



INTEGRATED ENGLISH LANGUAGE PROGRAM-II

ANNUAL WORKPLAN

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IELP-II YEAR THREE ANNUAL WORK PLAN

INTRODUCTION

The IELP-II Annual Work Plan for Project Year 3 sets forth an impressive array of activities in support of the project goal to increase the number of qualified English language teachers in Egypt. These activities build on valuable experience gained during the first two years of implementation and reflect input from our partners at USAID, the MOE, FOEs and the private sector. The result is a well coordinated plan that will serve as a useful reference throughout the year for both the IELP-II project staff and USAID. While modifications may subsequently be necessary owing to unforeseen events, overall, the staff are confident that the Year 3 planned activities can be implemented successfully.

The Annual Work Plan is organized so as to provide a summary of planned activities in tabular form followed by a monthly calendar of the main activities, and a narrative section which contains brief descriptions of each activity, plans for monitoring the activity, the contribution of the activity to project milestones, and possible obstacles to implementation.

As noted, the Annual Work Plan for Year 3 builds on the experience of the first two years of project implementation. Project Year 1, as a start-up year, required implementation of project activities without the benefit of an already hired and trained staff, a facility, equipment, support systems in place, established contacts, or a track record of activities to build on. Thus, while Year 1 accomplished much, several milestones were rolled over to Year 2 for completion.

In Year 2, in addition to needing to meet 7 unmet Year 1 milestones, the contract called for a program of activities which in several cases was an increase over the Year 1 required level of effort. Despite these challenges, we expect to complete all of the unmet Year 1 milestones by the end of project Year 2. We also expect to meet most of the Year 2 milestones with the exception of participant training, 5 EOP assistance plans, and US conference attendance. If, as anticipated these milestones are not met, an explanation of the constraints will be provided in the Year 2, Quarter 4 Project Monitoring Report. However, the Year 3 work plan has mechanisms in place to assure completion of these anticipated shortfalls as well as all of the Year 3 milestones.

Before describing plans for Year 3, there are several Year 2 highlights worth noting. By the end of Year 2, the project will have carried out in-country and U.S. training activities for 4140 participants. This represents 1967 trained in Year 1 and 2173 in Year 2. A large number of individuals have participated in more than one training activity. Thus, the total number of individuals trained to-date is 3227. The project also designed and, in collaboration with DT2, awarded contracts to US training institutions that will ensure the quality and volume of participant training to complete the Year 2 short-fall.

For in-country training, the project continued to improve the skills of the MOE trainers and introduced a new program, "Master Trainers" that will allow project staff to turn over much of the responsibility for planning, organizing, and managing MOE training. A significant pre-service accomplishment was the reengineering of the pre-service strategy. This will result in the project providing training to a broader audience of trainers/professors who impact on the future English teachers from FOEs. In EOP, the project awarded contracts to two private sector firms who will identify Cairo-based training providers and private sector training clients, develop implementation assistance plans and carry out the actual training and assistance. In addition, an Alexandria-based consultant was hired to provide similar services for the Alexandria EOP training market.

Selected highlights and trends for project Year 3 are reported below by project division.

Program Development & Implementation

In Year 3, IELP-II's program development and implementation strategy focuses on increasing the likelihood of sustainability through carefully sequenced efforts to improve national and local capacity to design and deliver relevant training programs. We will continue to draw on Egyptian and U.S. expertise to carry out programs in all sectors (pre-service, in-service, ESP and EOP) and in Year 3 we will also call on U.S. collaborating institutions to help our Egyptian partners develop products and methods that will contribute to EFL teacher improvements long after IELP-II is over.

In order to bolster the foundations for EFL teacher education, especially at the primary level, IELP-II will conduct a series of interventions through targeted U.S. technical assistance to develop a teaching practice manual and related Best Practices Video series that will be used in Year 4 in both pre-service and in-service settings for teacher and supervisor training. Our program staff will work closely with FOE and FOA partners to identify practical and lasting ways to improve coordination among those involved in EFL teacher education. We will empower partners by encouraging them to develop requests for assistance that respond to needs they identified in discussions about improving the quality of teacher education. Through local seminars and workshops conceived and carried out by university staff trained in Years 1 and 2, IELP-II will encourage networking and professional development in forums that are sustainable and relevant. In addition, the establishment of a Computer Assisted Language Lab at one FOE, and training and technical support to all FOEs in the use of the computer and internet for language learning and teaching, will provide the wherewithal for the design and delivery of multi-media teacher education courses in Year 4.

IELP-II's commitment to teacher education extends beyond the university into the public school classroom. In Year 3, we will continue to support training programs, resources and networking opportunities for Egypt's EFL teachers and their supervisors. Our efforts support improved language and methodology skills as well as improved classroom management, student assessment practices and sensitive supervisory practices. In Year 3, IELP-II will work closely with its MOE partners to strengthen national and local capacity.

to carry out in-service training programs We will transfer two courses, BELI and CSM, which have been offered twice under IELP-II supervision, to the MOE in Year 3, providing them with the resources required as well as training in course delivery, administration and monitoring We will ensure that the cadre of MOE supervisors who have been trained in trainer training and course design take direct responsibility for the design of in-service TOTs as well as engaging them in the design of a BELI II course to be offered in summer 2000

In the ESP and EOP components of our program, provider staff will receive training in training and facilitation skills, course and materials design, program management, and marketing They will have opportunities to work with U S specialists in the design of client-targeted training programs and we will foster professional development and networking through quarterly seminars, an ESP conference, and an EOP Client Fair By the end of the year, ESP and EOP providers in many regions of the country will benefit from resource materials, software, and internet connections as well as having access to IELP-II commissioned course materials that they can adapt to the needs of their local clientele

Monitoring & Evaluation

IELP-II is entering a new phase in monitoring and evaluation During the past year, our M&E and data management systems were significantly refined They provide client, partners, and home office with up-to-date information on the outputs and results of IELP-II activities, they also provide IELP-II managers with analyses that lead to enhancement of and greater impact from program interventions

IELP-II's data registry now comprises every individual who has been a trainer, trainee, consultant, participant, or who has taken an English language proficiency test through the program We also maintain comprehensive information on each activity funded with program resources This information includes all the IELP-II monitoring reports, which constitute the core of internal program evaluation

IELP-II's three-level monitoring system is by now well known to all our partners During the first two years of the program, IELP-II staff designed and administered all data instruments, and they analyzed and reported on the information gathered During the course of Year 3, we will embark upon two gradual but highly significant undertakings First, we will begin planning for program impact assessments at the classroom level Second, we will place increasing emphasis on the transfer of monitoring and evaluation skills to partners These two initiatives are major new thrusts supportive of long-term sustainability

In planning for program impact assessment, IELP-II is setting the stage for a qualitative expansion of its monitoring and evaluation activities Our work thus far enables us to document success and progress in discrete events, it does not offer a comprehensive view of the impact that IELP-II has, or may have, on English language teaching in Egypt, or even on specific areas related to the sector In order to plan for true evaluations and

impact studies, we intend, in the first quarter of Year Three, to bring a team of experts in education sector evaluations to conduct highly focused studies leading to broad assessments of results. We will begin by bringing a single consultant to draft a statement of work for the team. Our focus will be the classroom, where we will look at four themes: methodology, classroom management, assessment practices, and the application of educational technology.

Having a group of English language professionals trained in monitoring skills will contribute greatly to all future evaluative and observational efforts. In order to transfer these skills to our partners, we will first hire a consultant to design training modules for monitoring and evaluation. We will then apply these modules in Training of Trainer and Master Trainer workshops, paying close attention to such courses as BELI, CSM, and COTE. Beginning with simple administration of data instruments, we expect to establish a core group of monitors with full capabilities in design and analysis by the end of Year 4.

These two initiatives—planning for program impact assessments and the transfer of monitoring and evaluation skills to partners—are major new thrusts supportive of long-term sustainability.

During Year 3, for standard training activities, we will apply our traditional three-level model. Certain activities involving technical assistance and the development of products are better monitored by the consultant, comparing results to specifications in the SOW. IELP-II will not conduct formal monitoring on partner-day meetings and similar events. For training through videoconference facilities, IELP-II has developed a different set of standards and is still seeking the most effective means of monitoring. Other educational technology interventions may be best assessed through impact studies looking at contributions at the level of the classroom. During project Years 1 and 2, our standard of success for achievement of learning objectives was 80%. In Year 3, we are reducing this to 75% as our partners take more responsibility for program delivery and hence we have less direct control.

Finance & Operations

A major activity for F & O during Year 2 was the renovation carried out on the facility occupied by IELP-II and LearnLink. The rooftop was expanded to provide additional office space, the gazebo was transformed into a training venue which can be used for one large audience, or by closing the dividers, used simultaneously for two separate meetings. Needed furniture and equipment were purchased and the entire facility painted.

Cost savings were generated in the areas of ODC's and Training. For ODC's we were able to effect better service and cost savings in both our Internet Service Provider, and with Vehicle Insurance. Under Training, the renovations for the Gazebo will provide us with a venue on site for training thereby saving limited resources for all AED projects. The Gazebo will handle up to 40 participants. Minimum costs savings for IELP-II are estimated at \$20,000.

Budget controls have been initiated within IELP-II activities. Training in budget preparation was conducted for both M&E and PD&I staffs. A short training course was given on the last six months of Year 2's budget, reinforced by a more comprehensive planning and budgeting exercise for Year 3 of the contract. Finalized budgets will set up the basis for the administrative controlling of funds and help to establish a historical data base for future planning of activities. F & O will begin to automate the accounting and budget control systems for IELP-II based on the above approved budget for Year 3.

We will move the computer network from a Unix-based system to a NT system which will make system maintenance and repair possible without relying on expensive AED/DC technical expertise. This capability was the result of staff training after hours for the benefit of the project.

I PERFORMANCE MILESTONE TABLE

Major Activity/Output	Year Three Milestone	Indicators	Means of Verification	Critical Assumptions
1 Pre Service	<ul style="list-style-type: none"> 50 (FOE) Staff trained 3 Agreements developed with FOE 'Centers of Sustainable Excellence'¹ 	<ul style="list-style-type: none"> 75% of the learning objectives achieved Work plans developed 	<ul style="list-style-type: none"> Attendance records Training curriculum Levels 1 & 2 evaluations Work plan agreements activity reports 	<p>None</p> <p>None</p>
2 In-Service Teacher Training	<ul style="list-style-type: none"> 1500 Teachers trained BELI (1200) CSM (300) 2 Interactive video conference workshops conducted 	<ul style="list-style-type: none"> 75% of the learning objectives achieved for the courses MOE staff trained using interactive video conference 75% of the learning objectives achieved 	<ul style="list-style-type: none"> Attendance records Training curriculum Levels 1 & 2 evaluations Attendance records Training curriculum Levels 1 & 2 evaluations 	<p>None</p> <p>MOE cooperation in providing video conference centers</p>
3 In-Service Supervisor Training	<ul style="list-style-type: none"> 100 Teacher supervisors trained 200 ESL supervisors trained 	<ul style="list-style-type: none"> 75% of the learning objectives achieved 75% of the learning objectives achieved 	<ul style="list-style-type: none"> Attendance records Training curriculum Levels 1 & 2 evaluations Attendance records Training curriculum Levels 1 & 2 evaluations 	<p>None</p> <p>None</p>
4 Participant Training	<ul style="list-style-type: none"> U S Training designed for 200 participants² 	<ul style="list-style-type: none"> 200 participants trained in programs contributing to IELP II objectives 	<ul style="list-style-type: none"> Participant records Workshop reports 	

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

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

5 Testing	<ul style="list-style-type: none"> Models for assessing listening and speaking skills prepared and field tested 	<ul style="list-style-type: none"> Models specifications prepared Models written and reviewed Models field tested 	<ul style="list-style-type: none"> Models specifications table Report on models Answer sheets from field testing 	None
6 ESP	<ul style="list-style-type: none"> 30 staff trained 	<ul style="list-style-type: none"> 75% of the learning objectives achieved 	<ul style="list-style-type: none"> Attendance records Training curriculum Levels 1 & 2 evaluations 	None
7 EOP	<ul style="list-style-type: none"> 5 EOP centers or institutions identified¹ 5 assistance plans and/or materials provided* 	<ul style="list-style-type: none"> 5 centers identified 5 assistance plans provided 	<ul style="list-style-type: none"> List of identified centers Report on assistance/plans materials 	Identified providers will enroll staff in professional development
8 Other Activities				
a Sustainability	<ul style="list-style-type: none"> Sustainability plan revised and submitted by year end 	<ul style="list-style-type: none"> Revision reflects new information gathered through IELP II monitoring activities and partner work plans 	<ul style="list-style-type: none"> Report submitted to USAID 	None
b U S Conference attendance	<ul style="list-style-type: none"> 10 Participants attended professional conferences 	<ul style="list-style-type: none"> Participants have presented their accepted papers at the conferences 	<ul style="list-style-type: none"> Invitee list Conference reports 	Adequate pool of professionals with papers accepted at conferences
c Alumni Seminars	<ul style="list-style-type: none"> 2 regional workshops organized One national workshop organized 	<ul style="list-style-type: none"> Workshop topics reflect Returned Participants needs Returnees represent range of professional categories and geographic areas 	<ul style="list-style-type: none"> Attendance records Workshop reports 	None
d Continuing Education Materials	<ul style="list-style-type: none"> 1500 packets of continuing education materials prepared 	<ul style="list-style-type: none"> 1500 packets distributed 	<ul style="list-style-type: none"> List of teachers names received the packets 	None

Assistance Plan A work plan for technical assistance for a particular target audience that can include training technology materials or other assistance based on needs. The plan will provide specific dates for interventions, the responsible parties, training objectives, venue and numbers of those to benefit directly from the training or other assistance outlined.

Materials provided Any materials, whether commercially published or developed by consultants, that are distributed to a wide audience members of which did not participate in training sessions. These materials can be materials used in training sessions (handouts, worksheets, readings, etc.) but revised to stand alone.

¹ Identified here means that staff of selected EOP Centers have participated in IELP II sponsored EOP training or technical assistance programs.

II CALENDAR OF MAJOR IELP-II EVENTS FOR YEAR THREE

Quarter One, FY 2000	Quarter Three, FY 2000
<p>OCTOBER</p> <p>Institute Follow-On Series (Pre-Service/In Service Supervisors) Program Coordination Needs Analysis (Pre-Service) CSM Part One TOT (In-service) CSM Part One Course Begins (In-Service) Design of Training for Monitoring Consultancy Evaluation of Test Reform Process Monitoring Training Seminar Cairo</p>	<p>APRIL</p> <p>IVC for MOE PREP Two day final session (In Service) National Returnees Conference ESP Seminar – Mansoura (ESP) ESP Institute Part One (ESP) Materials Development Training (EOP)</p>
<p>NOVEMBER</p> <p>FOE Assessment Institute, Part One (Pre-Service) FOA Language Staff Needs Analysis (Pre-Service) IVC for MOE PREP Week One (In-Service) Master Training in Assessment (In-Service Supervisors) ESP Seminar- Helwan (ESP)</p>	<p>MAY</p> <p>Selection of new CSEs (Pre Service) Materials Development Training (EOP) ESP Conference (ESP)</p>
<p>DECEMBER</p> <p>IVC for MOE PREP, One day follow-on (In-Service) Management Training for GDIST INSET (In-Service) FOE CALL Installation</p>	<p>JUNE</p> <p>Materials Development Institute Part Two (Pre Service/In-service Supervisors) Master Trainer Workshop (In-service Supervisor) Provider Fair (EOP)</p>
Quarter Two, FY 2000	Quarter Four, FY 2000
<p>JANUARY</p> <p>Materials Development Institute Part One (Pre Service/In-Service Supervisors) Supervisory Skills Workshop (In-Service Supervisors) Master Trainer Workshop (In-Service Supervisor) ESP Seminar – Sohag (ESP)</p>	<p>JULY</p> <p>FOA Staff Methodology Training (Pre-Service) BELI II TOT (In-Service) MOE CALL Installation</p>
<p>FEBRUARY</p> <p>Proposal Writing Workshops (Pre-Service) CSM Part Two TOT (In-Service) IVC for MOE PREP One day follow-on (In-Service) Proposal Writing Training (EOP) Monitoring Training Seminar – Upper Egypt</p>	<p>AUGUST</p> <p>BELI II (In-service) ESP Institute, Part Two (ESP)</p>
<p>MARCH</p> <p>IVC for MOE PREP One-day follow on (In Service) US Conference Attendance (TESOL/Vancouver)</p>	<p>SEPTEMBER</p> <p>Regional Returnees Workshops</p>

III PROGRAM NARRATIVES

PRE-SERVICE

Year 3 Objectives

- Train teacher educators on topics of communicative language teaching and materials development for primary education and support the development of a teaching practice manual and best practices videos for primary language teachers
- Train teacher educators in assessment and testing
- Train teacher educators in computer and internet skills for course design, research, professional development, and networking
- Train English language instructors of future English teachers in communicative teaching practices
- Install a Computer Assisted Language Learning (CALL) Lab at FOE Alexandria and support the design of appropriate curriculum
- Support professional development and networking activities for all FOES at the three CSEs
- Support teacher education program improvements at selected FOEs

Related Milestones

- 50 Staff Trained (Year 2 surplus of 74 anticipated)
- Plans/agreements to be developed with selected Centers of Sustainable Excellence

DISCUSSION OF MAJOR ACTIVITIES

Institute Follow-on Series for Communicative Methodology and Supervisory Skills for Primary Educators. In its on-going effort to train teacher educators on topics of communicative language teaching and supervision for primary education, the pre-service component of the IELP-II will continue its Institute series. This will be the last year that this activity focuses on primary education. Thus far, the institute has trained 67 FOE senior and junior staff on communicative methodology for young learners and of those 25 participants have attended a primary EFL training program in the United States.

In October 1999 two of the consultants involved in the Institute Series will meet with the participants in order to complete this important training activity. MOE supervisors working with English primary teachers in Egyptian government schools will also attend. The 2-day Institute will offer a venue for the participants to share the results of their action plan projects which have been carried out in their workplaces. This will allow for the transfer of ideas among the participants in a highly cooperative (MOE/FOE) manner. In addition, the consultants will provide instruction and coaching on delivering in-service

and pre-service training in an interactive, trainee-centered fashion. This will prepare the participants to transfer the knowledge and skills that they have acquired in the Institute series to their individual workplaces. The 2-day workshops will take place in Cairo before and after the EgyptTESOL conference (thus facilitating the participation of trainees in the conference).

Monitoring IELP-II will carry out an assessment of the activity in a report, which may be prepared by a consultant, by the activity manager, or by another staff member.

Materials Development Institute for Communicative Methodology and Supervisory Skills for Primary Educators (Part 1 and 2). Upon completion of the follow-on program described above, 20 outstanding FOE and MOE participants committed to the field of primary education in English language teaching will be selected to attend Part 1 of a Materials Development Institute. These individuals will have completed one year of training on topics of communicative methodology for teaching English to young learners and supervisory skills for supervisors of teachers of young learners. To sustain the training that they have received, the focus of this Institute will be on the creation of materials to be used for English teacher development and supervision in Egypt. Thus, the trainees will develop their action plan projects into modules for the *Teaching Practices Manual for Primary English Teachers*.

In summer 2000, consultants will hold Part 2 of the Materials Development Institute devoted to the completion of the *Teaching Practices Manual*. In addition, they will also plan and develop training workshops to present the content of the manual. During the time between Part 1 and Part 2 the U.S. consultants will be available to trainees via e-mail to offer suggestions concerning the content of the material and to help with editing and formatting. By the end of the summer, after the second Institute, it is expected that the manual will be ready for distribution. This manual will be pilot tested during the 2000-2001 academic year and revised as needed. Subsequently, it will be printed and distributed for use as part of the faculty of education curriculum for primary English teacher development and for supervisors and teachers currently teaching English in Egyptian primary schools. Appropriate training and orientation programs for the manual will be held and it will be made available to FOE and FOA faculty and students, MOE supervisors and teachers. This activity will be closely connected to the Best Practices Videos activity.

Monitoring This activity is essentially a workshop to produce a product. The quality of the product will be assessed against standards developed by the workshop participants. A consultant, IELP-II staff, or third party may provide the assessment.

Milestone contribution 10 staff trained

Best Practices Videos. IELP-II will identify outstanding professors and teachers/supervisors and work with them to create videos of model classroom teaching using communicative skills and methodology. These examples will be used in teacher training at faculties of education and will serve as a resource for several training courses including interactive video conferencing. Furthermore, these videos will be distributed to

all governorates for teacher training IELP-II will seek the services of a US collaborating institution to design, produce, and deliver the video services Video segments will be developed which depict discussions and demonstrations of English teaching strategies and principles included in the *Teaching Practices Manual for Primary English Teachers* Early in this process, IELP-II will review other Egyptian-focused videos produced in the past, such as those done at CDELT, to gather information and lessons that will ameliorate our efforts in this area We expect the series to be produced, field-tested, revised and distributed by the end of 2001

Critical assumptions The Ministry of Education will give permission for the consultant to videotaping classrooms in Egyptian schools

Monitoring In Year 3 and 4 IELP-II will conduct end-use checks as a follow-up on the value of the videos

FOE Assessment Institute Twenty-five FOE/FOA teacher educators from three departments (Educational Psychology, Curriculum/Methodology, English) will be trained in assessment for language educators in two 5-day workshops Materials will be developed based on an analysis of pre-service practices in the area of assessment, which will be carried out by a local committee of pre-service specialists and U S consultants Workshops will be delivered by U S consultants specialized in assessment in teacher preparation programs Each faculty trainee will prepare an action plan which will include (a) ways in which the trainee plans to implement what s/he has learned in the classroom and (b) how s/he plans to share the resources obtained from the workshops with colleagues The second workshop will include a detailed review of the relative success of the action plan in addition to the introduction of new content

Monitoring Levels 1, 2, and 3 (Action plans for FOE faculty) for 2 Institutes

Milestone contribution 25 staff trained

Computer and Internet Training IELP-II will provide at least 6-days of computer and Internet training for approximately 40 FOE and FOA staff involved in English teacher education The principal focus of the training will be to build skills in locations where resources and interest are localized so that trainees can, subsequent to the training, organize local sessions among their colleagues Once the CALL lab is set up in Alexandria, it is critical that a core group of educators in Alexandria and the region, have the skills required to take advantage of the resource for both student and staff development The training will focus on computer skills as a tool for education and professional communication Participants will learn effective ways of using the Internet for accessing new instructional and reference material and using e-mail and the World Wide Web to increase professional interaction among educators A number of the participants may be qualified to attend an advanced level course, which will provide practice with multimedia and web page development

Monitoring IELP-II will establish a baseline of knowledge for these trainees and conduct both Levels 1 and 2 assessments If warranted, IELP-II may subsequently

conduct a targeted review of trainee applications or of the contributions of educational technology to overall program impact

Milestone contribution 40 staff trained

Communicative Practices for English Instructors In Year 3, IELP-II will expand its pre-service audience to include English instructors who provide language training (through literature and linguistics content courses) to future English teachers, this will include both FOA and FOE staff In Quarters 1 and 2, a needs analysis will be conducted at selected universities in collaboration with FOEs and FOAs A design of a program that will best serve the needs and interests of the language instructors will be prepared and discussed with key partners in Quarter 2 For example, a course in methods and techniques of improving reading skills might be offered to those who teach literature content while improving pronunciation could be the focus of a course for those teaching phonetics and phonology Several U S consultants will be recruited to assist in the needs analysis and design phases In Quarters 3 and 4 a series of training activities will be carried out on selected campuses where the need is great and interest is high Approximately 50 English instructors will receive at least 40 hours of instruction in communicative teaching practices

Monitoring Monitoring of this activity will be dependent on completion of the design

Milestone contribution 50 staff trained

CSE Professional Development and Networking A meeting will be held with the three Centers for Sustainable Excellence (CSE) coordinators to agree on the details of activities to be carried out at the CSEs during Year 3 and to inform them of the new program coordination project for which they must compete to become CSEs in Year 4 and beyond In addition, Alexandria and Assiut CSEs have requested IELP-II assistance in organizing a series of eight one-day seminars during Year 3 at their respective sites to provide an opportunity for the sharing and dissemination of new knowledge and skills gained from in-country training programs and participant training The focus of at least one of the seminars at each site will be on co-teaching IELP-II will assist the CSEs with this activity on a cost-sharing basis by providing consultant fees for the coordinators, presenters, and a junior consultant to organize the seminars, as well as accommodation and travel costs for participants from regional sites Ismailia CSE will be informed of this plan and encouraged to submit a similar proposal for assistance

Monitoring IELP-II will train experts in the CSEs to conduct monitoring on their internal projects

Milestone contribution CSE agreements developed

Teaching Practice Seminar Upon the request and recommendation of those involved in the teaching practice process, it was decided to structure the Teaching Practice Seminar as a series of events throughout the academic year The first seminar was held in April 1999 in order to collect data from FOE, FOA and MOE teacher trainers involved in teaching practice on the actual practices in the field Also, at this initial meeting parameters were set for future workshops For Year 3 of the IELP-II project, the

Teaching Practice Seminar has been structured to include two one-day workshops in Cairo and two at a regional site. The overall goals of the seminars are to look at solutions to the current problems related to the system, to provide training on supervision and observation approaches and techniques, and to continue to build important national and regional networks of ELT professionals dedicated to excellence in teaching practice. In addition to participants who attended the Year 2 seminar, future seminars will include teachers whose classes are used for teaching practice, other school personnel, and perhaps outstanding fourth year students involved in this activity.

Monitoring IELP-II will carry out an assessment of the activity in a report which could be prepared by a consultant, by the activity manager, or by another staff member.

Program Coordination Project This program calls for customized training targeting select FOEs through a competitive process. IELP-II, together with one or more US collaborating institutions, will work closely with a select number of FOEs who demonstrate their ability to form inter-departmental teams to develop a sound program coordination plan. Selected FOEs will be designated as CSEs once they succeed in implementing the coordination program and demonstrate their capacity to act as resource centers for other FOEs in their region. The assistance program itself will begin in project Year 4, but in Year 3 the foundation for the program will be laid in terms of needs analysis, design of a proposal process, proposal-writing workshops, and the competitive selection. Two US consultants will be hired to conduct a performance analysis for strategies at FOEs and assist IELP-II staff in developing a request for support, and in formulating a training plan for program coordination at FOEs. A series of proposal writing workshops will be held to ensure that university partners fully understand the process before the competitive selection begins in Quarter 3. IELP-II staff will be in contact with the collaborating institutions to agree on the selection process and implementation plan for this project.

Monitoring IELP-II will carry out an assessment of the activity in a report, which may be prepared by a consultant, by the activity manager, or by another staff member.

FOE CALL Lab A pilot CALL laboratory will be installed at the Faculty of Education, Alexandria University. The CALL lab should allow the integration of computers into pre-service education of future English teachers so as to improve these future teachers' English level, personal and professional mastery of computers, and knowledge and skill in integrating computers into the English language curriculum. A working committee will submit a detailed plan for the establishment and operation of a CALL lab in the English Department in Quarter 1. The plan will include recommendations for the location, hardware, and software. Installation of the lab will take place during Quarter 2.

Critical assumptions FOE English Department will provide a suitable room for the CALL lab and will also designate maintenance, technical and program personnel to operate the Facility.

Monitoring IELP-II will monitor the installation, operation, and use of the laboratory. All IELP-II assistance in educational technology may be the object of a future study on classroom use and general impact on the English language educational system in Egypt.

IN-SERVICE TEACHER TRAINING

Year 3 Objectives

- Improve language and methodology skills of primary, preparatory, and secondary English teachers
- Provide teachers with training through various media, whenever possible in settings close to their place of work
- Provide teachers with resources related to language teaching
- Install a Computer Assisted Language Learning (CALL) Lab at GDIST and support the design of appropriate curriculum
- Improve the in-service course development and management capabilities of GDIST INSET, and governorate-level MOE staff
- Transfer resources, methods, and know-how to local training sites for conducting the BELI and CSM courses with agreed-upon standards for course satisfaction and learning

Related Milestones

- 1500 Teachers Trained
- 2 interactive video-conferences held

DISCUSSION OF MAJOR ACTIVITIES

Language and Methods Improvement Courses

Basic English Language Improvement Course (BELI) In Year 3, IELP-II will transfer the management and conduct of the BELI course to the local training sites that have already carried out the course. IELP-II will transfer textbooks and other materials to up to ten sites that will be responsible for continuing the implementation of BELI courses in their localities using local trainers and supervisors. Each site will be held accountable for providing training to a required number of students and accountable for results. In this fashion, BELI will be provided to up to 800 primary non-specialist teachers in a manner that will be sustainable after IELP-II ends. In Year 3, IELP-II will also develop a BELI II course at a level between the current BELI and the current CSM course. In collaboration with the MOE, we will determine the most appropriate audience for the course, possibly expanding the pool from non-specialist primary teachers to include teachers from the prep, secondary and experimental schools who may have weak English skills. The second level course will be delivered at up to five sites for 400 teachers.

Monitoring IELP-II will conduct its formal three-level monitoring process for this activity. We will begin to involve trained inspectors in the monitoring process. They will begin with administration of Levels 1 and 2 instruments, they will subsequently learn to design and conduct workplace observations.

Milestone Contribution 1200 teachers trained

The Communicative Skills and Methodology Course (CSM). The CSM course targets preparatory and secondary teachers. It introduces communicative teaching techniques, time management and classroom management. The course runs once a week for 21 weeks during the school year. In Year 3, the course will integrate the use of computers in two modules at selected pilot sites. It will reach seven new governorates: Aswan, Fayoum, Cairo, Damietta, Minia, North Sinai and Giza. In the summer of 2000, IELP-II will transfer the CSM course to several sites so that it can be managed locally in the summer or in the next academic year with little IELP-II intervention. A total of 300 prep and secondary teachers will be trained.

Monitoring IELP-II will conduct its formal three-level monitoring process for this activity. We will begin to involve trained inspectors in the monitoring process. As with the BELI course, we will begin to involve trained inspectors in the monitoring process.

Milestone contribution 300 teachers trained

School Based Training (SBT). This course aims at training teachers in the preparatory stage to use the *Hello!* Book effectively. The course consists of a series of 6 one-day workshops to train trainers. These trainers will then train the senior teachers in their governorate who in turn train their colleagues in their schools. IELP-II provides the materials for the training at all levels. In Year 3, IELP-II will target 6 new governorates: Aswan, Luxor, Qena, Red Sea, New Valley and Sohag. In addition, we will continue to work with last year's governorates. The total number of teachers reached will be 600.

Monitoring IELP-II will conduct Level 1 monitoring. We may also do a follow-up survey of governorates where SBT has already been conducted under IELP-II auspices. We will likely use inspectors for this follow-up.

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. This course provides a local, relatively low-cost, program to provide good teachers with the training and practice they need to become among Egypt's best teachers. COTE graduates from IELP-I figure among some of our best trainers for in-service courses and as the pool of COTE-trained teachers expands throughout the country, the pool of good teachers and teacher trainers for localized training is strengthened. In Year 3, IELP-II will sponsor up to 30 teachers from various governorates in Egypt to attend 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. The graduates of the Year 2 COTE course will be added to the pool of BELI and CSM trainers.

Monitoring IELP-II will provide the AUC with Level 1 forms, and AUC will design and implement Level 2. A traditional Level 3 is not foreseen. IELP-II may, however, choose

to conduct an impact assessment of the COTE course alone or of COTE within the larger survey suggested in the preceding section on monitoring and evaluation

Interactive Video Conferences IELP-II will conduct a related series of teacher training workshops using the Ministry of Education's interactive videoconferencing facilities. These workshops will emphasize the integration of skills in the classroom with a theme of "Presentation, Practice and Production: An Effective English Classroom." The workshops will be designed and led by consultants who specialize in teacher training and methodology. The audience for these workshops is 1200 MOE preparatory teachers. The first workshop is scheduled from November 13-18, 1999. Training of facilitators from each site will precede it, so that active modeling and application of skills, as well as moderated discussions, can take place at each site, making the workshop interactive. The second workshop will take over several months through three one-day conferences where trainees can discuss how they have applied new skills in their classrooms. A final two-day conference will take place in April 2000 and will include a video connection with the U.S. to provide presentations and dialogue with U.S. experts. The Interactive Video Conference presentations will be videotaped and edited into 45 minute training videos, which will be distributed as a best practices training tool.

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

Monitoring IELP-II is setting different standards of achievement for training through videoconferencing. We are in the process of determining how we will monitor videoconference activities in the future. Our traditional Levels 1-3 proves cumbersome and of questionable reliability owing to the vast number and dispersion of trainees.

Milestone contribution 2 IVC Conferences held

Trainer Training Courses

In Year 3, IELP-II will train a minimum of 70 teacher supervisors in the training skills necessary to conduct both BELI and CSM. Trainers will be MOE staff who have been designated "Master Trainers." These trainers will have workshops in materials production, and presentation skills before the courses begin. IELP-II will also train 70 MOE staff as facilitators for the IVC program.

BELI Training of Trainer (TOT) course Approximately 40 teacher supervisors will serve as trainers in the Year 3 BELI II course. These supervisors will attend a one-week TOT course in Quarter 4 of Year 3. The course will be held at a regional site. The supervisors will learn basic training skills of class and time management, materials preparation and adaptation, use of songs, games, and other activities in training, and will become familiar with all BELI II materials.

Monitoring IELP-II will conduct its formal three-level monitoring process for this activity. For TOTs all monitoring will be either conducted or closely supervised by IELP-II staff. Level 3 for TOTs always takes place at the training site for which the TOT was intended.

CSM TOT Approximately 30 teacher supervisors will attend the trainer orientation for the CSM course. Since CSM runs in two sessions, two trainer orientations will be held. The first will take place in Quarter 1 of Year 3 and the second in Quarter 2. Each trainer orientation course will last one week. In addition, MOE staff who will be coordinating the TOT will have a workshop in management skills.

Monitoring IELP-II will conduct its formal three-level monitoring process for this activity. As with the BELI TOT, IELP-II staff will either conduct the monitoring process or closely supervise the work of trained inspectors.

IVC Facilitator Orientation IELP-II will rely on the MOE staff trained in facilitation skills for the Year 2 IVC Program to again provide the face-to-face support required at each IVC site to make the training truly interactive. The facilitators will become acquainted with the content of the IVC program as well as with the tasks that will be assigned to trainees at each site during the workshop. The facilitators are responsible for ensuring the active participation of trainees at each site, providing feedback to the central site and coping with unforeseen technical or logistic difficulties. Many of the facilitators will also carry out post-training monitoring of teachers during the weeks between IVC sessions. Approximately 70 MOE staff will participate as facilitators in Year 3.

Teacher Development and Resources

MOE CALL Lab A CALL laboratory in the Ministry of Education will be designed to serve for teacher training and training of trainers. The CALL lab will also serve as a model for educational leaders to learn more about computer assisted language learning. A working committee will be formed and will submit a report with recommendations for location, hardware, and software by the end of December. Planning the training that will be held in the CALL lab, the annual schedule, and proposed methods of evaluation will take place by end of March. The installation of lab will take place during Quarter 3 or 4.

Critical Assumptions GDIST will make a room available for the CALL lab and will also designate maintenance, technical and program personnel to operate the facility.

Monitoring IELP-II will monitor the installation, operation, and use of the laboratory. All IELP-II assistance in educational technology may be the object of a future study on classroom use and general impact on the English language educational system in Egypt.

Basic Methodology In Year 2, IELP-II, in collaboration with the MOE and Longman's, determined that primary English teachers, whose English skills are weak, would benefit enormously from a clear, brief manual on EFL methods in Arabic. The manual was developed and printed in Year 2. In the first Quarter of Year 3, 15,000 copies of the Arabic manual on communicative language teaching will be distributed to all non-specialist teachers and their supervisors. IELP-II will also work with Longman's and the MOE to provide two training sessions on how to use the manual. These one-day training sessions will be conducted through interactive video conferencing. In addition, further

investigation will be done to explore whether a training program on Nilesat could be organized thus reaching all teachers who benefited from this activity

In-Service Training Support

In-country Management Training for GDIST and MOE staff To ensure a smooth transition in the management of the training activities at the end of the project from IELP-II to the MOE, a maximum of 50 INSET center staff and supervisors from different governorates will be trained in course planning, management and evaluation. This will enable the transfer in Year 3 of responsibility for the BELI and CSM courses to local training sites. The training will take place in a 6-day workshop at the end of Quarter 1. The objective of this workshop will be to introduce the skills of course organization, trainer selection, trainee selection and evaluation. A local consultant will conduct this training. The plan for each participant is to take full responsibility for the organization of such courses as BELI, CSM, and SBT at his or her site.

Monitoring IELP-II will conduct its formal three-level monitoring process for this activity. Insofar as possible, the local consultant will be responsible for the monitoring process.

Multimedia Consulting IELP-II is collaborating with the Technology Development Center (TDC) of the Ministry of Education in a number of ways, particular as it affects their work related to English language teaching. First, a group of our participants who attended the US-based training program (Computers in English Language Teaching 1999) are developing a Web site for English language teachers in Egypt. The Technology Development Center has requested that we help develop such a site and will publicize the site to English teachers throughout Egypt. Secondly, The TDC has a large production unit for CD ROMs that supports the "Hello" Series for English teaching. IELP will assist the TDC in previewing the produced software and suggesting ways of improvement. A consultant on the production of multimedia will work with TDC staff. In addition the consultant will help in selecting educational software that is suitable for English Language Teaching in the Egyptian context. Finally, the TDC has expressed strong interest in carrying out an international US-Egypt videoconference. We have proposed to carry out a 1-day international US-Egypt videoconference as part of our methodology interactive videoconference program in April 2000.

IN-SERVICE SUPERVISOR TRAINING

Year 3 Objectives

- Improve supervisor capabilities in teacher supervision and development
- Improve supervisor capabilities in the design, implementation and monitoring of teacher training courses
- Train supervisors in classroom assessment
- Train supervisors in basic computer and internet skills
- Support professional development and networking opportunities for supervisors

Related Milestones

- 100 Teacher Supervisors trained
- 200 ESL Supervisors trained

DISCUSSION OF MAJOR ACTIVITIES

Supervisor Training

Supervisory Skills Workshops (Part 2) Two 5-day workshops, in Cairo and at a regional site, will be held in Quarter 2 as follow-on training for the 60 supervisors who attended the September 1999 supervisory skills workshop led by Barbara Thornton and four MOE co-trainers. The focus of the workshops is to offer training in advanced supervisory skills, materials development skills, training and mentoring skills and to raise awareness and level of understanding of the knowledge, skills, and attitudes (KSA) required for effective supervision of teachers.

Monitoring IELP-II will conduct formal Levels 1 and 2 for this activity. We may conduct a follow-up on action plans.

Milestone contribution *60 teacher supervisors trained*

Master Trainer Workshops Two 5-day workshops are planned. The first will be a continuation of training for the group of 30 master trainers trained last year. The second will be the first in a two part series for a new group of 30 master trainers. The training, led by two US consultants, will focus on developing advanced skills in teacher training, trainer training, course design, course management, course evaluation and team building. These trained pools of master trainers will lead and coordinate TOTs for BELI, CSM, SBT and Interactive Video Conferencing (IVC).

Monitoring IELP-II will conduct Levels 1 and 2. Unlike TOTs, where trainees apply their KSA in the training for which they have been prepared, the Master Training Workshop offers a range of necessary skills and a knowledge background for training in general. We have not decided on the most effective method of evaluating application for this workshop.

Milestone contribution 60 teacher supervisors trained

Computer and Internet Training. Up to 15 supervisors from the Master Trainer pool and from those trained in supervisory skills will be selected to participate in basic computer and internet training in conjunction with training being offered for FOE/FOA and ESP audiences. It is important for IELP-II to develop a small but committed pool of MOE staff who understand and value the contribution that computer and internet skills can make to student, teacher and supervisor development. This small pool will work closely with those in charge of the MOE CALL lab to design and implement appropriate in-service training throughout the year. They will also begin to take advantage of locally available resources in creative ways to deepen teachers' understanding of the potential uses of computers for classroom work as well as for facilitating the teacher's lesson preparation tasks.

Monitoring IELP-II will conduct Levels 1 and 2 monitoring process for this activity. IELP-II assistance in educational technology may be the object of a future study on classroom use and general impact on the English language educational system in Egypt.

Milestone contribution 15 teacher supervisors trained

Supervisor Training in Assessment

At the time the IELP-II Proposal was submitted by AED, NCEEE had just begun to develop programs for a small number of English supervisors in the areas of classroom management and testing. Before implementation of this milestone could begin in Year 2, however, the person directly responsible for this program left NCEEE. Thus, in Year 2, this milestone was carried out in conjunction with the sole remaining English specialist on the training staff of NCEEE. However, this person will be on extended leave beginning Year 3. The replacement process has not yet begun. Current personnel cannot carry out the planned program without a level of support from IELP-II which IELP-II is not able to offer, as it would represent institution building at a level which is beyond the scope of IELP-II. Therefore, the supervisor training related to classroom management described in the Proposal is being covered by the supervisor initiative described above, while that related to testing and assessment will be covered by the activities described below.

Training of master trainers and materials developers. In order to reach the milestone of training 200 ESL Supervisors in the area of classroom assessment, IELP-II will offer training in materials development, presentation skills and content training in assessment to twenty master trainers and materials developers. Training courses will be delivered by U.S. and local consultants, with backstopping provided by IELP-II testing experts. These twenty specialists will in turn offer training to 200 ESL supervisors nationwide, using the local training facilities of the Technical Bureau.

Monitoring This activity is a TOT. IELP-II will apply its standard three-level model to this training using master trainers and some M&E staff.

Training 200 supervisors through local Technical Bureaus (Training in Assessment for Classroom Teachers – TACT) In Year 3, IELP-II will widen the scope of training in classroom assessment—and at the same time improve the prospects for the sustainability of this activity—by using the existing local training structure (i.e. the Technical Bureaus) as training venues. Once a month, supervisors meet in the Technical Bureau, obtain new teaching materials, and learn how to use them in the classroom. They then take the materials back to the teachers they supervise, distribute and explain them to these teachers, and then supervise their implementation of the materials in the classroom.

Monitoring IELP-II will conduct Levels 1 and 2 for materials and presentation workshops delivered by consultants. We expect to use outside resources for this monitoring. The system will follow that used for school-based training.

Milestone contribution 200 ESL supervisors trained

Monitoring of materials distribution for TACT and application in the classroom The master trainers and materials developers who write the materials and offer training will also have responsibility for monitoring the process of training, material distribution, and classroom application. Expertise, in the form of monitoring models and methods, will be acquired by these MOE specialists, as they carry out this critical step in the training process. They will be assisted in this process by M&E staff.

Professional Development and Networking

Supervisor Sustainability In Year 2 IELP-II assigned Barbara Thornton to develop a plan for the training of MOE supervisors in the area of supervisory skills. In Year 3 IELP-II will develop detailed training plans for the duration of the project in the area of teacher training.

Monitoring No specific monitoring is required. The consultant's report will suffice.

Supervisor Network Meeting IELP-II's strategic plan for the training of supervisors involves the creation of a highly trained cadre of specialists in the areas of teacher training, supervisory skills and trainer training. This pool will be a national resource that will transfer training to other supervisors through local training. In order to develop the capacity of supervisors for continuous self-education, professional development and sharing of KSA, a series of 3 meetings per year are planned for each group to discuss local implementation of training and to strengthen their networking skills.

Partner Days with Inspectors General Inspectors General are key partners for IELP-II in the planning, design and implementation of all training activities for supervisors. Their involvement in and awareness of supervisor training activities is instrumental in the sustainability of the training provided by IELP-II. In addition, IELP-II activities reinforce local training initiatives being carried out in different governorates. Therefore, a series of 4 partner days are planned for Year 3 to hold ongoing discussions with all Inspectors General about supervisor activities and their roles. To the extent possible, the MOE itself will take on full responsibility for the planning and implementation of these days.

Supervisor Advisory Group A series of 4 meetings are planned during Year 3 for 8 key MOE leaders to link IELP-II activities for supervisors, the EgyptTESOL SIG and other entities involved in supervisor training. This will be an opportunity for strategic planning especially for sustainability of supervisor development and the institutionalization of the type of training provided by IELP-II within the MOE. It will also allow for the initiation of discussions on quality and standards for supervisor performance, and of the MOE training delivery system. To the extent possible, the key leaders will have full responsibility for planning and implementing these meetings.

PARTICIPANT TRAINING

Year 3 Objectives

- Provide U S training programs for secondary and prep school English teachers to improve their classroom teaching practices and their English language skills
- Provide U S training programs for key partner groups in pre-service, in-service, and ESP/EOP
- Ensure broad and fair recruitment and selection processes

Related Milestones

- U S Training designed for 200 Participants (+ Year 2 shortfall of 152 to be identified for training)

DISCUSSION OF MAJOR ACTIVITIES

Teacher Training Initiative In Year 3, IELP-II will send approximately 200 participants (includes Y1 and Year 2 shortfall) on a 3.5 - 4 week TTI. This program provides methodology, classroom evaluation, and age-appropriate learning techniques for preparatory and secondary English teachers in Egypt. TTI participants will be tested for English language proficiency and those with the appropriate level of English will travel in groups of 25 - 30 to the U S during Year 3. In Quarter 1, IELP-II will continue actively recruiting and testing TTI participants so that groups of 25 to 30 will be ready to travel to the eight U S programs scheduled in Year 3. One way in which more TTI participants can be prepared to pass the CEPA test is by giving them a two-day test preparation session to familiarize them with this type of test.

Monitoring Level 1 is designed by IELP-II with input from the training provider, while the provider designs, conducts, and evaluates the Level 2. While IELP-II does not currently plan to conduct discrete Level 3 evaluations for each returned participant program, we have two opportunities for follow-up. The first is through assessment of action plans at returnee workshops, the second is through an impact assessment, which we may choose to conduct in Year Four on a sample of returned participants.

Milestone contribution *U S training designed for 200 participants*

Other Training Programs

In Year 2, IELP-II designed two targeted programs - one for MOE supervisors and one for testing - that were awarded late in the year. Approximately 80 participants will depart in Quarter 1 for these two programs. In addition, IELP-II will develop other training programs, based on the needs of partner institutions, for another 170 participants (includes shortfall). Some areas under consideration include facilitation skills for MOE

staff, course design and materials development programs for ESP and EOP staff, training program design and management, and educational technology training

Monitoring Monitoring will be conducted along the same lines expressed for the Teacher Training Initiative activity

Teacher Training Program for Supervisors In order to meet the needs of supervisors who lead teacher training efforts in their governorates, a three-week, U S -based program for 40 supervisors will take place in early October 1999 and be repeated in Quarter 3 or 4 This course will enable participants to design and implement successful teacher training courses at their sites, from the needs analysis to the monitoring and evaluation phase When they return to Egypt, this cadre will also be prepared to transmit their skills to other supervisors in their governorates

Milestone contribution *U S training designed for 80 participants*

In-Service Teacher Training Management As part of IELP-II's sustainability plan, it is anticipated that in future years, INSET Center Directors will handle the logistics and management of a large portion of IELP-II's in-service training programs In preparation for this, IELP-II will send a group of INSET manager, GDIST management staff and governorate level training managers to the US for course administration and program management training The training will serve to enhance the management skills acquired in country In addition, there will be an opportunity to visit similar training centers in the States and learn from their counterpart personnel

Milestone contribution *U S training designed for 30 participants*

ESP/EOP Training Management 30 EOP/ESP center staff will be identified to travel to the US for Management training Their training will be in the area of managing a business center, basic business principles, EOP training, basic financial training They will also learn about the operations of selected private sector training providers

Milestone contribution *U S training designed for 30 participants*

FOE Program Coordination At least 30 FOE staff are identified and travel to the US for Program Coordination training Part of IELP-II's pre-service strategy calls for training groups of departments heads, professors, and junior staff from the same FOEs (and possibly from FOAs) on program coordination in the same department and across departments

Milestone contribution *U S training designed for 30 participants*

Computers in English Language Training At least 30 participants are identified and travel to the US for Computers in ELT training A second group of MOE/FOE staff and select ESP/EOP staff will travel to the US for training on using computers and the Internet for English language teaching The participants selected for this training will be expected to design and carry out localized student, teacher and supervisor training programs using resources available locally or relying on the FOE or MOE CALL laboratories

Monitoring In addition to the monitoring described at the beginning of this section, should IELP-II decide to proceed with an evaluation of its educational technology contributions, these return participants would form a part of the sample frame

Milestone contribution *US training designed for 30 participants*

Testing and Assessment Training 30 participants are identified and travel to the U S for Testing training in Quarter 1 with a subsequent group to 30 departing in Quarter 3 or 4 The audience will be trainers in testing and assessment for classroom teachers and will mainly include senior teachers and supervisors of all levels as well as test developers such as senior teachers, supervisors and plus FOE staff members (not Associate or Full professors)

Milestone contribution *US training designed for 60 participants*

ESP/EOP Course Design and Materials Development Training 20 participants from ESP and EOP centers will be selected in a competitive process to attend a 3-week intensive program in course design and materials development The program will provide the participants with an opportunity to use off-the-shelf software as well as the Internet as an important resource in course development

Milestone contribution *US training designed for 20 participants*

TEST REFORM

Year 3 Objectives

- Develop and field test student tests in listening and speaking
- Develop and field test items for Egyptian English language professionals (teachers supervisors, faculty) in listening and speaking

Related Milestone

- Models for assessing listening and speaking skills prepared and field tested

DISCUSSION OF MAJOR ACTIVITIES

Mid-term evaluation of Test Reform Process The test reform activity is a far-reaching program involving several stakeholder institutions. Its scope is nationwide. Furthermore, although IELP-II focuses exclusively on assessment within the domain of English language teaching and proficiency, actions taken under this program inevitably have implications for assessment in other academic areas. IELP-II has thus far sponsored and led a broad range of undertakings leading to the reform of tests in English language. These include the creation of an inter-institutional steering committee, a nationwide test network, training of specialists in the U.S., and development of item banks under the guidance of an international expert. IELP-II feels that it is advisable to conduct an appraisal of its activities in test reform in the first Quarter of Year 3. We will be issuing a statement of work for the purpose of engaging the services of a qualified outside consultant to conduct this evaluation, possibly through one of the collaborating U.S. universities.

Development and field testing of student achievement tests In Year 2, IELP-II carried out a pilot project with Inspectors General in 16 governorates to clarify essential parameters involved in the development of student achievement tests. In Year 3, the first step in the development of student achievement testing will be to lay the groundwork for a complete set of tests, based on the *Hello* series "O" level English syllabus from 4th primary through 3rd secondary. A local committee comprising leading partners responsible for student achievement testing will carry out a detailed four-part analysis: (1) goals and objectives of English language education in Egypt, (2) teaching materials (*Hello* series), (3) classroom practices, (4) current end-of-year instructional outcomes (promotion and certificate tests). Once these analyses have been completed, they will be used by the English specialists who will develop specifications and items for promotion and certificate tests, as described in the next section.

Monitoring The Testing Unit will produce a report on the results of the analysis.

In the second stage, one supervisor from each governorate will participate in training workshops in how to (a) write test specifications, (b) write items for student achievement tests, and (c) use these items in preparing test forms. These training workshops will be presented by international testing consultants, backed up by IELP-II testing experts. These supervisors will then write items and form them into model tests that will be field tested in participating governorates. The main focus in Year 3 will be on developing listening test items and speaking scales which reflect the *Hello* series. Training will begin in October and continue throughout the year. The external consultants will be scheduled to give their workshops in November, February, and during summer 2000.

Monitoring The success of the workshops will be judged through the production of model tests that meet specified standards for international acceptability.

Milestone contribution *listening and speaking modules complete and field-tested*

Develop and field test listening and speaking items for professionals. The development of the Saqqara Item Bank for Egyptian English language professionals began in Year 2, with the creation of a grammar item bank. This activity will be extended in Year 3, to include items which test the listening abilities of Egyptian English language professionals, as well as scales that may be used to assess their speaking skills. Professor Arthur Hughes will continue to present training workshops to a core group of English language specialists who were identified through the process of the Year 2 item development workshops. These young Egyptian professionals are drawn from among FOE, MOE, and NCEEE English specialists and have shown both a potential for and an interest in specializing in the area of language testing.

Monitoring Levels 1 and 2 for student development and professional item development training workshops will be provided by consultants under the supervision of IELP-II staff. Testing specialists not involved in the training will review the quality of items produced during these training workshops, based on established criteria.

Partner planning days. The Inspectors General, the English Councilor, and the General Director of GDIST will participate in one-day planning meetings each quarter. These meetings will be intended to keep them abreast of developments in the test reform process, particularly the activities related to test development, since they have the major responsibility for this activity in their region. In addition, a 5-day planning session with the Testing Network will be held in August 2000, to review progress made in Year 3 and to plan for Year Four.

ENGLISH FOR SPECIFIC PURPOSES

Year 3 Objectives

- Train ESP staff in core aspects of ESP course design, delivery and assessment
- Train ESP staff in course and program management and marketing
- Provide ESP programs with resources for course development and professional development
- Foster networking among ESP Centers and with EOP centers

Related Milestones

- 30 staff trained

DISCUSSION OF MAJOR ACTIVITIES

Staff Training and Professional Development

Five one-day seminars As a follow-on to the 1999 ESP institute, a series of seminars and conferences will be offered throughout the 99/00 academic year to provide a forum at which ESP institute participants can discuss applying communicative language teaching principles to their work. These seminars will be conducted on-site at university ESP centers. The papers and action research presented in these 5 seminars will be produced in a proceedings booklet and could be used for the 2000 Institute.

The first two seminars will be conducted during Quarters 1 & 2 of Year 3. Then in Quarter 3 a two-day conference with a broader audience will be held. IELP-II will collaborate with the USIS program of visiting experts to obtain the services of a U.S. consultant as keynote speaker at this conference and workshops with the consultant will be arranged at different ESP sites for more hands-on material development training for the ESP staff. The fifth one-day seminar will be held before the ESP Institute and will include recommendations for the 2000 Institute.

Monitoring IELP-II will use the seminars as a means of follow-up on the ESP Institute. The seminars themselves will not be formally monitored.

ESP Institute A second ESP Institute will be held in Year 3. Based on Year 2 experience, we may decide to divide the course into two two-week sessions, one in Quarter 3 and one in Quarter 4. This may provide a model that is more sustainable and practical for all involved. During the 5 one-day seminars of Year 3, there will be an on-going review of the results of the 1999 Institute as well as discussion of the 2000 Institute's objectives and content. Planning for the 2000 Institute with all appropriate ESP partners will take place in Quarters 1 and 2 of Year 3. The Institute will provide training for 30 ESP staff.

Monitoring IELP-II will conduct its formal three-level monitoring process for this activity. In this particular case, IELP-II may conduct a Level 4 assessment on some of the institutions participating.

Milestone contribution 30 staff trained

Content Instructors Course A plan for Content Instructors training to improve the communicative language and teaching skills of a group of instructors of content courses conducted in English at the university was designed by the 1999 working group but was viewed by many as a poor use of scarce resources. In Year 3, this plan will be reviewed in light of the results of the situation and needs analyses that will be conducted in Quarters 1 and 2. It may be that course objectives can be served through the Communicative Methods training planned for FOA English instructors. By Quarter 2, a decision will be made whether to carry out plans for such a course or to use the available resources for other ESP activities.

ESP Resources and Support Activities

A number of ESP resource development, networking and materials support activities and participant training are planned for Year 3. In Quarter One, a consultant team made up of an American and an Egyptian will carry out needs analyses and develop activity plans for the areas described below. They will also develop the design for the U.S. training programs. The recommended support activities or resources will be provided in Quarters 2, 3, and 4.

Assistance with ESP Certificate Courses To address the need for sustained quality ESP teaching and learning within ESP centers, the certificate courses in ESP centers need to be strengthened either by reviewing materials, upgrading courses, conducting course evaluation and client assessment, or marketing the certificate courses.

Monitoring IELP-II will carry out an assessment of the activity in a report, which may be prepared by a consultant, by the activity manager, or by another staff member.

Computer/Internet Training Selected ESP centers will be provided with Internet connections and a range of CD-ROM course development and research materials. Staff members will be trained in computer operations, Internet access, and research methods.

Monitoring No monitoring is currently planned for this activity. Should IELP-II decide to proceed with an evaluation of its educational technology contributions, these returned participants would form a part of the sample frame.

Material Supplements To build/upgrade ESP libraries at identified ESP centers, teaching materials, books and periodicals will be provided based upon the recommendations of a Quarter 1 needs analysis.

ENGLISH FOR OCCUPATIONAL PURPOSES

Year 3 Objectives

- Identify potential EOP clients and provide information on procuring and managing employee language training programs
- Train EOP staff in core aspects of EOP course design, delivery and assessment
- Train EOP staff in course and program management and marketing
- Provide EOP providers with resources for course development and professional development
- Foster networking among EOP Providers and EOP Clients and between ESP Centers and with EOP centers

Related Milestones

- 5 EOP centers identified (Year 1 and Year 2 shortfall of 8 centers)
- 5 assistance plans/materials provided (Year 1 and 2 shortfall of 3 plans)

DISCUSSION OF MAJOR ACTIVITIES

Provider Identification and Training

Identification During Quarter 4 of Year 2, contracts were awarded to local firms to carry out provider identification and needs analysis in Cairo and Alexandria. Although we anticipate that by the end of the Quarter 55 EOP providers will be identified (40 in Cairo and another 15 in Alexandria), identification alone is not sufficient for meeting this milestone. In Year 3, Quarters 1 and 2, a number of teacher training and marketing programs will be carried out for the staff of the providers identified. Once the staff of these centers receive such support through professional development and other activities, we will determine how many have been served by IELP-II support to meet the milestone. If our Quarter 1 and 2 interventions are successful, we expect to meet the milestones for Years 1-3 and possibly more. Nevertheless, the process of identifying EOP providers will continue in Year 3 so that the EOP assistance program can be spread to areas of Egypt outside Cairo and Alexandria. In Year 3, IELP-II will target the Suez Canal area, including Port Said, Ismailia, and Suez. With the help of local consultants, IELP-II will identify a minimum of five EOP providers in the Canal area. These providers will then take part in IELP-II sponsored EOP activities.

Critical Assumptions Identified providers will enroll staff in professional development programs.

Monitoring Most if not all EOP activities are being carried out by local subcontractors. Many of the activities would not, in any event, be subject to formal monitoring procedures. Monitoring of training will constitute a part of the responsibilities of

subcontractors, and IELP-II will follow and supervise these actions. The contractors will also gather data that could serve as baseline information in a future assessment of growth in the EOP sector. ***Milestone contribution 13 EOP Providers identified***

Teacher Training Seminars. A contract has been awarded to the Middle East Advisory Group (MEAG) to begin a series of teacher training seminars for EOP provider staff in Cairo. The five seminar topics are 1) communicative methodology, 2) teaching adult learners, 3) creating/adapting materials, 4) using multi-media, and 5) classroom testing. By the end of Quarter 1, 30 EOP teachers will have benefited from these training programs. In Quarters 2-3, the teacher training activity will be revised and adapted, if needed, for delivery in Alexandria and the Suez Canal region where an additional 15 EOP trainers are expected to take part. The course materials developed and delivered at these three sites will be revised at the end of the year and made available broadly to EOP and ESP partners thus fulfilling a milestone for providing materials.

Monitoring Please see comment above on the “identification” section

Computer assisted instruction and Internet training. 30-50 staff from identified EOP providers in Cairo and Alexandria will receive training in computer assisted language instruction. These staff will also be trained in Internet use. Training will take place in Quarter 3. The course materials developed and delivered at these three sites will be revised at the end of the year and made available broadly to EOP and ESP partners thus fulfilling a milestone for providing materials.

Milestone contribution one set of materials provided

Management Training

Privately-owned EOP providers need training in small business management as well as training in ELT. The following activities are designed to meet the need for increased management skills.

Marketing Seminars. A series of 3 short (one- or two-day) seminars in marketing a small service business will be offered to identified EOP providers in Alexandria and Cairo during the first quarter of Year 3. A similar series can also be offered in the Canal area in Quarter 4 of Year 3. The course materials developed for the marketing program will be revised at the end of the year and made available broadly to EOP and ESP partners thus fulfilling a milestone for providing materials.

Milestone contribution one set of materials provided

Proposal Writing Seminar. Marketing managers, general managers, and owners of EOP provider institutions will be able to participate in a three-day seminar on writing effective business proposals and making a continuing case to business owners on the value of English language training for their employees. This seminar will also include the basics of design for effective brochures or other public relations materials. The course materials developed and delivered at these three sites will be revised at the end of the year and made available broadly to EOP and ESP partners thus fulfilling a milestone for providing materials.

Milestone contribution one set of materials provided

Materials, Resources and Networking

EOP Resources Distribution Plan IELP-II will hire a local consultant to analyze the findings of the Teacher Training Team, the Middle East Advisory Group (MEAG), and to speak with the EOP providers identified to determine their primary clients. On this basis IELP-II will order copies of the latest teaching materials for those clients. Materials can be in the form of texts, videos, or CD-ROMs. Providers will receive materials geared to their client base.

Training in Materials and Resource Use Once materials have been ordered and distributed, providers will receive training in the most effective use of the materials in the classroom. IELP-II will hire a local consultant to conduct the training. The course materials developed and delivered will be revised at the end of the year and made available broadly to EOP and ESP partners thus fulfilling a milestone for providing materials.

Monitoring IELP-II will not carry out its formal three-level monitoring exercise for the activities described in the section below. Assessment of the activity will be provided in a report, which may be prepared by a consultant, by the activity manager, or by another staff member.

Milestone contribution one set of materials provided

Provider Fair Once managers/owners of EOP provider institutions have participated in the marketing and proposal writing seminars, IELP-II will sponsor a "Provider Fair" at which providers can display their course offerings. EOP clients and potential clients will be invited to attend so that clients and providers can meet in a non-threatening atmosphere.

Client Identification and Training

It is not enough to train EOP providers in ELT and small business management and marketing. It is also important that potential EOP clients become knowledgeable consumers of training products. IELP-II has contracted one local firm, the Career Development Center (CDC), and one local consultant to provide the following activities:

The Value of English Language Training This is a one-day seminar designed to increase awareness of the importance of English in international business and the possible positive effect English language competency can have on a firm's profitability. The seminar will be offered in Cairo and Alexandria in Quarter 1 and in the Canal area in Quarter 4. The course materials developed and delivered at these sites will be revised at the end of the year and made available broadly to EOP and ESP partners thus fulfilling a milestone for providing materials.

Monitoring Most if not all EOP activities are being carried out by local subcontractors. Many of the activities would not, in any event, be subject to formal monitoring.

procedures Monitoring of training will constitute a part of the responsibilities of subcontractors, and IELP-II will follow and supervise these actions The contractors will also gather data that could serve as baseline information in a future assessment of growth in the EOP sector

Milestone contribution one set of materials provided

Managing an English Language Training Program This series of three one- or two-day seminars is designed to enable training managers of export-oriented firms to manage a training program It includes the basics of needs analysis, evaluating proposals from external providers, and evaluating training programs The series will be offered in Cairo in Quarter 1 of Year 3, in Alexandria in Quarters 1 and 2 and in the Canal area in Quarters 3 and 4 The course materials developed and delivered at these sites will be revised at the end of the year and made available broadly to EOP and ESP partners thus fulfilling a milestone for providing materials

OTHER ACTIVITIES

Year 3 Objectives

- Ensure appropriate actions for sustainability planning with key audiences
- Foster professional development and networking of English language educators
- Provide support for the identification of “best” practitioners among returned participants
- Provide support for the application of skills gained in U S training
- Provide relevant professional development resources directly to teachers

Related Milestones

- Sustainability Plan Revised and Submitted
- At Least 10 Participants attend US Conferences (Year 2 shortfall of 1 participant)
- Organize one national workshop
- Organize two regional workshops
- 1500 Packets of Continuing Education Materials Delivered

DISCUSSION OF MAJOR ACTIVITIES

Sustainability Planning In Year One IELP-II conducted an in-depth study of sustainability issues for the program. The report was constructed in a way that would allow for ease of review and for revision, rather than rewriting. During the course of Year 3, IELP-II will increasingly devolve program and monitoring responsibilities on trained local personnel. We expect that local personnel will, by the end of the base program contract, be capable of designing, implementing, and evaluating most of IELP-II's core activities.

Professional Development Activities and Resources

U S Conference Attendance In Year 2, IELP-II sent 14 educators to conferences in the U S. Some of those who present in the U S gave the same presentation at the Cairo Conference in April 1999, and some at the USIS TESOL event held in May. IELP-II will continue to use the process it used in Year 2 to ensure that as many educators as possible have access to information about conferences and have the skills to write proposals that will be accepted. This process includes announcing and distributing a list of Year 2000 conferences at all IELP-II training activities, proposal-writing workshops at regional centers, and the use of the EgyptTESOL newsletter to disseminate information. It is anticipated that at least 25 educators apply for the conference attendance grant so that an equitable selection process can be held to determine the 11 attendees.

Critical Assumptions An adequate number of educators submit proposals and have them accepted.

Monitoring We will record the number of attendees who successfully present a paper at an international conference

Milestone contribution *11 educators will attend U S professional conferences*

Seminars and Workshops for Returned Participants

IELP-II will organize one national workshop for IELP-I and IELP-II returned participants to strengthen the professional ties among participants in U S -based training and among others who received in-country training during IELP-II. The annual national conference will have themes relevant to IELP-II's overall project objectives. Discussions initiated in Year 2 of the project may lead to exploring how the annual conference can be incorporated into EgyptTESOL's annual symposium.

National Conference Returnees and in-country trainees have already expressed overwhelming interest in teacher assessment and supervision issues – ranging from university-level teaching practice to assessing the performance of primary non-specialist English teachers to concerns from ESP and EOP centers on establishing quality standards for teachers. As a result, we have already identified teacher assessment and supervision as the general theme for the 2000 conference. IELP-II will provide proposal-writing skills and presentation skills workshops for conference presenters to assist them in acquiring the skills necessary to write a high caliber proposal and in giving a good, solid presentation. The Cairo Conference will take place in April 2000. After the conference, IELP-II will encourage successful presenters to submit proposals for the next US TESOL conference.

Monitoring Level 1 and a follow-up exercise to be determined

Milestone contribution *one national conference held*

Regional Workshops IELP-II will use the Year 3 regional workshops to conduct post-training action plan workshops with two groups each of 50 TTI returned participants as was done in Year 2. The TTI returned participants will be required to work on their action plans and they will be given training in developing action plans. The regional workshops also provide a venue to develop presentation skills and encouragement to returnees to submit presentation proposals for the national conference.

Monitoring Level 1 and a follow-up exercise to be determined

Milestone contribution *2 regional workshops held*

Action Plan Workshops IELP-II uses an action-planning model for its U S training activities and for many of its in-country training activities. Preparation for developing action plans begins in pre-departure training programs and continues post-training in a number of ways. We have found it impractical to conduct large post-training action planning workshops as was originally proposed. Instead we have found that for some audiences, such as the testing network frequent contact with the returnees provides many venues for ensuring the application of new skills and practices. For other audiences, it is preferable to conduct post-training action plan workshops limited to the small group of 30 or so returnees who attended the same program. In Year 3, in addition to using the

regional returnee workshops for TTI action plan work, we will hold 6 one-day action plan workshops for 30-40 returnees throughout the year

In these workshops, participants will share information regarding local follow-on training possibilities, problem-solving strategies, and provide support, encouragement, and resources to other group members. The participants will be provided with methods of systematically analyzing their progress towards achieving their action plan goals. DT-2 monitoring and evaluation staff will be invited to attend to incorporate the results of these workshops back into the pre-departure orientation and the U.S. training programs. An Egyptian consultant will be asked to develop a standard training program for these events and to help facilitate the programs. Results from the programs will be reported to the appropriate partners and to IELP-II staff.

Monitoring These activities are intended to provide an opportunity to follow-up on participants' action plans.

Presenting Local Training In Year 1, IELP-II conducted a survey of training practices of all IELP-I returned participants to determine what skills the returned participants have, and what training practices they are using successfully in their governorates. In Year 3, IELP-II will request that U.S. training institutions hosting the TTI participants identify the top 3 participants who are leaders, who have the best training practices, and who are able to utilize available resources effectively. A similar request will be made of senior MOE staff throughout the country. These "best" returned participants will be monitored, their materials will be reviewed and commented on and they will be put in touch with Inspectors/Inspectors General of their Idaras to conduct local training programs. They will also form a pool of teachers whose classroom practices may be video-taped as part of the Best Practices series. IELP-II will hire a consultant from the MOE to monitor the activities of these returnees to ensure that their skills are being used effectively in the training conducted at the Idara level.

Monitoring The activity manager will produce a brief report as appropriate.

Continuing Educational Materials In Year 2, IELP-II ordered, packaged and distributed 1500 sets of materials to teachers. In addition, resources for Year 3 were ordered and packaged in Year 2. The distribution of another 1500 self-instructional packets will be completed in Quarter 1. With the packets, the teachers will receive handouts to explain how the books can be used. Following the distribution, a series of workshops will be conducted in Quarter 1 when the author of one of the books comes. She will meet with the recipients of the packets to train them on how to use the books. This year's target is to train 150 prep and secondary senior teachers who will transfer the training to their colleagues. A local consultant in Quarter 3 will conduct a second series of workshops targeting the primary teachers that received the packets. The face to face training will be for 150 primary supervisors who will train all the primary teachers on how to use the books.

Monitoring IELP-II will carry out an assessment of the activity will be provided in a report, which may be prepared by a consultant, by the activity manager, or by another

staff member

Milestone contribution 1500 self-instructional packets distributed

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IV BUDGET SUMMARY

Academy For Educational Development
Task Description, Integrated English
Language Program II
Contract No. 263-C-00-98-00001-00

Summary Of Contract Cost For Year 3

Description	Amount
US Salaries & Wages	\$530,979
Local Staff Salaries	\$382,641
Fringe	\$274,086
Consultants Expenses	\$324,869
Allowances	\$165,163
Travel	\$314,500
Other Direct Costs	\$279,134
Equipment	\$97,000
Subcontract Expenses	\$1,903,676
Participants Expenses	\$2,827,745
Overhead	\$716,111
G&A	\$85,665
Total Estimated Costs	\$7,901,570
Fee	\$96,385
Grand Total	\$7,997,955