. training programs were designed in collaboration with Egyptian partners: the TTI program, an Educational Measurement and Testing program and a program for FOE methodologists in primary education. 19 participants for the Testing program departed before the end of the year and 22 candidates were selected for the first wave of TTI
- ⇒ *English for Occupational Purposes* A client survey increased our knowledge about EOP needs in the banking and tourism sectors. Assistance plans were developed for two EOP centers in Cairo.

IELP-II reached 47% percent of its first year performance milestones despite a significantly delayed project inception. In Year Two, IELP-II is committed to meeting its contractually set Year Two Milestones as well as achieving the unmet Year One shortfall of 53%. The **Performance Milestone Table** (Year Two) provides a useful review of the 9 milestones for Year One that were not met and the specific shortfalls which IELP-II will address as well as the 17 Year Two Milestones. The Table

also provides a summary of the main activities required to meet both the Year One shortfall and the Year Two milestones

The subsequent section of this report, **Narratives**, provides a detailed description of the strategy and related activities that support the achievement of each milestone. Where relevant, critical assumptions are provided to describe circumstances that might hamper our ability to meet a particular milestone. These critical assumptions are few and in most cases describe security issues or the need for partner inputs that may lie outside our direct control. In the narrative section, language is also provided, when relevant, to aid the reader in the interpretation of milestone language. This language is given in footnote form in several cases to clarify our understanding of terms such as “identified” or “provided.”

The major milestone-associated activities addressed in the narrative section are arranged by program component and provide details on the rationale and implementation strategy. In addition, the Narratives section also includes a brief discussion of complementary activities for each program component. While these activities do not contribute directly to the attainment of contract milestones, they are important elements in our strategy to improve the quality of English language instruction in Egypt. The summary of the narrative section, provided below is intended to highlight those Year Two interventions which are new or significantly expanded.

Pre-Service

Staff training The Summer and Winter Institutes, workshops in the creative use of multimedia, and courses in internet and technology for English teaching will all improve the content, approach, and delivery of FOE courses in English language teaching methodology offered to students planning to teach in primary, preparatory, and secondary schools.

Centers of Excellence In Year Two, the roles of each CSE will be further refined through partner discussions, in addition, decisions about the placement and use of supporting resources such as a CALL laboratory will be made.

In-Service Teacher Training

Teacher training IELP-II continues to target a very broad in-service audience through various training courses for Egyptian English teachers at the primary, preparatory, and secondary stages. In Year Two, the number of sites for the BELI and CSM courses will be significantly expanded to allow for more local training opportunities for Egypt’s public school English teachers.

Videoconferences As a new program in Year Two, IELP-II will conduct two teacher training workshops using the Ministry of Education’s interactive videoconferencing facilities. These workshops will train 250 English teachers throughout the country on specific aspects of communicative language teaching methodology, with an emphasis on the integration of skills in the classroom.

Supervisor Training The MOE inspectorate provides teacher supervision, in-service language and methodology training, and classroom management practices to current teachers. By improving the

inspectorate's own knowledge and practices in a series of workshops for 100 supervisors (sometimes in collaboration with FOE methodologists), IELP-II will contribute directly to improved performance in the classroom

EFL Supervisors Training in Testing In addition, as part of the reform of the English language testing system, returned participants, in collaboration with NCEEE, GDIST, and MOE, will prepare materials in educational assessment for English language teachers and supervisors. These materials will then be adapted to several delivery formats, such as video-conferencing, school-based training, face-to-face training, CD-ROM, and satellite television. One hundred and fifty key supervisors will be trained according to a nationwide testing schedule drawn up in collaboration with all partners.

Participant Training IELP-II will continue to design U.S. training programs for two broad categories of participants: 1) the Teacher Training Initiative (TTI) for 100 participants and 2) targeted partner training programs for groups of approximately 20-40 participants each. IELP-II will develop targeted partner training programs in areas such as facilitation skills to MOE staff, course design and materials development programs for ESP and EOP staff, training program design and management, and possibly script-writing and multimedia-training design programs for MOE and MOHE staff who provide programming for radio, TV, and satellite dissemination.

Testing Reform

Field testing and review During Year Two, IELP-II will undertake numerous activities contributing to test reform in addition to the training referred to in the in-service supervisor training section above. These activities will result in test questions (i.e. items) that have been field-tested and for which revision will begin. The principal activities to ensure sustainability in test reform are establishment of a specifications table for a teacher/supervisor proficiency test, training in test item banking practices, the actual writing of test questions, and, finally, the field testing and review process.

English for Specific Purposes

Center identification and staff training IELP-II will work with target ESP Centers to design and implement a four-week summer course for 30 university staff from all eligible ESP centers including Alexandria, Helwan, Mansoura, Sohag, Zagazig, and possibly Assiut universities. In addition, a short course to improve language and delivery skills of content instructors using English as their medium of instruction will be provided. ESP interventions will all support and complement the EOP component.

English for Occupational Purposes

Identification of centers and provision of assistance During Year Two, we will cast a wider net to providers with EOP components or EOP potential. We will work with these centers to improve their capacity for developing and delivering courses as well as to foster linkages with potential EOP clients. We will identify stakeholder groups, clients, and providers in five geographic regions (Cairo, Alexandria, the Red Sea, Aswan/Luxor, the Suez region and/or Assiut/Sohag) and begin implementation of assistance plans in each region.

Other Activities

Sustainability Plan IELP-II's sustainability plan will inform partner discussions with all target audiences on issues of sustainability

US Conference Attendance In order to support research, reporting, and analysis on topics of direct relevance to IELP-II objectives, over ten EFL professionals will deliver papers or provide poster sessions at U S conferences

National Alumni Conference The first IELP-II sponsored alumni conference will be held in Year Two IELP-II will use the professional conference context as an opportunity for Egyptian EFL practitioners to demonstrate their presentation and research skills and to model best practices The annual conference will also be an opportunity for IELP-II to showcase results, materials, and resources with this important audience Since Egyptesol is now coming into its own right, with a professional conference planned for late 1999, in subsequent project years, IELP-II will collaborate with them in the design and implementation of professional conferences

Continuing Education Materials Packets of continuing education materials will go out to 750 primary teachers and 750 preparatory and secondary teachers in remote areas who will not have an opportunity to participate in other IELP-II sponsored in-service training programs

A INTRODUCTION

As IELP-II embarks on its second year of implementation, it brings with it numerous achievements. During its start up period, USAID project managers and IELP-II reached agreement on program milestones that could be reasonably attained in the truncated year, when the Egyptian academic calendar hindered the implementation of some activities as originally planned. While not contractually binding, this early agreement served to establish mutually acceptable targets for year one and the Program reached 47% percent of its first year performance milestones despite a significantly delayed project inception. In Year Two, IELP-II is committed to meeting its contractually set Year Two Milestones as well as achieving the unmet Year One shortfall of 53%.

During its first year, IELP-II has established excellent working relations with its client, USAID, and with our major Egyptian partners. We have also gained the interest and trust of a large body of Program customers, whom IELP-II staff is coming to know as individuals and as organizations. The IELP-II staff enters Year Two armed with a solid understanding of results-oriented training, equipped with a rapid, effective system for monitoring and reporting, and bolstered with a sustainability plan grounded in customer service. American managers have seen to a quick and full empowerment of their Egyptian counterparts, and internal teamwork is the rule rather than the exception to planning, design, and implementation. This is the status of IELP-II as we start Year Two of implementation.

The Plan itself is designed for relevance, transparency, and logical flow. Anchored in the Performance Milestones of the IELP-II contract, the document is a practical guide for the Program and a reference for our client. With a single exception—the approach to improving English for Occupational Purposes (EOP)—it proposes no deviations from the activities in the Contract. It does, however, put forth some of our value-added activities which are in support of the milestones. In its discussion of EOP and ESP centers, the Work Plan reveals IELP-II's efforts to contribute more directly to the Mission's Strategic Objective One—increasing export-oriented economic growth—in which the Program is situated.

Following this introduction, the Plan commences with a retrospective look at the first year. While the essential points of this history may be found in our four quarterly Performance Monitoring Reports, we feel that some brief comments on achievements during FY1998 provide a good backdrop to the current planning. The Performance Milestone Table follows the retrospective and is illuminated by narratives on each output.

IELP-II is pleased to submit this Annual Work Plan to USAID and is prepared to discuss any suggested modifications which lie within the parameters of the contract.

B RETROSPECTIVE

IELP-II faced many challenges during its first year in the preparation of facilities, in the set-up of communications systems, and in the recruiting, hiring, and training of an exceptionally talented staff. Many of these challenges were typical, others unusual. While we look back upon the year satisfied that we have met these challenges successfully, this retrospective focuses on our achievements in programmatic areas. We wish to highlight the most prominent of these areas.

Testing and Test Reform Component

Early in the year, IELP-II administered a secure English language proficiency test to over 2,000 teachers. This was the first time that optically scanned registration and answer forms used in a public-sector educational program were produced solely with Egyptian resources. It was also the first time that a test for English teachers was administered nationwide according to a standard written administrative manual.

The impulse given by the administration of the Secondary Level English Proficiency (SLEP) Test set the grounds for a major effort in the reform of the testing system in Egypt. Institutions that heretofore never collaborated on testing issues are now working together effectively to plan for and design the entire reform program. Nineteen trainees, who will spearhead the test reform, have left as participants for specialized training in the U.S.

The Basic English Language Improvement (BELI) Training of Trainers (TOT) Course and BELI Course (In-service Component)

The BELI activity, which has not only a language improvement component, but also a carefully designed, hands-on teaching methodology component, comprised both a training of trainers and the actual course. The TOT was given to 79 trainers from ten different training centers from around the country where the course was scheduled to be held. The BELI course—because of the massive scope of its design—required a tightly coordinated, team-based approach to ensure its successful implementation. The course was set up in 10 different locations and served 992 primary school teachers with very low level English language skills. It involved coordinated and synchronized actions on the parts of all the course trainers, course administrators, and IELP-II technical and monitoring staffs. The course was held over a five-week period, with some locations holding two sessions of five-weeks each. It was designed so that all course trainers at any given time would be at the same place in the curriculum. This careful scheduling ensured that all monitoring tasks would be carried out in a uniform context. Beyond the impressive collaboration between the Ministry of Education and IELP-II, the overall impact on the trainees' language and teaching skills is expected to be substantial.

The Communicative Skills Methodology Course (CSM) and TOT

The CSM Course, which will begin in five sites in October 1998, is designed to provide the preparatory and secondary English teacher with application-oriented training in communicative methodology while providing a laboratory for practice and improvement of English language skills.

The Trainer Orientation Program for CSM held in September provided an intensive five-day TOT for the 19 trainers selected to deliver this course around Egypt

Materials Preparation for BELI and CSM

IELP-II's materials development specialists, working closely with Egyptian teachers and training specialists, ensured the success of the BELI and CSM courses in two ways. First, we made a broad search of commercially available texts and materials that were specific to the objectives of the courses and that would be culturally acceptable in Egypt. Second, we created new supplementary materials wherever necessary. In BELI, for example, there were language items that must be taught in the school system but were not found in any of the available commercial texts, IELP-II created these materials along with teachers' notes for them. For BELI and CSM they provided or created supplementary materials and student texts, teachers' books, workbooks, and tapes. After IELP-II materials are tested in training programs, there will be some revisions, and these materials will serve the Program and its partners for years to come.

The Summer Institute (Pre-Service and In-Service Components)

The Summer Institute brought together a total of 51 supervisors and inspectors general from the Ministry of Education and 43 senior methodologists from Faculties of Education for training in supervisory and communicative teaching skills. The Institute took place both in Assiut and in Cairo, with nearly equal numbers attending in each site. Drs. Mary Lou McCloskey, Linda New Levine, and Barbara Thornton, three internationally known specialists in their fields, prepared and delivered the courses. The Institute conveyed the latest knowledge and techniques in communicative methodology and supervisory skills. It allowed people from Faculties of Education and from the Ministry of Education to work together and understand problems that are common to both groups. In this sense, the Institute was a *tour de force* in setting the stage for further collaboration between groups which had too frequently been either indifferent or antagonistic to each other.

Participant Training

IELP-II, with valuable collaboration from members of five different Faculties of Education from throughout the country, designed and planned a program for methodology professors to receive training in curriculum development, particularly in the area of primary education. The participants for this program have been selected and will travel to the U.S. in the summer of 1999. Simultaneously, in a program in educational measurement and English language testing, 19 participants have been sent to California State University, Los Angeles. The long-term impact of this program and follow-on training for these participants will contribute to test reform in the Egyptian educational system. Finally, IELP-II has designed the Teacher Training Initiative (TTI) program for 100 teachers of English, mathematics, and science to improve language and teaching skills and give a clearer understanding of adolescent learning processes. The first group of TTI participants will depart for training in October.

Participant Training faced two serious challenges during the course of the first year. A shortened year greatly diminished the possibility of sending groups of trainees to the U.S., and the replacement of a key partner in the Ministry of Education hindered progress in the preparation of its largest single program.

English for Occupational Purposes (EOP)

IELP-II research increased our knowledge of the EOP sector. During Year One we conducted a client survey focusing on EOP needs and suppliers in the banking and hotel industries. The survey revealed important preferences among clients for EOP services. In addition, the survey showed a shortage of EOP providers outside of Cairo and Alexandria. After the survey analysis was completed, IELP-II issued a request for Expressions of Interest to private EOP providers in *Al-Ahram* newspaper. Based on the Expressions of Interest received, IELP-II made site visits and conducted interviews to select EOP partners. Using criteria derived from the client survey we selected two enthusiastic centers in greater Cairo with whom we have letters of cooperation. We believe that working closely with these centers will dramatically increase our knowledge of EOP providers, their customers, and their needs.

C THE PERFORMANCE MILESTONE TABLE

The Performance Milestone Table has been developed to mirror the Performance Milestone Plan found in Section B, pp 60-62 of the AED technical proposal. Column One shows the eight Major Activity/Outputs for which specific milestones have been developed. The number of bulleted milestones for the eight output categories varies slightly from year to year, our table provides these bulleted milestones in Columns Two and Three.

Column Two illustrates the Year One Shortfall – *a list of those specific activities or outputs that IELP-II did not reach in Year One and which we are committed to making up during year two*

Column Three provides the bulleted milestone list for Year Two, which is identical to the list provided in the contract.

Column Four, titled “Main Activities Required to meet Year One Shortfall and Year Two Outputs” provides a brief list of the activities, events, or processes that we will carry out to attain each bulleted milestone. In short, this table provides a summary of the full range of performance milestones (Year One Shortfall as well as Year Two goals) that we are working towards.

As we present them, each bulleted milestone (in Columns Two and Three) represents a performance milestone against which the Academy for Educational Development will invoice a percentage of its fixed fee.

PERFORMANCE MILESTONE TABLE (YEAR TWO)

Major Activity/Output	Year One Milestones (shortfall)	Year Two Milestones	Main Activities Required To meet Year One Shortfall and Year Two Outputs
1 Pre-Service	7 staff to be trained	<ul style="list-style-type: none"> • 50 staff to be trained 	<ol style="list-style-type: none"> 1) Summer and Winter Institutes, focus on young language learner and supervisory practices 2) Creative Use of A/V Materials Workshops 3) Technology and Language Learning Summer Institute
		<ul style="list-style-type: none"> • CSE plans/agreements to be developed with selected FOEs 	<ol style="list-style-type: none"> 1) Partner involvement in planning and implementation of activities 2) Sustainability discussions 3) Revised CSE agreements
<i>Complementary Activities</i>	<p><i>Teaching Practice Seminars series of seminars for FOE and MOE audiences</i></p> <p><i>CALL Laboratory select site and establish site agreement</i></p>		
2 In-Service Teacher Training	<ul style="list-style-type: none"> • 429 teachers to be trained 	<ul style="list-style-type: none"> • 1500 teachers to be trained 	<ol style="list-style-type: none"> 1) BELI Course for 1600 teachers 2) CSM course for 400 teachers
		<ul style="list-style-type: none"> • 2 interactive video conference workshops to be conducted 	<ol style="list-style-type: none"> 1) Facilitator Training 2) April Workshop 3) May workshop
<i>Complementary Activities</i>	<p><i>TOTs for BELI and CSM Trainer orientations for 100 MOE supervisors who serve as BELI and CSM trainers</i></p> <p><i>School-Based Training Provide prep and secondary teachers in 6 governorates with instructional modules for immediate classroom application</i></p> <p><i>Basic Methodology for Primary teachers Provide methodology resource materials to all 12 000 primary teachers</i></p> <p><i>Course for Overseas Teachers of English Advanced language and methods course for 30 prep and secondary teachers</i></p>		
3 In-Service Supervisor Training	<ul style="list-style-type: none"> • 49 teachers to be trained 	<ul style="list-style-type: none"> • 100 teacher supervisors to be trained 	<ol style="list-style-type: none"> 1) Summer and Winter Institutes, focus on young language learner and supervisory practices 2) Creative Use of A/V Materials Workshops 3) Technology and Language Learning Summer Institute 4) Summer Workshop for Supervisors, focus on supervisory skills and teacher development
	<ul style="list-style-type: none"> • curricular materials for supervisor management and testing workshop to be developed 	<ul style="list-style-type: none"> • 150 ESL supervisors to be trained 	<ol style="list-style-type: none"> 1) Curricular Materials in language testing developed 2) Supervisor Testing Workshop in April

Major Activity/Output	Year One Milestones (shortfall)	Year Two Milestones	Main Activities Required To meet Year One Shortfall and Year Two Outputs	
Complementary Activities	<i>Scriptwriting Workshop Training for MOE staff involved in educational materials development for Nilesat</i> <i>CALL Laboratory Select site and establish site agreement</i>			
4 Participant Training	<ul style="list-style-type: none"> 67 participants to be identified for training 	<ul style="list-style-type: none"> U S training to be designed for 200 participants 	<ol style="list-style-type: none"> TTI 98-99– Groups 2 and 3 (total 52) FOE Methods Program (35) Computer and Internet Training (35) Testing (20) TTI Math and Science focus – (30) TTI 99-00 (100) 	
5 Testing		<ul style="list-style-type: none"> New test materials to be field tested and revisions begun 	<ol style="list-style-type: none"> Prep 1 Pilot developed, administered and revised in participating governorates English teachers & supervisors test developed, administered and revised nationwide 	
6 ESP		<ul style="list-style-type: none"> Identify target ESP Centers 	<ol style="list-style-type: none"> Site visits and needs analysis 	
		<ul style="list-style-type: none"> 30 Staff to be trained 	<ol style="list-style-type: none"> ESP Summer Institute ESP Content Instructors training 	
7 EOP	<ul style="list-style-type: none"> 3 EOP centers or institutions to be identified 	<ul style="list-style-type: none"> 5 EOP centers or institutions to be identified 	<ol style="list-style-type: none"> Build stakeholder interest Identify clients and providers in 5 locations Analysis of client and provider needs Foster linkages with stakeholder organizations 	
	<ul style="list-style-type: none"> 3 assistance plans and/or materials to be provided 	<ul style="list-style-type: none"> 5 assistance plans and/or materials to be provided 	<ol style="list-style-type: none"> Identify EOP Coordinators Develop Geographic assistance plans Provide Client seminars Provide Provider workshops 	
8 Other Activities	a Sustainability	<ul style="list-style-type: none"> Sustainability plan to be revised and submitted by year end 	<ol style="list-style-type: none"> Discussions with Key partners Implementation of Year 1 and 2 measures Revision of plan 	
	b U S Conference Attendance	<ul style="list-style-type: none"> 5 participants to attend professional conferences 	<ul style="list-style-type: none"> At least 10 participants to attend profession conferences 	<ol style="list-style-type: none"> Attendance at 99 TESOL conference (12) Attendance as 99 Testing Conference (5) Information sharing and proposal workshops for '00 conferences
	c Alumni Seminars		<ul style="list-style-type: none"> Organize 2 regional workshops Organize one national workshop 	<ol style="list-style-type: none"> Regional workshops in early and late summer National Workshop in Cairo in April
	d Continuing Education Materials	<ul style="list-style-type: none"> Materials to be prepared for self-instructional materials 	<ul style="list-style-type: none"> 1500 packets to be prepared 	<ol style="list-style-type: none"> packets prepared packets distributed instructions for packet use provided to supervisors and senior teachers

D NARRATIVES

1 PRE-SERVICE

- **50 Staff Trained (+ Year One shortfall of 7 staff to be trained)**

This output is intended to improve the content and approach of FOE courses in English language teaching methodology offered to students planning to teach in primary, preparatory, and secondary schools. In Years One and Two, the focus of these training programs will be on providing FOE faculty with state-of-the-art practice in topics related to language teaching for young learners. As in Year One, IELP-II will associate this output with output 5 (100 teacher supervisors trained) in order to build networks and shared approaches between those who prepare new teachers and those who supervise them in their daily practice.

IELP-II will organize two series of workshops (the Summer and Winter Institutes) to bring fifty senior and junior staff from Faculties of Education (FOE) together with MOE supervisors to participate in hands-on training on topics of communicative teaching and materials development for primary education. The workshops will also include issues related to supervisory practice and supportive supervision for the benefit of both FOE and MOE attendees. In early 1999, the same three distinguished consultants who conducted the 1998 companion Assiut and Cairo Summer Institutes will conduct the Winter Institute. Senior faculty attending these workshops will be expected to integrate workshop methods and materials into their courses for the 1998-1999 academic year. As a result of the course, 900 students will be exposed to new ideas regarding methodologies and materials development.

Planning for the 1999 Summer Institute will begin in late spring in order to incorporate lessons and innovative ideas from the first series of programs. IELP-II will work closely with senior FOE faculty at the Centers of Excellence—and with MOE counterparts—to plan the content and thrust of these programs.

In addition to the two workshop series planned (Winter 99 and Summer 99 Institutes), IELP-II will also carry out two technology training programs for FOE staff. The first program, *Creative Use of Multimedia in English Teaching*, will offer two one-week workshops in November to assist FOEs to better integrate new technologies into their pre-service preparation of English teachers. The second program, planned for summer 1999, *the Technology and Language Learning Summer Institute*, will provide computer and Internet skills for English teachers and practice in the use of multimedia in English teaching. Approximately 80 FOE staff and 15 MOE staff will attend these workshops. They will apply their new skills and knowledge in classroom application with over 400 future or current teachers.

Critical assumptions None

- **“Centers of Sustainable Excellence” plans/agreements developed with selected Faculties of Education¹**

Agreements were made in Year One to establish three Centers of Sustainable Excellence (CSE) in the Faculties of Education of Assiut University, Alexandria University, and Suez Canal University. Each CSE is the focal point for eight faculties of education in its geographical region, with each CSE serving as a hub—allowing IELP-II pre-service training activities to reach all 24 Faculties of Education in Egypt. IELP-II will develop an annual work plan with each CSE to organize the training activities that will take place at each site. These training activities will include returned participant workshops and conferences and for ESP and EOP events.

Critical assumptions The security situation in Assiut may prevent IELP-II staff and consultants from traveling there for planning and implementation activities. We will review the situation frequently to determine if security precautions themselves or increased security concerns will hamper our direct interventions in Upper Egypt.

Complementary Activities for Future Teacher Performance Improvements

Teaching Practice Seminars

The Teaching Practice Seminar, to be initiated in Spring 1999, will provide an opportunity to bring together FOE and MOE professionals involved in supervising the teaching practice component of third- and fourth-year students at FOEs. In the first seminar, participants will share concerns and explore ways to improve the teaching practice experience of future teachers of English, as well as expand the network of ELT professionals dedicated to excellence in supervision. Early in Year Two, a working group of FOE and MOE partners was formed to develop an overall plan for the seminars including proposed objectives, content and schedule.

Computer-Assisted Language Learning (CALL) Laboratories (Pre-service and In-service)

IELP-II will establish two computer-assisted language learning laboratories, one in a university faculty of education and one in a teacher training center of the Ministry of Education. The purpose of these CALL laboratories will be to provide models of what can be accomplished in the use of computer-assisted language learning for English teaching and teacher training. The laboratories will include Windows machines and a direct connection to the Internet.

In Year Two, we will be developing exact specifications for the laboratories, including determining where the labs will be located, what hardware and software will be installed, how the laboratories

¹ In Years 2 through 6, “developed” means that plans established with CSEs in Year 1 are annually extended, amended or amplified, in addition, when conditions warrant, agreements with FOEs beyond those selected in Year One may also be developed.

will be physically organized, how the laboratories will be managed, and the pedagogical uses of the laboratories. In addition, IELP-II will develop written agreements with the FOE selected and the MOE site to delineate partner roles, responsibilities, and costs. IELP-II will provide consultants to help each develop specific plans for the set-up, running, and use of the two CALL laboratories.

2 IN-SERVICE TEACHERS

- **1500 Teachers Trained (+ Year One shortfall of 429 teachers to be trained)**

In Year Two, IELP-II will target a very broad in-service audience through various training courses for Egyptian English teachers at the primary, preparatory, and secondary stages. The English language proficiency of this target audience ranges from a beginning to a high-intermediate level, as determined by the SLEP test.

Basic English Language Improvement Course (BELI) Based on the success of the BELI course offered in Year One, IELP-II will train 1,500 MOE primary school teachers with beginning, elementary, or low-intermediate level English proficiency in Year Two. Following proficiency test administration, site selection, materials preparation, and trainer training, BELI will be held regionally at designated In-Service Training Centers (INSETs) and satellite sites as semi-intensive courses in summer 1999. Course content will be based again on the Cambridge *Interchange* series, a *Hello* workshop, and revised supplementary materials.

Communicative Skills & Methodology Course (CSM) The CSM course will target 300 preparatory and secondary teachers with intermediate English language skills who need further training in communicative methodology. By improving both language and methodology skills, these preparatory teachers will be better able to apply communicative approaches when using government English textbooks. Following CSM course design, materials development, and trainer training of 30 MOE supervisors in Quarter 4 of Year 1, the CSM course will be implemented in October 1998 at five sites: Alexandria, Tanta, Assiut, Zagazig, and Sohag. The course will run throughout the academic year for twenty weeks, three hours per week. Course content will be based on twenty modules blending integrated-skill language practice with communicative activities and discussions linked to teachers' classroom needs.

Critical Assumptions None

- **Two Videoconferences Conducted**

IELP-II will conduct two teacher training workshops using the Ministry of Education's interactive videoconferencing facilities. These workshops will train 250 English teachers throughout the country on specific aspects of communicative language teaching methodology, with an emphasis on the integration of skills in the classroom. The workshops will be designed and led by a team of Egyptian and U.S. consultants who specialize in teacher training and methodology. The first workshop is scheduled for April 1999. It will be preceded by Facilitator Training for each site so

that active modeling and application of skills, as well as moderated discussions can take place at each site, making the workshops truly “active” as well as interactive

Critical assumptions The Ministry of Education will make its videoconference centers available for the workshops

Complementary Activities for Teacher Performance Improvements

TOTs for BELI & CSM courses

Both the BELI & CSM courses will be taught by approximately 100 MOE supervisors, including effective trainers from Year One and new trainers meeting selection criteria, all of whom will take part in a six-day trainer orientation course prior to the implementation of BELI and CSM nationwide

School Based Training (SBT)

School-Based Training helps preparatory and secondary teachers use MOE textbooks in their classrooms. SBT materials are developed with Egyptian expertise and provide classroom teachers with models of how to teach text activities communicatively. Teachers receive the materials, and instruction in their use, directly from the Inspectors and senior teachers. During the academic year, teachers in 6 governorates will receive sets of materials consisting of the SBT instructional module and the trainer’s notes

Several times a year one-day TOT workshops will be given for inspectors and senior teachers in each of the six governorates participating in SBT. Following this local TOT, senior teachers will transfer SBT content and methodology to teachers in their schools, and teachers will implement SBT materials in their classrooms

Basic Methodology for Primary Teachers

Through research and field visits, IELP-II staff identified a great need for assistance in adopting the new methodologies that are contained in *Hello 1* and *Hello 2*. Also, given the great number of non-specialist primary teachers, estimated at 12,000, IELP-II determined that a convenient and well-written guidebook would increase teacher effectiveness. A document that was produced by Egyptian consultants and that includes a translation of relevant communicative teaching techniques was identified. In Year Two, this basic methodology guide for primary teachers will be produced and distributed to all primary English teachers and their supervisors

Course for Overseas Teachers of English (COTE)

The COTE course provides a six-month professional development program in Egypt for English teachers with high levels of English language proficiency. In Year Two, IELP-II will send up to 30 teachers from all over the country to this program which is a modified version of the Cambridge University RSA course in EFL methodology. It is held twice a week at the American University of Cairo, Zamalek campus, and consists of 74 modules and a one-month practicum during which the participants will teach students under monitored conditions.

3 IN-SERVICE SUPERVISOR TRAINING

- **100 Teacher Supervisors Trained (+ Year One shortfall of 49 supervisors to be trained)**

The MOE inspectorate, which provides teacher supervision, in-service language and methodology training, and classroom management practices to current teachers is an important IELP-II audience. By improving the inspectorate's own knowledge and practices, IELP-II will contribute directly to improved performance in the classroom. In Years One and Two, IELP-II has developed an innovative strategy to link and integrate training for MOE supervisors with the training of FOE faculty and has associated this output with Output 1.

Through its Summer and Winter Institutes, IELP-II will continue to train 50 MOE primary supervisors a year on issues related to language learner strategies, techniques, materials for primary school students, and approaches to supervision. This training will be carried-out by distinguished consultants in the field of primary English education. MOE supervisors, with primary supervisors especially targeted, will participate with FOE faculty in the 1999 Winter Institute workshop series to be held in Cairo and Minya. The 1999 Summer Institute will also serve primarily primary school supervisors, and it will be held at two sites in the fourth quarter of Year Two. At each of these workshops, supervisors will develop detailed action plans which will be monitored by IELP-II. These plans and their results will be discussed in subsequent workshops to share information about how and to what extent new behaviors and practices are applied.

IELP-II will train another 100 teacher supervisors for Year Two. In order to accomplish this we will bring back our expert consultant in the field of supervisor training and have her revise the contents of the Summer/Winter Institute course to 100 supervisors who have not yet had the training. She will work closely with 2 Egyptian co-trainers from the MOE who will later provide the training to yet another group of 50 untrained supervisors (25 each). In order to build on year one efforts to build critical networks, a small number of MOE supervisors will also be included in other training designed principally for an FOE audience, such as workshops in the use of A/V materials and internet and computer training. Thus, by the end of Year 2, the milestones for years one and two will be met.

Critical assumptions None

- **150 EFL Supervisors Trained (+ Year One shortfall of curricular materials to be developed for supervisor testing and management training)**

This activity constitutes part of the reform of the English language testing system. During Year Two, returned participants, in collaboration with NCEEE, GDIST, and MOE, will prepare materials in educational assessment for English language teachers and supervisors. These materials will then

be adapted to several delivery formats, such as video-conferencing, school-based training, face-to-face training, CD-ROM, and satellite television. One-hundred and fifty key supervisors will be trained according to a nationwide testing schedule drawn up in collaboration with all partners.

The milestone was unmet in year one, since it was perceived as being premature to develop materials to cover such broad subject areas as educational assessment and language testing prior to determining what the specific objectives of this training should be. Based on our experiences during the past year, such objectives have come into focus, in the form of the training materials package that is currently being developed. The participants who attended a 6-week training course in educational assessment and language testing in the U.S., including English language training specialists from NCEEE and GDIST will be developing outlines for the training materials package. To assist them in this activity, an international consultant in language testing who was the supervisor of their U.S. training will deliver workshops in Cairo in February on development of materials for training language teachers in educational assessment.

Critical assumptions: None

Complementary Activities for MOE Performance Improvements

Scriptwriting Workshop

In collaboration with the Center for Curriculum and Instructional Materials Development (CCIMD) of the Ministry of Education, IELP-II will prepare MOE staff to write scripts for educational television production for the MOE's curricular channels on the new Nilesat digital television system. Two IELP-II consultants (from IELP-II's collaborating university partner, City University of New York) specializing in educational television scriptwriting will design and teach the workshop. 60 MOE staff assigned to write scripts for English language teaching and for other subjects including math, science, Arabic, and French will participate.

4 PARTICIPANT TRAINING

- **U.S. Training Designed for 200 Participants (+ Year One shortfall of 69 to be identified for training)²**

IELP-II will continue to design U.S. training programs for two broad categories of participants: 1) the Teacher Training Initiative (TTI) for 100 participants and 2) targeted partner training programs for groups of approximately 20-40 participants each.

In Year Two, IELP-II will fine-tune its 1998 design of the two-month TTI. This program provides methodology, language improvement, classroom evaluation, and age-appropriate learning techniques for English, mathematics, and science teachers. TTI participants, many of whom were identified and tested in Year One, will travel in groups of 25-40 to the U.S. during Year Two. Fifty-two of the 69 participants to be identified for training will be met through the next two TTI.

² "U.S. training designed" means that training programs for 200 participants have been developed, RFPs and contracts have been issued by IIE, and qualified participants have been selected and approved for travel on specific departure dates set for the program.

programs in January and March. The remaining 15 participants will be met through a program focusing on curriculum development for FOE methodologists in Summer 1999.

IELP-II will develop other training programs, based on the needs of partner institutions, for another 100 participants. Some possible areas include facilitation skills to MOE staff, course design and materials development programs for ESP and EOP staff, training program design and management, and script-writing and multimedia-training design programs for MOE and MOHE staff who provide programming for radio, TV, and satellite dissemination.

Critical assumptions Depending on discussions with the Ministry of Education and USAID, mathematics and science teachers may be eliminated from the Teacher Training Initiative and replaced with an equal number of English teachers.

5 TESTING REFORM

- **New Test Materials Field Tested and Revisions Begun**

One of the essential goals of IELP-II is to assist in the reform of the English language assessment system on a nationwide basis. In order to achieve this ambitious and complex goal, IELP-II began by analyzing the available documentary evidence to determine the need for reform of the testing system. The report resulting from this analysis concluded that there was a need for reform that focused on improving inter-organizational communication and workplace cooperation. In addition, the analysis uncovered the need for an English proficiency item bank for teachers and supervisors and nationwide training and information dissemination programs in the field of educational assessment.

In Year One, IELP-II screened the English proficiency of more than 2400 English teachers, established a Steering Committee for Testing Reform and held a 3-day workshop on reform of the testing system at the governorate level. Program staff also carried out initial training workshops for governorate level networks for test reform and selected participants for a specially tailored six-week U.S. training course in essentials of educational measurement and test development.

During Year Two, IELP-II will undertake numerous activities contributing to test reform in addition to the training referred to in the in-service supervisor training discussed above. These activities will result in test questions (i.e. items) that have been field-tested and for which revision will begin. The principal activities to ensure sustainability in test reform are establishment of a specifications table for a teacher/supervisor proficiency test, training in test item banking practices, the actual writing of test questions, and, finally, the field testing and review process.

Critical assumptions None

6 ENGLISH FOR SPECIFIC PURPOSES

- **Identify Target ESP Centers**

Year Two is the first year for ESP activities. During Year One, IELP-II made initial contacts with most ESP centers and held discussions about linking the ESP and EOP components of IELP-II. Early in Year Two, all university-based ESP centers meeting minimum performance criteria will be identified and offered IELP-II assistance. Performance criteria will include prior ESP and EOP work (within and outside the university community), established infrastructure and staff, and willingness to commit to sharing resources and materials with other centers for joint training and materials development efforts. An ESP assistance plan and timetable will be developed and will serve to link ESP activities in the designated ESP centers with the needs identified in target EOP sectors.

Critical assumptions None

- **30 ESP Staff Trained**

IELP-II will work with target ESP Centers to design and implement a four-week summer course for 30 university staff from all eligible ESP centers including Alexandria, Helwan, Mansoura, Sohag, Zagazig, and possibly Assiut universities. The course will focus on training ESP staff in communicative methodology, ESP needs assessment, course design, curriculum design, and materials development. The course will also cover communicative language learning methodologies and their particular application through materials development in content areas. A U.S. consultant will work with IELP-II and Egyptian counterparts from ESP centers in the design and delivery of the training sessions and materials. The following two activities are also planned in order to reinforce this four-week summer course:

Five 1-day seminars These five seminars will be held during the academic year following the 4-week summer course in Year Three as reinforcement of the summer course. The planning activities for these seminars, however, will be worked on during Year Two. These seminars will address the ESP staff successes and difficulties in implementing the materials they created and in applying the communicative language teaching principles they learned.

Intensive English for Content Instructors A three-week intensive English course will be offered at selected university ESP centers as a late summer course for 30 university instructors. The course will focus on communicative language skills improvement and will be offered at the intermediate to high-intermediate level. Needs assessment and course design will be conducted by ESP centers staff with assistance from IELP II.

Critical assumptions None

7 ENGLISH FOR OCCUPATIONAL PURPOSES

- **5 EOP Centers or institutions identified (+Year One shortfall of 3 Centers or institutions to be identified)³**

The objective of the EOP component of IELP- II is to raise the level of English language used in the workplace by improving the quality of English language instruction in EOP centers assisting export-

³ “Identified” here means that staff of selected EOP Centers have participated in IELP-II sponsored EOP training or technical assistance programs.

oriented industries. The approach proposed in both the RFP and AED's proposal was based on identifying a small number of existing, qualified EOP providers that IELP-II could assist directly. Our Year One EOP interventions were designed to help us learn about the audience of EOP providers throughout Egypt, understand the EOP training needs of employers especially in a key sector, the hospitality industry, and select several EOP providers for a targeted program of assistance.

It became clear from our initial activities that there are few organizations that have EOP as their principal *raison d'être*. Some centers offer general English courses to a number of audiences, others offer technical training using English as the language of instruction – very few offer what we would consider specialized EOP courses.

During Year Two, we will develop a new approach for our EOP strategy, casting a wider net to providers with EOP components or EOP potential. We will work with these centers to improve their capacity for developing and delivering courses as well as to foster linkages with potential EOP clients. We will identify stakeholder groups, clients, and providers in five geographic regions (Cairo, Alexandria, the Red Sea, Aswan/Luxor, the Suez region and/or Assiut/Sohag) and develop assistance plans for each region. In each region we expect that we will work with a number of EOP providers in each region, enabling us to reach the year one shortfall as well as the Year two milestone.

Critical assumptions: None

- **5 assistance plans and/or materials provided (+Year One shortfall of 3 assistance plans and/or materials provided) ⁴**

Instead of making further attempts to identify EOP providers to partner with directly, in Year Two IELP-II will use a geographically-focused approach that will enable us to meet the needs of both providers and clients in up to five geographic areas. First, following on the client survey conducted in Year One and our current knowledge of general client and provider needs, IELP-II will develop an assistance plan for each geographic area, identify an EOP coordinator for each area and implement a series of training and networking activities in each region.

Each of these assistance plans will delineate a strategy for applying inputs such as technical assistance, training, and resources over a 12-month period. IELP-II will collaborate with university-based ESP centers as well as with private EOP providers in the design and delivery of training activities and will build linkages with professional and business associations in the targeted economic sectors. Staff from EOP centers identified and from university ESP centers will be trained in marketing, client needs analysis, and materials development. IELP-II will also work to forge a link between providers and EOP clients.

IELP-II will also assist the business owners (and the associations that represent them) by providing geographically-based workshops for personnel, training and human resource managers. We have

⁴ "Assistance plans" will focus on geographic, audience-related or content needs and describe a one-year plan of training and technical assistance for specific audiences. Sets of curricular or training materials will be provided to target audiences as part of assistance programs planned.

found that private sector firms are inadequately prepared to purchase the EOP services they may need. We will provide training in program design, evaluating proposals, and measuring the return on investment of language training.

Critical assumptions None

8 OTHER ACTIVITIES

A) Sustainability Plan Revised and Submitted

The Sustainable Action Plan for Year Two under the Contract will be a carefully considered revision of the first year's plan. The Sustainability Plan will take as its point of departure the performance milestones of the IELP-II contract with USAID/Egypt. IELP-II strives to provide solution systems for institutional performance improvements, so the Sustainable Action Plan will look closely at IELP-II's manageable interest under those systems. IELP-II's exceptional capacity for monitoring project impact is an invaluable component in programming sustainability. The first three quarters of the second contract year will provide a great deal of information about the success of the first year Sustainability Plan. An important part of that information will be direct feedback from IELP-II's customers, Egyptian educators. In a sense, the Sustainability Plan is IELP-II's customer service plan. The quality of the plan will be judged largely through its relevance and usefulness.

Critical assumptions None

B) 10 Participants Attend Professional Conferences (+ year one shortfall of 5 participants to attend conferences)

IELP-II fosters professional development and networking of EFL practitioners from Egyptian partner organizations through many of its interventions. In order to support research, reporting, and analysis on topics of direct relevance to IELP-II objectives, ten EFL professionals will deliver papers or provide poster sessions at U.S. conferences. In Year One, IELP-II staff promoted attendance at the U.S. TESOL Convention to be held in March 1999 by encouraging partner staff to submit proposals for juried selection. TESOL will announce its selection of presenters in late 1998 and IELP-II staff will identify candidates from among those Egyptians accepted to speak. The Year One output of 5 participants attending conferences, which was not met due to late start of project, will also be met in Year Two.

Each participant at a professional conference will be required to develop an activity to share conference information with a larger group of EFL practitioners upon his/her return.

Critical assumptions A large enough pool of Egyptian EFL professionals will have conference papers accepted so that IELP-II staff and partners can select individuals whose attendance will further program goals.

C) Alumni Seminars

• Two Regional Alumni Workshops Organized

IELP-II will organize two regional alumni workshops in order to establish and maintain a professional network for returned participants of IELP and IELP-II. Approximately 700 educators from all over Egypt went on USAID-funded training to the U.S. between 1985 and 1996. These returned participants represent the in-service, pre-service, and ESP sectors. By bringing them together for two days of presentations and demonstrations, IELP-II will foster information-sharing and collaboration.

The two regional workshops to be held in the third and fourth quarter of Year Two will stem from the discussions and professional interest that surface during the National Alumni workshop planned for quarter 2. The workshops will also enable returned participants to exchange information and ideas and set action plans for future cooperation with IELP-II. Participants for the workshops will be identified from a central database of returned participants from IELP and IELP-II.

Critical assumptions None

• 1 National Alumni Workshop Organized

IELP-II will organize one national alumni workshop in quarter 2 of Year Two in order to establish and maintain a national professional network for returned participants from IELP and IELP-II. The themes for workshop sessions were identified in regional alumni events held in Year One. IELP-II will use the professional conference context as an opportunity for Egyptian EFL practitioners to demonstrate their presentation and research skills and to model best practices. The annual conference will also be an opportunity for IELP-II to showcase results, materials, and resources with this important audience. All returned participants from IELP and IELP-II that can be located will be invited to attend. As IELP-II builds its relationship with Egyptesol, the possibility of jointly organizing workshops will be explored.

Critical assumptions None

D) Continuing Education Materials

1500 Packets of Continuing Education Materials Prepared (+ year one shortfall of preparing packets for distribution)⁵

IELP-II will conduct a needs analysis survey with the MOE to determine the type of continuing educational materials that are most needed by teachers. IELP-II will analyze the results to determine common needs. Once these common needs have been established, materials will be ordered to meet those needs and assembled into continuing education packets. Possible materials include translations of textbook teachers' guides for primary teachers, dictionaries, methodology books, posters, and other materials recommended by inspectors. Once the materials have been selected and assembled, packets will go out to 750 primary teachers and 750 preparatory and secondary teachers in remote

⁵ Materials prepared will also be distributed to end-users

areas who will not have an opportunity to participant in other IELP-II sponsored in-service training programs

Critical assumptions None