



Integrated English Language Program-II

Sustainability Action Plan

Year 4

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AMIDEAST
أكاديمية للتطوير التعليمي

IELP-II Sustainability Action Plan

Year 4

Introduction

The Year 4 Sustainability Action Plan describes IELP-II's progress in Year 3 and plans for Year 4 in support of building a sustainable system for quality English language teacher education. The plan describes project sustainability activities at both the individual and institutional level. The plan is organized by sector and follows the same format used in the Year 3 plan.

Highlights for Year 3

In Year 3, the project expanded its focus from individual performance improvements to improving work units and organizations. Significant efforts were made to ensure quality performance of critical masses of key performers in competency areas such as training, presentations, supervision, course design, and computer and Internet use.

At the institutional level, IELP2 moved into new organizational performance areas such as developing program and skill standards, building strategies for making performance improvements, relying on those previously trained to train others, and improving program planning, management, monitoring and evaluation skills.

IELP-II also carried out some key activities to prepare us for Year 4's performance improvement efforts including:

- Activities in the area of impact analysis: the CSM level 3 study, and the impact design activity for in-service, both provided us with analysis and direction we used to plan our year 4 level 3 work and to further improve key teacher and supervisor training programs (done through emphasis on reflective practice, impact and monitoring focus on student classroom practices).
- With assistance from international consultants and in consultation with MOE partners, we developed a plan to carry out a large-scale impact assessment of MOE teachers in Year 4.
- Year 4 annual planning process: this years efforts were supported through yearlong consultation and discussion with partners through partner days and other events, through reviewing year 4 strategies and

What is sustainability?

- those trained use new skills in the workplace (e.g classroom).
- workplace managers value the new behaviors of those trained.
- clients value the new behaviors/products and services of those trained.
- our partners maintain and use the resources provided to them for the purposes intended.
- those who benefited from previous IELP support are actively engaged in using their new behaviors and skills.
- new behaviors, products and services are valued so much that organizations change in order to sustain them.
- the new behaviors, products or services brought about contribute to IELP-II's main objectives, and to the broader objectives of our partners.

FROM IELP-II 1998 SUSTAINABILITY PLAN

objectives with key partners to get their critical input and through renewing staff's understanding of the importance of planning for sustainability

Highlights for Year 4

The sustainability plan for Year 4 contains numerous activities that the project will carry out in support of building long-term and sustainable improvement in the teaching of English in Egypt. Some of the highlights include:

Pre-service

Teaching Practice Improvement Programs which

- Foster ownership of training and technical assistance by selected universities.
- Train Egyptian partners not only in the content areas of teacher training, but involve them in the design phase as well as the monitoring, evaluation and reporting phases.
- Transfer training as trainees implement their training with others and report on the results.

In-Service

Managing local training workshops and partner meetings with MOE to improve performance to:

- Plan, manage, and evaluate in-service teacher training
- Select and make best use of available trainer and equipment resources

Testing

- Exploration of implementation of standard practices in educational assessment—including the development, administration, and utilization of a variety of assessment instruments—is continuing, in conjunction with a number of key partners.
- Identification and selection of a host institution for the Saqqara proficiency test
- Agreement with appropriate agencies on responsibility for maintaining Student Test Development

ESP

Course Design and Materials Development Institute:

- This 2-week training will be followed by 4 regional materials development workshops that will be conducted by 4 returned participants
- The materials produced will be piloted with actual ESP students before they become final products .

5 ESP Teacher Education Seminars:

- Promote and sustain the practice of ESP in-service training in regional sites
- Seminars led by IELP-II returned participants.
- Seminars held on a low-cost basis using local facilities as model for ESP in-service training that can be sustained.

EOP

- Enhance ESP center skills to provide services to EOP providers
- Promote linkages between EOP providers and clients

Ed resources

- MOE and FOE adopt and integrate appropriate technology into teacher education

PRE-SERVICE COMPONENT

<u>YEAR 3 PRINCIPLES</u>	<u>STATUS</u>	<u>EXAMPLES</u>
<ul style="list-style-type: none"> • <i>Establish Performance Goals</i> • <i>Identify Good Practitioners</i> • <i>Identify Institutional Barriers</i> • <i>Encourage Linkages for Programming and Resources</i> 	<ul style="list-style-type: none"> • Achieved • On-going • Delayed • Changed 	
<ul style="list-style-type: none"> • In conjunction with key FOE personnel, evaluate the sustainability plan for pre-service and make necessary changes. • Establish a pool of expert FOE Egyptian consultants who will work as trainers on future IELP-II and MOHE activities. • Continue to strengthen linkages among CSEs, FOEs, and the MOE. • Enhance capacity of CSEs to become regional resource centers, and involve other FOEs in the process. • Train CSE and other FOE staff on monitoring and evaluation skills. • Develop quality standards with CSEs and means of implementing them • Enhance linkages between CSEs and US collaborating institutions. • Strengthen interdepartmental linkages at FOEs. 	<ul style="list-style-type: none"> Achieved On-going On-going Changed Changed Achieved Changed On-going 	<ul style="list-style-type: none"> • Sustainability plans built into proposals for program improvement submitted by FoEs • Egyptian consultants working on SPEER editorial board, materials writers, workshop facilitators, IVC coordinators, CELT returnee coordinators • SPEER materials writers from FoE and MoE, teaching practice activities involving FoE and MoE, returned participant activities • Regional resource centers are not compatible with common practice in FoEs and not sustainable if funds for travel and accommodation are not available. • FoEs involved in program improvement will monitor the progress of their projects and report to IELP-II • Selected program improvement proposals • The needs of FoEs selected for program improvement will be better met by working with 1 or 2 US consultants a year rather than by institutional links to US universities. • All program improvement proposals were a result of a collaborative effort between at least two departments
<p><i>Progress towards Sustainability.</i> Year 3 witnessed marked maturity in IELP-II's relationship with key pre-service partners. Individual consultants assumed more responsibility, initiative and ownership in designing and implementing activities, as demonstrated by the work of the SPEER editorial board. Institutional partners are taking a more pro-active role in program improvements. FoEs are cost-sharing and providing logistical support for training activities related to program improvements. FoE coordinators are no longer paid as consultants to facilitate IELP-II activities. Returned participants are taking responsibility for organizing local workshops to share new KSA with peers. In Teaching Practice, the 4 teaching practice seminars created the basis for networking between ministry and faculty people.</p> <p><i>Obstacles encountered.</i> The model of using CSEs as regional resources and the term CSE have proved problematic. Implementing the competitive program for institutional improvement was a solution to this problem. The needs of FoEs for US expertise seems to be better served at this stage by individual consultants rather than creating institutional links between FoEs and US collaborating universities.</p>		

PRE-SERVICE COMPONENT

YEAR 4 PRINCIPLES

- *Disseminate Good Practices and Models*
- *Ensure Quality Standards in Applying Resources*
- *Develop Quality Monitoring Systems*
- *Enhance Linkages between Partners and Resource Organizations*
- *Enhance Professional Development*

TACTICS

- In conjunction with key FOE personnel, evaluate the sustainability plan for pre-service and make necessary changes.
- Establish a pool of expert FOE Egyptian consultants who will work as designers, trainers and evaluators on future IELP-II, MOHE, MOE activities.
- Continue to strengthen linkages among CSEs, FOEs, and the MOE.
- Train CSE and other FOE staff on monitoring and evaluation skills.
- Develop quality standards with CSEs and means of implementing them.
- Revise sustainability plan with CSEs.
- Increase opportunities for professional development

EXAMPLES

- Sustainability plan discussed in partner days and with selected FoEs as part of program improvement
- SPEER, IVCs, IRI, Level 3 evaluations, Best Practices Videos
- SPEER handbook production, teaching practice activities, returned participant activities, partner days
- Pre-service level 3 sector evaluation will involve training of FoE staff
- Quality standards and performance improvements are part of implementation of program improvement projects that will be carried out in at least three FoEs
- Partner days
- Partners sponsored to share experiences in partner days, conferences, work-shops. Partner days used for training as well as planning.

Rationale for Major Revisions to Sustainability Tactics: IELP-II will focus its efforts for sustainability in year 4 on facilitating the sharing of successful program improvements being implemented in FoEs, and initiating discussions with partners on how successful models can be transferred. In addition, IELP-II will continue involving partners in all phases of the production of the SPEER handbook to ensure their ownership and future use of the product.

IN-SERVICE COMPONENT
(Includes Teacher, Supervisor and Management Audiences)

<u>YEAR 3 PRINCIPLES</u>	<u>STATUS</u>	
<ul style="list-style-type: none"> • <i>Establish Performance Goals</i> • <i>Identify Good Practitioners</i> • <i>Identify Institutional Barriers</i> • <i>Encourage linkages for programming and resources</i> 	<ul style="list-style-type: none"> • Achieved • On-going • Delayed • Changed 	
<ul style="list-style-type: none"> • Disseminate good training practices and models through IELP-II courses, IVC, Best Practices and Returned Participant activities, using cadre of excellent MOE trainers and trainer trainers. • Plan with MOE/GDIST systems and means for trainer trainers to apply and disseminate newly acquired skills in designing, implementing, managing and monitoring TOT courses. • Develop collaborative resource management plan with GDIST and INSET centers on most efficient use of IELP-II resources (e.g. materials) for both current success of activities and sustainability of resources. • Prepare key in-service partners (e.g. inspector generals) to apply monitoring system through training and co-monitoring. • Share monitoring results of programs broadly and analyze results to re-design courses and course materials. • Plan national and regional networking events, and include representatives from resource organizations. • Begin to transfer key teacher training courses to national and local in-service system. • Support local training models and efforts. 	<p style="text-align: center;"><u>EXAMPLES</u></p> <ul style="list-style-type: none"> • Cairo Conference, RRPW, TOT/TOF, SBT • BELI transfer completed, in close cooperation with our partners • Planning for other transfers with our partners, Managing Local Training • Monitoring component included in Managing Local Training, Master Trainer and Supervisor Skills workshops; IGs and supervisors took part on the CSM Level 3 • Level 2 results of TOTs, Supervisor Workshops and Master Trainers shared with partners and networks • CC and RRPW planned and implemented by IGs and supervisors. IELP2 established 2 SIGs as part of Egypt TESOL and assists with their work • BELI transfer completed • Supervisor network implemented local workshops throughout country 	
<p>Progress towards sustainability: In year 3, IELP-II has worked systematically with our partners to ensure that teacher training courses initially managed with considerable IELP-II assistance can be successfully transferred to the MOE for delivery at the national or local levels. This year, IELP-II worked very closely with GDIST on transferring BELI, our largest teacher training course. This included training all the training managers on managing large training courses, and working with GDIST on including BELI in its annual central training plan for academic year 2000-2001. In addition, IELP-II is working on creating networks of trained supervisors and teachers and getting the MOE to recognize their special skills. We are also relying heavily on the skills gained during their training for the design, delivery and monitoring of various activities.</p>		

IN-SERVICE COMPONENT
(Includes Teacher, Supervisor and Management Audiences)

YEAR 4 PRINCIPLES

- *Disseminate Good Practices and Models*
- *Ensure Quality Standards in Applying Resources*
- *Develop Quality Monitoring Systems*
- *Enhance Linkages between Partners and Resource Organizations*
- *Explore Ways of Gaining Recognition for Trained Specialists*
- *Support Mechanisms for Transfer of Key Courses*

TACTICS

- Disseminate good training practices and models through IELP-II courses, IVC, Best Practices and Returned Participant activities, using cadres of excellent MOE trainers and trainer trainers.
- Plan with MOE/GDIST systems and means for trainer trainers to apply and disseminate newly acquired skills in designing, implementing, managing and monitoring.
- Develop collaborative resource management plan with GDIST and INSET centers on most efficient use of IELP-II resources (e.g. materials) for both current success of activities and sustainability of resources.
- Prepare key in-service partners (e.g. inspector generals) to apply the IELP-II four-level monitoring system through training and co-monitoring.
- Discuss monitoring results of programs broadly and in process of re-designing courses and course materials based on these results.
- Plan national and regional networking events, and include representatives from resource organizations.
- Work on establishing standards
- Work on supporting all our training programs, cadres of trained specialists, etc, through major management training planned for all training units of the MOE.

EXAMPLES

- Cairo Conference, RRPWs, TOTs, TOFs, supervisor training network, Master Trainers, SBT, CEM
- Master Trainers help lead the design and delivery of TOTs and other programs
- Management training planned for year 4 will address this issue, in addition to human resource management
- IELP-II's M&E division is conducting training for supervisors in designing and conducting Level 1, 2, and 3 monitoring of training
- Impact studies planned for in-service activities; level 3 results will be aggregated and looked at as a whole to determine what changes need to be made in the content of the training.
- Cairo conference, collaboration with Egypt TESOL, RRPW's, etc
- IELP-II is working with the MOE to establish performance standards for teachers, supervisors, test developers, etc
- Help the MOE to effect Institutional Performance Improvement (IPI) at all levels of the training units of the MOE. Workshops in management, M&E, and MIS are planned for Year 4.

Rationale for major revisions: No major revisions.

PARTICIPANT TRAINING AND RETURNED PARTICIPANT PROGRAMS

<u>YEAR 3 PRINCIPLES</u>	<u>STATUS</u>	
<ul style="list-style-type: none"> • <i>Establish Performance Goals</i> • <i>Identify Good Practitioners</i> • <i>Identify Institutional Barriers</i> • <i>Encourage linkages for programming and resources</i> 	<ul style="list-style-type: none"> • Achieved • On-going • Delayed • Changed 	
<ul style="list-style-type: none"> • Engage returned participants from IELP-I and II to work as trainers, trainers of trainers, presenters, coordinators, working group members, and escorts and junior trainers for and with U.S. consultants • Organize follow-on training opportunities for returned participants to ensure the application and spread of received training • Monitor transfer of training of returned participants from IELP-II programs • Organize forums for professional exchange between returned participants from all sectors and begin collaborative planning between returned participant organizers and EgypTESOL • Assist returned participants in maintaining contacts with U.S. professional colleagues and networks through internet training 	<p style="text-align: center;">On-going</p>	<p style="text-align: center;"><u>EXAMPLES</u></p> <ul style="list-style-type: none"> • ESP Institute for Novice Teachers, BELI, CSM, RRPW, Cairo Conference, Computer and Internet training, EOP Impact study, SPEER • Cairo Conference, RRPW, ESP seminars and conferences • TTPS, CDMD, CELT, EOP Level 3 • Ed Tech SIG, Testing SIG, ESP SIG • Electronic discussion lists for CELT, ESP; computer and internet training in building websites
<i>Progress towards sustainability.</i>		

PARTICIPANT TRAINING AND RETURNED PARTICIPANT PROGRAMS

YEAR 4 PRINCIPLES

- *Disseminate Good Practices and Models*
- *Ensure Quality Standards in Applying Resources*
- *Develop Quality Monitoring Systems*
- *Enhance Linkages between Partners and Resource Organizations*

TACTICS

- Engage returned participants from IELP-I and II to work as trainers, trainers of trainers, presenters, coordinators, working group members, and escorts and junior trainers for and with U.S. consultants
- Organize follow-on training opportunities for returned participants in enhancing the presentation of received training
- Monitor transfer of training of returned participants from IELP-II programs
- Organize forums for professional exchange between returned participants from all sectors and begin collaborative planning between returned participant organizers and EGYPTESOL
- Assist returned participants in maintaining contacts with U.S. professional colleagues and networks through internet training

EXAMPLES

- CDMD regional workshops, IELI, CSM, Conferences, IVC, TOTs, etc
- 5 ESP seminars, Ed Tech Conference, Cairo Conference, EgyptTESOL Pre-Conference in Testing
- Level 3 impact for in-service, pre-service and ESP, CELT local training
- Ed Tech SIG, Testing SIG, ESP SIG
- Working through IIE follow-on unit to facilitate returnees getting internet connections and training. IELP-II is also organizing internet training for CELT returnees and others.

Rationale for major revisions to original plan. No major revisions.

TEST REFORM COMPONENT

YEAR 4 PRINCIPLES

- *Disseminate Good Practices and Models*
- *Ensure Quality Standards in Applying Resources*
- *Develop Quality Monitoring Systems*
- *Enhance Linkages between Partners and Resource Organizations*

TACTICS

- Establish standards for testing conditions nationwide, especially for oral/aural testing, and explore ways to implement these standards
- Adopt nationwide standards for test development, including test specifications tables, based on internationally accepted standards of educational assessment
- Establish nationwide goals and objectives for training in testing for English language professionals, and design plans for achieving these goals and objectives
- Establish informational needs of major stakeholders in testing system (students, parents, decision makers, general public) and design plans to fulfil these needs
- Establish a governorate-based network of English language professionals trained in test development and training for classroom assessment and testing.
- Foster professional development by providing forums in which to discuss specific issues related to English language testing and classroom assessment.
- Establish a database including all English language professionals in Egypt.

EXAMPLES

- Field test student achievement test and proficiency test forms in classrooms and INSET training centers nationwide. Forms in each cases include listening tests.
- Prepare and distribute a handbook for development of student achievement tests for classroom teachers and their supervisors.
- Design and implement two training modules for leading English language supervisors, based on international standards in the area of educational assessment for classroom teachers.
- Have local advisory committee sponsor focus groups for key persons, to determine critical information needs in the area of educational assessment and testing and the best ways to meet them
- Sponsor a 1-day returned participant conference in Testing and Assessment.
- Hold monthly meetings of Testing & Evaluation SIG (EgypTESOL)
- In cooperation with the IS Unit, establish a linked training database at GDIST and 3 INSET Centers on a trial basis.

Rationale for Major Revisions to original plan. The only point which was removed from these activities was the establishment of a SIG in Testing and Evaluation in EgypTESOL. Since this was achieved in Year Three, it is not necessary to include it here.

ENGLISH FOR SPECIFIC PURPOSES COMPONENT

<u>YEAR 3 PRINCIPLES</u>	<u>STATUS</u>	
<ul style="list-style-type: none"> • <i>Establish Performance Goals</i> • <i>Identify Good Practitioners</i> • <i>Identify Institutional Barriers</i> • <i>Encourage linkages for programming and resources</i> 	<ul style="list-style-type: none"> • Achieved • On-going • Delayed • Changed 	
<ul style="list-style-type: none"> • Set criteria for good ESP practices and effective approaches to disseminate these practices. • Establish resources needed for each of our activities and work out plans to make proper use of these resources. • Establish and implement a monitoring and evaluation system to be carried out by the Egyptian ESP partners • Provide training on the process of monitoring and evaluation that will be required from the Egyptian partners. • Develop cadre of best practitioners in specialized areas to serve as trainers and change agents • Provide strategies, skills and resources for successful EOP programs at ESP centers 	<ul style="list-style-type: none"> On-going Achieved In Progress Delayed to Y4 In progress In Progress 	<p style="text-align: center;"><u>EXAMPLES</u></p> <ul style="list-style-type: none"> • ESP Seminars and ESP Conference • ESP Survey • Setting criteria for selection and performance evaluation during year 3 activities (US and Egypt-based training). • ESP trainers, Course Designers, , Materials developers, Testers. • Including the EOP element in our training.
<p><i>Progress towards sustainability</i> In ESP, Year 3 witnessed many aspects that reflect sustainability concerns such as the use of returned participants in designing courses and training novice ESP teachers; the establishment of EG ESP to serve networking among ESP professionals, the establishment of Egyptesol SIG and the involvement of ESP management in planning for return -on-investment by using their trained staff in doing in-service training. Another aspect that CONTRIBUTES towards sustainability is the holding of 3 ESP regional seminars and one 2-day conference that served as venues for ESP professionals to network, exchange experience and reflect on their current practice.</p> <p><i>Obstacles:</i> Since planning for sustainability requires the involvement of partner management in planning and follow-on phases of training and their participation in decision-making processes long term plans, the changing of management in some ESP centers or the management by non-ESP specialists makes it difficult TO promote an ESP vision.</p>		

ENGLISH FOR SPECIFIC PURPOSES COMPONENT

<p><u>YEAR 4 PRINCIPLES</u></p> <ul style="list-style-type: none"> • <i>Disseminate Good Practices and Models</i> • <i>Ensure Quality Standards in Applying Resources</i> • <i>Develop Quality Monitoring Systems</i> • <i>Enhance Linkages between Partners and Resource Organizations</i> 	
<p><u>TACTICS</u></p> <ul style="list-style-type: none"> • Set criteria for good ESP practices and effective approaches to disseminate these practices. • Establish resources needed for each of our activities and work out plans to make proper use of these resources. • Establish and implement a monitoring and evaluation system to be carried out by the Egyptian ESP partners • Provide training on the process of monitoring and evaluation that will be required from the Egyptian partners. 	<p><u>EXAMPLES</u></p> <ul style="list-style-type: none"> • CDMD Institute and follow-on regional workshops • The use of Returned participants as human resources • The use of local facilities in holding regional workshops and seminars • Course Evaluation workshop
<p><i>rationale for major revisions to original plan.</i> No major revisions.</p>	

ENGLISH FOR OCCUPATIONAL PURPOSES COMPONENT

<u>YEAR 3 PRINCIPLES</u>	<u>STATUS</u>	
<ul style="list-style-type: none"> • <i>Establish Performance Goals</i> • <i>Identify Good Practitioners</i> • <i>Identify Institutional Barriers</i> • <i>Encourage linkages for programming and resources</i> 	<ul style="list-style-type: none"> • Achieved • On-going • Delayed • Changed 	
<ul style="list-style-type: none"> • Use model teachers to train others in the field (either by videotape or as trainers) • Share specially developed course materials and supplements with a broad audience of providers • Implement monitoring to track language learning, clients, and profit • Track progress including client use of EOP providers and on-the-job results of EOP trainees • Train EOP and ESP center staff on general M&E principals • Organize a series of networking events for EOP clients and providers to showcase improved products • Assist EOP providers to set quality standards for their products and services • Encourage linkages and collaboration between EOP and ESP providers 	<ul style="list-style-type: none"> On-going On-going Changed Changed Delayed to Yr 4 Delayed to Yr 4 In progress On-going 	<p style="text-align: center;"><u>EXAMPLES</u></p> <ul style="list-style-type: none"> • MEAG training of teachers • Stand alone training modules developed for teacher training and management • Level 3 monitoring of workplace application carried out for sample audience • Level 3 monitoring of workplace application carried out for sample audience • M&E training for combined ESP and EOP staff planned for Year 4 • Management and marketing training for providers • Included ESP managers and staff in EOP programs and EOP staff and teachers attend ESP conference and EGypTESOL conference
<p><i>Progress toward sustainability.</i> Improving providers' management skills and providing opportunities for networking with clients will help EOP centers reach a larger audience of clients and will allow clients to find new sources of training. Encouraging links between EgypTESOL, ESP centers, and EOP providers will strengthen the growing professionalism in the field. Teacher training will lead to better classroom performance and to more satisfied clients who will return for future training thus increasing the English language skills of the Egyptian workforce in export-oriented industries.</p> <p><i>Obstacles encountered.</i> EOP teaching staff is largely part-time and therefore difficult to identify, contact and monitor. The number of private Egyptian-owned providers is small, with only a few of the most well-established has shown great interest in performance improvements; a larger pool of in-house training managers exists and they have also been targeted in Year 3.</p>		

ENGLISH FOR OCCUPATIONAL PURPOSES COMPONENT

YEAR 4 PRINCIPLES

- *Disseminate Good Practices and Models*
- *Ensure Quality Standards in Applying Resources*
- *Develop Quality Monitoring Systems*
- *Enhance Linkages between Partners and Resource Organizations*

TACTICS

- Train EOP and ESP center staff on general M&E principals
- Adapt Year 3 and Year 4 materials into stand-alone resources for broad dissemination
- Improve EOP providers' management skills
- Improve EOP teachers' course design and teaching skills
- Encourage networking between EOP providers and clients for EOP providers to showcase improved products
- Encourage linkages between EOP, ESP and EgypTESOL
- Promote discussions of standards for EOP teachers, courses, and programs

EXAMPLES

- M&E training for combined EOP/ESP
- Teacher training modules, marketing, management
- Business planning workshops and continuation of previous management seminars in new geographic areas and training in recruiting, interviewing and evaluating EOP teachers
- Internet materials adaptation/development training in 4 geographic areas
- Business Training Group lunch meetings in 4 geographic areas
- Construction of an EOP resource page on the EgypTESOL web site
- Joint EOP/ESP meetings, conferences, working groups

Rationale for major revisions to original plan: No major revision.

EDUCATIONAL TECHNOLOGY COMPONENT

<u>YEAR 3 PRINCIPLES</u>	<u>STATUS</u>	
<ul style="list-style-type: none"> • <i>Establish Performance Goals</i> • <i>Identify Good Practitioners</i> • <i>Identify Institutional Barriers</i> • <i>Encourage linkages for programming and resources</i> 	<ul style="list-style-type: none"> • Achieved • On-going • Delayed • Changed 	
<ul style="list-style-type: none"> • Build networks of educators working on educational technology issues • Develop local expertise and responsibility to plan and implement educational technology programs • Develop and promote ongoing coordination and leadership in the area of educational technology • Work to establish online mechanisms for communication and coordination among Egyptian educators 	<p style="text-align: center;">On-going</p> <p style="text-align: center;">Ongoing</p> <p style="text-align: center;">Ongoing</p> <p style="text-align: center;">Ongoing</p>	<p style="text-align: center;"><u>EXAMPLES</u></p> <ul style="list-style-type: none"> • The Educational Technology Special Interest Group has active subcommittees, a sub-branch in Alexandria, and broad participation and leadership from university and MOE staff • Returned CELT participants are planning computer and Internet training programs for Year 4. MOE and FOE staff are active in planning for the implementation of educational programs in the two CALL laboratories • Several Egyptian educators have become important national and even international leaders in this area, giving papers at international TESOL conference and other international conferences, participating in international Internet discussions and projects, and helping coordinate programs that are taking place in Egypt in the area of educational technology • The ELTEgypt e-mail list, coordinated by an IELP-II trainee, brings together more than 200 English language teachers in Egypt to communicate and coordinate. Further information is shared through the Egyptesol Website and additional e-mail lists, almost all of which have been launched by IELP-II trainees.

Progress towards sustainability. Outstanding progress toward sustainability has been made through the growth and development of the Educational Technology Special Interest Group, ELTEgypt, and coordination among and leadership by CELT returnees in implementing and planning projects. Even if IELP-II were ended today, it is clear that there is a committed cadre of English language educators who would continue to actively promote effective use of technology in the classroom. This situation did not exist three years ago and is an important achievement of IELP-II. At the same time, it should be noted that most of this progress has come through extra-institutional coordination (i.e., through Egyptesol or other grassroots initiatives, rather than through the Ministry of Education or university structures. The launching of the CALL labs in Year 4, which will be located in MOE and FOE institutions and used as part of MOE and FOE activities, should provide greater possibilities for promotion of sustainable change within the MOE and FOEs.

Obstacles encountered. The institutional hierarchies within the MOE and FOE regarding access to and use of expensive equipment have made launching the MOE and FOE CALL labs a slower process than hoped, which effects issues of sustainability. Nevertheless, both CALL labs should be in place before the end of Year 4.

EDUCATIONAL TECHNOLOGY (including the Interactive Radio Instruction component)

YEAR 4 PRINCIPLES

- *Disseminate Good Practices and Models*
- *Ensure Quality Standards in Applying Resources*
- *Develop Quality Monitoring Systems*
- *Enhance linkages between partners and resource organizations*

- Involve FOE and MOE representatives in joint projects related to use of technology in English teaching
- Track progress on uses of technology for English teaching and teacher training in Faculties of Education, the Ministry of Education, and ESP centers
- Monitor use of new computer-assisted language laboratories to see that they are being used in effective manner
- Involve MOE decision makers in IRI planning.
- Train CCIMD and other MOE representatives as well as FOE teaching faculty in IRI script writing.
- Involve CCIMD representatives in IRI recording and post-production.

EXAMPLES

- FOE and MOE representatives will have a national two-day meeting in January to discuss implementation of technology projects. FOE and MOE representatives are also coordinating together in the Egyptesol Educational Technology Special Interest Group. FOE
- CELT returnees use of new technologies in classroom teaching will be monitored this year in faculties of education, the Ministry of Education, and ESP centers.
- The FOE and MOE CALL laboratories will be installed during Year 4 and monitoring of the laboratories use will begin.
- An Advisory Committee of key MOE decision makers has been formed and will meet quarterly in year 4 to approve IRI design, monitor IRI development and coordinate MOE participation in IRI production.
- CCIMD, MOE, and FOE representatives will attend a two-week IRI scriptwriters' training workshop in Quarter 1. Successful trainees will write IRI scripts and supplementary materials for IRI Units 6 – 15.
- CCIMD representatives who can assist with recording, editing, and revising IRI materials will be identified and receive on-the-job training from IELP-II staff and consultants.

Rationale for major revisions to original plan: The completion of the Best Practice Video series is delayed, so dissemination of the videos will be postponed until Year 5.

From: "Jim McCloud" <jmcccloud@aedegypt.org>
To:
Date: Thursday, October 19, 2000 1:08 PM
Subject: Sustainability Plan

Dear Mona: On Sept. 28, we submitted the Year 4 Sustainability Plan which was due, prior to the end of Year 3. As you know, the Sustainability Plan is an annual milestone. In the Year Three, Quarter 4 PMR, (to be submitted Oct. 31), we claim completion and submission of the Sustainability Plan as "met" as it was submitted as required. I would appreciate your formal acceptance of the plan as a record of our having met the milestone. Many thanks, Jim

James McCloud
Chief of Party
IELP-II
Academy for Educational Development

- Y4 SUSTAINABILITY
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