



AMIDEAST/Egypt

TAGHYEER PROGRAM
Consolidated Program Report
January 2010

Submitted to:

Mohamed Shafik Gabr Foundation For Social Development

Executive Summary

AMIDEAST truly appreciates the opportunity to develop and deliver the Taghyeer program for the Shafik Gabr Foundation. The Taghyeer Program is divided into two main projects: the Students Program and the Teachers Program.

The Taghyeer Students' Program targets non-elite, socio-economically disadvantaged school children in the Moqattam area of Cairo. In addition to teaching the participating students English, the program aims to incorporate Egyptian culture and heritage into the program, reinforcing the development of skills and knowledge important to students' academic and professional futures. The 40 selected students are currently receiving English language training over the period of two years.

According to academic plan set forth, the students receive 163 hours of English language instruction per year distributed over 3 semesters: a summer intensive session, fall and spring. The summer intensive session semester covered 75, while the fall semester covered 40. The upcoming spring semester is intended to cover 48 English language instructional hours. This distribution of hours takes into consideration the students' obligations to their regular course of study at their classes during the day.

With the goal of expanding the program's impact beyond the participating students, and at the request of the Foundation, AMIDEAST has implemented a 72- hour teacher training program, which develops the skills and abilities of school teachers so as to significantly impact their teaching performance and effectiveness in their classrooms. The goal of this effort is to broaden the effect of the Taghyeer program, benefiting a much larger spectrum of students. During the practicum sessions, 23 participants had the chance to demonstrate the positive change in their performance as teachers. The teachers left the training with new approaches to their craft, shared experiences and action plans towards continuing to professionally developing themselves.

The impact on students' performance at the targeted schools is measured using an updated end of semester evaluation form. The evaluation form solicits both parents' and teachers' feedback on the immediate change in students' performance, through a range of questions pertaining to students' general behavior and academic performance. The captured feedback demonstrated improvement not only on the student's academic performance, but also more importantly with their communication and interpersonal skills. It has also helped the students to identify with their culture, eliminating misperceptions and negative ideas, as well as promoting their sense of belonging and loyalty to their heritage.

Part I - Students' Program

I. Program Schedule

1. Summer 2009: 15 July - 27 August 2009

54 students were selected after being interviewed by AMIDEAST. All of the students' ranged in age from 8 to 10 year-old. An orientation on the program's objectives and schedules were given prior to the program's commencement.

Classes started on July 15, 2009 with 41 students and ended on August 27, 2009 with 40 students. The students were divided into 3 classes according to their exam scores. The sessions took place at the Foundation's premises in Moqatam Heights. 3 classes met three days a week. A team of teachers with extensive experience in working with young learners was selected to execute the first phase of the program.

Summer Semester Program Schedule

Class	Teacher	No. of students	Class times
A	Ms. Mary Lewis	13	Saturday- Monday- Wednesday 9 am- 1pm
B	Mr.Mohsen Talaat /Ms. Hala El Tony	14	Sunday - Tuesday - Thursday 9 am - 1pm
C	Ms. Niveen Shalaby	14	Sunday - Tuesday - Thursday 9 am -1 pm

2. Fall 2009 - 11th October, 2009 - 23rd December, 2009

The training program took place at Mohamed Shafik Gabr Foundation for Social Development premises in Moqatam Heights. As planned, "Taghyeer" students received 40 instructional hours of English language. Three classes with 37 students met twice a week for two hours each class. The same three teachers who executed the summer semester continued with their students.

Fall Semester Program Schedule

Class	Teacher	No. of students	Class times
A	Ms. Hala El Tony	15	Sunday - Wednesday 5:30 pm - 7: 30 pm
B	Ms. Niveen Shalaby	11	Sunday - Wednesday 5:30 pm - 7: 30 pm
C	Ms. Mary Lewis	11	Tuesdays - Thursdays 5:30 pm - 7: 30 pm

Unfortunately, the following students did not show up during the fall semester due to the fear of H1N1, according to the students' parents:

- 1) Alla Ibrahim Elsayed (class C)
- 2) Donia Abdelrahman Sayed (class B)
- 3) Sherif Abdelrahman Sayed (class B)

Classes were put on hold on November 26 and 29, 2009 for the Adha holiday, as decided before the start of the fall semester. Adding two additional days at the end of the program compensated for the hours.

II. Program contents

1. Books:

In order to achieve the objectives of the training program, AMIDEAST is using an age appropriate textbook entitled *Connect 1*. This series is a fun, multi-skill course written and designed especially for adolescents who are studying English for the first time. It develops speaking, listening, reading and writing skills while simultaneously connecting students with one another, their community and the world outside the classroom.

Connect Books series is mapped against the CEF (Common European Framework) CEF provides a common basis for the elaboration of language syllabi, curriculum guidelines, examinations and textbooks. The CEF standard is recognized world wide as the benchmark for English language learners. By the end of the program, the *Taghyeer Program Students* are expected to reach a median level between level A2 and B1 on the CEF guide that corresponds to a basic learner-level and an independent learner-level respectively. The latter is closer to be achieved since students will have covered 326 instructional hours of the minimum required 350 for that level (B1).

During the summer and fall semesters, the first five units of the text were covered (5 lessons each unit). A myriad of pair and group work was incorporated in order to maximize the opportunity for the students to practice the language. *Connect 1* was utilized as an information resource, home assignment reference, and classroom learning tool. The listening material accompanying the proved itself to be an excellent learning tool for the students to practice listening and pronunciation on their own time.

Many cultural activities were integrated into the language instruction in order to help students develop their language competency in an enjoyable atmosphere.

III. Culturally Focused Events

As a subtle way to teach English Language in relation to the students' everyday life, students explored Egyptian traditions using the English language, which facilitated the English language acquisition. Egyptian cultural events became language triggers through the usage of relevant vocabulary and by participating in many artistic activities. Listed below are the cultural activities that coincided with program implementation.

A. The 1952 Revolution Day (July 23, 2009)

Students listened to the story of the 1952 revolution. A picture of President Gamal Abdel Nasser was displayed during the activity. For many students, it was their first time to know the full story this patriotic figure. The students learned related vocabulary, such as *king, palace, army, president, officer*, etc. As a follow up activity, the students drew the Egyptian flag.

B. The Holy Month of Ramadan (August 22, 2009)

Ramadan was different this year for the students as they learned new words such as: to fast, feast, crescent, etc... and they drew and colored a Ramadan lantern (Fanous). It was a good opportunity for them to get more familiar with the language through using English to speak about their life events.

C. Eid El Adha (The Great Bayram) 26th November, 2009

In celebration of the Eid El Adha on the November 26th, 2009, the students learned vocabulary relevant to the occasion. They also drew some pictures of Eid sheep.

IV. Program Evaluation

AMIDEAST has updated the Program Evaluation Form (designed specifically for the purpose of this program in Arabic) that was used to evaluate the summer semester. This update helped AMIDEAST to measure the program impact on the students' behavior and academic performance. The form includes questions that elicit students', parents', and teachers' opinions.

The feedback given reflected very positive impact and development. Copies of all the evaluation forms are kept with the Foundation. Evaluation statistics are being analyzed, and will be submitted to the Foundation shortly.

V. Upcoming Spring Semester

Spring Semester 2010

During the summer and fall semesters, 115 instructional hours of English language were covered. The spring semester will contain 48 hours of instruction, which will then comprise 163 hours of instruction for the first year. This matches the original plan.

As per the Foundation's request, three suggested schedules for the spring semester (February - April 2010) were submitted. The Foundation selected the following schedule, as it was considered to be the most convenient for the students. The spring semester is scheduled to start on February 13, 2010 and to conclude on April 8, 2010. They will meet on three times per week per group (Sat - Mon - Wed/Sun - Tue - Thu).

Classes are scheduled to meet three days a week for 3 hours during the mid-year vacation from 13th - 18th February, 2010 and three days a week for 2 hours from February 25 until April 1, 2010. Finally, classes will meet once for 3 hours during the last week of training (April 3rd-8th, 2010). This schedule allows the students a chance to enjoy their mid-year vacation. Moreover, it provides ample time before the students' final school year exams, as it concludes one month prior to the set official exam dates.

Spring Semester Calendar:

Week	Date	No. of hours	No. of classes per week
February (Mid- year Vacation)	13 - 18	9 hrs	3
February	20 - 25	6 hrs	2
March	27 Feb. - 4 March	6hrs	2
March	6 - 11	6 hrs	2
March	13 - 18	6 hrs	2
March	20 - 25	6 hrs	2
April	27 - 1 April	6 hrs	2
April (Easter and Sham Elneseem off)	3 - 8	3 hrs	1
TOTAL		48 hrs	

VI. Conclusion

The students have shown considerable progress during the fall semester. They have become very familiar with the communicative approach applied in the classroom, and their English language proficiency has developed remarkably.

Part II - Teacher's Program

Summer 2009 - 16 July - 13 August 2009

The Taghyeer Teacher Training Program aimed at developing the skills and abilities of school teachers, so as to significantly impact their teaching performance and effectiveness in their classrooms. There were 23 participants, 10 males and 13 females, encompassing teachers of a variety of subjects: English, Math, Arabic, Science, PE, and Art, as well as one social worker. Delivery of the program consisted of training workshops followed by classroom observations and feedback sessions.

I. General Objectives

At the end of the program, participants were able to:

- Implement modern methods and practical teaching techniques – how to utilize the communicative approach, lesson planning, classroom management, assessment, and evaluation;
- Demonstrate ability to apply the theory learned in a real teaching environment;
- Cope with the latest research-based trends in teaching;
- Collaborate with colleagues to expand and critique each other's performance and knowledge; and
- Reflect on teaching experiences to produce action research for further improving knowledge, skills and abilities.

II. Program Schedule

The program included 72 hours of training and 6 hours for practicum. The program was divided into 13 sessions, 6 hours each from 9 AM to 3 PM. The training took place at the ARTOC Group main building in Moqatam.

III. Program Content

Participants were exposed to a variety of relevant topics to teaching. Mr. Atef Ramzy developed the material with sensitivity to needs of the participants, as well the unique environment presented by the schools. Participants were given one week of General English with Ms. Amira Eissa. Dr. Hanna Wahba, the teacher trainer, covered methodology, strategies, planning, assessment, and finally did the practicum. The overall outcome was very positive, with participants' eagerly appreciating material and enthusiastically getting involved in all activities.

The following topics were tackled during the program:

- Introduction to the theory of language teaching;
- Classroom management practices;
- Motivating young learners;
- Lesson planning and learning objectives;
- Reflective practice in teaching;
- Theme-based teaching;
- Using songs, games and stories in classes;
- Assessment;
- Practicum: practice teaching in simulated environments, with feedback.

Note: the practicum is taped on 4 DVD s and is left with Mr. Mohamed Fathallah

All of the participants were granted a certificate of completion. As per the recommendation of Dr. Hanna Wahba, some of the participants were granted special certificates of recognition for the following categories:

- 1- the most effective
- 2- the best lesson plan
- 3- the most enthusiastic
- 4- the most creative
- 5- the most competent
- 6- the most punctual
- 7- the most organized

Conclusion

AMIDEAST is proud to have been selected by The Mohamed Shafik Gabr Foundation For Social Development to design and implement the *Taghyeer* Program for both teachers and students, as this work directly corresponds with the core mission of AMIDEAST to expand opportunities through education and training. AMIDEAST considers this program to be a model for the private sector, and considers the Foundation to be visionary in its approach. The stakeholders of the project, including the students, their families, the teachers, and the school administrators, have all expressed how the program has positively impacted their lives. We truly look forward to the opportunity to continue this important work in partnership with the Foundation.