

Arab Republic of Egypt (ARE)

Ministry of Higher Education (MOHE)

Projects Management Unit (PMU)

Higher Education Enhancement projects (HEEP)

Faculties of Education Enhancement Project



Faculties of Education Enhancement Project

Report of Achievements
From 31/8/2006- 31/3/2007

April 2007

I-Preface

Many researches reveal problems facing faculties of education, affecting their performance and efficiency of their graduates. Some of these problems are due to internal reasons, others to external ones. This underlines the need to enhance these faculties to be able to carry out their various and Integrated roles, including ultimately the enhancement of education itself.

Efforts are being made to reform faculties of education, on top of which is the Faculties of Education Enhancement Project (FOEP).

The National Conference on Higher Education, held In February 2000, concluded with designing a strategy including 25 projects to enhance higher education. , Of these 25 projects 11 projects approved for implementation were merged into 6 major projects for the period 2002-2007; these projects are:

1. Egyptian Technical Colleges Project (ETCP)
2. Faculty and Leadership Development Project (FLDP)
3. Information & Communication Technology Project (ICTP)
4. Quality Assurance and Accreditation Project (QAAP)
5. Higher Education Enhancement Project Fund (HEEPF)
6. Faculties of Education Enhancement Project (FOEP)

A nation's progress is measured by different factors; high among which is quality of human resources, in terms of education, health, and standard of life. Education is generally viewed as the basis for development and national security, as well as the locomotive of progress.

Faculties of education, with their various roles and tasks, are the corner stone in the process of education enhancement at all levels, especially since teacher preparation comes on top of its priorities. Hence, good preparation of teachers contributes directly and decisively to the enhancement of pre-university education, outputs of which are the very inputs of higher education.

Needless to say, success of human development depends on the quality of education, of which the teacher constitutes a main pillar.

The government has shown great interest in enhancing faculties of education, and as such it assigned several projects for this purpose, both at central and local community levels. As one of the most important higher education reform projects, the Faculties of Education Enhancement Project (FOEP) was designed to provide real enhancement to these faculties on a symmetrical basis that includes all elements, from vision and task identification, to achievement of total quality.

II- Project vision

The project aims at achieving a comprehensive modernization of faculties of education, to go in tandem with world scientific and professional development, while taking into consideration the Egyptian cultural in general, and each faculty's environment in particular, on a systematic basis that guarantees effectiveness of teaching and learning, and total quality as an approach to reform.

III- Strategic targets of FOEP

Strategic targets of the Faculties of Education Enhancement Project:

1. Creating an appropriate environment for development that support the mission and conceptual framework of these faculties.
2. Reforming teacher preparation system at all levels, with a view to technology and training.
3. Enhancing professional development of teaching staff and their assistants.
4. Improving infrastructure quality of the faculties of education labs and equipment.
5. Ensuring quality performance of the faculties of education.
6. Adopting faculties' self-reform approach.
7. Associating project activities with public schools and other enhancement projects.
8. Establishing a follow-up and evaluation system.

IV- Executive Summary

FOEP started with a vision of a comprehensive, institutional reform for faculties of education, with 2 approaches; central and bottom up.

The project strategy was approved by the National Committee of the project, and the Project Management Unit's board of directors, and so was the project's implementation plan.

Implementation went on a multi-track basis, in order to achieve its multiple developmental targets in the given time limit, scheduled to end in August 2006. Worth noting is the fact that, despite its diverse areas and themes, and its relevance to one of the most important sectors of higher education, project completion was scheduled one year ahead of the other 5 projects.

Project themes:

1. **Creating a scientific environment for development:** this theme was addressed in workshops and meetings with teachers, with a view to determine a general vision of faculties of education and their role, and studying the status quo of these faculties.
2. **Reforming teacher preparation system:** this included reforming both integral and sequential systems. Implementation included studying international trends and standards for teachers preparation, developing Egyptian standards, defining curricula, developing systems admission, pre-employment training, internships, and post-graduate studies.
3. **Enhancing professional development of teaching staff and assistants:** training needs were identified and a framework for training material were set; first phase (September 2005-January 2006 then February-August 2006) was implemented. Diverse training courses were designed to cover teaching methods, technology, English language, and educational research.
4. **Improving infrastructure quality of the faculties of education:** Needs of education faculties were identified, procurement procedures were taken, faculties were provided with a number of educational, specialized, technological labs necessary for enhancement.
5. **Ensuring quality performance:** this theme represents an area of cooperation with the Quality Assurance & Accreditation Project (QAAP), to disseminate the culture of quality, and establish internal systems for maintaining quality. Participants now include 19 faculties of representing 75% the faculties of education in Egypt.

6. **Adopting a self-reform approach for faculties:** this approach is the basis for bottom up enhancement. It was implemented through competitive projects, and faculties were encouraged to reform their by-laws.
7. **Associating project activities to public schools and other enhancement projects:** this was implemented through preparing trainers for schools from among faculties of education professors and assistants, providing training courses, and developing special education. There was cooperation with other projects; Information & Communication Technology Project (ICTP) contributed to developing the infrastructure and training of teaching staff and employees, while Quality Assurance & Accreditation Project (QAAP) was utilized in respect of contracts entered into with faculties of education to implement quality assurance projects. Also Faculty and Leadership Development Project (FLDP) contributed to developing training systems in the faculties of education, and the Egyptian Technical Colleges Project contributed to providing faculties with training courses.

Finally, it is to be noted that achieving the Developmental Objectives of the project requires an extension of the project term with additional funding for year 2007, then ensuring its continuity along with the other projects through years 2007-2012.

The main achievements from the end of August 2006 to 31 March 2007 are:

First: Creating enhancement friendly environment based on clarity of vision and mission:

Efforts Achieved	Outputs
<ol style="list-style-type: none"> 1. Holding meetings in colleges of education through conferences: <ol style="list-style-type: none"> a. Zagazig FOE conference March 2007. b. Ain Shams university conference on Scientific Research March 2007. 2. Holding a conference for evaluating FOEP Activities and Achievements Dec.2006. 	<ol style="list-style-type: none"> 1. Raising Awareness of the importance of enhancing FOEs. 2. Knowing weaknesses and strenghtesses of FOEP Achievements. 3. Raising the degree of participation in FOEs efforts for enhancements.

Second: Reforming teacher preparation system:

Efforts Achieved	Outputs
<ol style="list-style-type: none"> 1. Holding meetings for FOEP national committee to discuss new alternatives of secondary school reachers. 2. Discussing changing new by-Laws of Colleges that have not enhanced their programs through conferences and meetings. 3. Continuing evaluation of pilot study of the new system at the four FOEs. 	<ol style="list-style-type: none"> 1. New by-Laws. 2. Setting new approaches for Secondary school teacher preparation to respond official trend.

Third: Enhancing professional development of teaching staff and assistants:

Efforts Achieved	Outputs
<ol style="list-style-type: none"> 1. Organizing and implementing workshops for training faculty on using Micro-Teaching and CCL Labs At: <ol style="list-style-type: none"> a. Tanta FOE.19-9-2006. b. FOW, Ainshams university 20-9-2006. c. Assuit FOE. 21-9-2006. 2. English software Workshop at AinShms FOE. 25-12-2006. 	<ol style="list-style-type: none"> 1. Maximizing the use of Labs at FOEs. 2. Training more faculty.

Fourth: Improving infrastructure quality of the faculties of education:

Efforts Achieved	Outputs
<ol style="list-style-type: none"> 1. Implementing workshops during Dec. 2006 at Ain shams FOE for training faculty on: <ol style="list-style-type: none"> a. Media Lab- Direct RT software. b. Adobe creative software. c. Arc Gis Software. d. Maple 9-5 and other Math Software. e. SPSS Software. 2. implementing workshop at Ain shams FOE on 25-2-2007 (SPSS). 3. Implementing workshop at FOW Ain Shams university on GIS on 21,22-2-2007. 4. Monitoring the use of Labs. 	<ul style="list-style-type: none"> - Training 26 staff members. - Training 20 staff members. - Training 22 staff members. - Training 19 staff members. - Training 19 staff members. - Training 40 staff members. - Training 31 staff members.

Fifth: Ensuring quality performance:

Efforts Achieved	Outputs
<ol style="list-style-type: none"> 1. Implementing workshops on Quality Assurance 12-9-2006. 2. Conducting Field visits for monitoring QAAPs at FOE. 3. Holding meetings with QAAPs Directors. 	<ul style="list-style-type: none"> - Creating QAA units at FOEs. - Helping FOEs effort on QAAP.

Sixth: Adopting a self-reform approach for faculties:

Efforts Achieved	Outputs
<ol style="list-style-type: none"> 1. Monitoring the sustainability of Projects. 	<ul style="list-style-type: none"> -

Seventh: Associating project activities to public schools and other enhancement projects:

Efforts Achieved	Outputs
1. Cooperating with other projects. 2. Continuing Monitoring: a. Competitive projects. b. Pilot study.	-