



Mohamed Shafik Gabr Foundation for Social Development

Taghyeer Training Program

Project Closure Report

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Submitted by: Emad Abdelmalek
Title: Special Project Senior Coordinator
Telephone: 02-33320462
Email: eabdelmalek@amideast.org
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1- Executive Summary

In August 2009, The Mohamed Shafik Gabr Foundation for Social Development contracted AMIDEAST to design and implement “Taghyeer” training programs.

The “Taghyeer students program” targets non-elite, socio-economically disadvantaged school children in the Mokattam area of Cairo. In addition to teaching 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 “Taghyeer students program” started on July 15, 2009 and it ended in December 2011.

The “Taghyeer teachers program” develops the skills and abilities of school teachers so as to significantly impact their teaching performance and effectiveness in their classrooms, thereby benefiting a much broader spectrum of students.

The “Taghyeer teachers program” was conducted from July 16 to August 13, 2009.

As agreed with the foundation, AMIDEAST submits a semester report within 30 days after the semester end date.

AMIDEAST signed a fixed price contract with a total value of \$109,571.

As requested by the Mohamed Shafik Gabr Foundation for Social Development, AMIDEAST submitted two proposals.

2- Contract Value

AMIDEAST and The Mohamed Shafik Gabr Foundation for Social Development agreed on paying AMIDEAST a fixed lump sum amount.

Total cost for Taghyeer Students Program	40 students	\$ 80,000 \$ 1,000 per year per student
Total cost for Teacher program	23 teachers	\$ 27,071 \$ 1,231 per teacher
Assessment fees		\$ 2,500
Total		\$ 109,571

Payments were made according to a payment management system as follows:

Amount	Due date	Status
\$40, 000	July 2009	Paid (in USD)
\$34,785	July 2010	Paid (in EGP)
\$34,786	July 2011	
*\$ 19,604 (paid amount after deduction)		*Paid in Aug.23, 2012 (in EGP)

Note: AMIDEAST responded to the foundation's request for a deduction of \$15,182 from the last due payment. The foundation's request was based on the voluntary drop out of seven students besides the number of missing hours from students who exceeded the attendance limit.

Part I - 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. Program Deliverables

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

IV- Graduates name list:

- 1-Abeer El-Sayed Ali
- 2-Aiman Abdel Sabor
- 3-Aiman Mohie El-Din
- 4-Amal Hossein Mohamed
- 5-Azza Ali Mahmoud
- 6-Elham Mohamed Abdel Latif

- 7-Enas Mohamed Waheb
- 8-Essam Mohamed Ahmed
- 9-Gamal Mohamed Ismail
- 10-Hoda Ahmed Morsy
- 11-Kamal Fathallah Sayed
- 12-Kawther Mohamed Ali
- 13-Khalaf Zedan Mahmoud
- 14-Mai Mohamed Maher
- 15-Manal Abdel Moneam
- 16-Manal Saeed Hassan
- 17-Mervat Fadel Abou Moslem
- 18-Mohamed Eid Mohamed
- 19-Mohamed Hassan Hossein
- 20-Mohamed Kamal El-Din
- 21-Mona Hosny
- 22-Nesreen Yahia Mohamed
- 23-Samy Hemeda Abdel Hamid

Part II

Students' Program

July 19, 2009 – December 19, 2011

The Taghyeer program for students targeted non-elite, socio-economically disadvantaged school children in the Mokattam area of Cairo. In addition to teaching participating students English, the program aimed to incorporate Egyptian culture and heritage into the program, reinforcing the development of skills and knowledge important to students' academic and professional futures. The program started with forty students. 34 of which completed the program. AMIDEAST prepared the corticated of completion in complete coordination with the foundation. The certificates were signed by AMIDEAST- Egypt Country Director and delivered to the foundation.

A graduation ceremony was planned to take place in February 2012, however; it was not confirmed.

I – Program Deliverables

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

- understand the main points of clear standard input on familiar matters Regularly encountered in school, leisure, etc.
- deal with most situations likely to arise while travelling in an area where the language is spoken.
- produce simple connected text on topics which are familiar or of personal interest.
- describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
- express opinions on abstract/cultural matters in a limited way or offer advice within a known area, and understand instructions or public announcements
- understand routine information and articles, and the general meaning of non-routine information within a familiar area.
- write letters or make notes on familiar or predictable matters

II - Program Schedule

Semester	Instructional hours	Start date	End date
Summer 09	75	July 16, 09	August 27,09
Fall 09	40	October 11, 09	December 23, 09
Spring 10	48	February 13, 10	April 11,10
Summer 10	75 (EL)	June 19, 10	August 5, 10
Summer 10	24 (Enhancement activities)	June 19, 10	August 5, 10
Fall 10	42 EL	October 17,10	January 5,11
Spring 11	40 hrs EL	February 21,11	April 20, 11
Summer 11	70 hrs (EL and Enhancement activities)	May 25,11	July 27, 11
Fall 11	26 hrs EL	Oct. 15,11	Dec. 19, 11

III – Program Content

The content of the program is comprised of two major components:

- English language instruction and assessment; and
- Enhancement and enrichment activities.

The program participants worked on their language skills through a variety of creative teaching methodology that considered their age. Language learning was mixed with fun and activities that supported students' internalization of the language. Language was introduced as a means of communication not a school subject.

The program helped the students integrate the four language skills. The program instructors encouraged the students to express themselves in a myriad of communicative activities such as presentations, role plays , drawing posters, etc,...

During the summer semesters, the students participated in outdoor planned activities. The students went out for educational, artistic and environmental centers such as Fagnon in Saqara and SEKEM Science school in Belbais.

Each location has its own kind of enhancement activities that varied from drawing, botany, sports and environmental experiments.

IV- Graduates name list:

- 1- Abdelhameed Ashraf
- 2- Adel Aly Abdelmoneam
- 3-Ahmed Emad Ahmed
- 4-Ahmed Mohamed Aboshehata
- 5-Aya Ahmed Basha
- 6-Aya Gamal Abdelmoneim
- 7-Belal Ahmed Mohamed
- 8-Beshoy Samuel Yoakim
- 9-Eman Sayed Hussein
- 10-Esraa Amoro Hassan
- 11-Ghada Ahmed Saber
- 12-Hesham Salem Anas
- 13-Mahmoud Magdy Ramadan
- 14-Mahmoud Mohamed Saleh
- 15-Mahmoud Sallam Abdellatif
- 16-Marina Nashaat Ramzy
- 17-Marwa Ezzat Mohamed
- 18-Menatallah Ahmed Wahman
- 19-Menatallah Mostafa Hassan
- 20-Menna Mokhtar Mohamed
- 21-Mohamed Ahmed Handal
- 22-Mohamed AttiaAhmed
- 23-Mohamed Sallam Abdellatif
- 24-Mostaf Aly Abdelbaky
- 25-Mostafa Ahmed Mostafa
- 26-Mostafa Mohamed Aly
- 27-Osama Amro Hassan
- 28-Ramadan Amro Ramadan
- 29-Reham Mohamed Saleh

- 30-Sally Aly Elsayed
- 31-Shaher Mohamed Salah
- 32-Shohrat Mohamed Salaheldin
- 33-Yousef Ahmed Saber
- 34-Ziad Mohamed Ibrahim

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.