

Integrated English Language Program II

ANNUAL WORK PLAN
(Final)

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AMIDEAST
المعهد العالي للتعليم

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ACRONYMS

AED	Academy for Educational Development
AMIDEAST	America-Mideast Educational and Training Services
AUC	American University in Cairo
BELI	Basic English Language Improvement
BPV	Best Practices Video
CALL	Computer Assisted Language Learning
CCIMD	Center for Curriculum and Instructional Materials Development
CDELT	Center for Developing English Language Teaching
CELT	Computers in English Language Teaching
CEM	Continuing Education Materials
CNS	Course for Novice Supervisors
CRM	Communicative Reflective Methodology
CSE	Centers of Sustainable Excellence
CSM	Communicative Skills and Methodology
COTE	Course for Overseas Teachers of English
EFL	English as a Foreign Language
ELI	English Language Improvement
ELT	English Language Teaching
EOP	English for Occupational Purposes
ESL	English as a Second Language
ESP	English for Specific Purposes
FOA	Faculty of Arts
FOE	Faculty of Education
GDIST	General Directorate for In-Service Training
IDPLT	Institute for the Design and Planning of Local Training
IELP II	Integrated English Language Program II
IB	Item Bank
IGs	Inspectors General
INSET	In-Service Training (INSET) Centers
IRI	Interactive Radio Instruction
IVC	Interactive Videoconference
KSA	Knowledge, Skills, and Attitudes
M&E	Monitoring and Evaluation
MDW	Materials Development Workshop
METS	Monitoring and Evaluation Training for Supervisors
MOE	Ministry of Education
MOHE	Ministry of Higher Education
MOU	Memorandum of Understanding

NCEEE	National Center for Examination and Educational Evaluation
NCERD	National Center for Educational Research and Development
OCSs	One Classroom Schools
PMR	Primary Methodology Resources
PTE	Proficiency Test of English
R&E	Research and Evaluation
RRPW	Regional Returned Participant Workshop
SATD	Student Achievement Test Development
SBT	School-Based Training
SLEP Test	Secondary Level English Proficiency Test
SPEER	Spotlight on Primary English Education Resources
SR	Supervisor Resources
STEPS	Standards for Teachers of English at Pre-Service
TACT	Training in Assessment for Classroom Teachers
TDC	Technology Development Center
TDMS	Transfer of Data Management and Monitoring Systems
TESOL	Teachers of English to Speakers of Other Languages
TNA	Training Needs Assessment
TOF	Training of Facilitators
TOT	Training of Trainers
TP	Teaching Practice
TTI	Teacher Training Initiative
USAID	United States Agency for International Development

IELP II YEAR SIX ANNUAL WORK PLAN

INTRODUCTION

The Year Six annual work plan sets forth a program of integrated activities that build on achievements to date and focus on sustainable, quality teacher education. Year Six is the final year of the IELP II project. As such, it is a decisive year for IELP II and its partners. Planning was undertaken within the context of 1) meeting program and sustainability goals and 2) completing project closeout. All Year Six milestones must be met by the end of Quarter 3 (June 30, 2003) and all monitoring and sustainability activities completed by July 31, 2003. IELP II is convinced that the activities planned are achievable, but these deadlines will not allow the flexibility of previous years in making alterations to the plan. The annual work plan is expected to serve as a reference for staff, partners, and USAID throughout Year Six. A separate closeout plan and schedule will guide closeout activities during the final months of IELP II.

Highlights of Plans for Year Six

As in Year Five, the emphasis for Year Six is on sustainability. To this end, programs in all sectors are designed to further enhance partners' capacity to plan, design, and manage quality training programs. Year Six activities are driven by two key sustainability goals:

- To bring effective closure to IELP II's role in performance development in the field of English language teaching in particular, and education and training in general, while shifting this role to project partners.
- To equip partners with the necessary tools for sustainable post-IELP II quality performance.

Building on the work accomplished in Year Five, IELP II will finalize performance standards for pre-service and in-service teachers through the STEPS and Pharos projects. Working groups composed of Egyptian specialists will develop indicators for each set of standards, and then workshops will be organized to familiarize supervisors and faculty with the performance standards and pave the way for their application.

A pilot course for novice supervisors as well as training to prepare skilled cadres for independent performance beyond IELP II will be provided.

During Year Six, IELP II will consolidate and disseminate its supervisor resource book, training management handbook, and monitoring and evaluation handbook, and will provide training in the use of these materials. IELP II will also provide orientation and training in the use of several other legacy resources, such as the best practices video

series, the student achievement test development manual, and Spotlight on Primary English Education Resources (SPEER). A catalogue of all IELP II-produced resources will be prepared for distribution to decision makers and educational managers (together with samples of the various resources) during a series of transition conferences.

The transfer of IELP II data management and monitoring systems and system-specific training will enable the Ministry of Education (MOE), the General Directorate for In-Service Training (GDIST), and In-Service Training (INSET) centers to manage and monitor MOE in-service training data and training. Additionally, it is through this activity that IELP II will monitor the implementation of the course packages that were transferred to GDIST and INSET centers in Year Five.

IELP II will assist MOE and GDIST staff in preparing presentations for key MOE officials on the long-term strategic framework for in-service training that was developed in Year Five as part of the management training program. IELP II will also advocate for a ministerial decree to support the use of IELP II-trained cadres of testing professionals in national test reform and examination development activities.

In the ESP and EOP sectors, IELP II will continue to strengthen providers' ability to design courses and develop materials based on client needs. In addition, IELP II will compile an ESP/EOP resource book for distribution at an ESP/EOP closing conference; this conference will also be used to encourage continued ESP/EOP partnering and linkages.

Throughout Year Six, IELP II will work collaboratively with its partners to evaluate the results of capacity-building efforts and the transfer of IELP II-developed systems, processes, and products. A completion report based on these evaluations and on project records will document achievements, effective approaches, and lessons learned. The completion report is intended to be a resource for English language programming beyond IELP II.

IELP II Year Six Planning Process

This plan is the outcome of a process that began in June with an annual planning kick-off meeting with staff to develop a general approach to the Year Six planning process. This approach included the following steps:

1. Strategy discussions for key program areas.
2. Two-day planning retreat to discuss proposed strategies and possible activities.
3. Development of activity work plans and budgets.
4. Review of overall strategy and activity narratives in-house and in key partner meetings.
5. Final preparation of the work plan document.

Organization of the Year Six Annual Work Plan

The Annual Work Plan is organized into four sections:

- **Section A. Performance Milestone Table**—The contract-required activities to be carried out in Year Six, including indicators of achievement, means for verifying achievement, and any critical assumptions 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. Year 6 Quarterly Activities Table**—A table of all planned Year Six activities as they occur in each quarter.
- **Section D. Narratives**—Descriptions of all planned Year Six activities divided into the eight project components defined in the Milestone Table:
 - Pre-service
 - In-service Teacher Training
 - In-service Supervisor Training
 - Participant Training
 - Testing
 - English for Specific Purposes
 - English for Occupational Purposes
 - Other Activities

Each component includes the following information:

- Milestones to be accomplished
 - Performance goals—program and audience goals
 - Milestone contribution—how activity contributes towards achieving required milestones
 - Narratives of the planned activities
 - Critical assumptions, if any
 - Monitoring plans for each activity
- **Section E. Budget**—A summary of anticipated project expenses for Year Six.

SECTION A:

**PERFORMANCE
MILESTONE
TABLE**

PERFORMANCE MILESTONE TABLE

Major Activity/ Output	Year Six Milestones	Indicators	Means of Verification
1. Pre-Service	<ul style="list-style-type: none"> 50 staff trained. 	<ul style="list-style-type: none"> 75% of the learning objectives achieved. 	Attendance records Level 1 & 2 reports ¹ and/or consultant reports
	<ul style="list-style-type: none"> Centers of Sustainable Excellence plans/agreements developed with selected FOEs.² 	<ul style="list-style-type: none"> Work plans developed. 	Signed agreements
2. In-Service Teacher Training	<ul style="list-style-type: none"> 1,500 teachers trained. 	<ul style="list-style-type: none"> 75% of the learning objectives achieved. 	Attendance records Level 1 & 2 reports and/or consultant reports
	<ul style="list-style-type: none"> 2 interactive videoconference workshops conducted. 	<ul style="list-style-type: none"> MOE staff trained using interactive videoconference facilities. 	Attendance records Training curriculum
3. In-Service Supervisor Training	<ul style="list-style-type: none"> 100 teacher supervisors trained. 	<ul style="list-style-type: none"> 75% of the learning objectives achieved. 	Attendance records Level 1 & 2 reports and/or consultant reports
	<ul style="list-style-type: none"> 150 ESL supervisors trained. 	<ul style="list-style-type: none"> 75% of the learning objectives achieved. 	Attendance records Level 1 & 2 reports and/or consultant reports
4. Participant Training	<ul style="list-style-type: none"> U.S. training designed for 200 participants.³ 	<ul style="list-style-type: none"> 200 participants trained in programs contributing to objectives. 	List of participants Training plans
5. Testing	<ul style="list-style-type: none"> New Adidaya certificate introduced through 	<ul style="list-style-type: none"> Test forms developed and piloted in at least 3 mudiriats. 	<ul style="list-style-type: none"> MOE approval of field trials; answer sheets from field trials; written report

¹ IELP II uses the Kirkpatrick monitoring system which comprises four levels of evaluation—Level 1 (trainee satisfaction), Level 2 (assessment of learning), Level 3 (application of training), and Level 4 (impact in the workplace).

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 One may also be developed.

³ “U.S. training designed” means that training programs for 200 participants have been developed, RFPs and contracts have been issued by the Development Training II (DT2) project, and qualified participants have been selected and approved for travel on specific departure dates set for the program.

Major Activity/ Output	Year Six Milestones	Indicators	Means of Verification
	participating mudiriati. ⁴	<ul style="list-style-type: none"> Trained cadre of test developers. Trained cadre used in Adadiya committee in at least 3 mudiriati. 	<ul style="list-style-type: none"> Training package in testing for supervisors MOE approval; Counselor circular to IGs; committee list names
6. ESP	<ul style="list-style-type: none"> 30 staff trained. 	<ul style="list-style-type: none"> 75% of the learning objectives achieved. 	Attendance records Level 1 & 2 reports and/or consultant reports
7. EOP	<ul style="list-style-type: none"> 5 EOP centers/institutions identified.⁵ 	<ul style="list-style-type: none"> Five centers identified. 	List of selected providers and training participants
	<ul style="list-style-type: none"> 5 assistance plans and/or materials provided.⁶ 	<ul style="list-style-type: none"> 5 assistance plans and/or sets of materials provided. 	Copies of materials Receipts for materials received
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"> Revised 	Report submitted to USAID
b. U.S. Conference Attendance	<ul style="list-style-type: none"> 10 participants attend professional conferences. 	<ul style="list-style-type: none"> Participants present papers at conferences. 	U.S. conference proceedings
c. Alumni Seminars	<ul style="list-style-type: none"> Organize 2 regional workshops. 	<ul style="list-style-type: none"> Workshop topics reflect returned participants' needs. 	Attendance records Workshop reports
	<ul style="list-style-type: none"> Organize 1 national workshop. 	<ul style="list-style-type: none"> Returnees represent range of professional categories and geographic areas. 	Attendance records Workshop reports
d. Continuing Education Materials	<ul style="list-style-type: none"> 1,500 packets prepared. 	<ul style="list-style-type: none"> 1,500 packets reflect participant needs. 	Signed receipt of delivery

⁴ Interpreted as "trained supervisors introduce new test development techniques in Adidaya certificate."

⁵ "Identified" means that staff members of selected EOP centers have participated in IELP II-sponsored EOP training or technical assistance programs.

⁶ "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.

SECTION B:

MAJOR MILESTONE ACTIVITIES TABLE

MAJOR MILESTONE ACTIVITIES TABLE

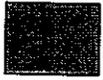
Major Activity/ Output	Year Six Milestones	Year Six Milestone Activities	Year Six Totals
1. Pre-Service	<ul style="list-style-type: none"> 50 staff trained. 	<ul style="list-style-type: none"> Mansoura Teaching Practice Improvement (20) National Teaching Practice Workshop (30) CDEL T Performance Standards Workshop (20) FOE CALL Lab Institutes (40) 	110 staff trained <i>Year Five surplus of 10</i>
	<ul style="list-style-type: none"> Centers of Sustainable Excellence plans/ agreements developed with selected FOEs. 	<ul style="list-style-type: none"> CDEL T standards project Mansoura Teaching Practice Improvement 	CDEL T multi-university agreement
2. In-Service Teacher Training	<ul style="list-style-type: none"> 1,500 teachers trained. 	<ul style="list-style-type: none"> Pilot Standards-Based Communicative Reflective Methodology Course (Pilot CRM) (250) Video-Based Communicative Skills and Methodology (CSM) Course (600) GDIST-Managed Courses (570) 	1,420 teachers trained <i>Year Five surplus of 613</i>
	<ul style="list-style-type: none"> 2 interactive videoconference workshops conducted. 	<ul style="list-style-type: none"> Interactive Videoconferences: Effective English Language Teaching 	2 IVC workshops conducted.
3. In-Service Supervisor Training	<ul style="list-style-type: none"> 100 teacher supervisors trained. 150 ESL supervisors trained. 	<ul style="list-style-type: none"> Pilot Course for Novice Supervisors (100 teacher supervisors) Local Training on Test Development Workshop and Cascading Follow-on (100 ESL supervisors) Monitoring and Evaluation Training (54 teacher supervisors) Certificate Test Evaluation and Report Writing (54 ESL supervisors) National Teaching Practice Workshop (30 teacher supervisors) Mansoura Teaching Practice Workshop (22 teacher supervisors) 	206 teacher supervisors trained 154 ESL supervisors trained <i>Year Five surplus 102 ESL supervisors</i>
4. Participant Training	<ul style="list-style-type: none"> U.S. training designed for 200 participants. 	<ul style="list-style-type: none"> <i>No new U.S. training designed</i> 	Completed in Year Five
5. Testing	<ul style="list-style-type: none"> New Adidaya certificate introduced through participating 	<ul style="list-style-type: none"> <i>No new milestone activities designed</i> 	Completed in Year Five

Major Activity/ Output	Year Six Milestones	Year Six Milestone Activities	Year Six Totals
	mudiriat.		
6. ESP	<ul style="list-style-type: none"> 30 staff trained. 	<ul style="list-style-type: none"> ESP Winter Institute in Designing and Teaching ESP Courses 	30 staff trained
7. EOP	<ul style="list-style-type: none"> 5 EOP centers/ institutions identified. 5 assistance plans and/or materials provided. 	<ul style="list-style-type: none"> <i>No new EOP centers will be identified due to Year 4 surplus.</i> Assistance plan: Integrated Language Skills in English Classes Assistance Plan Materials: Communicative Activities for the EOP Classroom; Consolidated EOP Materials Review and Distribution; M&E Handbook Distribution. 	4 assistance plans and/or materials provided <i>Year 5 surplus of 1</i>
8. Other Activities	<ul style="list-style-type: none"> Sustainability plan revised and submitted by year's end. 	<ul style="list-style-type: none"> Sustainability plan. 	1 plan submitted
a. Sustainability			
b. U.S. Conference Attendance	<ul style="list-style-type: none"> 10 participants attend professional conferences. 	<ul style="list-style-type: none"> U.S. conference attendance (11 participants attend conferences) 	11 participants attend conferences <i>Year Five shortfall 1</i>
c. Alumni Seminars	<ul style="list-style-type: none"> Organize 2 regional workshops. 	<ul style="list-style-type: none"> Regional Returned Participant Workshop (RRPW) on Testing and Evaluation Regional Returned Participant Workshop on Teachers 	2 regional workshops
	<ul style="list-style-type: none"> Organize 1 national workshop. 	<ul style="list-style-type: none"> National Conference for Returned Participants 	1 national workshop
d. Continuing Education Materials	<ul style="list-style-type: none"> 1,500 packets prepared. 	<ul style="list-style-type: none"> CEM (1,500 packets prepared and distributed) 	1,500 packets prepared and distributed.

**SECTION C:
YEAR 6 QUARTERLY
TABLE**

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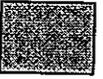
Color Legend Representing Audience



FOE



Teachers



Supervisors



Managers



ESP



EOP



Multiple Audience

Two-toned boxes represent Mixed Audiences

Quarter 1 Activities	Milestone	M&E	Quarter 2 Activities	Milestone	M&E	Quarter 3 Activities	Milestone	M&E	Quarter 4 Activities	Milestone	M&E
GDEL/STEPS, Field Review			GDEL/STEPS Final Workshop, 20	1	L 1,2	GDEL/STEPS Complete Documentation			TDMS Site Visit to INSET (L1, GDIST)		
Mansoura Teaching Practice 42	1	L 1,2	National Teaching Practice Workshop 60	1	L 1,2	IVC (5 of 5) Follow up, 1 IVC workshop conducted	3	L 1,2	Sustainability Plan, sustainability plan revised & submitted by year's end	3	
Pilot CRM, 250	1	L 1,2	CALB Lab Institutes, 40	1	L 1,2	CEM Workshop I 100			Completion Report		
COTE, 60		L 1,2	BELI, 175 (managed by GDIST)	1	L 1,2	CEM Workshop II 100					
IVC Workshop, 1 IVC workshop conducted	1	L 1,2	ELI 1, 150 (managed by GDIST)	1	L 1,2	Pilot Course for Novice Supervisors, 50	1	L 1,2,3			
IVC (1 of 5) Follow up, 1 IVC workshop conducted	1	L 1,2	Video-Based CSM, 175 (managed by GDIST)	1	L 1,2	Follow-on Emergency Human and Material Resources					
Level 3 Evaluation of CRM for 230		L 3	SATD, 70 (managed by GDIST)	1	L 1,2	Supervisory Skills Network Seminars					
Local Workshop for Experienced Supervisors and Senior Teachers approx. 2000			CEM, 1500 packets distributed	1	L 1,2	TDMS Site Visit to INSET (L1, GDIST)					
Effective Use of IELP II Resources for Supervisors			IVC (2 of 5) Follow-up, 1 IVC workshop conducted	1	L 1,2	Distribute Training Management Handbook					
Supervisory Skills Network Seminars			IVC (3 of 5) Follow-up, 1 IVC workshop conducted	1	L 1,2	Understanding and Using Indicators for Supervisors, 25					
Planning for 4 Regional Workshops			Supervisor and Manager Orientation on IELP II Resources			Partner Day Standards and Sustainability, approx. 30-50					
Orientation on SATD Manual			IVC (4 of 5) Follow-up, 1 IVC workshop conducted	1	L 1,2	2 Conferences on Standards and Sustainability, approx. 30-50					
TOT SATD, 36		L 1,2,3	MOE CALL Workshop, 24			SATD Professional Development Training					
SATD Local Training, 100	1	L 1,2	MOE CALL Workshop, 24			ESP Winter Institute Training, 20	1	L 1,2			
SATD Local Follow Up Meetings			Orientation and Dissemination of Supervisor Resource Book			ESP/EOP		L 1			
Training Needs Assessment Follow-on (TNA), 50			TOT Course for Novice Supervisors			National Conference for Returned Participants, 1 regional workshop organized	1	L 1			
Organizational Development Follow-On, 25			Course for Novice Supervisors, 50	1	L 1,2,3			L 1			
Monitoring and Evaluation Training, 106	1	L 1,2	4 Workshops on Effective Use of Human and Material Resources					L 1			
TDMS Training		L 1,2	SATD Local Training Debriefing Meeting					L 1			
Indicators Development Workshop			Multi-Audience Follow-on Seminars: Effective Communication & Coordination Skills			Regional Returned Participant Workshop for Teachers, 1 regional workshop organized	1	L 1			
TOT Standards and Sustainability Awareness days			Workshop on Reporting and Report Writing		L 1,2	Monitoring and Evaluation Handbook Training, 50					
Series of Standards and Sustainability Awareness days, approx. 120-200			Follow-on Workshop on Reporting and Report Writing								
Skills Matrix Training			TDMS, Meeting with GDIST/INSET & TDC								
SATD Professional Development Training			2 TDMS Trainings		L 1,2						

Quarter 1 Activities	Milestone	M&E	Quarter 2 Activities	Milestone	M&E	Quarter 3 Activities	Milestone	M&E	Quarter 4 Activities	Milestone	M&E
2 Partner days ESP Winter Institute			Indicators Development Workshop, 30								
	7	L 1,2	Understanding and Using Indicators for Supervisors, 35								
RRPW on Testing & Evaluation 1 regional workshop organized	8	L 1	Series of Standards and Sustainability Awareness days, approx. 120-200								
		L 1	Test Evaluation & Report Writing, 24	5	L 1,2						
Regional Returned Participant Workshop for Teachers, 1 regional workshop organized	8	L 1	Proficiency Test of English Test Bank Training								
Effective Use of IELP II Resources			Partner Day ESP/EOP								
Supervisor Resource Book, field-testing				7	L 1,2						
Management Support for Local Training and Supervisor Development			TESOL, 11 Egyptian educators attend US conference	8							
Video-Based CSM, 600	2	L 1,2	Organizational Development Follow-on, approx. 26								
Proficiency Test of English Orientation Meeting			Regional Returned Participant Workshop for Teachers, 1 regional workshop organized	8	L 1						
			Regional Returned Participant Workshop for Teachers, 1 regional workshop organized	8	L 1						
			Effective Use of IELP II Resources								
			Supervisor Resource Book Dissemination								
			Supervisory Skills Network Seminars								

SECTION D:

NARRATIVES

1. Pre-Service

A. Milestones

There are two pre-service milestones for Year Six:

- 50 staff trained.
- Centers of sustainable excellence (CSE) plans/agreements developed with selected faculties of education (FOEs).

B. Performance Goals

The pre-service performance goals for Year Six are to:

- Develop performance standards for future English teachers.
- Improve and enhance the role of teaching practice supervisors.
- Integrate technology into pre-service teacher education.

C. Narratives

The following section provides a description of the various pre-service activities and the performance goals they support.

▪ **DEVELOP PERFORMANCE STANDARDS FOR FUTURE ENGLISH TEACHERS**

In Year Four, IELP II launched the Pharos project to develop an interlocking set of in-service performance standards for English language instruction within the Ministry of Education (MOE) system. The Pharos project (which is discussed in more detail in Section 3) is developing standards for in-service teachers, in-service teacher trainers, educational leaders, and in-service teacher training courses.

Later in Year Four, after beginning the in-service standards project, IELP II selected a technical assistance proposal submitted by the Center for Developing English Language Teaching (CDELT) for a complementary project to set performance standards for pre-service English language undergraduates at Egyptian faculties of education (FOEs) and MOE novice teachers.

Both the pre- and in-service standards developed as a result of these efforts will reflect what an educator should know and be able to do as a result of instruction or training. Though neither the MOE nor the FOEs have made commitments at this point to actually

adopt standards, use them as a basis for reform, or draft new standards-based curricula, these IELP II initiatives can serve as critical initial steps in building a foundation for future work in standards in Egypt.

IELP II has comparable goals for the two standards projects in Year Six.

- Both will result in the drafting of full sets of English as a foreign language (EFL) performance standards (domains,⁷ standards, and indicators) for their respective target audiences.
- In both cases, there will be substantial discussion among audience stakeholders throughout the country to raise awareness about the value of standards, reach consensus on the content of the standards, and begin identifying ways of applying the standards to different workplace settings and needs.
- Senior policy makers, from both the MOE and the university sectors, will learn about the standards being developed, especially the collaborative process used, and will be encouraged to provide system support for the use of the EFL standards for teacher education and training.
- Steps will be taken to align the pre- and in-service teacher standards to promote the use of a common standards framework between the FOEs and the MOE on EFL teacher performance issues.
- Through broad discussion and dissemination of the standards documents, EFL professionals throughout the country will be prepared to continue promoting and using performance standards; they will also form a significant group of educators who can support and influence the development of similar standards for non-EFL performance improvements.

Since the Pharos project is more advanced in the development of its standards and indicators sets, in Year Six it will complete work on applying standards sets to one in-service teacher training course (the Pilot Standards-Based Communicative Reflective Methodology (CRM) course described in Section 2). This application process will serve to acquaint key MOE staff with the process of applying standards and demonstrate the benefits of clear performance standards in the course design, delivery, and monitoring processes.

CDELT/STEPS Pre-Service Performance Standards Project

Pre-Service Milestone Contribution: One CSE plan/agreement developed.

Pre-Service Staff Training Milestone Contribution: 20 pre-service staff trained.

Standards for Teachers of English in Pre-Service (STEPS), the eighteen-month

⁷ There are seven in-service domains (vision and advocacy, language proficiency, professional knowledge base, planning and management of learning, assessment and evaluation, learning community and environment, and professionalism) and five pre-service domains (classroom management, language, instruction, assessment, and professionalism).

(December 2001-June 2003) CDELT technical assistance program, will continue in Year Six.

CDELT has formed a task force to develop performance standards for English language majors. The twenty task force members are staff from thirteen faculties of education representing seven universities. The two international consultants working on STEPS with IELP II will train the twenty task force members on the importance and the role of standards in educational reform and the development of contextually-appropriate performance domains, standards, and indicators. A finalized set of standards and indicators for pre-service undergraduates and in-service novice teachers will be the final output of the STEPS project.

During Quarter 1 of Year Six, IELP II will continue work with the CDELT task force, two international consultants, and one Egyptian consultant in conducting a field review of the standards. This important step will help to establish the validity and acceptance of the standards by peers in the field.

During a workshop in Quarter 2, the international consultants and the task force will discuss the final version of the pre-service standards and indicators and plan the steps to be taken for the process of buy-in from faculties of education not involved in the STEPS project. The international consultants will finalize the standards document and submit the standards process notes for documentation (see the following section).

Monitoring: Level 1 and 2 monitoring will be conducted at the end of the training activity.

Documenting the Standards Development Process

IELP II believes that the process used to discuss, develop, and refine performance standards is just as important as the final standards framework. Documentation of the standards development process will facilitate continued work on standards development and application by the MOE, FOEs, and other partners involved in teacher education and training. A documentation team made up of two international and three Egyptian consultants will be hired in Year Six to describe the standards development and piloting processes in both the in-service and pre-service standards projects. This documentation will enable the MOE and FOEs to continue working on standards after IELP II ends, in particular to review and field-test the standards and apply them in pre-service and in-service teacher training programs.

In Quarters 1 and 2, the consultants will work on the production of progress reports for the two projects. In Quarter 3, a documentation report that consolidates progress to date in the two projects and proposes possible next steps will be prepared. The documentation report, along with the draft standards themselves, will be shared with MOE partners (i.e., the Minister's office, the English Language Counselor's office, the General Directorate for In-Service Training (GDIST) and its INSETs, the Inspectors General, MOE's Project Planning and Monitoring Unit (PPMU), and other MOE departments) and with key

partners at the various FOEs. Both the documentation report and the standards documents will be referred to in all partner meetings, sustainability meetings, and awareness-raising events planned for Year Six (see Section 3, Standards and Sustainability Awareness-Raising Days).

Monitoring: No monitoring required.

▪ **IMPROVE AND ENHANCE THE ROLE OF TEACHING PRACTICE SUPERVISORS**

Mansoura Teaching Practice Improvement

Pre-Service Milestone Contribution: One CSE plan/agreement developed.

Pre-Service Staff Training Milestone Contribution: 20 pre-service staff trained.

The Mansoura University technical assistance program that began in Year Five will be completed in Year Six. The purpose of the Mansoura program is to improve the supervisory skills of those who supervise student teachers and thus the classroom teaching practices of student teachers. A cadre of trainers composed of FOE and MOE supervisors at the preparatory stage is being prepared to carry out training of a larger number of MOE supervisors in the Mansoura area. In Year Five, training was provided to develop the knowledge and skills of this trainer cadre. These trainers, in collaboration with two international consultants, then designed and implemented local training workshops at various sites.

In the first quarter in Year Six, the final activity, a six-day training workshop, will involve the 20 Mansoura FOE and 22 MOE teaching practice program coordinators in measuring the impact of the local training workshops on the supervisors who attended.

Monitoring: Level 1 and 2 monitoring will be conducted at the end of the training activity.

National Teaching Practice Workshop

Pre-Service Staff Training Milestone Contribution: 30 pre-service staff trained.

IELP II has carried out a number of activities related to teaching practice over the past five years. These activities included regional seminars on teaching practice during which problems were identified and discussed and possible solutions explored. The regional seminars were followed by three technical assistance programs focused on teaching practice, first in Helwan and Beni Sweif, then most recently in Mansoura. As a result of these endeavors, staff from additional FOEs have expressed a great interest in and desire

to be part of the teaching practice training being carried out in Mansoura. Although the number of workshop participants will be increased from 40 in Year Five to 60 in Year Six, it was impossible to include all interested applicants.

As its concluding activity in the area of teaching practice, IELP II will provide a ten-day workshop to address the specific needs of FOE and MOE teaching practice supervisors from geographic areas where there has not yet been any teaching practice training. The workshop will take place in Quarter 2; 30 FOE and 30 MOE staff will attend. The focus of the workshop will be:

- Alternative stances a supervisory observer may adopt while developing connections with classroom teachers.
- Shifting the supervisor/teacher relationship away from hierarchy to collaboration.
- The three-stage observation technique.
- Classroom management skills and their assessment.
- Valid and practical checklists for performance evaluation.
- Management and use of conferencing sessions.
- Reflective practices and assessment.
- Autonomous learning activities and assessment.

Monitoring: Level 1 and 2 monitoring will be conducted at the end of the training activity.

▪ **INTEGRATE TECHNOLOGY INTO PRE-SERVICE TEACHER EDUCATION**

CALL Lab Technical Support

Two Computer Assisted Language Learning (CALL) laboratories (one at Alexandria University and the other at GDIST), installed and made operational by IELP II, will facilitate the integration of computers into the pre-service and in-service education of English teachers. The CALL labs are used to improve English language proficiency, personal and professional mastery of computers, and knowledge and skills in integrating computers into the English language curriculum. They also serve as demonstration sites for CALL software and teacher training for educational managers and policy makers.

IELP II staff will continue to provide technical assistance as required to both labs to ensure that the facilities are used for the purposes agreed to. This will require e-mail or telephone consultation as well as periodic visits to the labs to observe classes and to provide supportive feedback to instructors.

FOE CALL Lab and Institute

Pre-Service Staff Training Milestone Contribution: 40 pre-service staff trained.

In Years Four and Five, two international consultants assisted Alexandria University Faculty of Education (FOE) staff in setting up a CALL lab and planning for effective use of the lab. The consultants taught staff members how to 1) use software, 2) develop curricula, syllabi, and computer-based activities to make use of the lab, 3) develop plans and schedules for use of the lab as well as self-access stations, and 4) develop a plan to monitor and evaluate lab use.

In its first year of operation, second year students used the lab for four hours a day, six days a week. In Year Six, a CALL course on phonetics and grammar will be offered for two hours a week and the methodology and literature departments will integrate CALL activities into their instruction for an additional two hours a week.

In Year Six, the lab will also be used as a venue for training university staff not directly involved with the CALL facility. Two weeks of advanced computer assisted language learning workshops will take place in Quarter 2, led by two international consultants. During the first week of the institute, 20 Alexandria FOE staff will benefit from advanced training. During the second week, the attendees will be 20 FOE and Faculty of Arts staff from outside Alexandria who have taken previous computer and Internet workshops in Egypt and/or Computers in English Language Training (CELT) training in the United States. The topics of these workshops will stem from recommendations made by consultants in their final report on the Year Five FOE CALL institute and from the recommendations of FOE staff members. This training will provide staff at other Egyptian universities with the opportunity to learn about software and applications that they can introduce to undergraduate students in local settings, where most instructors can arrange at least some computer laboratory time with their students.

Critical Assumption: The Alexandria FOE CALL lab will be made available for the workshops.

Monitoring: IELP II will distribute a Level 1 questionnaire and implement a Level 2 assessment following the workshops.

OTHER ACTIVITIES

Workshops on the Effective Use of IELP II Resources by FOE Staff

FOE staff need adequate training in order to use effectively critical IELP II resources in their supportive interactions with teachers, whether informally or as part of more formal, locally organized workshops. A series of two-day workshops is planned in Quarters 1 and

2 to address this issue. These workshops will highlight the use of SPEER (Spotlight on Primary English Educational Resources) in developing appropriate training activities for primary teachers, as well as the use of the best practices video series. Both training of trainers events will be led by local consultants.

2. In-Service Teacher Training

A. Milestones

There are two in-service teacher training milestones for Year Six:

- 1,500 teachers trained.
- Two interactive videoconference workshops conducted.

B. Performance Goals

The in-service teacher training performance goals for Year Six are to:

- Improve language proficiency and classroom teaching, assessment, and management practices.
- Increase access to methodology materials.
- Integrate computers in methodology training and language improvement training.

C. Narratives

The following section provides a description of the various in-service teacher training activities and the performance goals they support.

- **IMPROVE LANGUAGE PROFICIENCY AND CLASSROOM TEACHING, ASSESSMENT, AND MANAGEMENT PRACTICES**

Pilot Standards-Based Communicative Reflective Methodology Course (Pilot CRM)

<i>In-Service Teacher Training Milestone Contribution: 250 teachers trained.</i>

In previous years, a CRM course was implemented to promote teachers' use of reflective practices in examining their own teaching. By doing so teachers would be more focused on their own practices, more aware of their difficulties, and more capable of building action plans to resolve challenges and solve their own problems.

In Year Five, the 60-hour syllabus of the CRM course was revised to apply the IELP II Pharos standards. Standards and indicators for teachers, teacher trainers, and in-service training courses were used to adapt CRM course content, select course trainers, and monitor course effectiveness. This adaptation process will offer a trial of the process of applying standards to an IELP II course, offer valuable lessons on the application of standards to other in-service training contexts, and help build awareness of the critical link between teacher standards and the menu of professional training services provided to teachers.

The implementation of the CRM standards-based course will begin in September 2002 and is scheduled to be completed in November 2002. Approximately 250 preparatory teachers with high intermediate/advanced language proficiency have been selected to benefit from this pilot course which will be delivered in INSET centers. As noted earlier, experience of developing a standards-based course and the course itself will be used in the remainder of Year Six to guide the MOE in designing and implementing other standards-based in-service programs. Activities such as the indicators development workshops, the workshop for supervisors on understanding and using indicators, and the standards and sustainability awareness-raising days described in Section 3 will reinforce the skills and awareness necessary to promote the use of standards.

Monitoring: IELP II will work in close collaboration with its partners in carrying out Level 1 and 2 monitoring of this activity. Monitoring will take place at the end of the course in Quarter 1.

Video-Based Communicative Skills and Methodology (CSM) Course

In-Service Teacher Training Milestone Contribution: 600 teachers trained.

The Best Practices Video (BPV) series and supplementary materials completed in Quarter 3 of Year Five were subsequently organized into a methodology course in Quarter 4. In Quarter 1 of Year Six, this course will be field tested on six hundred experienced preparatory and secondary school teachers and senior teachers with high or high intermediate language skills. The course is intended to enhance the teaching skills of English teachers through demonstration of and interaction with eight segments of best English language teaching (ELT) practices in the Egyptian context. Specifically, teachers will be trained in the methodology of listening, reading, writing, classroom management, presentation, practice, error correction, and supervision. Twenty-four supervisors who completed the BPV training of trainers (TOT) in Year Five, Quarter 4, will deliver this 60-hour (20 training days) course in the second term (October 2002 through January 2003) at ten INSET centers. Based on these field trials, the course will be modified and then transferred to GDIST for implementation as a video-based replacement for the Communicative Skills and Methodology (CSM) course which was transferred to GDIST earlier in the project (see GDIST-managed courses below).

Monitoring: IELP II will work in close collaboration with its partners in carrying out Level 1 and 2 monitoring of this activity. Monitoring will take place at the end of the course in Quarter 2.

GDIST-Managed Courses

In-Service Teacher Training Milestone Contribution: 570 teachers trained.

GDIST has included several of the courses IELP II has transferred in its 2002-2003 central training plan. IELP II will monitor the implementation of these courses for up to

570 teacher trainees in Year Six. Additionally, IELP II will explore opportunities to develop trainer awareness of the in-service teacher standards developed as part of the Pharos project.

The courses GDIST will manage in Year Six are listed below.

- Basic English Language Improvement (BELI) will be offered at 5 INSET sites and 175 teachers will be trained.
- English Language Improvement 1 (ELI 1) will be offered at 5 INSET sites and 150 teachers will be trained.
- Video-Based Communicative Skills and Methodology (CSM) will be offered at 5 INSET sites and 175 teachers will be trained.
- Student Achievement Test Development (SATD) will be offered at 2 INSET sites and 70 teachers will be trained.

In addition to the above courses, which will contribute to IELP II's Year Six in-service teacher training milestone, GDIST has included other IELP II-related programs in its annual training plan.

- School-Based Training (SBT) will be offered as a short course (16 hours) to 150 teachers.
- GDIST will host monthly workshops on awareness raising for using standards in addition to the IELP II-initiated standards and sustainability awareness-raising days discussed in Section 3.
- GDIST will offer a 24-hour Computer Assisted Language Learning (CALL) course for 25 teachers in addition to the IELP II series of two one-week workshops described later in this section, also to be hosted at the GDIST CALL lab.

Critical Assumption: GDIST offers the BELI, ELI, CSM and SATD courses as planned so that up 570 teachers are trained.

Monitoring: IELP II will work in collaboration with its partners in evaluating the results of efforts at building capacity in the Ministry of Education in the areas of training design and implementation, monitoring and evaluation of training activities, and data management. This evaluation will include measuring the results of the GDIST-managed courses. In particular, the evaluators will look for placement test scores, Level 1 and 2 course monitoring results, and the inclusion of this information in the GDIST database. The evaluation will enable IELP II to report on the results of the transfer process and count the numbers of teachers trained as a part of IELP II accountability to USAID.

Certificate for Overseas Teachers of English (COTE)

The COTE course is a modified version of the Cambridge University RSA course in EFL methodology. It provides a nine-month professional development program in Egypt for preparatory and secondary English teachers with high levels of language proficiency. It is

a relatively low-cost local program that provides high-level professional teachers with effective training and practice for English language teaching in Egypt. COTE graduates are an excellent source of trainers for IELP II courses and, later, for MOE courses.

The 2001 IELP II evaluation report judged COTE to provide excellent value for the cost of the program; in addition, the MOE had asked IELP II to expand the course to accommodate the large number of requests from English teachers. As a result, in Year Five the number of COTE participants was increased to 60. In Year Six, IELP II will follow the previous year's plan and hold concurrent courses for a total of 60 students in Cairo and Assiut. These courses will consist of 74 modules and a one-month practicum during which the trainees teach students under monitored conditions.

Monitoring: Level 1 and 2 monitoring of this activity will be carried out by the training provider (the American University in Cairo). Results will be provided to IELP II in the form of a final activity report.

Interactive Videoconferences: Effective English Language Teaching

In-Service Teacher Training Milestone Contribution: Two interactive video-conference workshops conducted.

IELP II will hold a series of teacher training workshops using the Ministry of Education's interactive videoconferencing facilities. Seven hundred and fifty novice and preparatory teachers are expected to attend. 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 four MOE consultants. In addition, a training specialist from the Cairo INSET will be assigned to the interactive videoconference (IVC) coordination team to build GDIST/INSET capacity to manage IVC programs and to inform future GDIST decision-making regarding the role of IVC in the context of its other training programs.

The first workshop is scheduled for October 19-24, 2002. The second workshop, designed as five one-day follow-up sessions, will take place in December, January, February, March, and April 2003. This workshop will reinforce knowledge and skills, introduce new material, connect training with the developing teacher standards, and follow up on trainee implementation. 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. Both workshops will feature the voting Web application piloted in Year Five to make videoconferencing more interactive.

In order to provide MOE training managers with guidance on designing and implementing highly interactive videoconferences, a module on IVC design and implementation, based on IELP II experience, will be included in the Training Management Handbook (see Section 3, Training Management Handbook).

Critical Assumption: The Ministry of Education will make its videoconference centers and computers available for the workshops.

Monitoring: Trainee satisfaction will be measured through a Level 1 questionnaire at the end of the first workshop in October. A Level 2 analysis will be done by way of a written test developed by the consultants. The consultants will also devise a plan to assess trainee implementation by following up on submission of portfolios, completion of peer observations, and other assigned tasks.

- **INCREASE ACCESS TO METHODOLOGY MATERIALS**

Continuing Education Materials (CEM)

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

This activity provides teachers in remote areas with essential and valuable resources for professional development. Feedback in Years Four and Five revealed that teachers found these materials very helpful both in teaching and in improving their own language skills.

In Year Six, CEM packets will be distributed in outer districts of Alexandria, Menoufiya, Qalyubia, and Daqahliya. The packets will include a collection of materials developed by IELP II: the School-Based Training (SBT) handbook and the Using Computers in Language Teaching handbook to help with methodology and new skills; the Book of Games and the Book of Songs with accompanying CD and flashcards; and the Student Achievement Test Development (SATD) manual, an excellent resource on how to develop tests.

In April 2003, a local consultant will design and conduct a series of four two-day workshops to train 200 supervisors and senior teachers on how to use the books in the packets. The objective of this training is to ensure that supervisors understand the materials and can transfer information about the packets to teachers.

Monitoring: Signed lists of teachers and supervisors receiving the packets will be used to monitor packet distribution.

- **INTEGRATE COMPUTERS IN METHODOLOGY TRAINING AND LANGUAGE IMPROVEMENT TRAINING**

MOE CALL Workshops

The MOE's Computer Assisted Language Learning (CALL) laboratory, which was established in GDIST with IELP II assistance during Year Five, is expected to provide a variety of courses during the academic year for teachers and supervisors in the greater Cairo area. MOE staff trained in IELP II's participant training program, Computers in English Language Teaching (CELT), will run the lab's programs.

During Quarter 2, IELP II staff and an international consultant will assist GDIST in designing and implementing two one-week workshops. The first workshop for 24 teachers will be a pilot training course for the CALL lab, which IELP II will plan and organize in partnership with GDIST. This will allow GDIST staff to prepare and test a teacher course that they will subsequently offer to more teachers as part of the GDIST annual training plan (see earlier section on GDIST-managed courses). The second one-week workshop will provide 24 CELT trainees (including both supervisors and teachers) with advanced computer skills on integrating CALL software into the curriculum.

Critical Assumptions: The MOE CALL lab will be installed at GDIST. This includes providing Internet access as well as the necessary technical and program personnel to operate the facility.

Monitoring: No monitoring required.

EVALUATION

Level 3 Evaluation of the 2002 CRM Course

A Level 3 evaluation of 230 teachers, a representative sample of those who attended the CRM 2002 course, will be carried out at 11 sites in Quarter 1 of Year Six to measure the application of the knowledge, skills, and attitudes acquired by the teachers. An emphasis will be placed on changes in the reflective practices the teacher utilizes in the classroom. In order to help sustain a model of Level 3 evaluation in its partners, IELP II will enlist the aid of staff at GDIST and INSET centers, plus Inspectors General, in planning this activity. A local consultant will design the Level 3 instrument and supervisors of the teachers used in the study will carry out field observations and data collection.

3. In-Service Supervisor Training

A. Milestones

There are two in-service supervisor training milestones for Year Six:

- 100 teacher supervisors trained.
- 150 English as a second language (ESL) supervisors trained.

B. Performance Goals

The in-service supervisor training performance goals for Year Six are to:

- Strengthen the MOE system to provide ongoing training and development for supervisors.
- Strengthen the national governorate-based network of developmental supervisors.
- Ensure effective use of supervisor resources for MOE training and professional development.
- Ensure effective and appropriate student testing and assessment practices.
- Improve MOE coordination and management of training.
- Establish and use performance standards as a basis for teacher training programs.
- Ensure managers have access to and understand how to use IELP II-developed resources.

C. Narratives

The following section provides a description of the various in-service supervisor training activities and the performance goals they support as well as activities designed to strengthen the Ministry of Education's capacity to plan, design, and manage quality in-service training programs.

The overall aim in supervisor training for Year Six is to prepare both the Ministry of Education and the IELP II-trained pools of supervisors to support and build on the far-reaching achievements made in the area of supervision during the last five years. These achievements include:

- Successful implementation of a long-term strategy for improvement in supervisor practices.
- Establishment of a supervisor network throughout Egypt, representative of developmental supervision impacting others who supervise and train.
- Team planning and delivery of local workshops on supervision and testing by trained pools of supervisors, reaching over 3,000 additional supervisors, senior teachers, and teachers.

- Development of cadres of supervisors as master trainers and master facilitators in testing and assessment, teaching practice, materials development, primary education resources, monitoring and evaluation, and interactive videoconferencing.
- Changes in attitudes towards the supervisor's role in supporting teacher development.

Supervisor activities for Year Six represent a consolidation and completion of IELP II's role in these efforts.

In addition, in Year Six, IELP II will focus on strengthening the MOE's capacity to provide continued support for supervisors by: 1) developing and transferring to GDIST a course for training novice supervisors, 2) ensuring legacy resources for supervisor training and classroom assessment are disseminated and accessible to appropriate users, 3) providing the MOE with an electronic matrix of skilled cadres of supervisors to ensure that they are supported and used as training designers and implementers, and 4) promoting ongoing professional development for supervisors .

▪ **STRENGTHEN THE MOE SYSTEM TO PROVIDE ONGOING TRAINING AND DEVELOPMENT FOR SUPERVISORS**

Supervisor Resource Book

An important outcome of the supervisory skills network (which began in Year Three and now has approximately 70 members) has been the production of a wide variety of workshop materials by network members working in teams and continually assessing their local needs. In Year Five, IELP II consolidated this wealth of locally produced material for use as an in-service supervisor training resource throughout the country. Three international content experts on supervision wrote new segments and expanded the modules, which cover the following topics:

1. Developmental Supervision
2. Beliefs about Teachers and Teaching
3. The Role of a Supervisor
4. The Role of a Senior Teacher
5. Supervision Approaches and Styles
6. Three-Stage Model of Observation
7. Observation Techniques and Tools
8. Oral Feedback in Supervision
9. Written Feedback in Supervision
10. Supervising Teaching Practice
11. Professional Development for Supervisors
12. Planning and Implementing a Workshop
13. Monitoring and Evaluating a Workshop

The resulting Supervisor Resource Book (SRB) will be a user-friendly, easily photocopied, expandable binder and the basis for: 1) a national MOE Course for Novice

Supervisors (see course description below), 2) local workshops for experienced supervisors on a variety of relevant topics, and 3) professional development for anyone who supervises and evaluates teachers at an in-service or pre-service level. The SRB will refer users to other IELP II-developed supervisor resources that will become part of the MOE system (i.e., SPEER, the best practices video series, and teaching practice materials).

In Year Six, the SRB will be completed and field-tested for local training by the supervisory network in Quarter 1, followed by orientations for and dissemination to all key MOE partners and supervisor master trainers in Quarter 2. In Quarters 2 and 3, it will also be used as the basis of the first national Course for Novice Supervisors.

Monitoring: IELP II will work in collaboration with its partners in evaluating the results of efforts to transfer IELP II systems, processes, and products to the Ministry of Education. This evaluation will include measuring satisfaction with and implementation of resources such as the Supervisor Resource Book. The evaluation will include focus groups, interviews, and field observations.

Pilot Course for Novice Supervisors

<i>In-Service Supervisor Training Milestone Contribution: 100 teacher supervisors trained.</i>

The first national course for novice MOE supervisors will be piloted in Year Six. Currently, no formal training on supervisory skills for newly promoted English language supervisors exists within the in-service system. IELP II has been working with MOE supervisors at the local level to develop workshops and materials for supervisor training, to be consolidated in the Supervisor Resource Book described above.

The Course for Novice Supervisors (CNS) will be based on relevant training modules in the Supervisor Resource Book (e.g., Developmental Supervision, Competencies and Duties of a Supervisor, and Observation Techniques and Tools). Following a CNS Training of Trainers (TOT) in Quarter 2, the 30-hour course will be piloted at four INSET centers in Quarters 2 and 3, with one class of 25 novice supervisors at each site. In addition, discussions with MOE leaders and within the supervisor network will focus on transferring the course to GDIST and expanding it to other sites.

Monitoring: Levels 1, 2, and 3 monitoring will be conducted at the end of the training activity.

Local Workshops for Experienced Supervisors

The current supervisory skills network has been responsible for several phases of local workshops over the past three years on a wide variety of topics in supervision. The network has also been active in promoting ongoing professional development for

experienced supervisors. It is these specialized trainers (the members of the supervisory skills network) who will take the lead in using the modules in the Supervisor Resource Book, based largely on their own work, to plan and deliver local workshops on intermediate and advanced topics in supervision for supervisors and senior teachers. The network will also help prepare other supervisors to carry out the same training role.

In Year Six, the 70 members of the supervisory skills network will be expected to continue their local training, each planning and delivering at least two local workshops for other supervisors and senior teachers at different stages of development. As in the past, the implementation of these workshops will involve the collaboration of the Inspector General and Senior Supervisors in each governorate. The themes of these workshops will be directly based on the modules of the Supervisor Resource Book, providing a means of more broadly disseminating this resource among the supervisor population. The planning for these local workshops will be initiated during the supervisory skills network seminars described in the following section. Approximately 2,000 supervisors and senior teachers will be reached in Year Six through this local training. It is important to point out that such workshops have been taking place since Year Three without IELP II funding or leadership.

Workshops on the Effective Use of IELP II Resources by Supervisors

Supervisors need adequate training in order to use effectively critical IELP II resources in their supportive interactions with teachers, whether informally or as part of more formal, locally organized workshops. A series of two-day workshops is planned in Quarters 1 and 2 to address this issue. For primary-level supervisors, workshops will highlight the use of SPEER (Spotlight on Primary English Educational Resources) in developing appropriate training activities with primary teachers. For more experienced supervisors, workshops will center on the use of the best practices video series. Both training of trainers events will be led by local consultants (see Supervisor/Training Manager Orientation on IELP II Resources later in this section for additional information on the use of IELP II resources).

Mansoura Teaching Practice Improvement

In-Service Supervisor Training Milestone Contribution: 22 teacher supervisors trained

For a detailed description of the Mansoura Teaching Practice Improvement activity, see Section 1, Improve and Enhance the Role of Teaching Practice Supervisors.

National Teaching Practice Workshop

In-Service Supervisor Training Milestone Contribution: 30 teacher supervisors trained.

For a detailed description of the National Teaching Practice Workshop, see Section 1, Improve and Enhance the Role of Teaching Practice Supervisors.

▪ **STRENGTHEN THE NATIONAL GOVERNORATE-BASED NETWORK OF DEVELOPMENTAL SUPERVISORS**

Supervisory Skills Network Seminars

Supervisors working closely with IELP II have continually stated that their involvement in a professional network designed specifically for them has had a significant impact on their work, promoted team building at the local level, and enabled them to bring about more lasting changes. The supervisory skills network, created in Year Three, will continue to meet in Year Six and aims at reaching all supervisors in the field, from those already trained by IELP II to those who are newly promoted supervisors.

Four two-day network seminars will take place in Year Six in order to: 1) strengthen the governorate teams of supervisor specialists who take the lead in training and influencing decision makers; 2) promote the sharing of best practice models and resources among these lead trainers, including awareness raising on specific IELP-II resources; 3) prepare for more local workshops, focusing on the broad dissemination of the information and materials in the Supervisor Resource Book; 4) promote more national networking among supervisors through such means as the already-established e-group and professional development conferences; and 5) raise awareness of performance standards and how these relate to the work of supervisors. The seminars will also provide an opportunity to expand and fine-tune the knowledge and skills of these master trainers in supervision at a more advanced level. The four two-day network seminars will be held from Quarter 1 to Quarter 3.

▪ **ENSURE EFFECTIVE USE OF SUPERVISOR RESOURCES FOR MOE TRAINING AND DEVELOPMENT**

Supervisor/Training Manager Orientation on IELP II Resources

An important overarching goal for IELP II in Year Six is to prepare its MOE partners for the effective and appropriate use of all IELP II resources within the context of national and local training. The trained cadres of supervisors are the key human resources that will rely on the material resources developed by IELP II (i.e., SRB, SPEER, BPV, and SATD) to carry out training for teachers and supervisors in a variety of key areas. In Year Six, both MOE training managers and supervisors need to be made fully aware of the range of human and material resources available to them beyond IELP II.

In Quarter 2, four two-day regional workshops will take place, reaching all governorates and involving approximately 250 training managers and supervisors. These workshops will promote the effective use of human and material resources for local training - at the district (idara) and governorate level - with specific focus on the resources (skilled cadres

and products) IELP II has developed. These events will be fully planned and coordinated by the team of training managers in each governorate that has participated in the IELP II management training. This will not only give them the opportunity to work closely together as training leaders on a specific project, but will also help them become more intimately familiar with and invested in the specific material resources produced by IELP II and the supervisors with specialized skills that exist in their respective governorates.

Since it is these governorate supervisor specialists who will be the audience for the regional workshops, this will also be an opportunity for them to work as a team in terms of planning their own local training, relying on each other's skills and making use of IELP II resources. With the managers' guidance, the supervisor teams will develop an action plan for six months of local training, based on their audience needs and specific circumstances, and specifically relying on IELP II resources.

Managers and leading supervisors from the four regions will carry out planning for the four regional workshops in Quarter 1. The implementation of the two-day workshops will take place in Quarter 2. A follow-up meeting with the managers will take place in Quarter 3 for a report on how resources are being used in local training and a discussion on their future use.

Management Support for Local Training and Supervisor Development

With a new English Language Counselor named, IELP II staff will explore options for increased support and interaction with his office, undersecretaries, and Inspectors General (IGs), as well as the potential for more systemic support for local training. These efforts might include improved planning, more effective use of IG monthly meetings and the supervisory skills network, improved selection criteria for supervisors and senior supervisors, improved supervisor training and development, and increased awareness the roles of supervisors and standards.

▪ ENSURE EFFECTIVE AND APPROPRIATE STUDENT TESTING AND ASSESSMENT PRACTICES

An important outcome of IELP II testing activities during Year Five has been the production and publication of the Student Achievement Test Development (SATD) manual. The manual has been developed over a period of three years by the SATD group, a team of professionals working at the MOE, GDIST, and the National Center for Examination and Educational Evaluation (NCEEE).

In order to ensure effective use of the manual, a series of events is planned in year six to 1) orient MOE partners to the manual and how it will be used, 2) enlarge the cadre of SATD trainers, and 3) enlarge the pool of senior supervisors, supervisors, and senior teachers able to design student achievement tests.

Orientation on SATD Manual

Training on SATD is included in the GDIST central training plan at two sites and in the local training plan of 27 governorates during the 2002-2003 academic year. To prepare for this training, IELP II plans to hold a one-day meeting in October 2002 with MOE undersecretaries and Inspectors General from all governorates and with representatives from GDIST and its affiliated INSET centers. The purpose of this meeting is to familiarize the audience with the SATD manual (its purpose, use, and content), with the SATD trainers, and with how the manual has been and will be shared in local training workshops.

SATD Training of Trainers Course

In order to enlarge the cadre of trainers (currently 18) who can effectively use the SATD manual, a training of trainers (TOT) course is planned in October 2002. The participants will include three INSET trainers and 30 supervisors who now serve as members of the SATD group. Two local consultants will present this five-day course in Cairo. Training will focus on 1) communication skills, 2) the design, delivery, implementation, and critiquing of presentations; 3) the distinctions between the adult learning process and that of young learners; and 4) the assessment of learning styles.

Monitoring: Levels 1, 2, and 3 monitoring will be conducted at the end of the training activity. Monitoring will be carried out by a group of ten SATD specialists.

Local Training on Test Development Workshop and Cascading Follow-on.

<p><i>In-Service ESL Supervisor Milestone Contribution: 100 ESL supervisors trained.</i></p>

In order to enlarge the pool of senior supervisors, supervisors, and senior teachers who are better able to design student achievement tests, local training workshops and cascading follow-on are scheduled in Quarter 1.

Training will be conducted by the TOT trainees in ten governorates in teams of three trainers, with each team providing a 36-hour course over six days. Ten supervisors per governorate, for a total of 100 participants, are expected to attend local workshops in October 2002.

In December 2002, local follow-up meetings led by the trainers will take place to make sure that trained supervisors have shared the knowledge, skills, and attitudes (KSA) with their peers and their juniors.

In January 2002, all of the trainers will meet in Cairo to debrief the IELP II activity manager and activity monitor on how the newly acquired knowledge, skills, and attitudes have been shared in the school training units. Through this cascading model, it is hoped

that best practices in test development will reach as many as 1,000 senior teachers and supervisors to improve classroom monthly tests, promotion tests, and certificate tests.

Monitoring: Level 1 and 2 monitoring will be conducted at the end of the training activity. This monitoring will be carried out by a group of ten SATD specialists in each of the ten governorates.

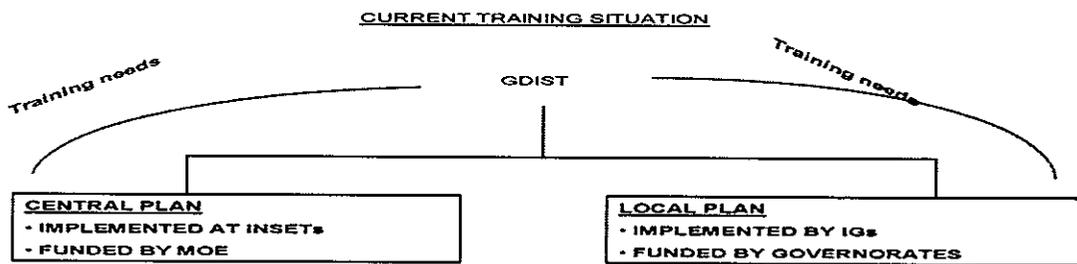
▪ **IMPROVE MOE COORDINATION AND MANAGEMENT OF TRAINING**

During Year Four, IELP II designed a management training strategy to improve the MOE in-service training delivery system and support the teacher training carried out by the MOE. The implementation of this strategy started in Year Five and will continue into Year Six.

The management training strategy included the following training:

- Long-term strategic planning for training to strengthen GDIST and INSETs.
- Annual training planning to strengthen the coordination between GDIST/INSETs and Inspectors General (IGs).
- Coordinating local and regional training to strengthen local training networks.
- Monitoring and evaluating MOE training activities to introduce monitoring and evaluation techniques to program planners at GDIST and INSETs.
- Establishing effective reporting standards and cycles to support the training process.

The IELP II management training plan was designed to strengthen the various strands of the training system, to improve coordination, and to improve needs assessments techniques.



The final component of the management training strategy (establish effective reporting standards and cycles to support the training process) will help MOE managers prepare appropriate reports to feed program results into future planning, thus drawing heavily on

the work done by IELP II in the transfer of data management and monitoring systems (TDMS) activity described later in this section.

The last follow-on activity for strategic planning for in-service training was completed in Quarter 3 of Year Five. Based on this work, it is anticipated that the participants (senior MOE managers) should be able to finalize their proposed strategic planning framework by the end of Year Five. The Director General of GDIST has requested that they meet with the Minister of Education and others at the ministry to present their strategic plan and proposed budget.

IELP II expects that the plan and budget will be presented at the beginning of Year Six. IELP II will assist GDIST in this effort by helping the presenters prepare for their tasks. The presentation will be timely because it supports the Ministry's proposed strategy for the improvement of the educational system which involves overhauling the teacher training system and focusing on this as a priority for the coming two to three years.

In Year Six, management training will have two components:

- Three follow-on activities to support the application of new knowledge, skills, and attitudes by MOE managers and provide them with additional tools and practice on topics addressed in Year Five.
- Two new training workshops to address 1) monitoring and evaluation and 2) reporting standards and cycles in depth, thus completing the repertoire of management skills required for effective in-service training management.

During Year Six, IELP II will also compile and distribute a monitoring and evaluation handbook and a training management handbook and will transfer its systems for training data management and monitoring to GDIST. All of these training management activities are described below.

Training Needs Assessment (TNA) Follow-on

In Year Five, it became clear that GDIST was not assessing the training needs of INSETs and governorates (mudiriya) accurately. During Quarter 1 of Year Six, a three-day seminar for approximately 50 INSET staff, Inspectors General, governorate (mudiriya) training managers, and Senior Supervisors will focus on procedures for conducting an appropriate training needs analysis at the governorate level in governorate-specific INSET/IG teams.

Organizational Development Follow-on

In Year Five, based on IELP II-observed/MOE-perceived performance needs of the management audience, IELP II developed a training module on organizational development, which was delivered in Quarter 4. The module addressed:

- Organizational assessment: instruments and methods.
- Organizational models: structuring, restructuring, and reengineering.
- Components of task and job descriptions.
- Building task forces within hierarchical organizational structures.
- Empowerment within organizations.
- Performance-based staff appraisal systems.
- Introduction to change management.

In Quarter 1 of Year Six, drawing on discussions of the Year Five module, a two-day follow-on activity for approximately 25 INSET directors, EFL specialists, and GDIST staff will take place.

Multi Audience Follow-on: Effective Communication and Coordination Skills

A major problem at the field level is the lack of communication and coordination between the two strands of the training system (illustrated in the graphic presented earlier in this section). In Quarter 2, follow-on seminars conducted in three iterations will be carried out for INSET staff, Inspectors General, mudiria training managers, and Senior Supervisors. Issues of communication and coordination skills will be addressed. The participants will be grouped geographically to facilitate future communication and to strengthen existing, but weak, communication patterns.

Monitoring and Evaluation Training

In-Service Teacher Supervisor Milestone Contribution: 52 teacher supervisors

The purpose of monitoring and evaluation (M&E) training is to equip managers and supervisors with information to help them in decision making. This program will provide skills in the monitoring and evaluation of training, including practical methods and procedures for monitoring various aspects of training program implementation. The M&E training will be offered to 106 specialized staff from GDIST, the INSETs, the mudiriya, Inspectors General, and Senior Supervisors. The training will take place during Quarter 1 in two iterations of five days each.

Monitoring: Level 1 and 2 monitoring will be conducted at the end of the training activity.

Monitoring and Evaluation Handbook

As part of the IELP II strategy to transfer Monitoring and Evaluation capacity to the MOE, IELP II began work on a Monitoring and Evaluation Handbook in collaboration with its MOE partners in Year Five. Two focus groups conducted in Year Five reached agreement on the form and content of the handbook.

The development of the handbook will take place in Quarters 1 and 2 of Year Six. The handbook will be a reliable M&E field reference as well as a self-study course and training manual. Five hundred copies will be published in both Arabic and English. A comprehensive plan for disseminating the handbook to IELP II partners at the MOE and at English for Specific Purposes (ESP) and English for Occupational Purposes (EOP) centers will be developed in Quarter 3 (see M&E handbook awareness-building and training activities below).

Monitoring: IELP II will work in collaboration with its partners in evaluating the results of efforts to transfer IELP II systems, processes, and products to the Ministry of Education. This evaluation will include measuring satisfaction with and implementation of resources such as the Monitoring and Evaluation Handbook. The evaluation will include focus groups, interviews, and field observations.

Monitoring and Evaluation Handbook Awareness Building

The purpose of this activity is to develop and carry out a dissemination plan for targeted users of the M&E handbook, including Inspectors General, GDIST senior managers, INSET directors, Technology Development Center (TDC) managers, the MOE's M&E division, and the English Language Counselor's office. A one-day orientation will provide participants with an overview of the purpose and uses of the M&E handbook. The focus will be on how management can use monitoring and evaluation as a tool in decision making. This activity will be conducted in conjunction with the standards and sustainability awareness-raising events described later in this section and will also be featured as part of the program of the ESP/EOP conference described in Section 6.

Monitoring: No monitoring required.

Workshop on Reporting and Report Writing

This five-day workshop, which is a follow-on activity to the above-described monitoring and evaluation training, will take place in Quarter 2 of Year Six. The workshop will cover the principles, requirements, and functions of reporting on training and will provide effective reporting models. The same 106 participants will develop reporting standards and requirements for their particular training context, establish the frequency and cycle of reporting, and develop an understanding of the linkages between reporting, training planning, and strategy development. The audience for this training will be GDIST and INSET directors and training specialists, mudiria training managers, Inspectors General, and Senior Supervisors. A two-day follow-on seminar will be held in Quarter 2 of Year Six to link this activity with the TDMS activity described below and to make sure that the knowledge, skills, and attitudes acquired by the trainees are being applied properly.

Monitoring: Level 1 and 2 monitoring will be conducted at the end of the training activity.

Monitoring and Evaluation Handbook Training

To help ensure long-term adoption of monitoring and evaluation practices by MOE partners, IELP II will conduct a three-day M&E workshop for approximately 50 participants in Quarter 3. The workshop will provide hands-on experience using the M&E handbook. Training will focus on how to monitor and evaluate teacher training programs, i.e., how to design monitoring instruments, how to collect and analyze data, and how to present findings. The training will target partners responsible for carrying out monitoring tasks within the Ministry of Education (INSET English language specialists, GDIST program planners, GDIST research and evaluation staff, Senior Supervisors, and TDC staff).

Monitoring: No monitoring required.

Transfer of Data Management and Monitoring Systems (TDMS)

The purpose of this activity is the transfer of IELP II data management and monitoring systems and procedures to operational-level staff at the General Department of In-Service Training (GDIST) and In-Service Training (INSET) centers, thus enabling them to manage training data. The Year Six activity will target 44 training specialists and technical advisors at GDIST and the ten INSET centers previously involved in Year Five TDMS events, plus INSET site directors and GDIST planners.

In Quarter 1, the new GDIST information system will be finalized and installed at all sites. Five days of training on report utilization and troubleshooting will be conducted in Cairo for GDIST planners and monitoring staff.

In Quarter 2, a one-day meeting for GDIST/INSET decision makers and Technology Development Center (TDC) directors will be held to work out agreements for TDC technical support and system maintenance to GDIST/INSETs. This meeting will be followed by nine training days for 30 training specialists and technical advisors at GDIST and the ten INSET centers with GDIST planners and monitoring staff previously involved in TDMS events. This training will focus on advanced database utilization plus the management and reporting functions of the GDIST information system. In the same quarter, data entry staff will receive five days of basic training on database utilization plus data entry and retrieval functions.

In Quarter 3, two-day INSET site visits will be conducted to provide technical assistance and monitor the application of the information system, the Proficiency Test of English (PTE), and the skills matrix. (See Section 5 for a description of the PTE; the skills matrix is described later in this section.)

In Quarter 4, IELP II will lead a focus group composed of key stakeholders in GDIST, INSETs, and the TDC, together with a local consultant and GDIST/INSET staff. The

focus group will design an action plan to ensure the sustainability of the GDIST information system.

Monitoring: Level 1 and 2 monitoring will be conducted at the end of the training activities in Quarters 1 and 2. A Level 3 evaluation will take place in Quarter 3. The evaluation will include focus groups, interviews, and field observations at all ten INSET sites. In addition, it is through the TDMS activity that IELP II will monitor the GDIST-managed courses described in Section 2.

Training Management Handbook

The Training Management Handbook will be a consolidated reference for key personnel managing training in both conventional face-to-face classroom settings and through new educational technology and media. The handbook will include detailed modules on the entire cycle of training management. These modules will be based on the IELP II training management workshops, tools, and resources developed and implemented over the last three years. Individual sections will address topics such as implementing language improvement courses, methodology improvement courses, video-based courses, and designing and implementing interactive videoconferences. These sections will also provide guidance, in a stand-alone form, for MOE training managers who will be delivering IELP II-transferred courses (such as BELI and CRM) after IELP II is completed.

In Quarter 3 of Year Six, a local consultant will compile the existing materials into a user-friendly handbook that will be distributed in English and Arabic versions to MOE partners who manage training.

Monitoring. IELP II will work in collaboration with its partners in evaluating the results of its efforts to transfer IELP II systems, processes, and products to the Ministry of Education. This evaluation will include measuring satisfaction with and implementation of resources such as the Training Management Handbook. The evaluation will include focus groups, interviews, and field observations.

▪ ESTABLISH AND USE PERFORMANCE STANDARDS AS A BASIS FOR TEACHER TRAINING PROGRAMS

As discussed earlier in the Pre-Service section, in Year Four IELP II launched a standards development project in order to begin a process with its partners to establish the knowledge, skills, and attitudes that constitute effective performance. For this Pharos project, a team of international and Egyptian consultants worked with many stakeholders to draft standards for in-service teachers, teacher trainers, educational leaders, and in-service courses under seven broad domains.

These standards have already been discussed intensively with some Egyptian ELT specialists representing different audiences within the Ministry of Education (teachers, senior teachers, supervisors, in-service training center directors, and Inspectors General).

In Year Six, IELP II will work, through partners already involved in the process, to reach consensus on the teacher standards and indicators with as many EFL professionals from the in-service and pre-service sectors as possible. These discussions will take place through focus group meetings and partner days scheduled in Quarters 1, 2, and 3.

The Year Six plan related to standards will focus on four areas:

1. Completing the standards document for the teacher, trainer, and course areas by adding performance indicators applicable within the Egyptian context.
2. Raising awareness of the purpose and application of standards at grass roots levels.
3. Seeking consensus from partner audiences on the draft standards document and supporting discussions on applying the standards to a variety of teacher training contexts.
4. Piloting the application of standards in the design, implementation, and monitoring of at least one in-service teacher training course.

Indicators Development Workshops

To address the first area described above, four in-service indicator development workshops are planned in Year Six. The goal of these workshops is to develop the know-how of indicators development among a pool of 30 standards facilitators who were trained during Year Five on the language and concept of standards. Two five-day workshops conducted by one international and two Egyptian consultants will take place in Quarter 1, and another two in Quarter 2.

The newly trained indicators development team will develop draft indicators during the intervals between the two sets of workshops and send them to the IELP II standards consultant team (made up of international and Egyptian consultants) to ensure that indicators are aligned with their respective standards and domains.

A complete document that includes standards and indicators for the teacher, teacher trainer, and course areas will be produced by Quarter 3, along with an introduction to the development and application of standards and a glossary that contains all the language of standards to ensure comprehensibility.

Monitoring: No monitoring required.

Workshop for Supervisors on Understanding and Using Indicators

Since supervisors are identified as the prime end-users of the standards, it is important that supervisors in every governorate become familiar with the benefits of standards and

have experience discussing and using standards and indicators. In Quarters 2 and 3 of Year Six, three five-day workshops will be conducted for 35 supervisors representing all governorates. This standards facilitators group will include 22 supervisors trained in year 5. The purpose of these workshops is to develop an improved understanding of the three standards sets (for teachers, trainers, and courses), explore ways of using the standards and indicators in designing teacher training and professional development programs, and discuss lessons learned from the application of standards to the CRM course delivered in Quarter 1 (see Section 2, Pilot Standards-Based CRM Course). This pool of trained supervisors will serve as a resource in future standards and indicators awareness raising events.

Monitoring: No monitoring required.

▪ **ENSURE MANAGERS HAVE ACCESS TO AND UNDERSTAND HOW TO USE IELP II RESOURCES**

Year Six is a crucial year for IELP II and its partners. Over the past five years, IELP II has trained several thousand teachers, senior teachers, supervisors, senior supervisors, and training managers. IELP II has also produced a number of resources such as the best practices video series, SPEER, the Supervisor Resource Book, the Training Management Handbook, and draft pre-service and in-service performance standards. In order to maximize the impact of these efforts, it is important that the project hand over its resources, both material and human, in a systematic coordinated way. This will be accomplished through two main activities: 1) a series of standards and sustainability awareness-raising events and 2) the development and application of the skills matrix.

Standards and Sustainability Awareness-Raising Days

Standards and sustainability are two important forces that will drive IELP II's work during the last year of the project. During Quarters 1 and 2, IELP II will conduct a series of four one-day standards awareness-raising seminars in each of the four governorates that have facilitators working with IELP II on standards. Approximately, 60 people will attend these seminars in each of the governorates. These governorates are Gharbia, Damietta, Mansoura, and Alexandria. The seminars will be conducted by EFL specialists from the MOE who have been working with IELP II on standards. The seminars will lay a foundation for a deeper understanding of the use of the teacher, trainer, and course standards in training and evaluating teachers. In Quarter 1, a four-day TOT session will prepare the MOE facilitators for their role in conducting these field seminars. The audiences for these activities will be MOE teachers and supervisors and selected staff from the FOEs.

In the same time frame, IELP II will also conduct up to five awareness-raising sessions on standards and sustainability for key decision makers from the pre-service and in-service sectors. Approximately 30-50 participants will join each session. These sessions are expected to:

- raise awareness on the utilization of standards and the application of indicators at the classroom level.
- inform decision makers of the work already completed.
- serve as forums for discussing the possible applications of standards in the Egyptian educational context.
- discuss sustainability issues.

At the last partner day in Quarter 3, a document on the standards development process led by IELP II will be distributed to decision makers in both English and Arabic versions.

Finally, two key conferences in Quarter 3 will address sustainability:

1. A half-day conference for senior officials from the Ministries of Education and Higher Education, USAID, and (possibly) representatives of other USAID-funded projects in the education sector. In this session, IELP II will provide decision makers with a review of key IELP II accomplishments and samples of resources developed; a discussion of ways to ensure the sustainability of the improvements made in the teacher education and training systems will be facilitated.
2. A two-day “Building Bridges to the Future” conference will bring together the many in-service and pre-service audiences of high ranking officials in the MOE and deans and heads of English and curriculum departments in the FOEs. This event will offer several structured forums to discuss future steps in improvement of English language instruction post-IELP II, building on the work of the project. The conference will also be an opportunity for IELP II to share the resources, products, and instructional packages that have been developed and to discuss their future use. Samples of IELP II resources will be distributed at this event, along with a catalogue describing these critical resources, how they can be used, and where/how they can be obtained.

Monitoring: No monitoring required.

Skills Matrix

IELP II has been conducting training for specialist and non-specialist teachers, senior teachers, supervisors, Senior Supervisors, Inspectors General, INSET directors, and other ministry staff for five years. In addition, IELP II has trained cadres of specialists, supervisors, master trainers, and master facilitators in testing and assessment, teaching practice, supervision, materials development, primary education resources, monitoring and evaluation, and interactive videoconferencing. Over the last five years, IELP II has also used a large number of the people that it has trained to provide consultancy services or to conduct training workshops.

The skills matrix (referred to in the Year Five work plan as governorate profiles) will provide the MOE with a description of the skills and expertise of EFL specialists in each

governorate. Governorate-specific skills matrices will include a listing of all trained personnel, what they were trained in, and what they are qualified to do, according to IELP II evaluation reports. This information will provide a useful decision-making tool for GDIST and the MOE when recruiting specialists in different areas for future tasks and training programs. The computer-based skills matrix was installed at all INSET centers and TDCs at the end of Year Five.

In Year Six, IELP II will continue working with its partners to enhance the usability of the matrix and its reports, incorporating user feedback and expressed needs.

A five-day computer-based workshop will be conducted in Quarter 1 for at least two staff members from GDIST, INSETs, TDC, and the English Language Counselor's office. GDIST/ INSET staff who previously received TDMS training will be selected from each site, in addition to GDIST planners and members of the GDIST research and evaluation unit. Skills matrix training will impart the know-how for best usage of the skills matrix database, as well as for generating reports and preparing queries.

Monitoring: IELP II will work in collaboration with its partners in evaluating the results of efforts to transfer IELP II systems, processes, and products to the Ministry of Education. This evaluation will include measuring the satisfaction and implementation of resources such as the skills matrix. The evaluation will include focus groups, interviews, and, most importantly, field observations.

4. Participant Training

A. Milestone

- U.S. training designed for 200 participants.

B. Narrative

The Year Six milestone for participant training will be met by October 2002. As IELP II will cease to have access to a mechanism for funding and implementing participant training programs, due to the closeout of the Development Training II (DT2) project in Year Six, no further participant training is planned. IELP II will continue, however, to foster opportunities for integrating returned participants in various training planning, implementation, and monitoring activities. In addition, IELP II will actively seek ways to solicit support for partners to use returned participants as specialists in various locally implemented activities beyond IELP II (see, for example, work being conducted on the governorate-specific skills matrices described in Section 3).

5. Testing

A. Milestone

The testing milestone for Year Six is:

- New Adidaya certificate introduced through participating mudiriats.

This milestone is interpreted as “trained supervisors introduce new test development techniques in Adidaya certificate.”

B. Performance Goals

The testing performance goals for Year Six are to:

- Improve governorate level Adidaya test design.
- Strengthen MOE capacity to evaluate tests and write test evaluation reports.
- Strengthen the testing skills of the SATD group.
- Transfer an English language proficiency test to GDIST.

C. Narratives

The following section provides a description of the various testing activities and the performance goals they support.

- **IMPROVE GOVERNORATE LEVEL ADIDAYA TEST DESIGN**

The testing milestone for Year Six was met in Year Five and will be reported in the Quarter 4 Performance Monitoring Report for Year Five. The IELP II-trained cadre of test development supervisors participated in setting the Adidaya certificate exam in 21 governorates in the academic year 2001-2002. In addition, a circular from the English Language Counselor to Inspectors General recommending utilization of the IELP II-trained cadre of test developers as members of the Adidaya exam-setting committee was followed in 18 governorates: Alexandria, Aswan, Beheira, Daqahliya, Fayoum, Gharbia, Ismailia, Kafr el Sheikh, Luxor, Marsa Matrouh, Menoufiya, Minia, Port Said, Qalyubia, Qena, Red Sea, Sharqiya, and Sohag.

Even though the Year Six milestone has been met, IELP II will continue to work with the MOE to strengthen its capacity in classroom assessment and certificate exams. IELP II will also advocate within the MOE for a ministerial decree on the use of the IELP II-trained cadre of test developers to reinforce the recommendation provided in the Counselor's circular. This will increase longevity of cadre usage.

- **STRENGTHEN MOE CAPACITY TO EVALUATE TESTS AND WRITE TEST EVALUATION REPORTS**

Certificate Test Evaluation and Report Writing

<p><i>In-Service ESL Supervisor Training Milestone Contribution: 54 ESL Supervisors Trained.</i></p>
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IELP II plans a five-day workshop in Cairo on test evaluation and report writing. An international and a local consultant will lead the February 2003 workshop. Trainees will review, evaluate, and write evaluation reports on tests they have set for the first term basic certificate exam (i.e., Adidaya). The workshop will be attended by 27 Inspectors General and 27 SATD group members. Four representatives from the English Language Counselor's office will also attend since the training topic is directly related to their job responsibilities.

Monitoring: Level 1 and 2 monitoring will be conducted at the end of the training activity.

- **STRENGTHEN THE TESTING SKILLS OF THE SATD GROUP**

SATD Group Professional Development

IELP II plans two one-day professional development events for the SATD group. The events, which will focus on testing speaking skills, are scheduled to take place in December 2002 and April 2003. They will be led by a local consultant.

Monitoring: No monitoring required.

- **TRANSFER AN ENGLISH LANGUAGE PROFICIENCY TEST TO GDIST**

Proficiency Test of English (PTE)

IELP II has developed the Proficiency Test of English (PTE) as a resource the Egyptian educational system can use to measure the English language proficiency of candidates for further training. GDIST has been selected as the home for the PTE and a strategy for transferring the test to GDIST has been developed. This will require technical assistance and training in Year Six for those who will use the PTE in the future.

Based on PTE field testing done in Year Five, IELP II will finalize the production of four test forms, two variations on each test form, an informational handout, and a short test administration manual for MOE test users. All will be transferred to GDIST. A one-day orientation meeting on test components with MOE partners and decision makers will take place during Quarter 1. The orientation will be followed by training for test administrators and managers on test administration and security measures. IELP II will

also explore the possibility of providing the PTE to other partners, such as FOEs, for use as a diagnostic tool. (The PTE activity was referred to in the Year Five work plan as the Saqqara Item Bank.)

PTE Test Bank Training for English and Computer Specialists

IELP II will train GDIST and INSET center staff to use test forms and answer key forms, mark and score the forms, analyze and interpret results, and produce test-taker profiles.

A five-day workshop, led by a local consultant, will be held in January 2003. Once the core group is trained in these skills, they will be able to support IELP II and MOE efforts to have the PTE replace the Secondary Level English Proficiency (SLEP) Test as a placement tool for MOE in-service training programs. MOE partners will implement the PTE as a placement test for the IELP II courses handed over to them.

Monitoring: IELP II will monitor the implementation, marking, and analysis of test results in conjunction with the TDMS activity. IELP II will work in collaboration with its partners in evaluating the results of efforts to transfer IELP II systems, processes, and products to the Ministry of Education. This evaluation will include measuring satisfaction with and implementation of the Proficiency Test of English.

6. English for Specific Purposes

A. Milestone

There is one English for specific purposes (ESP) milestone for Year Six:

- 30 ESP staff trained.

B. Performance Goals

The ESP performance goals for Year Six are to:

- Improve ESP practitioners' knowledge and skills in select ESP topics.
- Provide professional development and networking opportunities

C. Narratives

The following section provides a description of the various ESP activities and the performance goals they support.

- **IMPROVE ESP PRACTITIONERS' KNOWLEDGE AND SKILLS IN SELECT ESP TOPICS**

ESP Winter Institute in Designing and Teaching ESP Courses

ESP Milestone Contribution: 30 staff trained.

A two-week ESP winter institute will focus on ESP course design and teaching methodologies. Experienced ESP specialists who have already benefited from a number of IELP II training programs will make up the core team that will design and implement the institute. If the subject areas selected through the process described below warrant such a measure, one international ESP specialist may be hired to work with the local team.

Two one-day partner days will be conducted during Quarter 1 in two regional sites (the Delta and Upper Egypt) to discuss training needs and suggest specific topics. These discussions will be followed by two one-day focus groups to prioritize training needs and topics. Trainers will then be selected to plan and carry out the institute's training activities. The ESP institute will take place in either Luxor or Alexandria during Quarter 2; 30 ESP teachers will be trained.

Monitoring: Level 1 and 2 monitoring will be conducted at the end of the institute.

- **PROVIDE PROFESSIONAL DEVELOPMENT AND NETWORKING OPPORTUNITIES**

ESP/EOP Conference

In order to integrate, consolidate, and reinforce previous endeavors and achievements in the ESP and EOP (English for occupational purposes) sectors, IELP II will implement a two-day closing conference for up to 150 ESP and EOP stakeholders during Year Six.

A one-day partner day with leaders from the ESP and EOP audiences will be held in Quarter 2 to discuss the program and content of the conference. Depending on the themes identified, one or two international consultants may be selected as keynote speakers. Four senior ESP/EOP consultants will form the conference committee and they will work with a small group of junior ESP/EOP staff to organize and prepare for the event. The conference itself may be held at an ESP center that has the capacity to host such a meeting and share responsibility for its organization and preparation.

The two-day conference, which will take place in Quarter 3, will be used to showcase and distribute IELP II materials and resources relevant to the ESP and EOP audiences. The conference will encourage continued ESP/EOP partnering and linkages. It will also highlight strategies for future growth and for sustaining teacher/management training in ESP/EOP centers.

The Monitoring and Evaluation Handbook (described in Section 3) and the ESP/EOP resource book (described in the following EOP section) are among the IELP II materials that will be featured, distributed, and discussed during the conference.

Monitoring: Level 1 monitoring will be conducted at the end of the activity.

7. English for Occupational Purposes

A. Milestones

There are two English for occupational purposes (EOP) milestones for Year Six:

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

B. Performance Goals

The EOP performance goals for Year Six are to:

- Strengthen teaching skills.
- Increase use of appropriate course materials.

C. Narratives

The following section provides a description of the various EOP activities and the performance goals they support.

No new EOP centers will be identified in Year Six due to the surplus of previous years. One new assistance plan and three sets of materials will be provided to EOP audiences in Alexandria, Cairo, the Suez Canal cities, the Delta, and Upper Egypt.

IELP II will work to strengthen the development of an EOP/ESP support network. In Quarter 2, leading EOP practitioners will participate in a one-day partner day with ESP leaders in order to plan for a two-day closing conference in Quarter 3 that will promote EOP/ESP partnering and linkages, showcase and distribute IELP II materials and resources, and highlight strategies for sustaining teacher/management training in ESP/EOP centers (see the previous ESP section for additional details).

- **STRENGTHEN TEACHING SKILLS**

Integrated Language Skills in English Classes Assistance Plan

<i>EOP Milestone Contribution: One assistance plan.</i>
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To enhance the teaching skills of English for occupational purposes (EOP) language teachers, a five-day training session on integrating language skills in the EOP classroom will be conducted in Quarter 1 in Cairo for English teachers at EOP centers in Cairo, Alexandria, the Suez Canal cities, and the Delta. A second five-day training session will be offered in Quarter 2 in Luxor for English teachers at EOP centers in Upper Egypt. Three Egyptian ESP consultants will design the course, develop the training materials,

and conduct the training sessions. The training will be interactive with ample opportunity for participation and practice on the part of the trainees. Relevant segments of the best practices video series and other materials developed by IELP II will be used in the training sessions.

Monitoring: Level 1 and 2 monitoring will be conducted at the end of the training activity.

▪ **INCREASE USE OF APPROPRIATE COURSE MATERIALS**

Communicative Activities for the EOP Classroom

EOP Milestone Contribution: *One set of materials provided.*

ESP/EOP centers requested a text containing communicative activities for adult learners, their major clients. The text, *New Ways in Teaching Adults*, was selected. In Quarters 1 and 2, this book will be distributed to approximately 50 EOP centers, representing approximately 120 staff members, in both Upper and Lower Egypt. An Egyptian consultant will design and conduct a one-day training workshop on using and adapting materials from the book. The workshop will be offered in at least four locations.

Monitoring: Level 1 monitoring will be conducted at the end of the training activity.

Consolidated ESP/EOP Materials Review and Distribution

EOP Milestone Contribution: *One set of materials provided.*

IELP II has been working with consultants and with ESP and EOP practitioners to develop training workshops on several topics, including communicative methodology, presentation skills, and test development as well as a series of courses for training managers. In Year Six, these materials will be consolidated into a resource book by an Egyptian consultant, then printed and distributed at the ESP/EOP conference described in the preceding ESP section. The conference will also provide a venue where conference participants can learn about the ESP/EOP resource book and discuss with others how these resources can be used.

Monitoring: Level 1 monitoring will be conducted at the end of this activity.

M&E Handbook Materials Distribution

EOP Milestone Contribution: One set of materials provided.

IELP II will distribute its Monitoring and Evaluation Handbook to ESP and EOP centers to help them conduct monitoring and evaluation of the training programs they deliver. Monitoring and evaluation will assist the centers in planning and delivering better courses and will also provide data that can be used when discussing the effectiveness of training strategies with clients. The handbook will be featured and distributed at the final ESP/EOP conference and attendees will be able to participate in sessions on key topics covered in the manual. Approximately 150 copies of the manual will be distributed.

Monitoring: Level 1 monitoring will be conducted at the end of this activity.

Internet English Follow-on Training

In Year Five, a package consisting of two texts on teaching English and one on using computers was distributed to ESP/EOP centers in Upper Egypt. The first text, *Computer English*, introduces basic English vocabulary needed by those using computers for the first time. The second text, *Internet English*, is an Internet-based course for teaching English. The third, *Computers for English Language Teaching*, is a helpful booklet for teachers about different ways of using computers and the Internet in general.

In Quarter 2, the Internet English text packages will be distributed to EOP centers in Cairo and Alexandria, and a three-day workshop on using and adapting the materials for local audiences will be offered to approximately 70 participants.

Monitoring: Level 1 monitoring will be conducted at the end of the training activity.

8. Other Activities

SUSTAINABILITY

A. Milestone

There is one sustainability milestone for Year Six:

- Sustainability plan revised and submitted by year's end.

B. Performance Goal

The sustainability performance goal for Year Six is:

- IELP II will provide a final sustainability plan.

C. Narrative

Sustainability Plan

<p><i>Sustainability Milestone Contribution:</i> <i>Sustainability plan revised and submitted by year's end.</i></p>

Each year IELP II develops a Sustainability Action Plan structured around the core principles, strategies, and tactics that will promote sustainability of its activities. The plan outlines both the status of the activities which targeted sustainability in the previous year and the newly-developed principles, strategies and tactics that will guide the coming year. As this will be the final year of the project, the Sustainability Action Plan will report on the status of sustainability activities in Year Six and recommendations for continuation of activities a future project might carry out in support of sustainability. During Year Six, IELP will seek guidance from USAID as to how it wishes the project to address the issues of a future action plan, given that the project itself will have ended.

Completion Report

Prior to the end of Year Six, IELP II is required by contract to submit a completion report to USAID. IELP II proposes that the report provide narrative and tabular summaries of completed project activities as well as descriptions of underlying project principles, strategies that proved effective, challenges encountered and overcome, and illustrative success stories.

In addition, and in light of the project's significant efforts to strengthen and sustain quality MOE/GDIST teacher training, IELP II also proposes to include results of an

evaluation it will carry out during Year Six on the transfer of the capacity building process. This will include an evaluation of GDIST database use and management; the process, instruments, and specialists that make up the GDIST monitoring and evaluation system; use of the IELP II-designed placement test (the PTE); utilization of master trainers (specialists in trainer selection, training design, and planning); and implementation/management of IELP II transferred courses.

The evaluation will also consider skills and attitudes that have changed as a result of IELP II interventions and will include interviews, focus groups, and observations. Some of the data will be collected during site visits to monitor GDIST-implemented courses. Before finalizing the proposed content for the completion report, IELP II will consult with USAID to seek additional guidance and input.

U.S. CONFERENCE ATTENDANCE

A. Milestone

The milestone for Year Six is:

- Ten participants attend professional conferences.

B. Performance Goal

The performance goal is to:

- Strengthen professional skills.

C. Narrative

The following section provides a description of the conference attendance activity.

U.S. Conference Attendance

<p><i>Conference Attendance Milestone Contribution: 11 Egyptian educators attend U.S. conferences.</i></p>

In Year Five, IELP II sent 13 educators to a conference in the United States, namely, the April 2002 TESOL convention in Salt Lake City, Utah. IELP II will continue to ensure that educators have access to information about U.S. conferences through announcements of conference attendance grants and information on the IELP II Website. IELP II will also use the EgyptTESOL newsletter and EFL e-groups to disseminate this information. It is anticipated that at least 25 educators will apply for these conference attendance grants, in which case a competitive selection process will be used to determine the 11 who will attend. It is expected that most of those selected will attend the international TESOL convention in March 2003.

Critical Assumption: A sufficient number of educators submit proposals that are accepted.

Monitoring: The list of educators and their presentation topics will be added to the Means of Verification file.

ALUMNI SEMINARS

A. Milestones

There are two milestones for Year Six:

- Organize two regional workshops.
- Organize one national workshop.

B. Performance Goals

The performance goals for Year Six are to:

- Foster collaboration with partners.
- Provide opportunities for professional development.

C. Narratives

The following section provides a description of Year Six alumni activities.

Regional Returned Participant Workshop (RRPW) on Testing and Evaluation

Alumni Seminar Milestone Contribution: One regional workshop organized.

In Year Six, one of the regional workshops for returned participants will focus on language testing and evaluation. The workshop will foster collaboration with one of IELP II's partners, EgyptTESOL. The RRPW will be held as a pre-EgyptTESOL convention event in December 2002. It will be organized by EgyptTESOL's Testing and Evaluation Special Interest Group and 80 IELP II returned participants will be invited to attend. The workshop, with two keynote speakers and six presenters, will provide an excellent opportunity for professional development in the field of language testing and evaluation.

Monitoring: Level 1 monitoring will be conducted at the end of the workshop.

Regional Returned Participant Workshop for Teachers

Alumni Seminar Milestone Contribution: One regional workshop organized.

In Year Six, as the culminating activity for the largest returnee group (teachers and senior teachers), IELP will organize four iterations of a regional workshop, each with similar content and objectives. These regional workshops, which will reach approximately 200 teachers, will be organized in collaborations with supervisors and Inspectors General to

ensure that decision makers recognize the varied skills and experience of these IELP II-trained teachers and that MOE managers make use of these teachers at the local level.

Due to the large numbers of Teacher Training Initiative (TTI) returnees, attendance will be limited to teachers who submit proposals and show interest in the workshop topics. The workshops will provide a forum for teachers and senior teachers to share their approaches and strategies for transferring their knowledge, skills, and attitudes to others at the local level. Selection will focus on those who have used their specialized skills, acquired through IELP-II training programs, to promote improvement and create change within their local systems. The workshops are meant to reinforce networking among teachers and between teachers and their supervisors; they will foster communication between teachers and their supervisors by offering teachers the opportunity to make presentations on their achievements. One or two Egyptian consultants will be invited to give opening remarks and present papers at the RRPW; approximately 40 of the 200 participants will make presentations.

Monitoring: Level 1 monitoring will be conducted at the end of the workshops.

The National Conference for Returned Participants

<p><i>Alumni Seminar Milestone Contribution: One national workshop organized.</i></p>
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The Year Six national conference will take place over two days in April. Based on the recommendations of last year's conference, the theme will be "Sustainability beyond IELP II." The conference will offer large numbers of returned participants the opportunity to demonstrate how use of IELP II products, resources, training activities, and networks can contribute to sustainability of IELP II activities once the project closes. IELP II will also use this conference to showcase the educational and training products and data management systems of its partners including GDIST, INSET centers, ESP centers, and a number of selected EOP providers.

Monitoring: Level 1 monitoring will be conducted at the end of the conference.

CONTINUING EDUCATION MATERIALS

A. Milestone

The milestone for Year Six is:

- 1,500 packets prepared.

B. Performance Goal

The performance goal for Year Six is to:

- Provide resources to improve language and methodology skills

C. Narrative

Continuing Education Materials

The continuing education materials activity and its milestone contribution of 1500 self-instructional packets prepared and distributed are discussed in Section 2.

SECTION E:
BUDGET SUMMARY

IELP II YEAR SIX BUDGET

Below is a budget summary of projected Year Six IELP II program and administrative costs as prepared by The Academy For Educational Development and its sub-contractor, AMIDEAST. The format follows the budget summary approved in IELP II Contract Number 263-C-00-98-0000-00.

Category	Y6 Budget ⁸
Salaries	\$1,031,624
Fringe Benefits	143,830
Overhead	915,125
Allowances	939,736
Travel/Transportation	653,182
Other Direct Costs	722,235
Equipment	30,000
Subcontractors	1,272,420
In-Country Training	2,321,402
G & A	57,259
Total Cost	8,086,813
Fixed Fee	136,584
Total Estimated Cost Plus Fixed Fee	\$8,223,397

⁸ All figures shown in U.S. Dollars