



INTEGRATED ENGLISH LANGUAGE PROGRAM-II

ANNUAL WORKPLAN

October 1, 2000 – September 30, 2001

Submitted to: USAID Egypt
Project Number: 263-0244-3-96075
Contract Number: 263-C-00-98-0000-00
Prime Contractor: Academy for Educational Development
Sub-Contractor: AMIDEAST

September 1, 2000

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IELP-II YEAR FOUR ANNUAL WORK PLAN

INTRODUCTION

The IELP-II Year Four annual work plan sets forth an ambitious program of integrated activities which builds on our experience and lessons learned to date, reflects the input of our staff and partners, and which is clearly linked to project goals. The plan is the result of an extensive consultation and planning process, initiated in May, which engaged our staff and partners in a series of planning stages. Based on consultation with USAID, the Year Four plan assumes that the project will continue implementation during the option period, Years Five and Six.

We believe the result is a cohesive plan, which will serve well as a reference throughout Year Four for our staff, USAID, and our partners. We are confident the activities planned are achievable, and that we will be able to respond to changes as needed.

Year Three Successes and Challenges: The Year Four plan builds on our experience to date. Worth noting are Year Three accomplishments and shortfalls that affected the Year Four planning process. In pre-service, we built on earlier training in primary methodology for FOE faculty and assisted FOE and MOE staff by selecting IELP-II trained participants to work on the development of a handbook, to be completed in Year Four, which will be used for better preparation of primary level English teachers. Although the FOE and MOE participants in this activity have shown great dedication and grown enormously as a result of training provided, there have been challenges with this audience including underestimating the time and support needed to ensure handbook chapters are of a high standard.

Our work with "Centers for Sustainable Excellence" was strengthened this year through a new approach which recognized that improved quality of pre-service teacher education required moving beyond a focus on FOE English departments. This resulted in the design of a competitive program to promote collaboration for example between MOE and FOEs during teaching practice or between FOE/FOA on integration of communicative methodology into content courses. Eleven FOEs submitted collaborative proposals of which five were selected for Year Four IELP-II technical assistance.

In Year Three, we trained 150 FOE participants in several programs. To date, we have trained 185 individual FOE participants. For Faculty of Arts (FOA) participants, in Year Three, we conducted training for 48 individuals and to date have trained 69 FOA participants.

With in-service, we have gone considerably beyond our milestone requirements in terms of the numbers of teachers and supervisors trained. We have conducted multiple training programs, which trained 2483 teachers in Year Three and 7749 to date. We have reached additional teachers by distributing packets of English language teaching resources and through school-based training where we train supervisors to train senior teachers who in turn conduct local training for school teachers. These programs reached 2302 in Year Three and to date have reached 4131 English teachers.

IELP-II trained 497 supervisors in Year Three and 692 to date. We have also built up a cadre of MOE supervisors who can serve as teacher trainers and master trainers for IELP-II in-service activities and for the Ministry of Education's own current and future teacher training programs. In addition, we reached agreement with GDIST this year to fund and manage future BELI training programs, managed until now by IELP-II. In Year Three, we provided training to 53 MOE training managers and have trained 60 to date. This training was designed to enhance their ability to design and manage MOE in-service teacher training programs.

In testing, IELP-II continued training a team of MOE student achievement test developers who successfully field tested exams they had developed for public school students. Analysis of the results demonstrated the validity of the exams they had developed. This group has also begun work on a manual, to be completed in Year Four, for use by the MOE in test development and administration. A second test development group comprised of MOE and FOE/FOA participants and referred to as the Saqqara team, expanded the test item bank they have been developing. Based on progress to date, we are on schedule for having a test ready by the end of Year Four to measure the proficiency of MOE and university English language teaching professionals.

In ESP and EOP, we provided both teaching and management staff with skills and practice to enhance their ability to attract and serve clients, expanded the number of identified ESP/EOP practitioners and providers, and helped build recognition for the important role of specialized English teaching. In Year Three, we trained 156 EOP and ESP professionals, and to date, we have trained 185 from this audience.

As part of a new EOP strategy, which began in late Year Two, we are assisting many more EOP centers than originally called for and have promoted essential linkages between ESP/EOP providers and private sector clients. Challenges we continue to face are attracting fuller participation and more trainees from ESP and EOP centers and convincing private sector clients to invest in English training for their employees.

Across all sectors, we developed skills in the appropriate integration of the computer and Internet into English language teaching. In participant training, our programs provided focused U.S. training for specialized audiences in testing, ESP/EOP and teacher training and contributed to the overall improvement of the performance of Egypt's English teachers. The participant training process itself was also strengthened to accomplish sending the large number of trainees called for by the project contract. We continue to be challenged with

selecting large numbers of participants with adequate English skills for U.S. training and with the need to obtain a number of MOE approvals for participants prior to departure. As a result we have tightened up procedures and taken steps to improve collaboration with both MOE partners and DT2.

Highlights of Plans for Year Four: In many ways, Year Four will be a transition year for IELP-II. The emphasis will be on strengthening partners' institutional capacity to sustain quality teacher training programs. With pre-service, this will include soliciting another round of proposals from universities seeking IELP-II technical assistance for improving the quality of their teacher education programs. We also plan to meet regularly with the Higher Education Sector Committee of the Supreme Council of Universities to engage their support for IELP-II activities to improve teacher education across all FOEs.

For in-service programs, we will continue to meet and exceed milestones requiring training of teachers and supervisors but will also focus on gaining official MOE recognition for the cadres of IELP-II trained supervisor teacher-trainers and test developers – resources which the MOE can draw on for the future.

The project uses the Kirkpatrick model for evaluation of its activities. To date, we have made wide use of Level 1, customer satisfaction, and Level 2, demonstrated/learned knowledge, skills, and attitudes (KSA) to measure project progress and as a basis for activity redesign. Reported results indicate a high degree of participant satisfaction and demonstrated KSA. In Year Four, we will make wide use of Level 3 assessments both at the individual activity level, as well as broader assessment of project impact. For the in-service component, impact assessment will focus on teachers, our primary MOE audience. This will involve training of supervisors to assist in collecting data and collaborating with our MOE partners, at every step, from planning through analysis of results. In pre-service, we will conduct an impact assessment of FOE faculty who have participated in IELP-II training.

We will expand our training for MOE/GDIST and INSET centers to improve their capacity to manage MOE in-service teacher training programs. Specifically, this will include training in strategic training, management of information systems (IS), and monitoring and evaluation. We will promote IELP-training to senior MOE officials as a model to consider for MOE teacher training in other subject areas and will continue work to leverage our impact by seeking linkages between IELP-II activities and those of other donors including JAICA, the European Union, and the British Council.

In ESP, we will strengthen the ability of university-based ESP programs to respond to private sector client needs and to serve as training service providers to the EOP training sector. Our EOP program will extend activities for the first time to Upper Egypt, beginning with a survey to identify EOP providers and clients for IELP-II assistance. At the same time, we will continue work with EOP providers and clients in Cairo, Alexandria, and the Suez Canal cities. We will also build on our success in past EOP training courses by developing a series of stand-alone modules in a range of relevant topics that can be used by EOP providers throughout Egypt.

IELP-II Year Four Planning Process: This plan is the result of a process, which was initiated in May with an all staff Annual Work Plan Kick Off to develop the overall approach for Year Four planning. The approach agreed upon included the following steps:

1. Stock taking:
 - Reviewing what we know
 - Reviewing what we accomplished
 - Identifying successes and shortfalls
 - Validating directions or proposing new directions
2. Special issues:
 - Reviewing/redefining key development principles
 - Developing new strategies, approaches, activities, audiences, products, and services
 - Formulating Year Four performance goals
 - Identifying trends, opportunities, constraints, and problems which might affect implementation
3. Presenting draft plans to IELP-II and partner audiences which consisted of:
 - Year Four performance goals linked to option years Years Five and Six
 - Performance Goals for Year Four
 - Approaches to implementation
 - Resources needed
 - Outline for Activities
4. Drafting plans
5. Drafting budgets
6. Reviewing the whole
7. Finalizing

During the planning process, IELP-II staff were organized into target audience teams. Each team focused on the appropriate training activities and tasks for Year Four that would be targeted to their audience group. Then the teams shared their plans and identified areas of overlap. The audience approach helped promote cross-unit collaboration and resulted in linking activities, which shared common audiences::

- MOE Teachers
- MOE Supervisors
- MOE Training managers/policy makers
- FOE/FOA – Faculty/administrators
- ESP/EOP – Faculty/private sector providers/clients

Organization of the Year Four Annual Work Plan: The Annual Work plan is organized in to 4 sections:

- **Section A. MILESTONE TABLE** – The contract-required activities to be carried out in Year Four including indicators of achievement, the means for verifying achievement, and critical assumptions if any, associated with achievement;
- **Section B. MAJOR MILESTONE ACTIVITIES TABLE** – A table of the milestones showing associated Annual Work Plan activities and output totals;
- **Section C. Narratives** – Descriptions of all planned Year Four activities divided into the 8 project components defined in the Milestone Table:
 - Pre-service,
 - In-service Teacher Training,
 - In-service Supervisor Training,
 - Participant Training,
 - Testing,
 - English for Specific Purposes (ESP),
 - English for Occupational Purposes (EOP),
 - Other Activities¹

Each component includes the following information:

- Year Four timeline of activities in Gantt chart format,
- Performance Goals – program and audience goals,
- Related Milestones – milestones to which each activity relates,
- A sub-heading for the activities tied to the associated performance goal,
- Narratives of the planned activities,
- Critical assumptions,
- Monitoring plans for each activity,
- Milestone Contribution –activity contributions to achieving required milestones.

Part 8, Other Activities, has been expanded to include 8.e, Interactive Radio Instruction, a component formally transferred to IELP-II in June 2000.

- **Section D. Budget** – A summary of anticipated project expenses for Year Four.

¹ Other Activities has been expanded to include 8.e., Interactive Radio Instruction, a component formally transferred to IELP-II in June of 2000.

**PERFORMANCE
MILESTONE
TABLE**

A. PERFORMANCE MILESTONE TABLE

Major Activity/Output	Year Four Milestones	Indicators	Means of Verification	Critical Assumptions
1. Pre-Service	<ul style="list-style-type: none"> ▪ 50 staff trained ▪ "Center of Sustainable Excellence" plan/agreement developed with selected faculties of education² 	<ul style="list-style-type: none"> ▪ 75% of the learning objectives achieved 	<ul style="list-style-type: none"> ▪ Attendance records ▪ Training curriculum ▪ Level 1 and 2 evaluations ▪ Work plan agreements, activity reports 	<p>None</p> <p>None</p>
2. In-Service Teacher Training	<ul style="list-style-type: none"> ▪ 1,500 teachers trained ▪ 2 interactive video conference workshops conducted 	<ul style="list-style-type: none"> ▪ 75% of the learning objectives achieved ▪ 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 and 2 evaluations ▪ Attendance records ▪ Training curriculum ▪ Levels 1 and 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 and 2 evaluations ▪ Attendance records ▪ Training curriculum ▪ Levels 1 and 2 evaluations 	<p>None</p> <p>None</p>

² 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.

Major Activity/Output	Year Four Milestones	Indicators	Means of Verification	Critical Assumptions
4. Participant Training	<ul style="list-style-type: none"> U.S. Training designed for 200 participants³ 	<ul style="list-style-type: none"> 200 participants trained in programs contributing to objectives 	<ul style="list-style-type: none"> Participant records Workshop reports 	Participants can be identified according to MOE/USAID regulation
5. Testing	<ul style="list-style-type: none"> New secondary exam materials distributed for comments to at least 10 schools or reviewers 	<ul style="list-style-type: none"> Test forms developed and field piloted Comments received from reviewers 	<ul style="list-style-type: none"> Answer sheets from field testing Written comments 	MOE approval of field trials
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 Level 1 and 2 evaluations 	None
7. EOP	<ul style="list-style-type: none"> 5 EOP centers or institutions identified⁴ 5 assistance plans and/or materials provided⁵ 	<ul style="list-style-type: none"> 5 centers identified 5 assistance plans and/or sets of materials provided 	<ul style="list-style-type: none"> List of identified centers Report on assistance plans/materials 	<p>Sufficient providers identified in Upper Egypt</p> <p>Identified providers will enroll staff in professional development</p>
8. Other Activities a. Sustainability	<ul style="list-style-type: none"> Sustainability plan revised and submitted by year's end 	<ul style="list-style-type: none"> Revision reflects new information gathered through IELP-II monitoring and partner work plans 	<ul style="list-style-type: none"> Report submitted to USAID 	None

³ "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.

⁴ "Identified" here means that staff of selected EOP Centers have participated in IELP-II sponsored EOP training or technical assistance programs.

⁵ "Assistance Plans" means that the plans have been developed and implemented in at least one site. Materials provided means that IELP-II has developed stand-alone training modules for widespread distribution or has provided sets of commercial materials to EOP providers currently identified.

Major Activity/Output	Year Four Milestones	Indicators	Means of Verification	Critical Assumptions
b. U.S. Conference Attendance	<ul style="list-style-type: none"> ▪ At least 10 participants attend professional conferences for a total project to date of 40 	<ul style="list-style-type: none"> ▪ Participants have presented their 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"> ▪ Organize 2 regional workshops ▪ Organize 1 national workshop 	<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"> ▪ 1,500 packets prepared 	<ul style="list-style-type: none"> ▪ 1,500 packets distributed 	<ul style="list-style-type: none"> ▪ List of teachers' names receiving the packets 	The MOE will approve the material packets

Major Activity/Output	Year Four Milestones	Indicators	Means of Verification	Critical Assumptions
e. IRI	<ul style="list-style-type: none"> ▪ 10 remaining (out of 15) units of broadcast ready instructional materials ready for field testing ▪ Teacher manual materials for remaining 10 units completed ▪ Student activity materials for remaining 10 units completed ▪ Mainstream materials completed 	<ul style="list-style-type: none"> ▪ 10 units recorded and broadcast-ready ▪ Teacher manual ready ▪ Student manual ready ▪ Mainstream materials ready 	<ul style="list-style-type: none"> ▪ Complete sets of the 10 units ▪ Records of Advisory Board approval of 10 units ▪ Copy of teacher manual ▪ Copy of Student manual ▪ Copy of mainstream material 	<p>MOE sound-studio at Mansheet El-Bakri available.</p> <p>Format, content of pilot lessons approved on time without major changes mandated.</p> <p>CCIMD will recruit trainees and provide the facilities for the workshop.</p> <p>CCIMD will make available their facilities.</p> <p>The One Classroom Schools (OCS) division will give permission for pilot-testing and field-testing.</p>

**MAJOR MILESTONE
ACTIVITIES TABLE**

B. MAJOR MILESTONE ACTIVITIES TABLE

Major Activity/ Output	Year Four Milestones	Year Four Milestone Activities	Year Four Totals
1. Pre-Service	<ul style="list-style-type: none"> ▪ 50 staff trained ▪ "Center of Sustainable Excellence" plans/agreements developed with selected faculties of education 	<ul style="list-style-type: none"> ▪ Assiut Language Performance Improvement (30 staff trained) ▪ Helwan and Beni Sweif Teaching Practice Supervisors Institute (20 staff trained) ▪ Development of Primary Resource Materials (12 staff trained) ▪ Online CALL Workshop (30 staff trained) ▪ CALL Summer Institute (60 staff trained) ▪ 2001 Pre-Service Program Improvement (3 agreements signed) 	<ul style="list-style-type: none"> ▪ 152 staff trained ▪ 3 agreements signed
2. In-Service Teacher Training	<ul style="list-style-type: none"> ▪ 1,500 teachers trained ▪ 2 interactive video conference workshops conducted 	<ul style="list-style-type: none"> ▪ Intermediate English Language Improvement Course, IELI (800 teachers trained) ▪ New Communicative Skills and Methodology Course (700 teachers trained) ▪ Interactive Video Conferences (2 IVC conferences held) 	<ul style="list-style-type: none"> ▪ 1,500 teachers trained ▪ 2 IVC conferences held
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"> ▪ Supervisors Skills Workshop-3 (80 supervisors trained) ▪ Master Trainer Workshop for Senior Supervisors (27 supervisors trained) ▪ Monitoring and Evaluation Training for Supervisors (60 supervisors trained) ▪ Master Trainers in Assessment (MTA) Training (5 supervisors trained) ▪ Training in Assessment for Classroom Teachers (100 supervisors trained) ▪ Local training on Student Achievement Test Development (60 supervisors trained) 	<ul style="list-style-type: none"> ▪ 332 supervisors trained

Major Activity/ Output	Year Four Milestones	Year Four Milestone Activities	Year Four Totals
4. Participant Training	<ul style="list-style-type: none"> ▪ US training designed for 200 participants 	<ul style="list-style-type: none"> ▪ Teacher Training Initiative (<i>150 participants trained</i>) ▪ Teacher Training Program for Supervisors (<i>40 participants trained</i>) ▪ Materials Development Course (<i>40 participants trained</i>) 	<ul style="list-style-type: none"> ▪ 230 participants trained
5. Testing	<ul style="list-style-type: none"> ▪ New secondary exam materials distributed for comments to at least 10 schools/ reviewers 	<ul style="list-style-type: none"> ▪ Development and Field Testing of Student Achievement Tests (<i>new materials distributed to at least 10 schools</i>) ▪ Local Training on Student Achievement Test Development (<i>new secondary exam materials produced and distributed to at least 10 schools</i>) 	<ul style="list-style-type: none"> ▪ New secondary exam materials distributed to at least 10 schools
6. ESP	<ul style="list-style-type: none"> ▪ 30 staff trained 	<ul style="list-style-type: none"> ▪ Course Design and Materials Development Institute (<i>30 staff trained</i>) ▪ ESP Certificate Evaluation (<i>10 staff trained</i>) 	<ul style="list-style-type: none"> ▪ 40 staff trained
7. EOP	<ul style="list-style-type: none"> ▪ 5 EOP centers or institutions identified ▪ 5 assistance plans and/or materials provided 	<ul style="list-style-type: none"> ▪ Client and Provider Identification (<i>Milestone met in Year Three, additional 5 EOP centers to be identified in Year 4</i>) ▪ Strategic Planning (<i>1 plan provided</i>) ▪ Audio-Visual Aids for the EOP Classroom (<i>1 plan provided</i>) ▪ Evaluating EOP Teachers (<i>1 plan provided</i>) ▪ Designing Placement Tests (<i>1 plan provided</i>) ▪ Materials Adaptation (<i>1 plan provided</i>) ▪ Developing Placement Tests (<i>1 set of materials provided</i>) ▪ Evaluating EOP Teachers (<i>1 set of materials provided</i>) ▪ Strategic Planning for Small Business (<i>1 set of materials provided</i>) 	<ul style="list-style-type: none"> ▪ 5 EOP centers identified in Upper Egypt ▪ 5 plans provided ▪ 3 sets of materials provided

Major Activity/ Output	Year Four Milestones	Year Four Milestone Activities	Year Four Totals
8. Other Activities a. Sustainability b. US Conference Attendance c. Alumni Seminars d. Continuing Education Materials	<ul style="list-style-type: none"> ▪ Sustainability plan revised and submitted by year's end ▪ At least 10 participants attend professional conferences for a total project to date of 40 ▪ Organize 2 regional workshops ▪ Organize 1 national workshop ▪ 1,500 packets prepared 	<ul style="list-style-type: none"> ▪ Sustainability Plan (<i>1 plan provided</i>) ▪ U.S. Conference Attendance (<i>10 participants attend conference</i>) ▪ Pre-Egyptesol Institute on Assessment (<i>1 regional workshop</i>) ▪ CELT Returnee Workshop (<i>1 regional workshop</i>) ▪ The Cairo Conference for Returned Participants (<i>1 national workshop</i>) ▪ Continuing Education Materials (<i>1,500 packets prepared</i>) 	<ul style="list-style-type: none"> ▪ 1 plan provided ▪ 10 participants attend conference ▪ 2 regional workshops ▪ 1 national workshop ▪ 1,500 packets prepared
e. Interactive Radio Instruction (IRI)	<ul style="list-style-type: none"> ▪ 10 out of 15 units of broadcast-ready instructional materials ready for field testing ▪ Teacher manual materials for remaining 10 units completed ▪ Student activity materials for remaining 10 units completed ▪ Mainstream materials completed 	<ul style="list-style-type: none"> ▪ IRI Field Test Recording (<i>10 IRI units ready for field-testing</i>) ▪ Script Writing (<i>10 IRI units ready for field-testing</i>) ▪ Script Writing (<i>teacher manual completed</i>) ▪ IRI Pilot Testing (<i>teacher manual completed</i>) ▪ Script Writing (<i>student activity materials completed</i>) ▪ IRI Pilot Testing (<i>student activity materials completed</i>) ▪ Song Book for Mainstream Schools (<i>mainstream materials completed</i>) 	<ul style="list-style-type: none"> ▪ 10 IRI units ready for field testing ▪ Teacher manual completed ▪ Student activity materials ▪ Mainstream materials completed

NARRATIVES

C. NARRATIVES

1. Pre-Service

Year Four Performance Goals:

- Improve English teacher education at universities participating in the Pre-Service Teacher Education Improvement Project.
- Promote integration of computers and the Internet into pre-service teacher education.

Related Milestones:

- 50 staff trained.
- "Centers of Sustainable Excellence" plans/agreements developed with selected Faculties of Education.

Activities:

Improving Teacher Education

2001 Pre-Service Program Improvement: In order to contribute to the CSE agreement milestone, IELP-II will repeat the competitive process for providing technical assistance to FOEs in Year Four. A request for applications will be circulated in Quarter 1 and proposal-writing workshops will be conducted in Quarter 2. The deadline for applications will be in Quarter 3 and final selection will be held in Quarter 4. The anticipated result of this activity is increased capacity of FOEs to formulate and implement institutional development projects.

Monitoring: Level 1 will be conducted for the proposal writing workshops. The proposals submitted in Quarter 3 will serve as Level 2 monitoring for the activity.

Milestone Contribution: 3 agreements signed.

Assiut Language Performance Improvement: Assiut FOE has requested assistance in improving student teachers' language performance. Hence, IELP-II will sponsor two international consultants to hold four workshops on communicative methodology and course design for 30 senior and junior FOE and FOA staff there. Two workshops will be held in November 2000 and two in April 2001 for both senior and junior staff. It is hoped that FOE and FOA staff teaching future English teachers in Assiut and New Valley FOEs will redesign some of their courses to incorporate new activities that will improve student teachers' speaking skills. This activity builds on previous IELP-II training in communicative methodology for FOE staff.

Monitoring: Consultants will conduct Levels 1 and 2 monitoring.

Milestone Contribution: 30 staff trained.

Helwan and Beni Sweif Teaching Practice Supervisors Institute: Both the Helwan FOE and Beni Sweif FOE requested assistance to improve teaching practice by involving all the stakeholders in training programs. This institute will train 40 MOE supervisors and FOE faculty supervisors—20 in Beni Sweif and 20 in Helwan—to prepare and supervise student teachers. Two U.S. consultants will work on a training plan aimed at analyzing and improving the teaching practice process in the two locations. Two Egyptian consultants—one from each location—will work closely with the U.S. counterparts to guide the process.

In November, the U.S. consultants will hold a five-day workshop in each location to discuss the teaching practice process currently being implemented. They will also introduce other models and examine the issues involved in adopting new practices and procedures for teaching practice.

In January 2001, the consultants will hold a two-week training in Cairo for both the Beni Sweif and Helwan staff that took part in the November workshops. In March, each consultant will hold a follow-on workshop in one location to discuss the implementation process of the newly adopted practices.

During the 2001-2002 academic year, the 20 MOE and FOE supervisors will in turn train other MOE and FOE members involved in teaching practice supervision in their areas.

Monitoring: Levels 1 and 2 monitoring will be administered for each of the three training events in November, January, and March. A monitoring plan will be drawn up to evaluate the dissemination process by the trained supervisors in each location.

Milestone Contribution: 20 staff trained.

Helwan and Beni Sweif Managing Training Practice for School Principals: In order to raise principals' awareness of their roles in preparing and supervising student teachers, in Year Four three one-day seminars will be planned in each location for 20 school principals who receive student teachers in their schools.

Suez Canal Assessment Improvement: The purpose of this activity is to implement and evaluate a plan to increase self-reflection in pre-service teachers, and to foster cooperation among faculty members from different departments. It is expected that the Suez Canal (Suez) FOE members who participate in this program will improve their Knowledge, Skills, and Attitude (KSA) in educational assessment, particularly in the area of self-assessment. Several such persons have participated in U.S.-based and local training in assessment in preparation for this activity. In the longer-term, insights gained from planning, implementing, and evaluating this program could serve as models for integrating self-assessment technology into a wider range of pre-service courses, possibly at FOE sites other than Suez.

A 6-day workshop will be held in early November 2000 for 15 Suez FOE faculty members and up to 10 faculty members from other Suez Canal University branches. This workshop will focus on the design of self-assessment tasks. Later in November, self-assessment instruments developed and implemented at Suez Canal FOE by 15 faculty members who attended the October training workshop. In July 2001, 15 faculty members from Suez will conduct an evaluation of the program. These activities will be managed by a local testing and evaluation specialist, with guidance from an IELP-II testing staff member as needed.

Monitoring: Levels 1 and 2 monitoring for the workshop will be carried out by an international consultant in November 2000 in conjunction with the M&E unit.

Alexandria Content-Based Instruction Improvement: Alexandria FOE requested assistance in developing content-based materials for a curriculum course they hope to offer to English language students. In November 2000, IELP-II will provide two U.S. consultants to assist them on-line and to review the materials and tests they produce for this new course. It is hoped that the curriculum course would be successfully developed and implemented and would encourage Alexandria FOE staff to teach more education subjects in English to future English teachers.

Monitoring: Level 3 monitoring will be conducted by Alexandria FOE staff during the Year 5 academic year.

Pre-Service Partner Support and Networking: IELP-II will hold quarterly one-day meetings in October, January, May and September of Year Four with pre-service partners from FOEs, FOAs, and the Education Sector Committee. Guest speakers will be invited to three of the meetings to provide training on strategic planning, team building, and needs assessment. The fourth meeting will be dedicated to sharing the results and lessons of the program improvement projects implemented in Year Four and other IELP-II pre-service interventions. This activity is expected to enhance networking and sharing of best practices among pre-service partners. It will also be an opportunity for them to articulate specific recommendations for improving teacher education as part of the national higher education reform program.

Development of Primary Resource Materials: In Year Four, IELP-II will continue with the production and pilot testing of the SPEER handbook for primary teacher educators and trainers. In October, authors will submit the second revised versions of their chapters to the editorial board and consultants for review. In January 2001, a workshop will be held on field-testing and narrative writing for field-testers. Field-testing will also be conducted in February and March. In May, the consultants and editorial board will prepare the final version for publication. Publication will take place in August and dissemination in Year Five. In addition, further development of the SPEER web-site www.ielp.mdi.homepage.com will continue.

The anticipated outcome of this activity is a user-friendly resource book for MOE

supervisors and FOE staff working with current and future primary English teachers. The book will be distributed widely in Year Five to 1,000 EFL practitioners and will be available on the Internet. In addition, IELP-II will have trained 23 MOE and FOE writers in adapting materials for use in Egypt. The four members of the editorial board along with the international consultants are responsible for managing this process and are taking on more responsibilities and showing initiative. The development of this resource book builds on the training already provided by IELP-II for MOE supervisors and FOE methodologists in communicative methodology and supervisory skills, as well as, the participant training program in primary education for FOE methodologists. The SPEER process will be a model for materials development for other IELP-II audiences.

Monitoring: The consultants will conduct Levels 1 and 2 monitoring for the field-testers workshop and the editorial board will conduct Level 3 monitoring for the handbook as it is field-tested in February and March.

Milestone Contribution: 12 staff trained.

Best Practices Videos: An initial working draft of a series of Best Practices videos entitled "Interactive English Teaching in Egypt" was developed in Year Three and reviewed by FOE, MOE, and international consultants. As a result of the review, IELP-II determined that additional filming, production, and pilot testing is required in Year Four. Also, in November, an international consultant with credentials in educational training videos and a local editorial board will work with an Egyptian company to finalize the videos and supplementary materials. The series is projected for completion in May when an editorial board will review the final product. In July two workshops will be organized to inform teacher trainers on the most effective use of these videos. The trainees will be chosen from the pool of master trainers, English instructors at faculties of education, and English specialists in INSET Centers. In September, another three-day workshop on Marketing Services and Resources will be organized in Cairo for the same audience. The purpose will be to enhance their skills in marketing to ensure that a larger pool of trainers uses the videos.

Monitoring: Trainers will be responsible for conducting Level 1 and 2 evaluations for the workshops July and September.

Integrating Computers and Internet into Pre-Service Teacher Education

FOE CALL Lab: A pilot CALL laboratory will be installed at the Faculty of Education, Alexandria University early in Quarter 1 of Year Four. The lab will allow the integration of computers into the pre-service education of future English teachers so as to improve their English proficiency, personal and professional mastery of computers, and knowledge and skill in integrating computers into the English language curriculum. The lab will also serve as a demonstration project for education policy makers.

In October, an international consultant who has worked closely with the Alexandria FOE

staff for the past two years will be hired for 20 days to provide advice, consulting, suggestions, and troubleshooting vis-a-vis the pedagogical use of the CALL lab. The first ten days will be spent on site in October while the remaining ten days will be carried out throughout the rest of the academic year via e-mail from the United States.

Critical Assumptions: FOE English Department will complete their commitments for installing the CALL lab, including renovating rooms, obtaining Internet access, and hiring the LAN manager.

Monitoring: IELP-II will monitor the use of the laboratory through quarterly visits to the CALL lab as well as surveys and interviews of teachers and students who are using the lab.

CELT Follow-up and Basic Workshops: Twenty-eight university and MOE staff traveled to the United States in Year Two and 60 in Year Three for Computers in English Language Teaching (CELT) participant training. Those in the Year Three program are committed to carrying out a five-day training workshop in their local areas on computers and Internet in English teaching. For this activity, between October 2000 and September 2001, three Egyptian consultants will develop and maintain follow-up contact with all 88 CELT returnees through e-mail, telephone, and, where appropriate, visits to their institutions. There is a two-fold purpose to this follow-up. First, the consultants will investigate how the 88 returnees are implementing training in their own teaching situations. This information will be used to help develop a report on best practices in uses of computer and Internet in English teaching and will be shared with teachers in Egypt via the IELP-II web site. The report will also help form the basis for future training programs. Second, the consultants will ensure that the 60 returnees from CELT 2000 are implementing the five-day local training workshop in their own areas. The consultants will determine whether they have found suitable facilities, are recruiting participants, and are otherwise prepared to carry out the workshop effectively. In so doing, we intend to develop a spiral training effect, whereby those who have completed U.S. training can train others and share their own best practices.

Critical Assumptions: Returnees will fulfill their commitment to conducting training and be able to overcome possible obstacles regarding schedule and place. IIE/DT2 will fund workshop materials.

Monitoring: CELT returnees will conduct Level 1 assessment of trainees' satisfaction with their workshops. E-mails, phone contacts and visits to institutions by consultants will be used to evaluate how CELT returnees are implementing what they have learned in their own training.

Online CALL Workshop: In the first three years of the project, more than 100 university staff members have received training from IELP-II in the use of computers and the Internet. Most are now using computers to develop materials and to implement other professional tasks. Many, especially in places where suitable computer facilities exist such as, Alexandria University and Zagazig University, are now ready to integrate technology into their own teaching. In March and April 2001 an eight-week online workshop will be conducted on the

integration of computers and the Internet in English teaching. Fifty university staff members who have mastered computer and Internet basics, have access to computer facilities, and seek to integrate information technology in their teaching will participate. An instructor will teach from the United States using the World Wide Web, e-mail, and other forms of electronic communication. While the majority of instruction will be asynchronous (i.e., not in "real time"), a small amount of synchronous (real-time) communication may be included.

Critical Assumptions: University staff will be interested in taking an online workshop.

Monitoring: A Level 1 evaluation will be implemented by IELP-II in April. The U.S. consultant will design and implement a Level 2 evaluation. Continued e-mail communication and site visits by IELP-II staff will be used to assess implementation of what is learned. The overall impact will be carefully evaluated to determine future possibilities for use of this medium, as it provides many advantages in terms of reaching people from diverse geographic areas in a low-cost convenient fashion.

Milestone Contribution: 30 staff trained.

CALL Summer Institute: Four weeks of advanced computer-assisted language learning workshops will be held in August and September at the Alexandria FOE and GDIST CALL labs (tentatively scheduled for two weeks at each). Each will target FOE, FOA, ESP, EOP, and MOE staff (teachers and supervisors) who have taken previous computer and Internet workshops, including CELT training in the U.S., previous advanced workshops in Egypt, or basic computer and Internet workshops. The topics of these workshops will be determined later in the year following evaluation of the CELT 2000 participant training programs and other computer and Internet training sessions. Topics may include advanced uses of the Web for English teaching and materials development using CALL software. The workshops will be led by U.S. and Egyptian consultants.

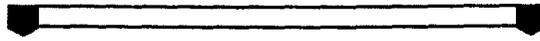
Critical Assumptions: The Alexandria FOE and GDIST CALL labs will be made available for the workshops.

Monitoring: The consultants will distribute a Level 1 questionnaire and design and implement a Level 2 assessment in August and September. IELP-II staff will consult via e-mail and visit schools and universities to assess implementation of what was learnt during Year Five.

Milestone Contribution: 60 staff trained.

Abbreviations for Gantt Charts

Major Activity



Sub Activity



Monitoring Report



Monitoring Process



Submission



Pre-Service Audience



In-Service Teachers Audience



In-Service Supervisors Audience



English for Specific Purpose Audience



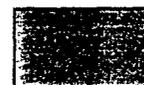
English for Occupational Audience

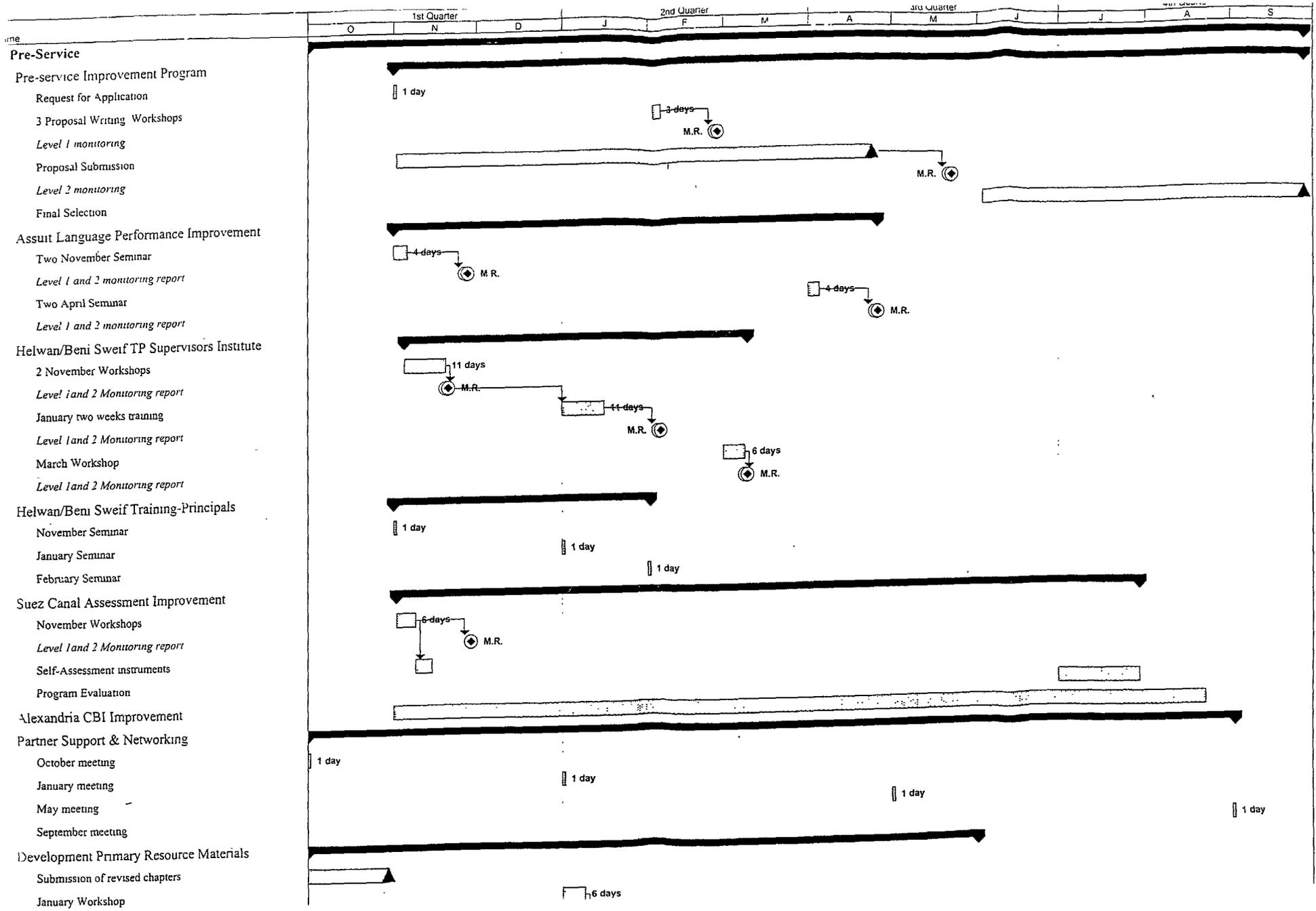


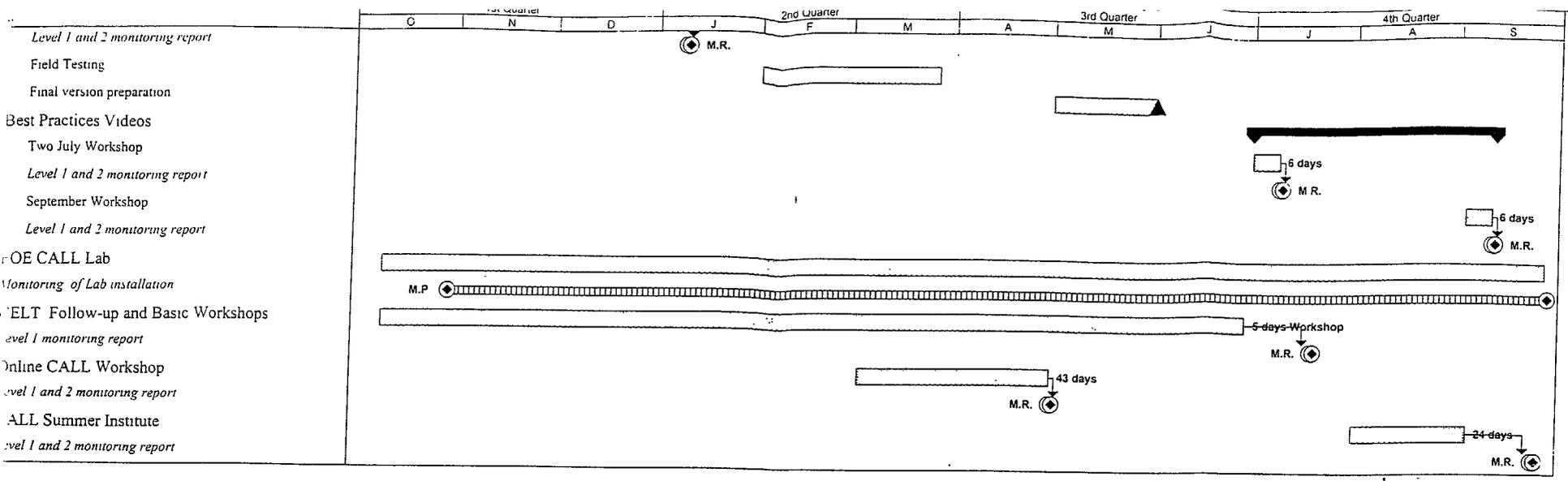
MOE Managers Audience



Cross-Cutting Audience







2. In-Service Teacher Training

Year Four Performance Goals:

- To improve teachers' language skills.
- To improve teachers' methodology skills.
- To promote integration of computers and the Internet into in-service teacher training.

Related Milestones:

- 1500 teachers trained.
- 2 interactive video conference workshops conducted.

Activities:

Improving Teacher's Language skills

IELI Training of Trainer (TOT): Approximately 102 supervisors, senior teachers, and MOE site technical advisors will be trained to train or supervise in the Year Four IELI course. The one-week TOT course will be offered in two sessions in Cairo or a regional site in July and will be delivered by Master Trainers and/or supervisors who have attended the Supervisor Skills Workshop. The TOT will focus on strategies to improve primary teachers' ability to communicate in English and support primary teachers' efforts to master the structures in *HELLO!* 1. IELP-II will choose graduates of the Course for Overseas Teachers of English (COTE) to be IELI trainers (Refer to the COTE section below).

Monitoring: IELP-II will conduct its formal three-level process for this activity using IELP-II trained supervisors. Levels 1 and 2 will take place at the end of the course in July. Level 3 will take place in August.

Intermediate English Language Improvement Course (IELI): During Year Three, IELP-II worked very closely with GDIST on plans to transfer the BELI course (offered during Years 1 to 3) to the Ministry of Education. In Year Four, BELI-I will be carried out by the MOE with limited IELP-II support. After discussions with the Councilor of English and the Director of GDIST, and in response to requests from teachers, supervisors, and Inspectors General, IELP-II has agreed to work with the MOE to develop an intermediate language improvement course (IELI) to address the needs of teachers whose level of English is higher than BELI but not high enough for IELP-II sponsored CSM or COTE courses.

The IELI course will target primary specialist teachers as well as preparatory and secondary teachers with low-intermediate English language. Both the textbook and workbook from the series *Interchange* will be used as materials for this course. The course will also provide opportunities for micro-teaching to improve teachers' methodology skills. Sixty hours of

instruction will be provided during July and August 2001 in the 12 governorates with the largest concentration of specialist primary English teachers. The target number in each governorate will be determined by SLEP test results. A total of 800 teachers will be trained. IELP-II will cooperate and coordinate with GDIST, the Councilor's Office, and IGs to implement this course. In Year Six it is planned to transfer the IELI course to MOE as part of the GDIST annual plan as agreed upon with the Director General of GDIST.

Monitoring: IELP-II will conduct its formal three-level monitoring process for this activity. Levels 1 and 2 will be conducted upon course completion in August. Level 3 will take place in Year 5. After being trained, MOE supervisors will be involved in the monitoring process (See Section 8., Sustainability, for details on this training).

Milestone Contribution: 800 teachers trained.

Improving Teachers' Methodology Skills

New CSM Training of Trainers (TOT): Approximately 55 supervisors and MOE site technical advisors will be trained as trainers or supervisors for the Year Four New CSM course in November. COTE graduates will be identified, whenever possible, as CSM trainers. TOT participants will attend a one-week TOT course in Cairo, which will be conducted by Master Trainers and/or supervisors who attended Supervisor Skills Workshops. CSM trainers will learn how to use the course-book, *Tasks for Teacher Education* and to use different training techniques in a communicative way to train teachers. They will also learn how to improve teachers' self-assessment, self-reflection, and self-improvement skills.

Monitoring: IELP-II will conduct its formal three-level monitoring process for this activity using IELP-II trained supervisors. Levels 1 and 2 will take place at the end of the course in November. Level 3 will take place between January and April.

New Communicative Skills and Methodology Course (New CSM): The new CSM course will target some 700 preparatory, secondary, and senior teachers and may include primary specialist teachers with language skills at the high intermediate level. Using the text *Tasks for Teacher Education*, it will introduce communicative teaching techniques with self-assessment, self-reflection, and self-improvement. The 60-hour course will run for 18 days in 15 governorates from January to April. As GDIST is enthusiastic about including this course in its annual plan, we will spend Years Four and Five preparing the course for transfer in Year Six.

Monitoring: IELP-II will conduct its formal three-level evaluation process for this activity using IELP-II trained supervisors. Levels 1 and 2 will take place at the end of the course in April. Level 3 will take place in Year 5.

Milestone Contribution: 700 teachers trained.

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. It is a relatively low-cost local program that provides good teachers with the training and practice needed to become Egypt's best teachers. COTE graduates from IELP-I and II figure among some of our best trainers for in-service courses. Moreover, as the pool of COTE-trained teachers expands throughout the country, the number of good teachers and teacher trainers for localized training grows. In Year Four IELP-II will sponsor up to 30 teachers from various governorates to attend this program, a modified version of the Cambridge University RSA course in EFL methodology. It is held weekly from November to June once or twice a week at the American University in Cairo (Zamalek campus) and consists of 74 modules and a one-month practicum during which the trainees teach students under monitored conditions. Graduates of the Year Three COTE course will be added to the pool of BELI and CSM trainers.

Monitoring: IELP-II will provide AUC with Level 1 forms in March and AUC will design and implement Level 2 in June.

IVC Facilitator Orientation: Facilitator training for the IVCs planned for Year Four (see below) was carried out during Year Three, Quarter 4.

Interactive Video Conferences: IELP-II will conduct a series of teacher training workshops using the Ministry of Education's interactive video conferencing facilities. These workshops, the theme of which will be effective English language teaching in Egypt, will emphasize the integration of skills in the classroom. They will be designed and led by a university consultant with the assistance of two MOE consultants. Six hundred novice MOE preparatory teachers are expected to attend.

The first workshop is scheduled to be held October 14-19, 2000. The second workshop, designed as five one-day follow-up sessions, will take place in November, January, February, March, and April. The second workshop will reinforce knowledge and skills; introduce new material, and follow-up on trainees' implementation.

In this year's training, special emphasis will be placed on careful implementation and follow-up on the material covered in the workshops. All trainees will be required to maintain a teaching portfolio, carry out peer observations, be observed by the IVC facilitators, and attend teacher meetings with other trainees.

Critical Assumptions: The Ministry of Education will make its video conference centers available for the workshops.

Monitoring: Trainee satisfaction will be measured through a Level 1 questionnaire at the end of the first workshop in October. Learning will be measured through a written test developed by the consultant. The consultant will also devise a plan to assess trainees' implementation by following up on their submission of portfolios and completion of peer observations and other assigned tasks.

IVC Facilitator Orientation: In September 2001, (in preparation for the Year Five IVC programs) the IVC facilitator orientation will continue to focus on the advanced skills required for successful leadership in a major teacher training program. The content of the orientation session will be determined following the Year Four IVC program, which will take place between October 2000 and April 2001. Possible topics include presentation skills, effective meeting organization, effective training management, use of teacher portfolios, and use of peer observation.

Monitoring: Trainee satisfaction will be measured through a Level 1 questionnaire in September. The nature of the Level 2 monitoring will be determined at a later date, pending the determination of the content of the workshop. A system will also be devised to assess facilitators' implementation during the IVC workshop itself, which will take place in Year Five.

Milestone Contribution: 2 IVC Conferences held.

Teacher Training Initiative: In Year Four, IELP-II will send approximately 150 participants (including Year Three shortfall) on a three and a half to four-week TTI. This program will provide methodology, classroom evaluation, and age-appropriate learning techniques for preparatory and secondary English teachers in Egypt. Throughout the year IELP-II will continue actively recruiting and testing TTI participants so that groups of 25-30 will be ready to attend the 4 U.S. programs scheduled in for October, January, June and July.

Monitoring: Level 1 will be designed by IELP-II with input from the training provider, while the provider conducts the Level 2.

Milestone Contribution: See Section 4, Participant Training for milestone contribution.

School Based Training (SBT): The main aim of School Based Training is to provide teachers in the preparatory stage with techniques to teach the four basic skills using *Hello!*. MOE consultants will train eighteen supervisors to train a number of senior teachers who, in turn, will train preparatory teachers. A 2-day workshop will be offered in Aswan in October and a 3-day workshop will be offered in Cairo in January. Approximately 600 teachers from Upper Egypt will benefit from being trained in their schools by senior teachers.

This year a new module on how to use the computer, as a presentation tool will be included in the training. The materials will, therefore, consist of six modules—teaching reading, writing, listening, speaking, games, and computers. All INSET centers will be given sufficient copies of these materials for future training. English specialists and Master trainers from the regions in which INSET centers are located will receive training in a five-day workshop in April on how to utilize the modules. These steps will eventually lead to the full transfer of the SBT program to the General Department of In-Service Training by the end of Year Four.

Monitoring: Workshop trainers will conduct Level 1 and Level 2 monitoring in January.

Basic Methodology: In Year Three, 15,000 copies of a manual on communicative language teaching were distributed to all non-specialist primary English language teachers and their supervisors. In March 2001, IELP-II will hold a one-day Interactive Video Conference to train 800 senior primary teachers and supervisors throughout the country to use the manual effectively. The training will prepare teachers and supervisors to provide school-based training on using the manual to the primary teachers in their districts, thus reaching a much larger audience. Also in March, the one-day IVC, which will be implemented by senior MOE supervisors, will be followed by a two-day training session in Cairo for facilitators from every governorate. In April, a Materials Development Working Group will determine what additional basic methods resources can be adapted or developed for primary teachers.

Critical Assumptions: The Ministry of Education will make its IVC facilities available for the workshop.

Monitoring: A consultant will devise and implement Level 1 and Level 2 evaluations for the one-day training session in March.

Continuing Educational Materials: The main goal of this activity is to provide teachers in remote areas with resources for professional development. Teachers in these areas have difficulty attending teacher training programs due to the fact that they are located far away from the nearest INSET center. IELP-II acknowledges their hardship and, thus, seeks to provide opportunities to teachers all over the country. This year, the CEM packets will be distributed to 1,500 teachers and supervisors in preparatory and primary stages in remote areas in Upper Egypt—Aswan, Qena, and the Red Sea. The packets will include, in addition to last year's methodology and grammar books, a new collection of computer books, audio tapes, and dictionaries. Distribution will take place in December.

In February, three 4-day workshops will train 120 supervisors and senior teachers on how to make use of the packets. Local FOE and MOE consultants will conduct these workshops. The trainees will be selected from the educational directorates receiving the packets in Upper Egypt. The design of training supervisors and senior teachers will insure the transfer of skills to all the teachers receiving the packets. A follow-up survey will take place in May to investigate how useful these materials are. If the materials are being used effectively, in Year Five the supervisors trained will develop one-day IVCs for the teachers who receive CEM materials.

Milestone Contribution: (See Section 8.d. for Milestone Contribution)

Integrating computer and Internet into In-Service Teacher Training

MOE CALL Lab: A CALL laboratory in the Ministry of Education will provide teacher training and training of trainers. It will also serve as a model for educational leaders to learn more about computer assisted language learning. A Memorandum of Understanding has been

drafted for the installation of the lab and is awaiting final approval and signature from the MOE. The lab will be installed by February and an international consultant will assist the MOE in making preparations for the first year of operations. The CALL lab is expected to provide a variety of courses during the academic year for teachers in the greater Cairo area. MOE staff trained in IELP-II's participant training program, CELT, will run the lab's programs. During August 2001, IELP-II and an international consultant will assist GDIST to design and implement a two-week institute targeted to MOE audiences, such as senior supervisors and teachers with advanced computer skills.

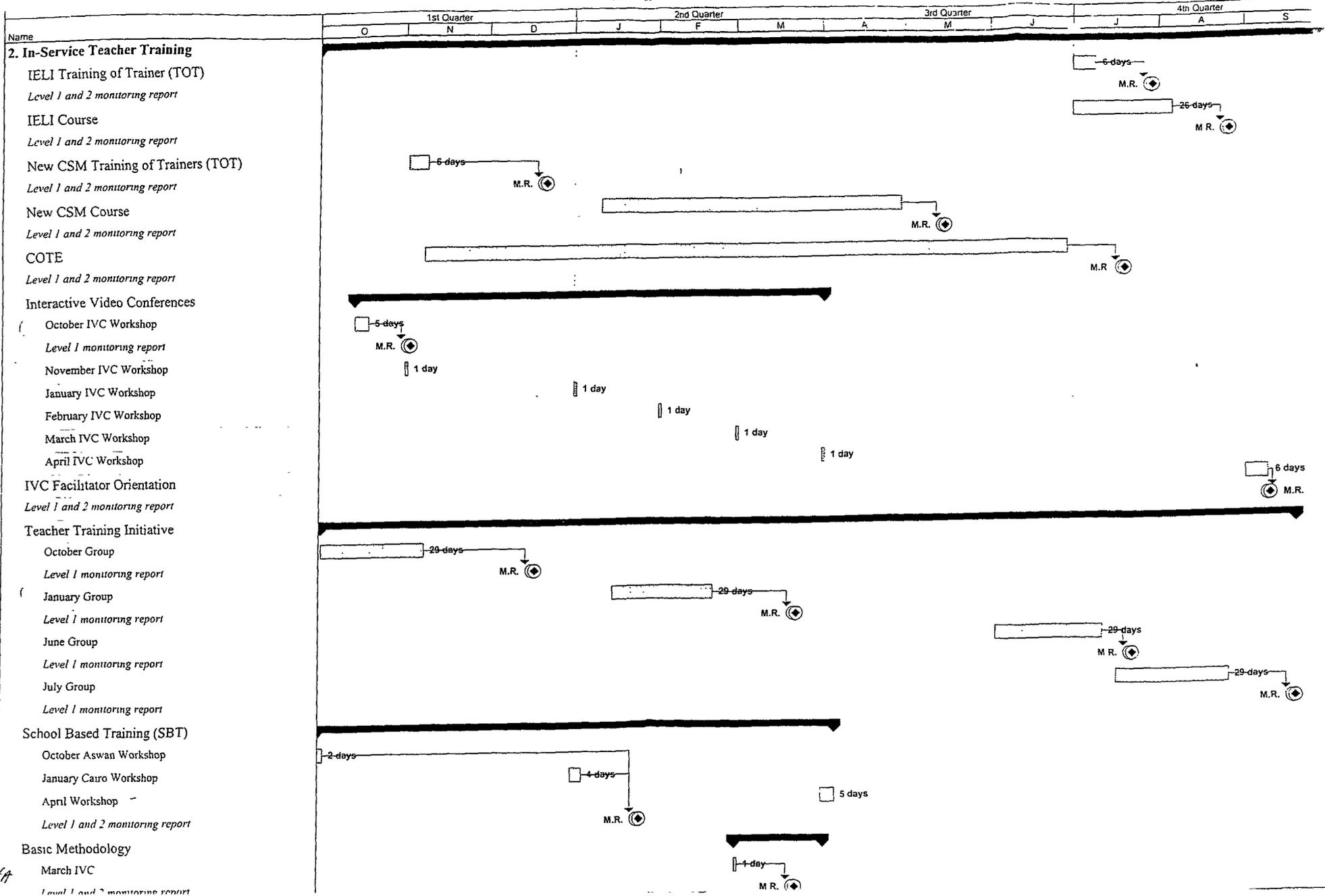
Critical Assumptions: The MOE will sign the Memorandum of Understanding and fulfill its commitments, including providing Internet access as well as the necessary technical and program personnel to operate the facility.

Monitoring: IELP-II will monitor the installation, operation, and use of the laboratory through quarterly visits. Level 1 and 2 evaluations will be administered for the workshop.

CELT Follow-up and Basic workshops: (See Section 1, Pre-Service, for details on MOE participants in this activity).

CALL Summer Institute: (See Section 1, Pre-Service for details on MOE participants in this activity).

Milestone Contribution: (To be determined, FOE/MOE numbers not set).

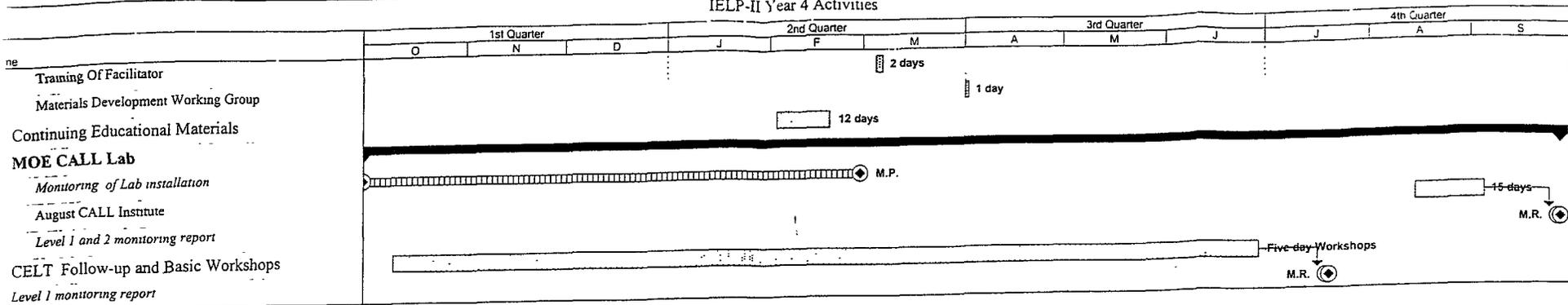


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IELP-II Year 4 Activities



3. In-Service Supervisor Training

Year Four Performance Goals:

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

Related Milestones:

- 100 teacher supervisors trained.
- 200 ESL supervisors trained.

Activities:

Supervisor activities for Year Four build directly on the training delivered and cadres or networks developed in specialized areas during Years One to Three, based on an overall approach for long-term impact within the existing MOE system. Cadres have been established throughout the governorates in the areas of supervisory skills, teacher training skills, trainer training skills, and testing and assessment. This broad and varied skills base will be not only further strengthened in Year Four, but also expanded through a new focus on materials development, computer and Internet skills, reflective practice, and standards for supervisors. Linkages across sectors, activities, and supervisor levels will continue to be highlighted.

In addition, Year Four will be critical in terms of gaining formal recognition for these cadres and for supervisor training and development as a regular part of the MOE system. Key partners in this process will be the Councilor of English, Inspectors General, and senior supervisors through partner days, focus groups, strategic planning teams, and an advisory group specifically focusing on supervisor issues and directions.

Improving Supervision and Mentoring skills

Supervisory Skills Network: The largest network of specialized supervisors is in the area of developmental supervision and mentoring. This network of 80 is made up of 27 governorate teams, that have been trained in two phases, and have been responsible for designing and implementing local workshops for some 2,056 other supervisors and senior

teachers at their sites. They will continue to meet regularly in Year Four through Best Practice Network Meetings—a three-day kickoff meeting in Cairo in October 2000 and two-day regional meetings in January and May 2001. These events will be planned and led by rotating teams of master trainers and network leaders, with input from the Councilor of English and Inspectors General.

The main purpose of these meetings will be to share and promote best practices in supervisor training at the local level. Best practices are based upon the extensive range of workshops and materials already developed and tested in Year Three as well as new topics added in Year Four. By way of group planning, demonstrations, and materials exploration led by the supervisors, the network will produce a module-based supervisor-training course for future inclusion in the MOE local training plan. Inspectors General will be invited regularly to take part in the Best Practice Network Meetings. The supervisor teams will also continue to plan and deliver local workshops in two phases, with even greater involvement by their Inspectors General and senior supervisors.

Monitoring: A Level 1 evaluation will be carried out at each network meeting in October, January and May and will be designed and led by a team of MOE trainers. IELP-II staff, together with the Activity Manager and consultant, will conduct a formal Level 3 evaluation on a random sample of the local workshops, based on the supervisors' Training Action Plans (TAPs).

Supervisor Training Modules: An important outcome of the Supervisory Skills Network is the production of consolidated training modules as a resource manual for those who plan and deliver local training and for any other pre-service or in-service supervisor involved in supervisor training and development. Utilizing the many workshop materials already written by network members, a consultant will work closely with a small specialized team from October 2000 to May 2001 to select, adapt, develop, and format materials for the resource manual – as this team of supervisors also develops the respective skills required. The Councilor of English and Inspectors General will provide ongoing feedback on both the process and product. The Supervisor Training Modules will be piloted as the course manual for the Supervisory Skills Workshop-3.

Monitoring: On-going evaluation of the supervisors' skills in materials development will be conducted by the consultant and documented in a consultant report to be submitted in June. In addition, the final resource manual will be assessed against standards developed by the consultant.

Supervisory Skills Workshop-3: The Supervisory Skills Network will culminate in two five-day workshops in September 2001. Forty trainees will attend each workshop. Although the workshops will be structured along the lines of the SSW-1 (September 1999) and SSW-2 (February 2000), they will consist almost entirely of content and modules developed throughout Year Four by members of the network and will be presented and evaluated by them. These sessions will present an opportunity to pilot the model supervisor training course, based on modules on a range of topics for supervisors at different stages (e.g., novice

or newly-promoted supervisors). These modules may eventually be included in the MOE's local plan for in-service training.

The consultant, who has worked very closely with the network will work with a team of master trainers to facilitate the supervisors' workshop planning and presentations, incorporate relevant topics not covered by the network, and monitor/evaluate the workshop design and delivery. A two-day consolidated overview of the SSW-3 will be presented to all Inspectors General for discussion and evaluation.

Monitoring: IELP-II will conduct a formal Level 1 and Level 2 evaluation for this activity in September. It will be led by the consultant and MOE master trainers and be documented in a consultant report to be provided in September. A Level 3 evaluation of the SSW-3 will take place in Year Five.

Milestone Contribution: 80 supervisors trained.

Improving Training Design, Implementation and Evaluation skills

Master Trainer Workshop for Senior Supervisors: In Year Four, in-service supervisor training will focus directly on senior supervisors and seek to enhance their collaboration with the supervisors they manage in their *idas* and the Inspectors General with whom they work. Within the cadre of master trainers trained by IELP-II in Years Two and Three, the senior supervisors are in the best position to apply their skills within the system. Building on this, the five-day Master Trainer Workshop for Senior Supervisors will be held in November 2000 for 27 senior supervisors from all governorates. The participants will be trained on specialized topics tailored to their specific duties, ranging from needs assessment for the MOE to monitoring and evaluation of local training.

Furthermore, Inspectors General will be directly involved in this course, from planning the content to taking part in joint sessions with their senior supervisors. This will give IELP-II an invaluable opportunity to explore how Inspectors General interact with senior supervisors and how both interact with the supervisors in their respective governorates and *idas*. The training team for the Master Trainer Workshop for Senior Supervisors will consist of two Egyptian non-MOE consultants and two top master trainers from the network. Following the course, the 27 supervisors will be prepared to offer similar training to other senior supervisors in their governorates in collaboration with Inspectors General.

Monitoring: M&E will conduct a Level 1 and Level 2 evaluation for this activity. Both will be led by Egyptian non-MOE consultants in November.

Milestone Contribution: 27 supervisors trained.

Advanced Master Trainer Series: Following the Master Trainer Workshop for Senior Supervisors, the network of master trainers trained by IELP-II will meet regularly through

a series of professional seminars on advanced topics in training tailored for this group (e.g., meeting facilitation skills and conflict resolution). These two-day seminars, each for 25 participants, are planned for January, May, and September 2001 in Cairo and will be presented by the same team of trainers who lead the Master Trainer Workshop for Senior Supervisors to establish continuity and meaningful linkages. These events will also be structured to give top master trainers an opportunity to share their own expertise and best practices with the group. Master trainers from other IELP-II sectors and Inspectors General may also be invited to take part in the seminar series.

Monitoring: Egyptian non-MOE consultants will conduct Level 1 in January, May and September and document the results in a consultant's report to be submitted in Year Five.

Monitoring and Evaluation Training for Supervisors: (See Section 8a., Sustainability, for details).

Milestone Contribution: 60 supervisors trained.

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 be held in April 2001. This course will teach participants' to design and implement successful teacher training courses at their sites, from needs analysis to monitoring and evaluation. Upon their return to Egypt, they will be in a position to transmit their skills to other supervisors in their governorates.

This will be the third and final group of MOE supervisors to complete this specialized program in teacher training workshop design. Throughout Year Four, the three groups will form an integrated network covering all governorates to lead and advise on local teacher training activities, with ongoing support from Inspectors General and senior supervisors. Through an action planning process, they will also implement workshops at their sites—individually or in teams--based on their U.S. training. (See Section 4., Participant Training, for details about milestone contributions).

Monitoring: Level 1 will be designed by IELP-II with input from the training provider, while the provider conducts the Level 2.

Improving Materials Development Skills

Materials Development Course: A U.S.-based program in materials development for approximately 40 participants from the pre-service, in-service, and private-sector audiences will be held in July 2000. The four to five-week course will cover identification, selection, evaluation, design, adaptation, and creation of new and existing training materials for teacher training/education. The course will be designed to include the top trainees from previous IELP-II in-country teacher or trainer training courses (See Section 4., Participant Training, for information on milestone contributions).

Monitoring: Level 1 will be designed by IELP-II with input from the training provider, while the provider will conduct the Level 2.

Increasing Commitment to Professional Development

Supervisor Academy for Reflective Practice: The Supervisor Academy for Reflective Practice will provide a means to further link the various specialized supervisor networks and, together with their leaders, commit them to ongoing professional development for themselves and the teachers they supervise through the umbrella theme of reflective practice. The aims of the academy are (a) to create a community of reflective practitioners among supervisors and mentors, (b) to prepare leading supervisors to be models of self-assessment and reflective practice through such tools as action research, portfolios, etc., and (c) to provide a model of a professional development event.

In April 2001, three top international consultants will provide several two-day workshops over a two-week period on topics linked to reflective teaching and supervision, self-assessment, action research, etc. Approximately 100 participants will be required to “apply” for the academy and select one or two workshops to attend. A general session on application and transfer of training, which will be designed by participants, will be mandatory. An integrated event open to teacher supervisors/mentors from in-service and pre-service, and specially designed opportunities for networking will be included in the academy. Ultimately, the academy will help draw attention to the importance of structured professional development goals for supervisors.

Monitoring: IELP-II will conduct a Level 1 evaluation of the workshops in April. A consultant report will be submitted at the end of the activity.

Supervisor Advisory Group: This six-member team of MOE decision-makers and leaders (Councilor of English, GDIST Director, retired Inspectors General) will guide IELP-II in the implementation of a sustainable strategy for supervisor training. Through bimonthly meetings and related events, the Supervisor Advisory Group and the MOE will advise in three main areas:

(a) Institutionalizing supervisor training and development within the MOE system; (b) selecting and recognizing cadres of supervisors specialized in key areas; and (c) exploring the establishment of professional standards for supervisors in Egypt.

Building Capacity in Testing & Assessment

Master Trainers in Assessment (MTA): Over the past two years, a core of master trainers in assessment (MTA) has been trained in presentation skills, program monitoring and evaluation, and fundamentals of educational assessment and language testing. This group has had several opportunities to practice its skills, by offering central training at INSET

Centers around the country. The MTA group consists of MOE teachers, senior teachers, supervisors, and GDIST trainers. IELP-II plans to add another 10 participants to the group for a total of 25 MTAs, which will include 5 supervisors.

In Year Four, training will focus on the development of materials according to the *Standards of Competence in Educational Assessment for Classroom Teachers*⁶. MTAs will cooperate to develop materials on selected topics. Following production of the assigned materials, they will attend a TOT to prepare for INSET Center training of supervisors which they will carry out in July and August 2001.

The development, delivery, and follow-up planned for Year Four is expected to provide a model to serve as a basis for production and distribution of materials covering the remaining topics in *Standards* during Years Five and Six and following completion of IELP-II.

A GDIST staff manager who is also an MTA will play a leading role in planning the above activities, with guidance from an IELP-II Testing Unit member.

Based on the advice of the Test Reform Advisory Committee described in Section 5, Testing, IELP-II will seek Ministry of Education recognition of the specialized KSA of the MTAs in terms of their qualifications to deliver the TACT modules.

In November, an international consultant will conduct a five-day workshop for 25 Master Trainers in Assessment (MTA) on how to write/adapt materials related to classroom assessment for teachers and supervisors. IELP-II staff will conduct three 2-day workshops in January, February, and March, to check on the progress of the materials development process. In June, a local trainer will conduct a five-day TOT for 25 MTAs covering such topics as training planning, MIS training, database use, and training follow-up (M&E).

Monitoring: Level 1 and Level 2 evaluations will be given for the five-day MTA workshop in November for the TOT workshop in June.

Milestone Contribution: 5 supervisors trained.

Training in Assessment for Classroom Teachers (TACT): In July and August, the 25 MTAs noted above will conduct a series of nine one-day workshops for supervisors. The supervisors trained will include the members of the Supervisors Network, who have been participating in IELP-II activities related to supervisors over the past two years.

Monitoring: Level 1 evaluations will be conducted for the workshops carried out by MTAs at the INSET Centers in July and August.

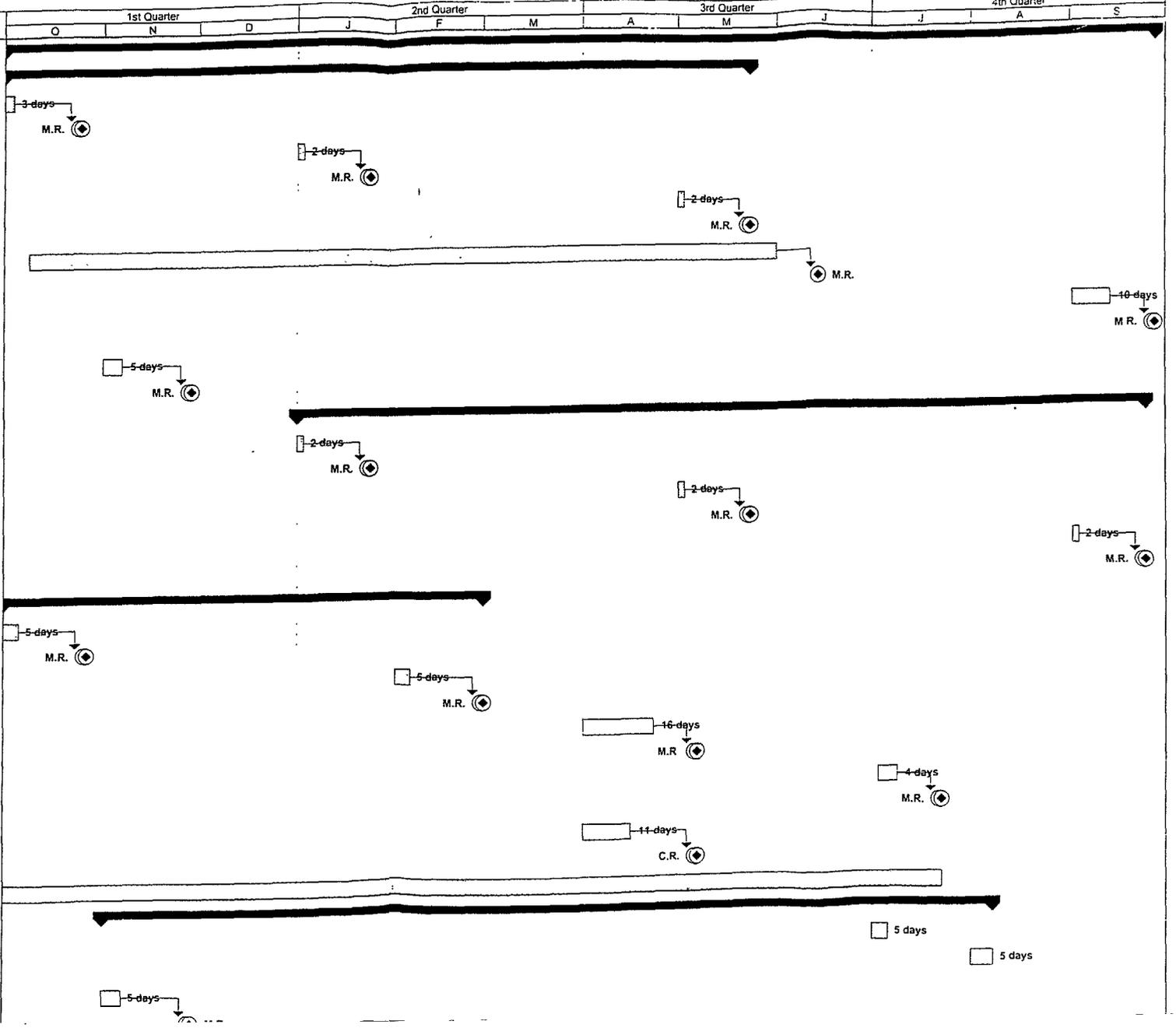
Milestone Contribution: 100 supervisors trained.

⁶ Developed by the American Federation of Teachers, National Council on Measurement in Education, National Education Association, 1990

Local Training on Student Achievement Test Development: 60 supervisors in 12 participating governorates will be trained on the use of the Student Achievement Test Development (SATD) manual. (See Section 5, Testing, for more details). This manual will set guidelines for developing listening, reading, and writing tests for *Hello!*

Monitoring: Consultants, under the supervision of IELP-II Testing Unit staff, will administer Levels 1 and 2 for the workshops.

Milestone Contribution: 60 supervisors will be trained.



Name _____

3. In-Service Supervisor Training

Supervisory Skills Network

October Kick-off meeting

Level 1 monitoring report

January Regional meeting

Level 1 monitoring report

May Regional meeting

Level 1 monitoring report

Supervisor Training Modules

Consultant Report

Supervisory Skills Workshop-3

Level 1 and 2 monitoring report

Master Trainer Workshop-Sr. Supervisors

Level 1 and 2 monitoring report

Advanced Master Trainer Series

January Seminar

Level 1 monitoring report

May Seminar

Level 1 monitoring report

September Seminar

Level 1 monitoring report

M&E Training-Supervisors

October M&E Training Workshop

Level 1 and 2 monitoring report

February M&E Training Workshop

Level 1 and 2 monitoring report

Teacher Training Program for Supervisors

Level 1 and 2 monitoring report

Materials Development Course

Level 1 and 2 monitoring report

Reflective Practice Academy-Supervisors

Consultant Report

Supervisor Advisory Group

Master Trainers in Assessment (MTA)

July TOT

August TOT

November MTA Workshop

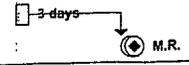
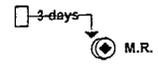
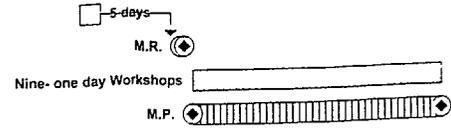
Level 1 and 2 monitoring report

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IELP-II Year 4 Activities

Name	1st Quarter			2nd Quarter			3rd Quarter			4th Quarter		
	O	N	D	J	F	M	A	M	J	J	A	S
January MTA Workshop				2 days								
February MTA Workshop					2 days							
March MTA Workshop						2 days						
June TOT												
Level 1 and 2 monitoring report												
TACT Workshops												
Level 1 monitoring report												
Local training-SATD												
November Workshop												
Level 1 and 2 monitoring report												
January Workshop												
Level 1 and 2 monitoring report												



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4. Participant Training

IELP-II participant training programs are carried out in cooperation with partners and DT2/IE, the USAID-designated participant training contractor. IELP-II participants are recruited and selected for U.S. training with assistance from partners and based on stated qualifications and program selection criteria. Descriptions for participant training programs planned for Year Four appear below as well as in the section related to each audience. By the end of Year Three, it is projected there will be a shortfall of approximately 50 TTI participants, thus we are currently planning to train 150 teachers in the U.S. in Year Four to make up for this.

Teacher Training Initiative: In Year Four, IELP-II will send approximately 150 participants (includes Year Three shortfall) on three and a half to four-week Teacher Training Initiative (TTI) programs (See Section 2., In-Service Teacher Training for, more details).

Milestone Contribution: U.S. training designed for 150 participants.

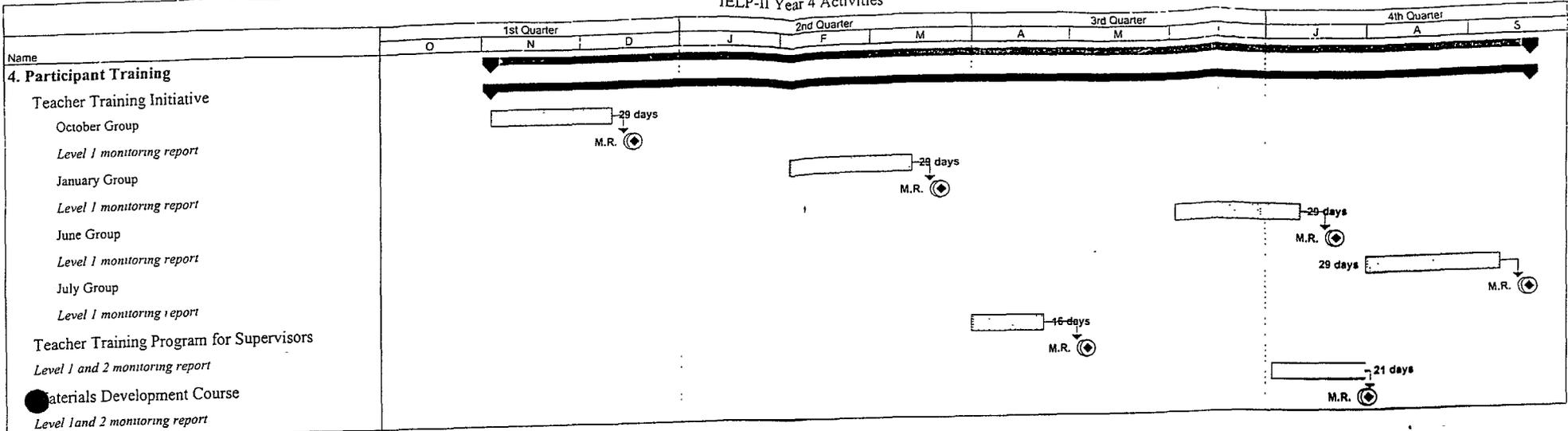
Teacher Training Program for Supervisors: In order to meet the needs of supervisors who lead teacher training efforts in their governorates, a three-week U.S.-based program for 40 supervisors will take place in April 2001 (See Section 3., In-Service Supervisor Training, for more details).

Milestone Contribution: U.S. training designed for 40 participants.

Materials Development Course: A U.S.-based program in materials development for approximately 40 participants from the pre-service, in-service, and private-sector audiences will be held in July 2001 (See Section 3., In-Service Supervisor Training, for more details).

Milestone Contribution: U.S. training designed for 40 participants.

IELP-II Year 4 Activities



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5. Testing

Year Four Performance Goals:

- To build MOE capacity to develop and field-test exam materials based on *Hello!*
- To develop a proficiency test for MOE and University English language professionals.

Related Milestones:

- New secondary exam materials distributed for comments to at least ten schools and reviewers.

Activities:

Building MOE Capacity to Develop and Field-Test Exam Materials

Development and Field-testing of Student Achievement Tests (SATD): The purpose of this activity is to develop exam materials for 5th primary, 2nd preparatory, and 2nd secondary using *Hello!*. This activity is a continuation of the Year Three accomplishments of the Student Achievement Test Development (SATD) core group. This group consisted of 13 MOE teachers, supervisors, and 1 NCEEE testing researcher. IELP-II plans to expand this core group to include another 6 participants from MOE and NCEEE (for a total of 20 SATD participants).

In Year Three, the SATD group developed and piloted test forms using *Hello!* on 2,181 students at the 4th primary, 1st preparatory, and 1st secondary stages. The results showed that these tests met international benchmarks for overall test reliability (0.96, 0.97, and 0.95, respectively), clearly demonstrating that, with careful specification and rigorous test development and administration, reliable tests can be written by Egyptian English language specialists.

Several events are slated for Year Four, including six six-day training workshops to help the SATD core group develop test forms for 5th primary, 2nd preparatory, and 2nd secondary as well as field-test them in their respective governorates. An international testing consultant and a local consultant will conduct these training workshops. IELP-II testing staff will provide support where necessary. Training is scheduled for October and December 2000, and January, February, April, and May 2001. The aim of these workshops is production of test specifications and systematic review of teaching materials, goals and objectives, and test forms. Once test forms are available, they will be circulated to the appropriate MOE testing committee for comments. They will then be field-tested at 72 schools in the 12 governorates represented by the participants.

A local consultant will be hired to manage the SATD test formatting, tape recording, test and tape reproduction, and distribution of test materials to 12 testing sites.

In Year Four, the Ministry of Education, in conjunction with the Testing Advisory Committee described below, will be approached with a detailed proposal for changes in test specifications to ensure their consistency with curricular objectives in the teaching syllabus and textbooks used throughout the country.

Monitoring: Level 1 and 2 will be administered for the October and December workshops

Milestone Contribution: New secondary exam materials distributed for comments to at least 10 schools/reviewers.

Developing a Teacher's Manual for Student Achievement Test Development: In Year Three, SATD participants developed the first draft of a manual for teachers and supervisors on how to develop listening, reading, and writing tests for use in 4th primary, 1st preparatory, and 1st secondary grades. It also contained information on how to administer a secure test in the classroom. This manual established unifying elements among performance objectives, the existing exam specification, and teaching materials (i.e., *Hello!* 1, 3, and 6).

In Year Four, this activity seeks to: (a) create general guidelines for developing listening, reading, and writing tests for *Hello!* 2, 4, and 7; (b) modify pilot tests in the Year Three manual; (c) develop specific guidelines for producing each task type for *Hello!* 1, 2, 3, 4, 6, 7; (d) create guidelines for assessing writing; and (e) use the manual for training purposes.

The 20 SATD group members will attend a five-day training workshop given by a local consultant in October 2000 and another in September 2001 by an international consultant. Where necessary, IELP-II will provide support.

Local Training on Student Achievement Test Development: This activity aims to: (a) train supervisors in 12 participating governorates on the use of the manuals described above; (b) field-test the modified version of the manual; and (c) extend the SATD participants' KSA gains in test development to selected supervisors. In the future, a wider dissemination of a final version of the manual will be planned with NCEEE and GDIST.

The SATD core group will conduct two three-day local workshops in their respective governorates for 60 teachers and senior teachers in November 2000 and January 2001 using a draft of the *Teacher's Manual for Development of Achievement Tests*.

Critical Assumptions: MOE grants two days per week release time for SATD participants and approves field-testing of test forms in participating governorate schools.

Monitoring: Consultants, under the supervision of IELP-II, will administer Levels 1 and 2 for the workshops.

Testing Reform Advisory Committee and Focus Groups: A number of bi-monthly one-day meetings and focus group discussions will be held with key partners (e.g., English Councilor, General Director of GDIST, Director of NCEEE, EFL academics) throughout the year. These meetings will keep partners informed of developments in the test reform process, particularly the activities related to test development since, as members of the official MOE committees on student testing, they are responsible for this activity.

The partners will also be asked to advise on: (a) technical issues related to setting standards or developing student achievement tests; (b) dissemination of information on standards or development of student tests; (c) adoption of standards related to language, assessment, or student test development; and/or (d) how to approach the MOE with a proposal for adopting changes in student achievement test specifications to ensure that they are consistent with objectives contained in the teaching syllabus and relevant textbooks.

Developing an English Language Proficiency Test

Saqqara Item Bank Development: The first activity undertaken by IELP-II in January 1998 was the establishment of a system to test the proficiency of training program participants using the SLEP test. Based on the RFP and IELP-II proposal, an instrument to replace the SLEP, tailored for Egyptian needs but based on internationally accepted principles of test development, was to be designed. The actual design began in July 1999 with a series of workshops on item bank development by an international testing consultant. Based on the success of these workshops, 3 MOE teachers and senior teachers, 1 GDIST trainer, 10 FOE/FOA junior and senior faculty were selected to form a core team of developers. IELP-II plans to expand this group to include another six participants from faculty and/or NCEEE and/or NCERD (for a total of 20 participants). Several hundred grammar and listening items were written and will be field-tested in Quarter 4 of Year Three.

This consultant also gave a workshop in which the core team developed a scale for measuring speaking proficiency. This scale will be calibrated by a small team of highly qualified Egyptian English language academics prior to being field-tested and validated in Year Four. In Year Four, workshops will be offered to develop reading items and a scale to measure the writing proficiency of Egyptian English professionals. In addition, field-testing and validation will be continued for speaking, reading, and writing.

Closely related to the development of these proficiency items is the English language standard setting process, which will be carried out in conjunction with the Test Reform Advisory Committee referred to below. It is expected that a document proposing adoption of English language standards for professionals will be ready for consideration by appropriate official bodies by or before September 2001.

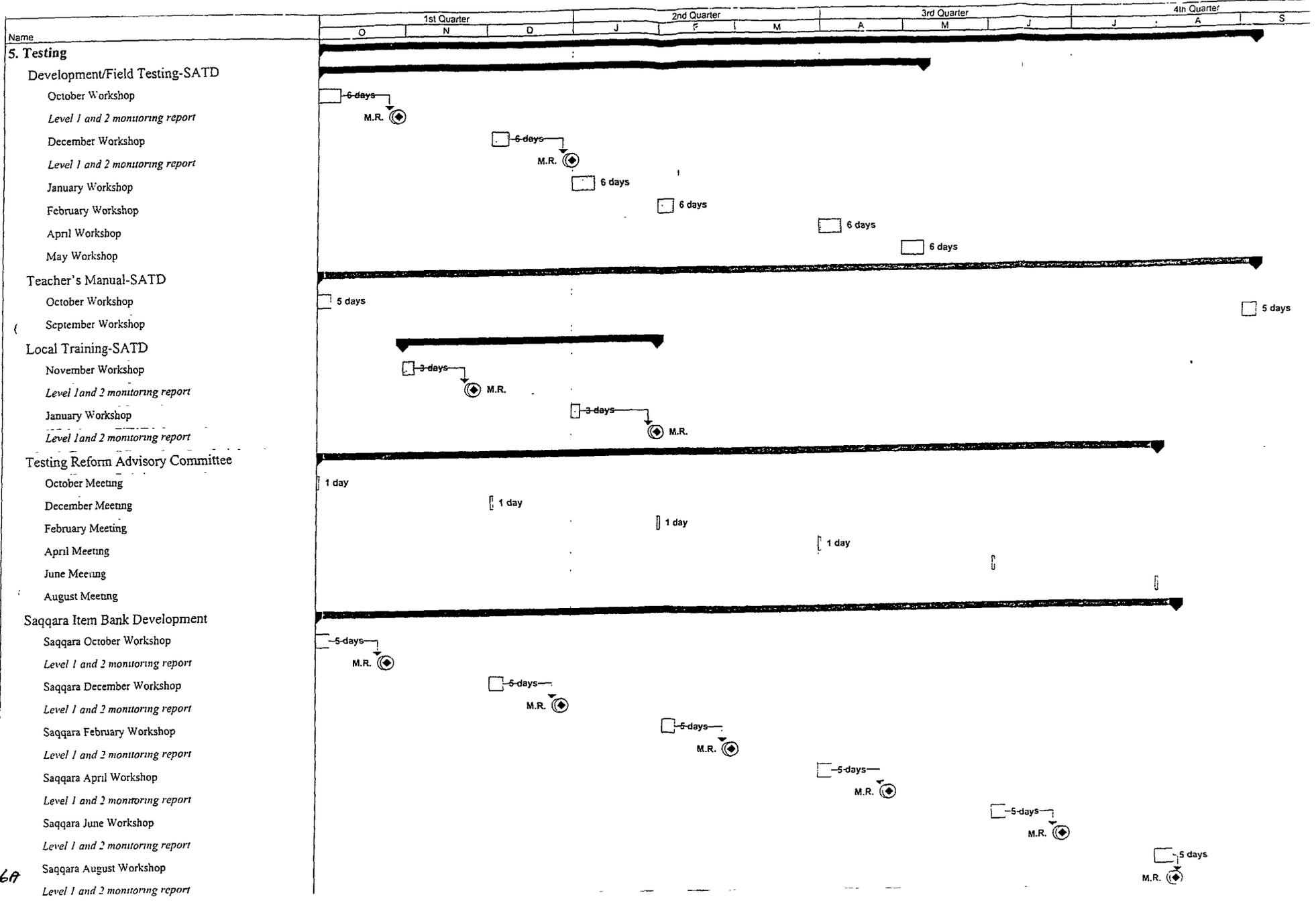
A GDIST management staff and member of the Saqqara Item Bank Development team will play a leading role in planning the above activities under the guidance of an IELP-II.

Six five-day workshops by the same international testing consultant used in Year Three will be held in October and December 2000, and February, April, June, and August 2001. The purpose of these workshops will be to develop reading items; produce a scale to measure writing proficiency; calibrate the writing scale; select and train speaking and writing evaluators to interpret the results of the field-testing sessions; and prepare documents related to the proficiency item banks suitable for test takers and those who will use the test results (i.e., teacher training agencies).

In March, the test developers will field-test reading items on 2,000 teachers, senior teachers, inspectors and junior faculty and validate grammar, listening, and reading banks, and the speaking and writing scales. A local testing specialist will carry out the validation of the banks and scales with assistance from IELP-II as needed.

Monitoring: The international consultant, in cooperation with IELP-II staff, will carry out Levels 1 and 2 for the five-day workshops in October, December, February, April, June, and August.

Egyptesol Testing and Evaluation SIG: A series of one-day meetings will be held with members of Egyptesol Testing and Evaluation SIG. Meetings are scheduled for January, March, May, July, and September 2001. They are intended to provide a venue for IELP-II Testing Unit trainees (other than IELP-II training events) and other EFL practitioners to meet on a regular basis for continuous self-education, professional development, and sharing of KSA in the areas of educational assessment, language testing, and evaluation.



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ILLI-11 Year + Activities

Name	1st Quarter			2nd Quarter			3rd Quarter			4th Quarter		
	O	N	D	J	F	M	A	M	J	J	A	S
Egypt Tesol Testing & Evaluation SIG												
SIG January Meeting				[1 day								
SIG March Meeting						[1 day						
SIG May Meeting								[1 day				
SIG July Meeting										[1 day		
SIG September Meeting												[1 day

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6. English for Specific Purposes

Year Four Performance Goals:

- To improve ESP teaching.
- To enable ESP practitioners to develop valid and reliable ESP tests.
- To enable ESP practitioners to develop new ESP courses and/or supplementary materials.
- To encourage ESP providers to provide services to the larger EOP sector.

Related Milestone:

- 30 staff trained.

Activities:

In Year Four, IELP-II will continue to work with university-based ESP staff and directors on improving the quality of ESP courses. For the past two years we have carried out a model of linked activities (pre-training, training, and follow-on) that has given ESP staff structured opportunities to learn and to practice what they have learned. We have encouraged staff to provide constructive feedback to each other and as a result, we have witnessed many examples of jointly planned and implemented presentations and activities.

It is also important to note that the ESP activities described here are not the only interactions we will have with ESP centers and staff. As in Year 3, university-based ESP programs are also considered part of the target audience of EOP providers. As such, ESP teachers and managers have participated in EOP local and U.S. training. Experienced ESP practitioners have played and will continue to play an important role in assisting IELP-II in planning and implementing some of the EOP activities; they will serve as trainers, materials developers and evaluators of our EOP programs. In addition, IELP-II will encourage the ESP network to leverage their resources and staff expertise to offer courses and direct services to private EOP providers, or to EOP clients, in their locality.

Improving ESP Teaching

Five ESP Teacher Education Seminars: The purpose of this activity is improve and sustain ESP training in regional sites by holding five one-day ESP seminars in October, November, February, March, and April. This provides a follow-on to the four-week U.S. training that took place in Year Three in which 25 ESP practitioners were trained as ESP trainers in Course Design and Materials Development. Before receiving training in the U.S., the participants agreed to train other ESP practitioners upon their return. The seminars will be held in sites with the most successful returned participants. IELP-II will approve the topics of these seminars to make sure they are relevant to the U.S. training. These seminars will be

held on a low cost basis by using local facilities so that we can provide a feasible and sustainable model for ESP in-service training.

Critical Assumption: These seminars will be held in consultation with and approval from ESP directors and department heads.

Monitoring: The activity monitor will develop criteria for evaluating the seminar presentations. These criteria will be the basis for evaluating his/her ability to pass on the U.S. training to other ESP practitioners. The evaluations, in October, November, February, March, and April will serve as a Level 3 of the U.S. training.

ESP Partner Support: In order to provide a forum for networking and information sharing among ESP practitioners, EOP training providers, and EOP clients and facilitate linkages with the private centers, quarterly one-day partner meetings in October, January, April, and June will be held for ESP professionals from universities and private EOP centers.

In these seminars, one guest speaker will address a topic of relevance to the seminar attendees. The overall aim is to raise ESP clients' awareness of the value of ESP training and ESP providers' awareness of client-based approaches.

Egyptesol ESP SIG will be introduced during the seminars. Arrangements will be made during Year Four to tie these seminars into the ESP SIG in order to sustain them.

Course Evaluation Workshop: This activity together with ESP Test Evaluation will serve as a follow-on to the Year Three Institute in Testing and Evaluation. After completing the two-week Institute in ESP Testing and Evaluation in which two U.S. consultants trained 20 ESP practitioners in Testing and Evaluation in ESP, an Egyptian consultant will give a one-week follow-on workshop in March 2001 for Year Three Institute participants. The purpose of this workshop is to improve the ability of ESP practitioners to evaluate their ESP courses, which will ultimately lead to more effective ESP teaching.

The preparation work for this activity will start in November when graduates of the Institute pilot their evaluation instruments in evaluating their courses as their post training task. During this phase the Egyptian consultant will assist the graduates, and gather and analyze evaluation results prior to the workshop.

The main event will be the one-week workshop in which the Egyptian consultant will review the piloting process with the Institute participants, the results of their course evaluation, and the challenges they faced in evaluating their courses.

Critical Assumptions: ESP directors and managers will permit evaluation of the courses currently taught by their centers/departments and Year Three Institute participants will be willing and committed to undergoing a second round of training.

Monitoring: The process of designing course evaluation instruments will be monitored as Level 3 of Year Three Institute in Testing and Evaluation. Objectives for the follow-on

workshop will be set and a Level 1 will be administered in March.

Improving ESP Tests

ESP Test Evaluation: This activity is a follow-on to the Year Three Institute in ESP Testing and Evaluation. By the close of the two-week 2000 Institute in ESP Testing and Evaluation, participants became familiar with the main principles of test writing. In assisting them to apply these test writing principles in designing valid and reliable tests for their ESP classes for the mid-year exam in January and the final-year exam in April, the ESP activity manager will hire the services of the Testing Unit Consultant during his consultation visits to the Testing Unit. The consultant will conduct a two-day workshop in December and another in February to produce valid and reliable ESP tests from the drafts the Institute graduates designed for the mid- and final-year exams.

Preparation work for each visit will start by sending course objectives and draft tests to the consultant for review.

Enabling ESP Practitioners to develop new courses/materials

Course Design and Materials Development Institute: In February two U.S. consultants will conduct a two-week Institute in Course Design and Materials Development for 30 ESP teachers in both university-affiliated and private EOP centers. This training session will be followed by four regional workshops to develop materials. These will be conducted by four returned participants from the Year Three group of returned participants.

While conducting training, the four will work closely with the U.S. consultants and Institute participants at their regional sites following the two-week training. The courses and materials produced will be sent to the selected consultants for feedback and evaluation.

Monitoring: Levels 1 and 2 will be administered for this activity in February.

Milestone Contribution: 30 staff trained.

Improving the Quality of ESP certificate Courses

ESP Certificate Evaluation: An ESP Certificate is offered at only two ESP centers—Alexandria and Zagazig. The courses were developed in these sites at different times by different people and through different processes. They are the only form of certified ESP in-service training. It is estimated that each year the two centers train at least 40 teachers to work as ESP teachers. According to the IELP-II proposal and the Alexandria and Zagazig center directors, these certificate courses need reviewing and upgrading.

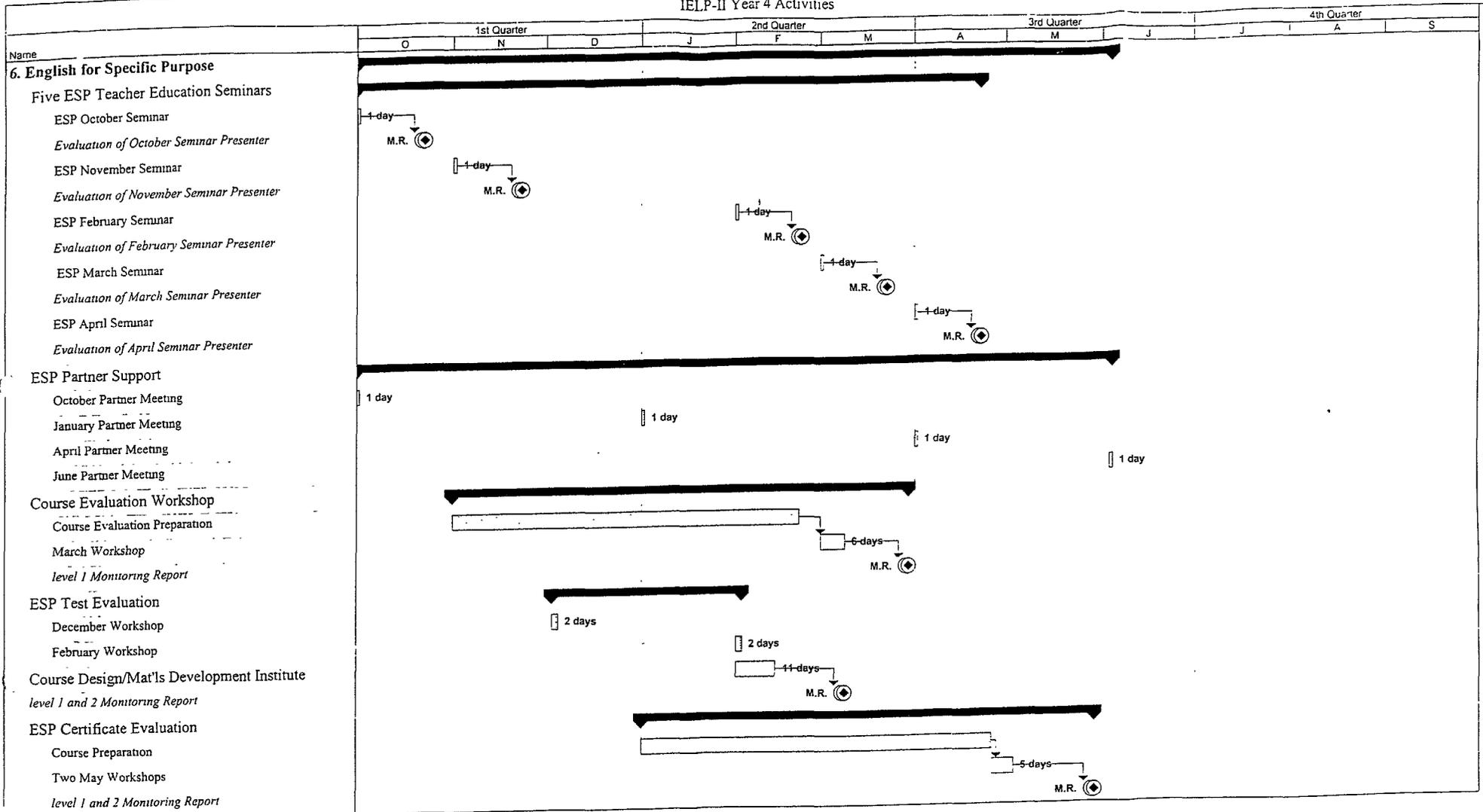
Based on the above, an international consultant will be contracted during Year Four to hold two workshops in May for ESP teachers at the Alexandria and Zagazig centers who are teaching the ESP certificate. The consultant, along with the staff, will review, adapt, and upgrade the courses. Preparatory work for this activity will start in January when the consultant visits the centers to conduct situation and needs analysis with the staff.

Critical Assumption: The two ESP center directors will agree to review and upgrade their certificate courses.

Monitoring: Level 1 and 2 will be administered for this activity in May.

Milestone Contribution: 10 ESP teachers trained.

IELP-II Year 4 Activities



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7. English for Occupational Purposes

Year Four Performance Goals:

- To identify additional EOP providers and clients in Upper Egypt
- To enable EOP providers to demonstrate improved management skills and better understanding of client needs.
- To encourage EOP teaching staff to use recognized methods for teaching adults, to adapt commercially available texts or authentic texts to a specific audience, and to be able to develop industry-specific English language teaching materials.
- To enhance client and provider interaction by teaching EOP clients the economic importance of English language training and by establishing mechanisms for finding an appropriate training provider.

Related Milestones:

- Five EOP centers identified.
- Five assistance plans and/or materials provided.

New Assistance Plans

In Year Four five new Assistance Plans will be developed and implemented for audiences from Alexandria, Cairo, the Suez Canal cities, and Upper Egypt. Each plan will include at a minimum the development of a training program, delivery of training activities in multiple sites, and the piloting and revision of the training modules. They include:

Strategic Planning: EOP/ESP providers will learn and practice strategic planning skills to help them respond more proactively to the needs of private sector clients.

Audio-Visual Aids for the EOP Classroom: EOP/ESP teachers will learn and practice tools and techniques to improve the use of A/V aids in the classroom.

Evaluating EOP Teachers: EOP/ESP managers and senior staff as well as managers of in-house training departments will learn how to select EOP teachers, to evaluate teachers' classroom performance, and to give constructive feedback for performance improvement.

Improving Placement Testing: EOP/ESP managers and staff will design, develop, and implement placement tests to determine proficiency levels of clients' staff and to tailor programs to meet clients' needs.

Materials Adaptation: EOP/ESP teachers will gain the skills necessary to adapt commercial and authentic materials to the needs and proficiency levels of clients' staff.

Milestone Contribution: 5 assistance plans provided.

New Materials Provided

In addition to assistance plans, three sets of EOP materials based on completed training activities will be revised and distributed for stand-alone use by trainers and EOP providers or in-house training departments. The materials to be adapted and provided to a wider audience include Developing Placement Tests, Evaluating EOP Teachers, and Strategic Planning for Small Business.

Milestone Contribution: 3 sets of materials provided.

Activities:

Identifying New EOP Providers and Clients in Upper Egypt

Client and Provider Identification: A local consultant will conduct research in Upper Egypt to identify EOP providers and clients. The consultant will provide contact information, number of staff, type of client served, and materials needed for each of the providers. For the clients, the consultant will provide contact information, type of industry, staff training provided, and general attitude toward training. This activity forms the basis for all EOP training activities in Upper Egypt.

Milestone Contribution: 5 EOP centers identified.

Improving EOP Provider Management

Strategic Planning Workshops: Senior Egyptian consultants will design and implement three five-day training sessions in strategic planning for small businesses. They will be held for approximately 45 EOP/ESP managers from all target geographic regions in November, January, and April. Returned participants from the EOP U.S. training in Small Business Management will serve as guest speakers during the workshop.

This training connects with other management training activities for EOP/ESP center managers and staff. It is associated with the Participant Training program from Year Three and helps to meet both Year Four performance goals of improved business management.

Monitoring: The consultant will administer Level 1 and 2 evaluations after each workshop.

Evaluating EOP Teachers Workshops: Three Egyptian consultants with both management and supervisory expertise, including one trained through the IELP-II supervisory workshops in Years Two and Three, will design and conduct the workshops. The two-day sessions will be offered for audiences from Cairo in October, a Suez Canal city in February, and in Upper

Egypt in May for approximately 50 EOP/ESP center managers and in-house training managers. The workshops will provide training in interviewing techniques, evaluating CVs, observing classroom performance, and giving feedback.

Monitoring: Consultants will administer Level 1 after each workshop.

Designing Placement Tests Workshops: Two local consultants who have been trained through IELP-II's testing network programs, will design and implement a series of three-day workshops for approximately 30 EOP/ESP managers and senior staff in March. The workshops will provide the basics of test design and training in the production of placement tests that are easy to administer and score. They will also train participants in designing tests that evaluate the English language skills that are important to the clients' business.

The series involves three days of training followed by a period of application. They will be held for audiences from Cairo and one of the Suez Canal cities and will include staff from Upper Egypt and Alexandria.

Monitoring: The consultant will administer Level 1 and Level 2 evaluations in March.

Business Presentations: A consultant will give a series of presentations on the importance of training at local business association and Chamber of Commerce meetings. The core presentation will be developed in November and reviewed by a panel of EOP partners before being delivered at targeted meetings in Cairo, Alexandria, and the Suez Canal cities.

Monitoring: A consultant report will be submitted upon completion of this activity.

Marketing Seminars: The series of four one-day seminars held Years Two and Three in Cairo and Alexandria will be repeated in Ismailia in November and Upper Egypt in February. These seminars cover an introduction to marketing, the marketing plan, effective selling, and the basics of customer service.

Monitoring: The consultant will carry out a Level 1 evaluation at the end of each seminar.

Proposal Writing Seminars: These one-day seminars are for EOP managers from the Suez Canal cities and Upper Egypt who have taken part in the series of marketing seminars. The Proposal Writing seminars will enable managers to produce business proposals directed to potential clients that clearly outline the EOP centers services, courses, teaching staff, and evaluation methods. These seminars will be held for participants from the Suez Canal cities in January and from Upper Egypt in March.

Monitoring: The consultant will carry out a Level 1 evaluation at the end of each seminar.

Improving EOP Teacher Performance

Teacher Training: The series of five one-day teacher training seminars held in Cairo and Alexandria in Years Two and Three will be repeated in Ismailia in December and Upper Egypt in March. These seminars will provide training in methodology for adult learners.

Monitoring: Consultants will administer a Level 1 after each workshop.

AV Aids Workshops: Two local consultants will design and implement five-day workshops for audiences from Cairo in November, a Suez Canal city in January, and Upper Egypt in April. The workshops will cover presentation skills, audio-visual aid development, and PowerPoint as a classroom tool. A minimum of fifteen teachers will be trained in each location, for a total of 45 teachers trained. The training will improve the EOP/ESP teacher's ability to conduct interactive classes for adult trainees. The need for this type of training was identified as a result of the teacher training programs delivered in Year Three.

Monitoring: Consultants will administer Level 1 and Level 2 after each workshop.

Materials Adaptation Workshop: A needs assessment will be carried out with newly identified EOP/ESP centers in the Suez Canal Region in October and in Upper Egypt in May to determine the types of clients served and materials needed. Appropriate commercial materials will be ordered to serve as the basis for the second part of the activity.

Egyptian consultants will conduct the four-day workshop in September for about 45 teachers from all targeted geographic areas. There will be two parts. The first part will consist of distributing materials received from the U.S. and training on their use and adaptation. The second part will involve finding authentic materials on the Internet and adapting them for use with clients.

The need for materials development training was identified as a result of the teacher and manager training completed in Year Three. This program will help EOP teachers identify and adapt materials for specific audiences.

Monitoring: Consultants will administer Level 1 in September.

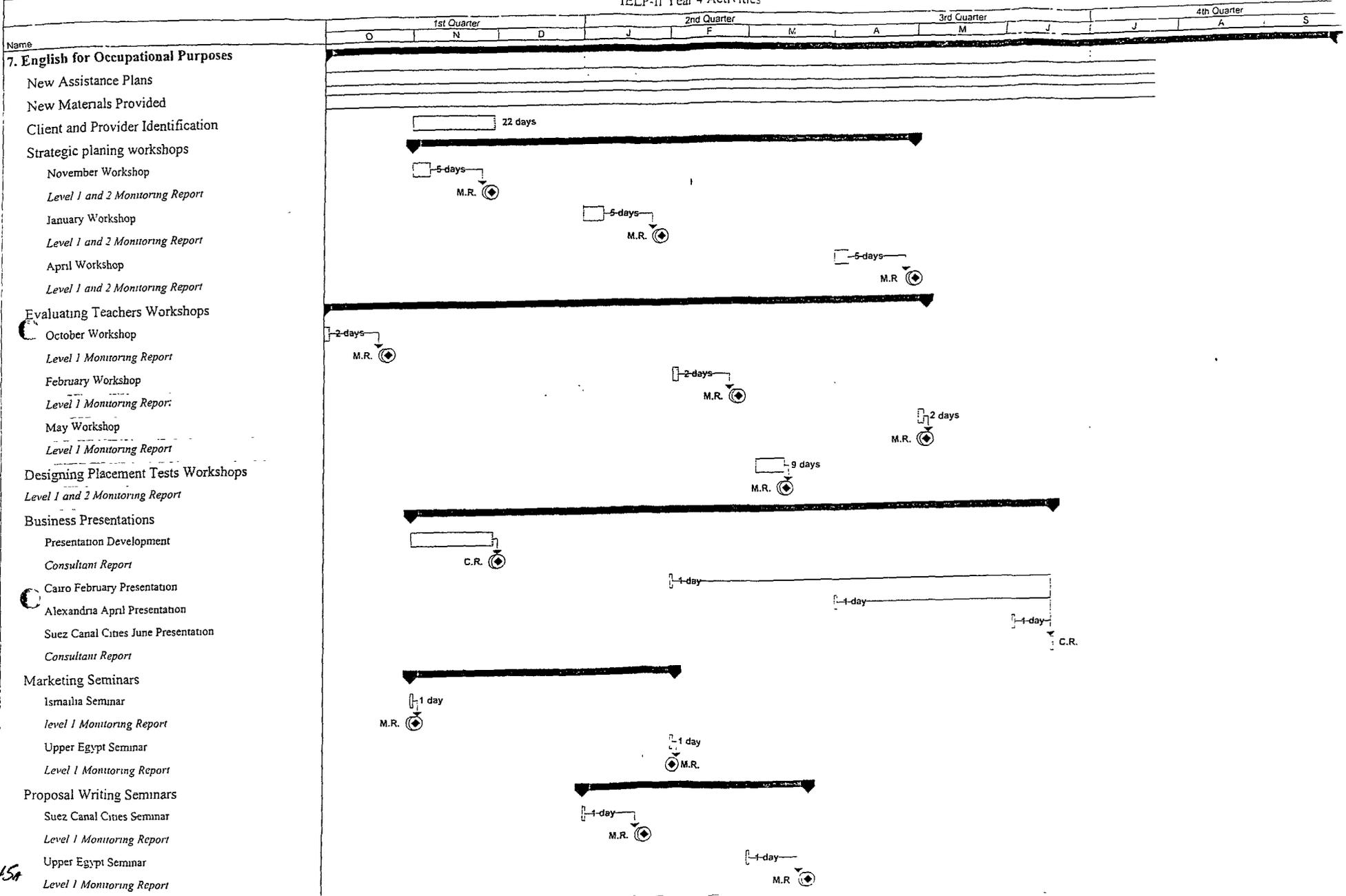
Enhancing Client /Provider Interaction

Promoting Business on the Web: Beginning in November, IELP-II will work with EgyptTesol to explore ways to link the private sector and ESP/EOP provider centers. One possibility is to establish a clearinghouse for training services as part of the EgyptTesol web page. A local consultant experienced in web page design and maintenance will help EgyptTesol determine the feasibility of establishing a section on its web-site where providers and teachers can post their services, CVs, and contact information, and where links to their

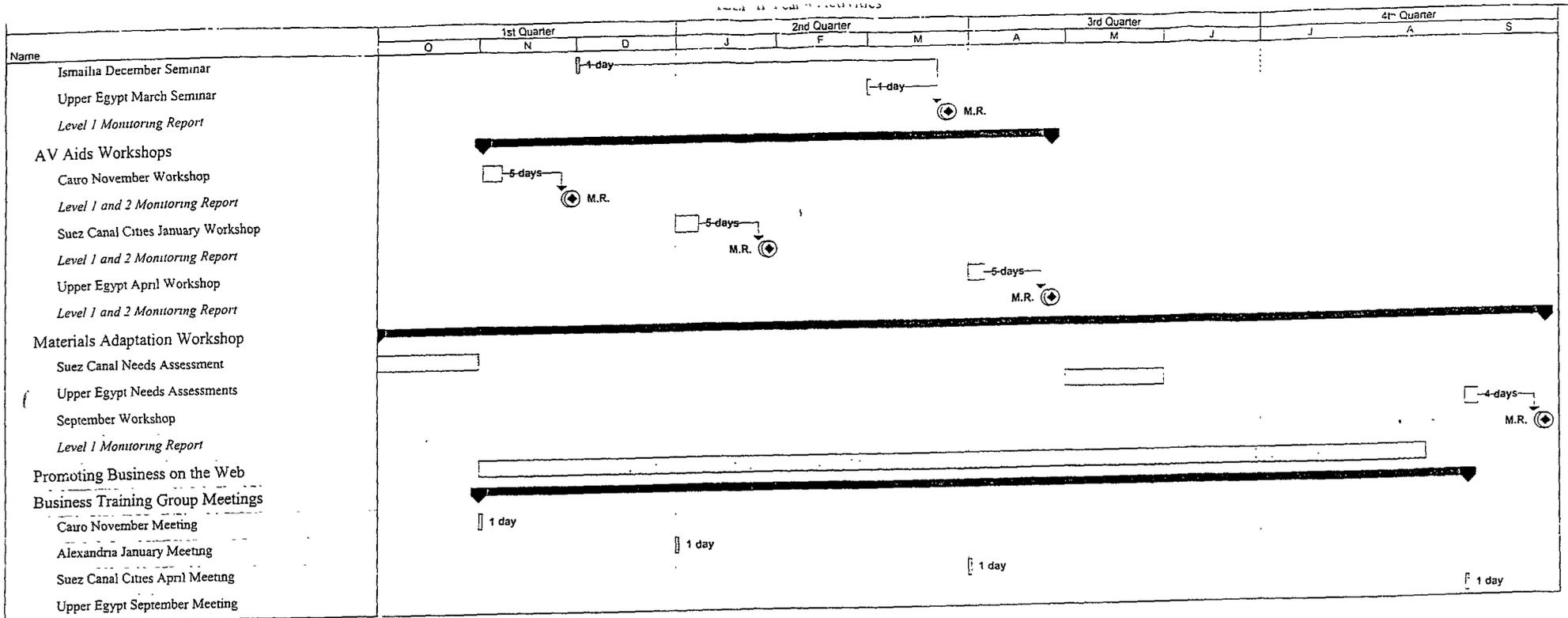
own web sites can be maintained. IELP-II will also explore with Egyptesol other ways that its web-site can provide useful information on EOP to both clients and providers.

Business Training Group Meetings: These one-day meetings provide a venue for professional development and networking for EOP/ESP managers and clients. They will take place quarterly beginning in Cairo in November. Other meetings will be held in Alexandria in January, one of the Suez Canal cities in April, and Upper Egypt in September.

IELP-II Year 4 Activities



45a



45B

8. Other Activities

A. Sustainability

Year Four Performance Goal:

- To build partners capacity to sustain quality in-service and pre-service teacher training programs.

Related Milestone:

- Sustainability plan revised and submitted by year end.

Activities:

Building Partner Capacity

Sustainability Plan: 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 Four, IELP-II will increasingly turn over program and monitoring responsibilities to 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.

The IELP-II Sustainability Plan for Year Four will be updated and submitted to USAID on September 30, 2000.

Milestone Contribution: Sustainability plan revised and submitted by year end.

Training MOE Managers Focus Group and Workshops: During the first three years, IELP-II has conducted extensive training in a variety of skills for primary, preparatory, and secondary teachers, senior teachers, and supervisors. In Year Three, IELP-II began training at the management level.

In Year Four, IELP-II will build on and expand this training to ensure continuity, sustainability, and commitment to ongoing professional development. It will offer training courses in management to GDIST, the Office of the English Councilor, IGs, and INSET Directors. Training is intended to develop positive attitudes to develop KSA leading to institutionally driven professional improvement of the public school teacher and supervisor audiences and will be held in close coordination with GDIST and the Councilor of English to ensure both their needs and support.

At the end of Quarter 4 of Year Three, an international consultant will meet with the Director

of GDIST, the Councilor of English, and selected IELP-II staff to establish the Training Advisory Group (TAG) to plan and oversee all management training activities. The first focus group meeting will establish the TAG, determine its roles and responsibilities, and agree on an outline for a training strategy for the various players in the MOE training system.

During Year Four, the TAG will meet in October and November to evaluate completed training, to plan further training activities, and to expand the audiences being trained. Subsequently, there will be three workshops in March, July, and August to provide the TAG and others designated by them with management skills, such as strategic planning and needs assessment.

Other types of training will be closely related to assessment activities, M&E, and data management transfer. The latter will also facilitate portions of the management skills training related to managing human resources.

Data Management Transfer to GDIST and INSETs: Lack of an overall MOE tracking information system has hindered efforts to identify the most appropriate candidates and to coordinate training efforts. IELP-II will work closely with GDIST staff to build a working information system to be used in tracking and reporting their training activities. For sustainability purposes, GDIST staff will be involved in all aspects of the transfer process. Beginning in April, the nominated IS Sub-Committee, which consists of GDIST and INSETs, along with a local consultant will submit a pilot proposal that includes recommendations for resources, a technical assistance plan, roles and responsibilities, hardware and software specifications, monitoring techniques, and sustainability plans. IELP-II and the local consultant will work closely with GDIST and pilot INSET staff to accomplish information system design and implementation, on-site installation, and system's operation.

Critical Assumptions: TAG approves the data management transfer activity and nominates an IS subcommittee. The MOE approves release time for pilot INSET staff; and a donor is identified to provide hardware and software to GDIST.

Monitoring: The installation, operation, and use of the information system in pilot INSETs will be monitored by a local consultant who will provide recommendations in a report in Year Five.

Managing INSET Training – Improving MIS: This training will target the same 30 training specialists and technical advisors at INSET centers being trained in monitoring and evaluation (see below). It will introduce basic information system techniques and data management skills. The five-day workshop in Cairo will take place in April and will integrate knowledge of data management with the practical implementation of computer-based databases. Trainers will be selected from CELT returned participant or basic Computer and Internet courses of Year Three. A total of 30 training specialists from INSETs will be trained.

Critical Assumptions: TAG approves the training workshop and nominates the audience and the MOE approves release time for workshop trainees.

Monitoring: IELP-II will conduct Levels 1, 2 and 3 monitoring for this activity. Level 1 and Level 2 will be based on the training workshop in April, while Level 3 will be based on trainees' KSA implementation in pilot INSETs in Year Five.

Managing INSET Training – Improving Monitoring and Evaluation (M&E): This M&E training targets training specialists and technical advisors at INSET centers. The training will focus on strategic training, monitoring training, questionnaire design, analysis of monitoring data, and reporting. It aims to transfer M&E skills to MOE partners as part of the sustainability plan. A five-day workshop in April will address the M&E approaches of training and designing evaluation systems and monitoring instruments. A total of 30 training specialists will attend.

Monitoring: The monitoring plan will include Levels 1 and 2 evaluations immediately after the training in April. Performance will be measured through visits to INSET centers to monitor the implementation of monitoring and evaluation activities in these centers.

Capacity Building and Transferring Level 2 (M&E): For the first three years, IELP-II conducted Level 2 monitoring activities for its own training events (e.g., BELI, CSM). In Year Four it will involve qualified partners in the design, analysis, reporting, and evaluation of Level 2 instruments as part of its strategy for capacity building and transfer of KSA in this area.

A local consultant and IELP-II staff will provide email, telephone, and occasional face-to-face training to a selected group of 15-20 student test developers and Saqqara Item Bank developers. The purpose of the training is to enable participants to design Level 2 instruments, how to analyze the results, and how to write Level 2 reports for IELP-II teacher training activities, namely, Communicative Skills and Methodology (CSM) and Intermediate English Language Improvement (IELI) courses. Training will take place to coincide with the aforementioned courses, currently planned for March and August 2001.

Critical Assumptions: MOE approves two days per week release time for SATD and Saqqara Item Bank developers.

Monitoring: The monitoring plan will include Level 1. Performance will be measured through trainees' actual products (i.e., Level 2 instruments and reports).

Monitoring and Evaluation Training for Supervisors: The objectives of this training are: (a) to expand the pool of evaluators of IELP-II training beyond the internal staff so as to cover the large number of activities to be monitored at Levels 1 to 3 and (b) to transfer IELP-II's M&E system to MOE partners in an effort to sustain the project.

Approximately 60 supervisors from the first two groups who attended the Teacher Training Program for Supervisors in the U.S. (TTPS) will be selected for this training. In the United States they received training in designing and delivering training courses for teachers. Thus, providing them with new techniques of monitoring and evaluating teacher-training courses would complement what they already know. This training will focus on Level 3. Trainees will be expected to apply their training in evaluating IELP-II trained teachers.

The M&E training will be designed and implemented by a local consultant and IELP-II staff and will consist of two five-day workshops in October and February, each for 30 trainees.

Milestone Contribution: (See Section 3, Supervisor Training for milestone contribution).

Monitoring: IELP-II staff will conduct Level 1 and 2 evaluations for each workshop. Level 3 will be measured during their implementation of evaluation activities carried out for IELP-II.

Training for Supervisors on Conducting Impact Assessments: In Year Four, the IELP-II staff, in coordination with U.S. expertise, will begin evaluating the program's impact on English language teaching and training in Egypt. The purpose of the in-service sector impact assessment is to better understand the contribution IELP-II has made to improving the quality of ELT teacher training in Egypt in order to support current and future program level decisions. It is also aimed at transferring M&E skills to our MOE partners. Two objectives of the impact assessment are increased effectiveness in our teacher training activities and capacity building within the MOE. The overall strategy will build upon current M&E activities and information; maintain a focus on informing IELP-II program decisions; work with and through the current MOE structure; and develop meaningful instruments and tools that can easily be used in the Egyptian setting. This is not an isolated activity but one closely tied to Year Four supervisor and management training activities.

In Quarter 3 of Year Three, a team of M&E and teacher training professionals collected background information, met with IELP-II trainees to learn first-hand about their training and ability to apply on-the-job training, and conducted a three-day joint planning session with IELP-II and MOE personnel to develop an approach and plan for the impact assessments. At the conclusion of their work, the consultants submitted a report which included a summary of their findings, recommendations for assessing program impact, and a proposed training strategy. During Quarter 4 of Year Three, IELP-II staff members met to further refine the program impact assessment plan. The approach that the project is taking is integrated, involving IELP-II staff members, and MOE partners.

In October 2000, IELP-II will form an advisory group to oversee and coordinate this activity, select a group of 20 MOE supervisors from our current supervisor pool, and identify their training needs. In January 2001, an international consultant in coordination with IELP-II staff will train the supervisor group in the areas of monitoring and program evaluation. Under the direction of the consultant the supervisors will develop, pilot test, and finalize evaluation instruments. Once the training has been completed, the supervisors will collect data from the

field. In May, a consultant will analyze the data and produce a detailed report. IELP-II staff will disseminate and discuss the findings with our partners.

Critical Assumptions: MOE approves release time for supervisors to take part in the training and implementation of this activity.

Monitoring: Level 1 and Level 2 evaluations will take place after the training in January. Level 3 evaluation will include the assessment of instrument design and field data collection in April.

Training for FOE staff on Conducting Impact Assessments: Over the past three years IELP-II has conducted multiple interventions with the same pre-service audiences. However, the application of KSA in university teaching has not been monitored. In Year Four, IELP-II proposes to conduct a Level 3 pre-service sector evaluation in FOEs where the largest number of staff attended IELP-II training. This will entail forming an evaluation team of U.S. consultants and select FOE deans and staff to meet and design the evaluation tools in November. In February they will train 20 FOE staff on how to conduct the evaluation. The trainees will carry out the evaluation in April and the evaluation team will review the results and prepare the report in May. In September, the results will be presented at the fourth pre-service partner meeting (See Section 1, Pre-Service, for details on this activity) and partners will be encouraged to present their findings at the October 2001 Egyptesol.

This activity is expected to provide a systematic evaluation of the application of KSA acquired in IELP-II training in university teaching. This will facilitate the sharing of best practices by helping to identify best practitioners. It will also present training that resulted in successful KSA application as a model for the transfer of design and management of training activities to partners.

Monitoring: Levels 1 and 2 will be conducted for the training workshop in February. The activity itself serves as a Level 3 to determine the workplace application of pre-service training.

School Principal (SP) IVC: The SP IVC targets preparatory and secondary MOE school principals. Efforts will be made to enroll as many principals whose teachers have been trained in TTI, COTE, and CSM as possible. In addition, the IVC will enroll other principals interested in learning about communicative language teaching methodology. By increasing their understanding of the value of communicative practices and the importance of student interaction, pair and group work, principals will be encouraged to support teachers who, as a result of their pre-service or in-service training, wish to apply such practices in the classroom. By providing this orientation through IVC, school principals will also learn about and be supportive of training through IVC. This one-day IVC will be held for approximately 1,000 school principals in Arabic using an interactive multi-media approach. The IVC in March will be developed and managed in close collaboration with TDC staff and MOE staff already trained as facilitators. It will also provide a venue to inform principals about IELP-II/MOE training for teachers. A two-day training for facilitators will precede the IVC for facilitators.

B. U.S. Conference Attendance:

Year Four Performance Goal:

- To strengthen professional skills of English language practitioners

Related Milestone:

- At least ten participants attended professional conferences for a total of 40 to date.

Activities:

Strengthening Professional Skills of English Language Practitioners

U.S. Conference Attendance: In Year Three, IELP-II sent 11 educators to conferences in the U.S, IELP-II will continue to ensure that educators have access to information about conferences and possess the skills to write acceptable proposals. The process for doing so includes announcing and distributing a list of 2001 conferences at all IELP-II training activities, proposal-writing workshops at regional centers from October to March, and the use of the Egyptesol newsletter to disseminate information. It is anticipated that at least 25 educators will apply for conference attendance grants, in which case a competitive selection process will determine the ten who will attend. We expect that most of those selected will attend the International TESOL Convention in March.

Critical Assumptions: An adequate number of educators submit proposals that are accepted.

Monitoring: IELP-II will record the number of attendees who present papers at international conferences.

Milestone Contribution: 10 Egyptian educators to attend U.S. conferences.

C. Alumni Seminars:

Year Four Performance Goal:

- To strengthen U.S. returnee English language professionals' skills.

Related Milestones:

- Two regional workshops organized.
- One national workshop organized.

Activities:

Strengthening U.S. Returnees' Professional Skills

Regional Returned Participant Workshops: In Year Four, the two regional workshops will focus on specific groups of returnees trained in two technical areas:

Pre-Egyptesol Institute on Assessment: The first workshop, which will take place in November, will be a one-day Pre-Egyptesol Institute on Assessment. This is a good link with Egyptesol, which is a natural venue for such networks to continue after IELP-II ends. This institute will include all returnees from the testing participant training and will provide an opportunity for the attendees to share information on Test Reform activities; agree on future professional development; and promote a network of testing professionals.

CELT Returnee Workshop: In January, the second workshop will focus on CELT returnees. Approximately 90 people have traveled to the United States on Computers in English Language Teaching (CELT) participant training programs in Years Two and Three. The purpose of the regional returned participant workshop will be to gather returnees together, collectively assess how people are implementing training in their work sites, and share best practices. Prior to the workshop those who are performing interesting work in their follow-up will be identified and asked to give short presentations at the workshop. Presentations will be followed by extensive discussion between MOE and FOE participants about how to promote best practices in using computers and the Internet in their sector.

Monitoring: IELP-II staff will conduct a Level 1 on the RRPW on Assessment. IELP-II staff will design a questionnaire to find out to the degree to which returnees were able to implement their projects.

Milestone Contribution: 2 regional workshops organized.

The Cairo Conference for Returned Participants: The Year Four conference will be held over two days in April as requested by participants at last year's conference. IELP-II staff will meet with returnees on the first day to follow-up on their U.S. training. Presentations will be held for the rest of the conference.

The themes of the conference in Year Four—based on requests made by participants at last year's conference—will be Using Technology in Teaching English and Reflective Teaching. It is important to note that one of the Regional Returned Participant Workshops (see above) will provide CELT returnees with opportunities to learn from and share with each other, but by including a focus on Using Technology in Teaching English in the Cairo Conference will allow the CELT returnees and others to share their experiences and techniques with a broader audience of English professionals who may need examples of using technology to encourage them. This topic has been repeatedly requested, and should receive greater attention at the Conference. The same format used last year will be used again this year: MOE/FOE consultants who are returnees assume the design and the coordination of the conference. All presenters will be given a two-day presentation skills training workshop.

Monitoring: IELP-II staff will conduct a Level 1 evaluation in April to identify areas for improvement and to determine what people need for the following year's conference.

Milestone Contribution: 1 national workshop organized.

Action Plan Workshops: IELP-II uses an action-planning model for its -U.S. training activities and 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. IELP-II staff has found it impractical to conduct large post-training action planning workshops as proposed originally. Instead, it has been found that for some audiences, such as the testing network, frequent contact with the returnees provides many opportunities for ensuring the application of new skills and practices. For other audiences, it is preferable to conduct post-training action plan workshops limited to a small group of 30 returnees who attended the same program. In Year Four, in addition to using the regional returnee workshops for assessment and CELT action plan work, IELP-II will hold several one-day action plan workshops in January, March and September for returnees.

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 toward achieving their action plan goals. In addition, DT2/IE follow-on staff will be invited to monitor how returnees are using the professional development funds it provides. DT2/IE M&E staff will also be invited to incorporate the results of these workshops into the pre-departure orientations and U.S. training programs. Results from the programs will be reported to the appropriate partners and IELP-II staff.

D. Continuing Education Materials:

Year Four Performance Goal:

- To improve remote area English teachers' language and methodology skills.

Related Milestone:

- 1,500 packets prepared.

Activities:

Improving Remote Area English Language Teachers' Skills

Continuing Education Materials: The main goal of this activity is to provide teachers in remote areas with resources for professional development. A total of 1,500 teachers and supervisors in the preparatory and primary stages will receive the packets. (See Section 2., In-Service Teacher Training, for more details).

Critical Assumptions: The Ministry of Education will approve the packet.

Monitoring: Signed lists of teachers and supervisors receiving the packets will be used to monitor book distribution in July. Consultants will issue reports providing feedback on the results of the training.

Milestone Contribution: 1,500 self-instructional packets distributed.

E. Interactive Radio Instruction

Year Four Performance Goals:

- To complete all broadcast-ready IRI instructional materials for field-testing.
- To complete all IRI mainstream supplemental materials for teacher training.

Related Milestones:

- 10 out of 15 units of broadcast-ready instructional materials ready for field-testing.
- Teacher manual materials for remaining 10 units completed.
- Student activity materials for remaining 10 units completed.
- Mainstream materials completed.

Activities:

Completing IRI Instructional Materials for Field-testing

IRI Advisory Committee: An IRI advisory committee has been created to plan for the project and consult and advise on key issues in the development and testing of IRI materials as well as mainstream related materials. The committee meets quarterly in Cairo to establish quality standards for instructional materials, document activity progress, and grant final approval of pilot and field-tested materials. Members of the committee are the Chief of Party of IELP-II, the First Undersecretary of MOE, the Director of CCIMD, and the Undersecretary for Basic Education, the Director of One-Classroom Schools, the Counselor of English, the Former Counselor of English, and a university professor of methodology.

IRI Pilot Test Recording: By the end of Year Three, scripts were written and pilot recordings made for five IRI units. Twenty IRI songs have also been arranged and recorded.

During Year Four scripts for the approximately 50 lessons in the remaining ten IRI units will be written and recorded for pilot testing and approval by CCIMD. More IRI songs may also be necessary.

Pilot lessons will be recorded at IELP-II on our sound-editing workstation. Two or three consultants will be used as actors during each session and a technical consultant will record and edit the lessons and produce them for pilot-testing and CCIMD review. Consultants will produce additional music at a commercial studio.

IRI Field-test Recording: Five IRI units have been submitted to CCIMD for approval of format and content. As these units are reviewed, pilot tested and approved, scripts will be updated according to the recommendations of the reviewers/testers. After their scripts have been revised, broadcast-quality lessons will be recorded at an MOE sound-studio and mixed and reproduced for field-testing at IELP-II. The same process will be followed for IRI units 6-15 as they are reviewed and approved.

A cast of consultants will be identified to read the IRI scripts. MOE technicians will be responsible for recording and one or more IELP-II technicians will edit, mix, and produce master copies of the lessons for field-testing.

Critical Assumptions: The MOE sound-studio at Mansheet El-Bakri will be available. Format and content of pilot lessons is approved on time and without major changes mandated.

Milestone Contribution: 10 remaining IRI units ready for field-testing.

Script Writing Workshop: A two-week script writing workshop will be held in October 2000, for two weeks to enhance the skills of the writing team at CCIMD. An international consultant assisted by two local consultants will conduct training on how to produce top quality instructional materials for teaching English via IRI. The workshop will be designed to help the trainees establish objectives, master the various steps in creating the texts, and understand standards of evaluating and editing. It will be taught in a hands-on interactive fashion combining presentation and theory, extensive discussion, hands-on production of learning materials, and development of materials. Approximately 15 staff members of CCIMD and the Ministry of Education will participate in the workshop.

Critical Assumptions: CCIMD will recruit trainees and provide the facilities for the workshop. It will be possible to find a suitable international consultant available to lead the workshop.

Monitoring: The consultant will administer level 1 and 2.

Script Writing: The purpose of this activity is to develop material for units 6-15 of IRI, including Integrated Lesson Scripts, Teachers' Manual, and Student Workbooks for grades 4, 5, and 6. To launch this activity, a five-day meeting will be held among IELP staff, seven

selected scriptwriters, and three EFL curriculum specialists to identify integrated lesson objectives for grades 4, 5, and 6, and to discuss and assign specific levels of responsibility. The meeting will take place at the CCIMD.

Next, the development of the lesson scripts, Teachers' Manual, and Students' Workbook will be done in blocks of two units each. Each block will involve the work of five script-writers for ten days. Following the development of the material, IRI staff will review the work with three CCIMD representatives at the rate of five days for each two units.

Critical Assumptions: CCIMD will make available their facilities for the initial five-day meeting.

Monitoring: An editorial team made up of IRI staff and CCIMD representatives will review all the completed materials. A report on material development will also be approved by the IRI Advisory Committee.

Milestone Contribution:

- *10 out of 15 units of broadcast-ready instructional materials ready for field-testing.*
- *Teacher manual materials for remaining 10 units completed.*
- *Student activity materials for remaining 10 units completed.*

IRI Pilot Testing: This activity intends to pilot test units 6-15 of IRI developed materials with the purpose of evaluating the audio and written materials, and incorporating any necessary changes or modifications. Two units will be pilot tested at a time for approximately 10 days (1 day per lesson). It will thus take 50 days to pilot test the materials. Pilot testing will take place in Quarters 1, 2, and 3. IELP-II staff and consultants from CCIMD and One-Classroom School (OCS) staff will conduct the test in selected OCS's in nearby areas in Giza and Qalyubiyah. The IELP-II staff, the Director of OCS's, a pilot test teacher, and teachers of the pilot-tested schools will hold a debriefing meeting in Cairo after the pilot testing of each two units. They will evaluate the tested units and suggest any necessary changes and modifications. IELP-II and CCIMD staff will revise the pilot-tested materials and make them ready for field-testing.

Critical Assumptions: The One-Classroom School (OCS) division will give permission for pilot testing.

Milestone Contribution:

- *10 out of 15 units of broadcast-ready instructional materials ready for field-testing.*
- *Teacher manual materials for remaining 10 units completed.*
- *Student activity materials for remaining 10 units completed.*

IRI Field-testing: This activity seeks to field-test units 1-5 of the IRI audio and written materials completed as a Year Three milestone. It will be conducted in October 2000 through June 2001 in selected OCSs in the governorates of Beni Sweif, Minia, and Fayoum.

Prior to field-testing, IELP-II staff and CCIMD consultants will hold a five-day training session in Cairo in October for nine teachers and supervisors from the OCSs where the materials are to be field-tested. The training will introduce the trainees to IRI and instruct them in the use of IRI materials. They will also be given linguistic training for handling IRI materials. IELP-II staff, CCIMD consultants, and OCS staff will then visit selected OCSs in the target governorates for IRI lesson observations to evaluate the actual implementation of units 1-5. Based on the feedback obtained, IELP-II staff and CCIMD consultants will revise units 1-5 and submit the revisions for final recording and layout.

Critical Assumptions: The Ministry of Education and the One-Classroom School division will provide permission for field-testing.

Completing IRI Materials for Mainstream Schools

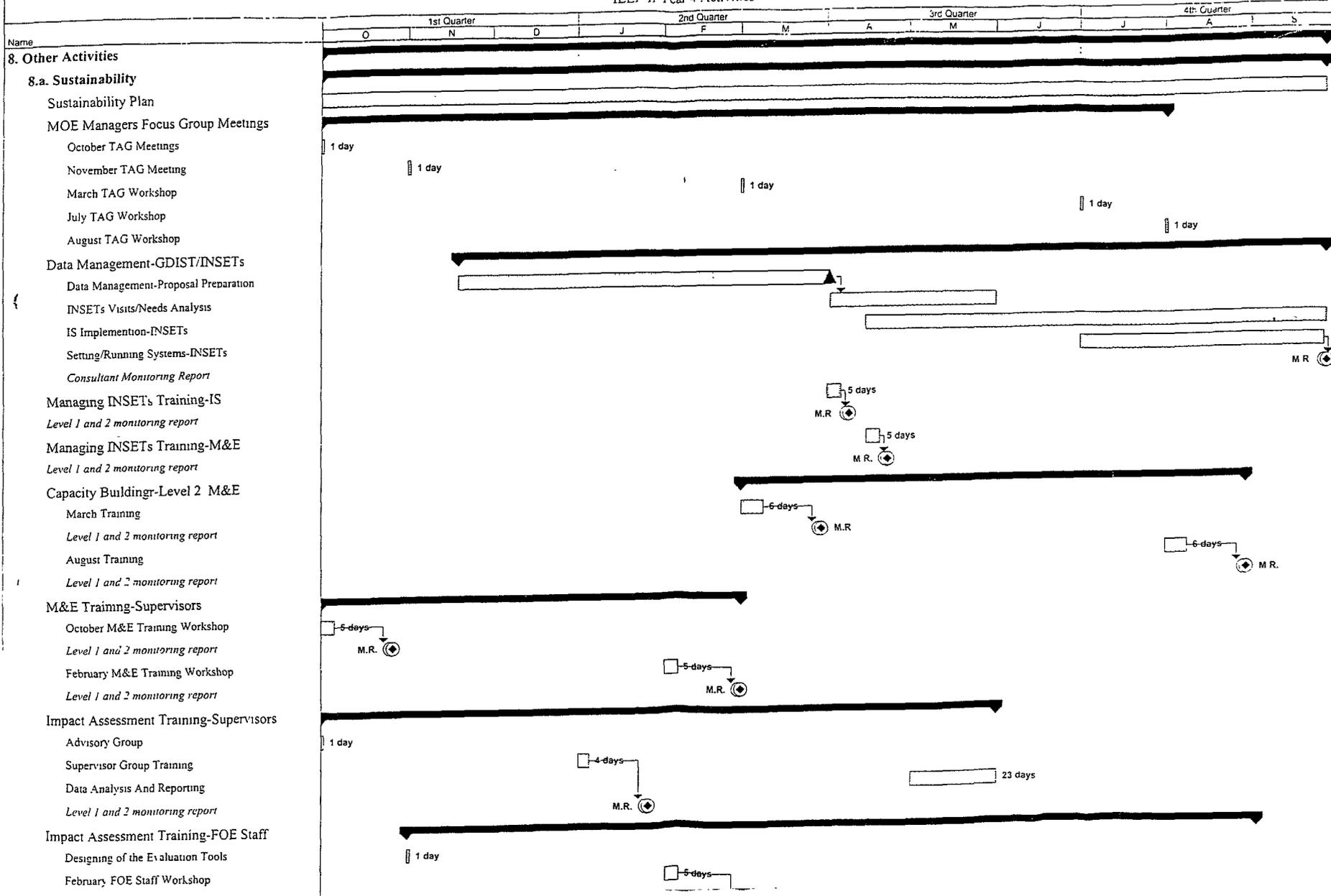
Song Book for Mainstream Schools: The purpose of this activity is to produce a Book of Songs for use as supplementary material by mainstream primary English students in grades 4, 5, and 6. The book will be made up of approximately 20 songs, which have been developed for IRI. To accomplish this activity an EFL consultant will first review the grade 4, 5, and 6 MOE English curriculum and draw up a chart as to which IRI songs match which parts of the curriculum. The consultant will also work with a Music Education consultant to write an introduction to the book explaining how songs can be integrated into the curriculum. A page-layout specialist will then design the book. A master copy of the book and a 90-minute audio-tape of the __ songs will be provided to the Ministry of Education to distribute to mainstream primary English school teachers.

Monitoring: The songbook will be pilot tested in a mainstream school in Cairo for five days. IRI staff and CCIMD consultants will observe the use of the songbook to evaluate its effectiveness before final editing.

Milestone Contribution: Mainstream materials completed.

BUDGET SUMMARY

IELP-II Year 4 Activities



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