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FINAL REPORT AND REPORT OF PAST QUARTER
SECOND COOPERATIVE AGREEMENT
BETWEEN
GALLAUDET UNIVERSITY, U.S. AID/EGYPT, AND
THE MINISTRY OF EDUCATION, ARAB REPUBLIC OF EGYPT
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September, 1994

FINAL REPORT

EGYPTIAN TRAINING PROJECT
INTERNATIONAL CENTER ON DEAFNESS
GALLAUDET UNIVERSITY
WASHINGTON, D.C. 20002
(June, 1993 through June, 1994)

During the period of the Second Cooperative Agreement (No. 263-0139-A-00-3069-00) between Gallaudet University, the Ministry of Education of the Arab Republic of Egypt, and U.S. AID/Egypt, an extensive set of planning, consultation, materials development, and training activities were implemented, and equipment purchases were made. Each work task was designed to enhance the quality of special education programs for Egyptian children with disabilities.

Given that this was a Cooperative Agreement, cooperative efforts were required in order to assure a smooth implementation of all that was undertaken and accomplished. Further, before decisions were made, agreement by each of the parties to the cooperative pact was required. It is in this "spirit" of cooperation, in order to enhance cross-cultural understanding, that this Report is written. It is our firm belief that commitment to the principles of cooperation and sensitivity to the cross-cultural traditions of our hosts in Egypt have been the primary components leading to the success of this endeavor.

Introductory Comments and Appreciation

Each member of the staff of the Egyptian Training Project, including the late Eli Savanick, the first Project Director, as well as our consultants, owe a debt of gratitude and warm and sincere thanks to our colleagues at the Ministry of Education and

at U.S. AID/Egypt. The dynamics associated with working with professionals in another country whose history, traditions, ideology, and culture are so much older than our own, in some ways, is awe inspiring. In other ways, these dynamics almost can be overwhelming due to the intensity in thinking they provoke.

We were fortunate to be able to participate with each individual professional and support staff member who serves each one of the partners to this Agreement. Beyond the lessons learned and the experiences that we had, we will remember the warmth and sincerity, hospitality and generosity, and caring kindnesses of all of the people in the Ministry and all of the people at U.S. AID who assisted us during these three years. Even when there were tensions and difficulties, we "felt" the support and interest of those people who were our contacts at U.S. AID and in the Ministry of Education. Indeed, we could not have carried out project activities without this kind of support and help. We are truly thankful for all that was done on our behalf.

This Report will include attention to different topics. Notably, we will discuss our efforts in terms of the format specified in the Cooperative Agreement: a) Project Status; b) Project Achievements; c) Outstanding Problems; d) Post PACD Action; and, e) Lessons Learned. This will be specified in relationship to site visits to schools, training, materials development, consultation with the National Curriculum Center, and equipment purchases.

When this project began, two questions were used to guide our efforts. We continue to find that those questions are important to ask as well as to be used as guiding principles for our work. They are:

- 1) Against the backdrop of Egyptian educational practices, how, in a brief period of time, can we make the most lasting, positive impact on the lives of Egyptian children with disabilities?
- 2) Against the tapestry of Egyptian history, culture, and traditions, how can we make a positive difference regarding the attitude of people toward Egyptian children with disabilities and their families?

For us, it was important to have defining questions so that we could have an ideal in which to move toward in our work. Therefore, every effort that we made, we made with those questions in mind and we asked these questions to ourselves, to our consultants, to our sponsors, and to our hosts time and time again. If questions can have the capability of being of service, then, these questions have served us well. They continue to serve us well. More importantly, these questions are the framework within which this Report is offered.

Project Status

Technically, by the allowable 90 days after the 30 June 1994 end date of the project, all project activities will be completed with the exception of two training sessions that were not held and consultation with the National Curriculum Center which was

not finished. In explanation, one training session that was scheduled to be held in Egypt at the end of September and the beginning of October, 1993 was canceled by officials from the Ministry of Education. We were notified of the cancellation by officials from U.S. AID/Egypt just prior to our departure from the United States. Next, the consultation with the National Curriculum Center was ended in September, 1993 as requested of us by U.S. AID/Egypt officials.

In summary, we conducted a week of on-site visits to schools for the blind, for the deaf, and for students with mental retardation. Fifteen (15) schools were visited. Notably, we saw that there was a transfer of knowledge and skills from that which was offered in 1991 and 1992 training to educational practice in the schools we visited. It is our belief that the training we presented and, just as significantly, the unplanned replication training in Egypt conducted by Ministry of Education personnel at the conclusion of the training sessions we led in the United States and in Egypt were directly responsible for the high level of skills transfer that we observed. In brief, we saw progress made in terms of the use of equipment that we purchased and relative to the offering of more systematic, consistent, and planned instruction by teachers of Egyptian students with disabilities.

In terms of training, we provided more training to more people than was originally intended or planned for in either Cooperative Agreement. Originally, we were to provide training to thirty teachers of Egyptian children with disabilities from

five governates. By the conclusion of this second Cooperative Agreement, we had provided training regularly to teachers from every school for the blind, at least ten schools for students who are deaf and hard of hearing, and from at least ten schools for students who are mentally retarded. And, when Egyptian officials identified training needs for school psychologists and new policy was established requiring the provision of early childhood services, we willingly provided training to specialists in those areas. Also, we provided unplanned training to school and governate educational administrators and we trained university professors, additional Ministry of Education personnel, graduate students, and others as requested by Ministry officials and by school administrators who came in contact with us. By the end of the second Cooperative Agreement, 150 people were attending the training sessions we provided in November, 1993, April, 1994, and June, 1994. Thus, the kind of training, the topics of training, and the amount of training always expanded. We were pleased to be able to meet this need. And, further, replication training conducted by Ministry of Education personnel, based upon our training topics and program evaluation process, provided professional development opportunities to an additional 1,000 persons that we know of since the inception of this joint project.

The replication training provided by Ministry of Education professionals to teachers, administrators, and specialists working in special education is a meaningful, significant unintended benefit of our joint work. The Ministry Team in

Special Education led by Mr. Morad Awad, the General Director of Egyptian Special Education, developed the idea for what was called "subsidiary training." In the 10 primary governates from which training participants came to our training sessions, Mr. Morad and his team conducted replication training on the topics we had covered to the original training participants and to other teachers and administrators and specialists in those regions. Further, the training was provided to three cycles of teacher participants in the Ministry of Education's annual one-year certification program for new special education personnel. By the conclusion of the Project, several teacher and administrator participants in the training we provided had been selected to assist Ministry of education personnel as trainers in the subsidiary training. The beginning of a true trainer of trainers concept.

The importance of this commitment by Ministry of Education officials should not be given short shrift. This was a significant accomplishment and led to greater effectiveness, we believe, to the cooperative aspects of our efforts. In every possible way, we have supported the replication training, and without it, we would never have understood the Ministry of Education's real interest in this work.

There was another notable accomplishment. And, this relates importantly to the status of the project at this time. For the first time, deaf people, people thought to be disabled, in Egypt were officially sanctioned to provide training to hearing professionals. This was a direct indication of a positive shift

in attitudes regarding the capability of people thought to be disabled and it is an accomplishment in which each party to the Cooperative Agreement can take great pride. In other words, there also is a positive response to the second of the two questions we used to guide the implementation of the Project. Our hope is that this will lead to more opportunities for more people with disabilities to play a more important role in Egyptian society. Along these same lines, it is our understanding from Ministry of Education personnel that two deaf people are now attending Egyptian universities at this time. In particular, this was an important goal communicated over and over again by Eli Savanick, prior to his death.

As we will discuss elsewhere in this Report, more training is needed. And, additional training is not just to polish that which has been done to date, or even to repeat that which we have done; but, training is needed on many topics related to special education and the foundations of instruction and the development of curriculum, all of which would be new to Egyptian educators.

In terms of equipment procurement, we have purchased all of the equipment that we could purchase under the terms of the Agreement. Yet, there is a considerable Egyptian need for even basic equipment, materials, and supplies that would improve, greatly, Egyptian special education programming.

It is important to note that each equipment purchase that we made during the Project period was done with programmatic intent being the uppermost concern in our minds. We consulted other experts in many programs throughout the world about the needs

expressed to us, we demonstrated products when we were in country, and we discussed at great length the need for certain equipment with Egyptian officials and school people. Also, we denied requests for some equipment when it was thought not to be programmatically viable or when it would have set-back progress that had been made in advancing the notion that Egyptian students with disabilities are capable of more than just vocational education outcomes. At every possible time, we conveyed the notion that children with disabilities are capable of learning, and in our training we provided assistance on increasing instructional expectations for this group of students.

We commend U.S. AID/Egypt officials for allowing us to purchase equipment for use in schools for students with disabilities. To do so, required the taking of a risk. In order to reduce this risk, we assured U.S. AID officials that we would provide training on the use, storage, maintenance, and repair of the equipment that was distributed to schools. And, we have made sure that repair parts, as appropriate, were purchased to provide a high degree of a maintenance for a five to ten year period of time. The repair manuals and operations manuals for the Perkins Standard Brailier were translated into Arabic, the first time this had been done. Thus, we used great care to assure that Egyptian educational professionals knew and understood the importance of what was provided to them.

Technical assistance and consultation continues to the present moment, even after the official ending date of Project activities. Formally, we expect that we will be engaged in

conversations with Egyptian officials on matters related to the training manual and the equipment that was purchased.

Informally, we will continue to be in contact with our Egyptian colleagues since we feel an obligation to provide assistance regarding training topics and new advances in special education. This is consistent with the mission of Gallaudet University and its International Center on Deafness.

Project Achievements

We proposed that project activities would include on-site visits to schools, training of teachers and educational administrators, the purchase of equipment, and consultation to the staff of the Egyptian National Curriculum Center as well as other consultations. The outputs and status of meeting the objectives inherent in those outputs that we listed for the second Cooperative Agreement include:

- 1) assisting in the revision of Egyptian national policy in special education;

STATUS: Completed with recommendations made to expand the age range of special education to be provided to Egyptian children with disabilities.

- 2) providing technical assistance in the development of long-range objectives for a strategic plan in special education;

STATUS: To the extent that it was possible to discuss the need for this kind of planning, we did. Specifically, we had discussions with Ministry personnel, no written plan was developed.

3) providing technical assistance in the development of a mid-range strategic plan in special education;

STATUS: To the extent that it was possible to discuss the need for this kind of planning, we did. Specifically, we had some discussions with Ministry personnel, no written plan was developed.

4) providing technical assistance in the development of a personnel preparation scheme that includes pre- and professional development training for special educators;

STATUS: We provided technical assistance in this area, the specific result being a set of training manuals in the areas of blindness, deafness, mental retardation, and early childhood special education each of which has its own training scheme that can be used in pre-service and in-service training.

5) offering technical assistance in the development of teacher competencies required for work in special education;

STATUS: Each training manual includes activities and competencies for participants.

6) planning, implementing, and evaluating between 12 and 17 training seminars for professionals in special education;

STATUS: We conducted 22 training seminars for professionals in special education covering these major topical areas: cycle of instruction, teaching styles, learning styles, sign language, instruction of of sign language, functional curriculum; assessment of students with disabilities, early childhood education, issues in deafness, issues in blindness, issues in mental retardation, behavior management, orientation and mobility, brailier maintenance and repair, abacus, and principles of management.

And, all of this was accomplished in spite of the fact that one complete program of training of in-country training was canceled (October, 1993) as was the complete set of U.S. and Egyptian training for the Administrator-Teacher Training Teams.

7) developing and implementing a model for training that utilizes an evaluation-based training scheme;

STATUS: We have developed a participatory model of program evaluation in which process and formative aspects of evaluation became more important than summative or outcome aspects. The model was used on a daily basis by those

who were participants and by those who were trainers. Additionally, Ministry personnel have replicated these evaluation strategies in the subsidiary training they provide as replications of our training.

- 8) writing an evaluation report measuring Ministry of Education compliance with the equipment distribution and utilization scheme for brailers and raised line drawing kits devised during the first Cooperative Agreement;

STATUS: Ministry of Education personnel have complied with all requests from Gallaudet and U.S. AID/Egypt personnel regarding the distribution, storage, maintenance, and repair of brailers, abacus, and raised line drawing kit parts. To our knowledge, each braille has on it a U.S. AID sticker. And, most importantly, repair parts for a five to ten year period were purchased and the braille operations manual and braille repair manual were translated into Arabic (for the first time) and distributed to every school for the blind in the country.

- 9) writing an evaluation report detailing to the extent possible the application of skills taught during training and transferred to in-school classrooms by teacher participants in past training sessions;

STATUS: This report was written and submitted to U.S. AID

and to the Ministry after site visits in
November, 1993.

- 10) finalizing the development of training manuals on topics including instruction in teaching sign language; informal assessment; lesson planning; evaluation of instruction; mobility awareness; braille maintenance; classroom testing; and, school administration;

STATUS: These training manuals are in the process of being completed. A camera ready copy will be provided to the Ministry of Education by the middle of September, 1994 and to U.S. AID/Egypt personnel.

- 11) completing the development and field testing of a slide presentation in Arabic on the writing of instructional objectives;

STATUS: The slide presentation was completed as was the field testing and the distribution of overhead transparencies and a script to accompany its use. All of these materials are in Arabic.

- 12) distributing blindness-related equipment to schools in accordance with a previously devised distribution scheme;

STATUS: All equipment purchased for the blind, for schools for the deaf, and for schools with students who are mentally retarded was

distributed in accordance with the scheme that was agreed to by Gallaudet, U.S. AID/Egypt, and Ministry of education personnel.

- 13) disseminating information about the project through relevant professional organizations inside and outside of the United States;

STATUS: Information was disseminated about the project in meetings of the American Evaluation Association, the American Association on Mental Retardation, the Canadian Evaluation Society, the American Council on Rural Special Education, and in papers that are now being prepared for publication. One book is in process and another is planned. Each paper and manuscript adheres to the publishing guidelines specified in the Cooperative Agreement.

- 14) continuing the provision of consultation to the National Curriculum Center on the stages of development, field testing, and revision of the National Curriculum in Special Education;

STATUS: We provided consultation, as has been detailed in many reports to U.S. AID/Egypt and discussions with U.S. AID and Ministry officials, until we were directed by U.S. AID/Egypt to end our communications with National Curriculum Center personnel. Yet, we tried until the end of this project period to find ways, along with U.S. AID

personnel, to provide advice that would assist Egyptian educational authorities to find a means of adapting the national curriculum to meet the needs of Egyptian students with disabilities.

- 16) developing training/mentoring teams at the school level whose responsibility will be to disseminate the knowledge and skills learned in the various training seminars to the remainder of the teachers in each of the 15 schools involved in the project;

STATUS: We were unable to accomplish this objective due to difficulties in selecting team members, and, because of that being unable to schedule activities prior to the end of the Cooperative Agreement. Rather than place blame for not accomplishing this objective, it is enough, we believe, to say that there were difficulties in trying to determine, outside of Ministry personnel, who would be selected to travel to the United States, or whether approval for such a group to come to United States would be forthcoming.

- 17) devising a dissemination scheme for the Ministry of Education that will utilize the local training/mentoring teams as trainers in other schools in their respective governates;

STATUS: Due to the fact that the Administrator-Teacher Training Teams were neither selected or trained,

this was not accomplished. However, Ministry personnel have provided training in the 10 governates selected as primary training locations during the past three years. Ministry officials have selected teachers and administrators that participated in our training sessions to assist them in providing replication training as well as their own personnel.

- 18) conducting on-site evaluations of each of the 15 schools involved in the project;

STATUS: The site visits were conducted, a report was written, and it was distributed to Ministry and U.S. AID/Egypt personnel.

- 19) providing on-site training in each of the 15 schools involved in the project based upon the results of on-site evaluation;

STATUS: Formal training was not provided at the schools; however, we were able to provide technical support to teachers, administrators, and specialists as requested at each school we visited. Unfortunately, we were not given clearance by U.S. AID/Egypt personnel to travel to visit schools in the Upper Egyptian city of Assuit.

- 20) offering consultation on the development of a scope and sequence for use in the development of a

curriculum in deafness, blindness, and mental retardation by the National Curriculum Center;

STATUS: We provided detailed assistance on the development of a scope and sequence to personnel working at the National Curriculum Center. This was the first time that an in-depth understanding of scope and sequence had been available in Egypt. A frustration was not being able to complete this work.

21) providing consultation on the development of one curricular subject to serve as a model for the development of other subjects in the Special Education Curriculum by the National Curriculum Center;

STATUS: We provided consultation and a model of curriculum in more than the originally agreed upon academic subject, mathematics. We also provided assistance on the development of curricula in English, science, and social studies.

22) continuing the provision of consultation on the development and field-testing of a teacher's guide to accompany the curricular subject mentioned above;

STATUS: Given we were directed to stop our work with National Curriculum Center personnel, we were unable to begin working on this objective.

23) enhancing the development of a cooperative and collaborative relationship among officials at U.S. AID/Egypt, the Egyptian Ministry of Education, and Gallaudet University;

STATUS: As we have discussed in the introduction to this Report, significant effort was spent on enhancing the cooperative aspect of the Agreement. We believe that each party to the Agreement benefitted from all of the work done in this area. While it may be difficult to quantify, success in a cooperative effort, we feel, is indicated by the acceptance we gained by host officials and by training participants. If anything, much more could be done in gaining an understanding of host processes of administration and management in order to make it possible to be more effective in the planning and implementation of project activities.

24) increasing awareness among the relevant constituencies to the Cooperative Agreement including U.S. AID/Egypt, the Egyptian Ministry of Education, and parents of children with disabilities of the educational potential of children with disabilities;

STATUS: In each survey that was completed, it was indicated that there was an increased awareness of the educational and human potential of children and people with disabilities. This was important for us to know as we used this information to guide our training and to find other ways to be of assistance to our hosts from the Ministry and from Egyptian schools.

25) helping to establish a greater understanding and appreciation among officials at Gallaudet University for Egyptian culture and the challenges facing Egyptian officials attempting to affect educational change in that country;

STATUS: There is little doubt that we learned much about Egypt, her culture, her traditions, and the process of education. In a country that is 7,000 years old, though, we feel as if we were only able to touch Egypt's surface. Nevertheless, we learned valuable lessons and we think we helped to bring about positive changes.

Outstanding Problems

It is difficult for us to think in terms of "outstanding problems." Rather, we have thought about unmet Egyptian special education needs. First, however, we will discuss outputs that were not achieved.

From a technical position, there are two outputs of

significance that we were unable to accomplish: a) consultation with the National Curriculum Center; and, b) the selection and training of teacher-administrator teams who were to serve as trainer of trainers in their home governates. Regarding our consultation with the National Curriculum Center, we were directed by our U.S. AID/Egypt HRDC Project Officer to stop our work with the staff of the Center one week prior to 30 September 1993. It was our understanding that U.S. AID/Egypt support to the Center would conclude at that time. Between 1 October 1993 and the end of the Project, we attempted to continue our work with staff at the Center to assist in the adaptation of the national curriculum to meet the needs of students with disabilities. We wish to commend the efforts of U.S. AID/Egypt HRDC staff for trying to find ways for consultation to continue, including meeting together with us and Center personnel on next steps on curriculum development.

As for the development of Administrator-Teacher Training Teams, politically and logistically this task was not able to be achieved. We tried to get an agreement from the Ministry to select team members. This was not forthcoming by them for a variety of reasons, notable among them being who would go if Ministry personnel were not allowed to be a part of the Teams. Since the Teams were to be based in each of the ten primary training governates, this was not practical. Thus, there was a time delay, and this training was not held.

Second, we feel that it is important that the staff of projects like the Egyptian Training Project and similar training

and consultation efforts in host nations need to have the financial means necessary to support the translation of all materials in the language of that host nation. We found that a reliance on Ministry personnel for the translation of materials was not effective as the understanding of those personnel of the nuances between Arabic and English was insufficient for such a task to be undertaken.

Third, it is our belief that the training, technical assistance, and equipment needs which now exist must be met or many of the gains made during the past three years will be lost without continuity and persistence of effort. Ministry of Education officials have expressed these needs to us and to U.S. AID/Egypt officials numerous times, officially and unofficially. And, we have observed increasing needs in our visits to schools, in our discussions with professionals in special education and other related human service organizations. This is not inconsistent with the needs which exist in other developing nations or in developed nations. In our view, the difference that does exist is the single-minded desire and determination of Egyptian officials to implement that which has been learned in training and to move to overcome the historical antecedent of slow change that is characteristic of almost every educational organization throughout the world.

As we have specified elsewhere in other documentation and reports, there are immediate and long term needs. Satisfying those needs will go along way toward ensuring that Egyptian students with disabilities can become more independent and take

on roles in society generally equated with those citizens who are able-bodied in the area of work, community participation, and family life.

Post PACD Action

There are on-going responsibilities related to this project. First, we believe U.S. AID/Egypt personnel need to assure the continuation of monitoring of the distribution, storage, use, maintenance, and repair of equipment purchased under the two cooperative agreements. This includes all of the equipment distributed to schools for the blind, schools for the deaf, and schools for students with mental retardation. In our view, this should be done in a partnership with Ministry of Education officials working in the area of special education. Second, in our view, U.S. AID/Egypt officials should continue to provide technical assistance to Ministry of Education personnel on accounting in order to assure that future in-country "subsidiary" training participants are paid in a timely manner with funds earmarked from the Program Implementation Letter (PIL) between U.S. AID/Egypt and the Ministry of Education. Although this is not "strictly" a matter for us to be concerned about, the three parties to the Cooperative Agreement have spent considerable time in discussions regarding this matter. Thus, it would be unfortunate if follow-up was not done. Third, we believe that even after the conclusion of this Cooperative Agreement, personnel from U.S. AID/Egypt, the Ministry of Education, and Gallaudet University should maintain on-going contact to assure that any questions are answered regarding the training or the

implementation of this Agreement. Significant time has been spent on planning and implementation; therefore, we believe that it is important to maintain on-going communications between the parties. Further, the amount of information that was disseminated in training, consultation, and technical assistance was extensive. Questions and concerns, then, will require some attention. Project staff will be maintaining their contact with Ministry and U.S. Aid/Egypt officials. Finally, it is our contention that considerable work needs to be accomplished regarding the adaptation of curricular materials in order to improve the educational programming for Egyptian students with disabilities. We are ready to work with U.S. AID/Egypt officials and Ministry of Education officials to achieve this goal.

Two outputs are nearing completion, the final program evaluation report and the delivery of the camera-ready training manuals to Egyptian officials. These documents will be submitted by mid-September, 1994 to U.S. AID/Egypt and Ministry of Education officials. As usual, we will provide help to Egyptian personnel on the training manuals.

Lessons Learned

There have been numerous lessons learned by us along a variety of cultural, leadership, and programmatic dimensions.

These lessons are as follows:

1) Administration

- 1.1 Logistics for recruiting consultants and staff (i.e., agreements, travel, visas, financial management, etc.).

- 1.2 Meeting different styles of administrative practice (e.g., highly centralized in spite of saying decentralized).
- 1.3 The need for the enhancement of communication among professionals at different levels in an educational system who do not usually speak with one another.

2) **Training**

- 2.1 Recognition of the significant need to adapt training styles and expectations given the requirement of using translators who speak a very non-westernized language.
- 2.2 Understanding the level of participants' previous training and current expertise (e.g., assumptions made by American consultants in terms of Egyptian realities and training).
- 2.3 The great variability in terms of success when one assigns "homework."
- 2.4 The difficulty attached to assigning professionals with different job positions and gender to discussion groups.
- 2.5 The tact necessary to assure that higher level administrators do not "sway" training into the direction that they want, especially when their needs and perceptions are different from that of teachers, specialists, and lower level administrators.

2.6 Accepting interruptions to training when participants enter and leave the training classroom or environment almost at will.

2.7 The need to design a training environment whereby all participants can feel free and unafraid to ask questions, lead discussions, and to fully participate in training activities.

3) **Evaluation**

3.1 Understanding by hosts that the conduct and use of program evaluation processes and data was a new concept for them.

3.2 Teaching participants unfamiliar with program evaluation about its benefits.

3.3 Using program evaluation data immediately for greatest impact.

3.4 Recognizing that formative evaluation was much more beneficial than summative data.

4) **Cooperative Planning**

4.1 Gaining an understanding of the complex dynamics associated with undertaking the "cooperative" aspect of a cooperative agreement.

4.2 Developing the process necessary to gain approval for action by each party to the Cooperative Agreement.

4.3 Providing a forum for the mediation of disagreements and tensions by any or all of the parties to the Cooperative Agreement.

4.4 Finding the means necessary to maintain contact with each party to the Agreement to assure on-going communications, especially given the contractor was in the United States and the host government and the financial sponsor were in Egypt.

FINAL QUARTERLY REPORT

1 April 1994 through 30 June 1994

During the final quarter of the Second Cooperative Agreement, we provided training, technical assistance, and completed the purchase of equipment to enhance the educational programming for Egyptian students with disabilities.

Training

There were two, two week training sessions conducted during this quarter of the Second Cooperative Agreement. Both training sessions were held in Cairo, the first at the El Nour School in Hamammat al-Quobbah and the second was conducted at the Model Demonstration School for the Mentally Retarded in el-Zeitoun. The first training session was conducted from 17 April through 28 April 1994, and the second session took place between 29 May and 9 June 1994.

These were unique training sessions for several reasons. First, through the agreement that was reached between ourselves, U.S. AID/Egypt, and the Ministry of Education, the expenses of the training participants were paid through Gallaudet University's Agreement budget, rather than the PIL (Project Implementation Letter) U.S. AID/Egypt had with the Ministry of Education. Second, the training site for the second session was changed by Ministry of Education officials without notifying us that this was being planned just prior to our arrival in Egypt, and it took some time to facilitate all of the logistical requirements when a new training site was selected. Thus, the second training session took time to operate smoothly. Third, at

the urging and request of Ministry officials, we had three areas of training (e.g., deafness, blindness, and mental retardation) videotaped. The original of the tapes are in the possession of Ministry officials, Gallaudet has the second copy, and a third copy is in the possession of faculty from Helwan University who did the taping. The taping and video tapes were paid for through the Gallaudet University Agreement budget. Fourth, six new groups of educational professionals were trained during both sessions: a) teachers in deafness; b) teachers in mental retardation; c) governate administrators; d) school administrators; e) early childhood teachers; and, f) school psychologists. Fifth, the second training session was the last training session that was held through the support of the Second Cooperative Agreement. As a result, the dynamics were somewhat different as one might imagine at the end of three years of project activity.

Even with these dynamics, we believe that these training sessions were the most successful ones that were held during the course of all project activity. In fact, Mr. Morad Awad, the Egyptian General Director of Special Education was quite specific in his agreement about these sessions being as successful as they happened to be. Further, our early reviews of the formative, daily evaluation data and the summative evaluation data seems to indicated to us that, indeed, this is the case.

There were more training topics and more training participants during these two training sessions than at any other time during either of the Cooperative Agreements. In fact, we

provided training to at least half again as many participants and half again as many topics as had been planned during the time the proposal for the Second Cooperative Agreement was submitted. We provided training to approximately 150 people during each training session. We provided coverage on the following topics:

- a) **Blindness:** Braille reading and writing;
Braille maintenance and repair;
Orientation and mobility;
Abacus;
Raised line drawing and mathematics; and,
Cycle of instruction.
- b) **Deafness:** Sign language;
Instructing sign language;
Cycle of instruction; and,
New topics in deafness.
- c) **Mental Retardation:** Functional development;
Functional Curriculum;
Task analysis;
Cycle of instruction;
Behavior management; and,
New topics in mental retardation.
- d) **Administration:** Principles of management; and,
Discussion and case analysis.
- e) **Early Childhood:** Child development;
Play and learning;
Instructional processes; and,
Program planning.

f) School Psychology: Issues in child assessment;
 Behavior management;
 Communications and consultation;
 Working with families;
 Functional development;
 Orientation and mobility; and,
 Sign language.

Technical Assistance

During this quarter, we were involved with Ministry of Education officials in the provision of technical assistance on topics related to policy, curriculum development, subsidiary training, equipment, early childhood education, and school psychology. As a result, of these discussions, we were able to complete planning for the May/June training session, next steps to be taken in the adaptation of the curriculum to meet the needs of students with disabilities (informally), video taping training sessions in order to assure their use in other training that is conducted by Ministry staff, and coming to agreement on last equipment that needed to be purchased before the end of this Cooperative Agreement.

In addition, we held lengthy discussions on the draft of the proposal for work that might be done in the future. This included a review of program evaluation data, our observations of skills transfer that we saw in schools in November, 1993, and data we gathered during interviews that we conducted with Ministry officials, trainers, and training participants. As a result, we developed a draft proposal that was reviewed by the

Minister of Education and the First Undersecretary for the General Education Sector. From these reviews and included on the draft proposal (of which you have a copy) is effort that could be undertaken in the following areas: a) deafness; b) blindness; c) mental retardation; d) students with learning and behavior problems; e) multiple disabilities; f) technology; g) family and school partnerships; h) early childhood and preschool; and, i) school psychology.

It is our belief that these areas of endeavor accurately represent new and continuing need that when addressed will assist Egyptian educators as they go about the task of improving and enhancing special education programs for students with disabilities. In addition, more children with different disabilities and their families will be able to be served in Egyptian schools. And, too, there will be a greater level of expertise by Egyptian educators, administrators, specialists, and Ministry level personnel who will have newer knowledge to use as they provide substantive leadership to other teachers, administrators, specialists, and officials.

In official and in informal ways, we provided on-going consultation with National Curriculum Center personnel under the direction and guidance of U.S. AID/Egypt authorities in the Human Resources and Development office. It is our contention that significant work needs to be completed, no matter who has responsibility and no matter the source of funding and support, in order to assure that the national curriculum is successfully adapted to meet the needs of Egyptian students with disabilities.

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We feel confident that given a group of educators, the training that is necessary can be provided to begin, again, the process of making the necessary changes in the national curriculum. In the many reports that we have submitted to U.S. AID/Egypt officials, we believe that this task can be accomplished, but there must be leadership, will, determination, and assurances by Egyptian Ministry officials that these tasks are important for them to complete. In this way, we believe, the appropriate priority can be placed upon this area of work.

Equipment Purchased

During this last calendar quarter of the Second Cooperative Agreement, we completed the ordering and shipping of equipment to enhance the provision of special education in Egyptian schools. Primarily, we focused our efforts on equipment in the areas of deafness and mental retardation since they had not received much attention previously.

In review, we purchased more canes, abacuses, brailers and soft cloth cases, as well as repair parts for the brailers in the area of blindness. In deafness, we purchased overhead projectors, slide projectors, white marking boards for classrooms, and physical education equipment. In mental retardation, we purchased language masters and programming cards, overhead projectors, slide projectors, and mirrors for speech and language pathology.

From the inception of both of the Cooperative Agreements, the intent always was to purchase more equipment in the area of blindness than in any other area. We had two rules to guide us

in the purchase of this equipment: a) assuring the purchase of "low" technology equipment in order to be sure that maintenance and repair was possible for the next five to ten years; and, b) being sure that the equipment made sense from a programmatic perspective. Here, the intent was to continue to upgrade academic and functional expectations for students with disabilities; thus, attempting to make sure that old methods of instructing these students which had been proven to be unsatisfactory were changed to match that which we provided in our training. We believe these objectives were accomplished.

Summary

This, perhaps, was the busiest and most successful calendar quarter of our time working on this Project. We provided significant training in Egypt, spent countless hours in consultation with Egyptian and U.S. AID/Egypt officials on a variety of issues, and we completed the purchase of equipment that we think is sound programmatically. And, we established an agenda for future training, consultation, and technical assistance.

As usual, all of this effort required more time and energy than we thought was possible to provide given the breadth of effort, personalities, and political realities of working cooperatively in a developing nation. Our hosts and support from the Ministry and U.S. AID allowed us the flexibility to be innovative, yet maintain integrity within the framework of the Agreement. An example of this was the willingness of Ministry and U.S. AID officials to pay the training participants from the

Gallaudet portion of the Cooperative Agreement budget.

Importantly, this provided creditability for us with Ministry officials who wanted to be sure that the training participants were paid for their expenses immediately at the conclusion of the training sessions. In turn, this allowance by U.S. AID made each party to the Agreement become a "winner" and to feel that the work that was done would have meaning and significance.

As was mentioned at the outset of this Report, the cooperative aspect of a Cooperative Agreement is a crucial undertaking for each party. As this third year of effort comes to an end, we believe that the three years of effort were successful. And, in fact, the work done during this last quarter is symbolic of the effort required to achieve success by Gallaudet University personnel, Ministry of Education officials, and U.S. AID/Egypt personnel who supported this endeavor.



OFFICE OF SPONSORED PROGRAMS
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KENDALL GREEN
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September 28, 1994

TWO (2) PAGES -- PRIORITY CORRESPONDENCE VIA FAX & FEDERAL EXPRESS

Mr. Leonel T. Pizarro
Agreement Officer
USAID/Egypt
Cairo Center Building, 10th Floor
106 Kasr El Aini Street
Cairo, Egypt

REF: (1) Cooperative Agreement #263-0139-A-00-3069-00,
Formal Closeout;
(2) Your Letter of July 14, 1994 to the Undersigned.

Dear Mr. Pizarro

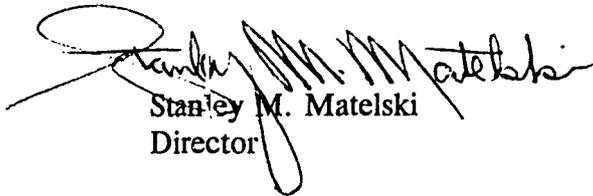
In order to facilitate formal closeout of the referenced Cooperative Agreement, the University herewith responds to each item of your letter of July 14, 1994:

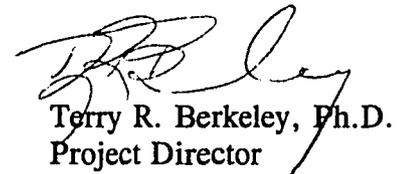
1. **Final Financial Status Report.** As the University's fiscal year closes with that of the Federal Government on September 30, this Report will be submitted by October 15, 1994 by the University's Assistant Controller to the USAID Paying Office, specifically to Mr. Gene W. Westlake, Financial Management Officer, of USAID's Washington, D.C. Office. Preliminary closing information indicates an estimated \$400,000 remains unexpended.
2. **Final Inventory.** The only reportable item here at the University is a Gateway 2000 computer system with an acquisition cost of approximately \$1,885: component serial numbers -- hard drive #1600855, monitor #TB1833015678, and keyboard #90610868. The computer continues to be used on project-related activities including the development of manuscripts, training manuals, program evaluation data analysis and reports. We request that title be vested in the University.
3. **Final Patent Report:** None to Report/None Required.
4. **Final Copyright Report:** None to Report/None Required.

5. **Final Royalty Report:** None to Report/None Required.
6. **Classified Materials Provided:** None.
7. **Report Requirements Under the Instrument Provisions.** These have been met, including the Training Manual.

We trust that this information will assist you in the formal closing of the Cooperative Agreement. Should you have any questions or require any additional information, please feel free to contact us.

Sincerely,


Stanley M. Matelski
Director


Terry R. Berkeley, Ph.D.
Project Director

Enclosure: Final Technical Report (FTR)

cc: USAID/Egypt: Project Officer Mary Pamela Foster (5 copies FTR)

USAID/D.C.: Financial Management Officer (1 copy FTR)

✓ USAID/D.C.: PPC/CDIE/DI 20523-1802 (2 copies FTR)

GALLAUDET: Assistant Controller Buchanan
Director Goldfarb
Acting Dean Singleton
Vice President Roslyn Rosen



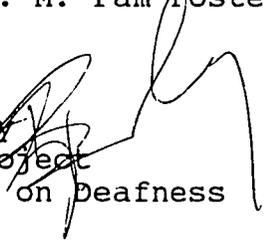
DEPARTMENT OF ADMINISTRATION AND SUPERVISION
SCHOOL OF EDUCATION AND HUMAN SERVICES
(202) 651-5525

KENDALL GREEN
800 FLORIDA AVE. NE
WASHINGTON, DC 20002-3625

1 September 1994

MEMORANDUM

TO: Mr. Tom McKee and Ms. M. Pam Foster
HRDC, U.S. AID/Egypt
Cairo, Egypt

FROM: Dr. Terry R. Berkeley 
Egyptian Training Project
International Center on Deafness
Gallaudet University
Washington, D.C.

RE: Final Report and Report for Past Quarter

The time since June, 1991, when we first arrived in Egypt, has passed by quickly. During this time, we participated in a unique and challenging opportunity. As we submit our Final Report for the Second Cooperative Agreement (No. 263-0139-A-00-3069-00), we find that our reflections just now are in a formative stage as only now have we had the opportunity to step back to consider that which has happened.

In our musings, then, perhaps, the most important lesson that was learned by us throughout the three years of our work is the need to focus on the "cooperative" nature of a cooperative agreement. At first, this seemed to us to be a task that could be accomplished with some relative ease; yet, as we and our colleagues in the Ministry of Education and you at U.S. AID/Egypt became more involved with the managerial and political aspects of our joint tasks, as well as with content issues, more and more time was spent on planning, in discussions and negotiations, and, ultimately, in decisionmaking. We believe that by the time that our last training program was completed three months ago there was a "real" understanding of the dynamics required to engage in a cross-cultural cooperative effort.

This report evolves from our sensitivity to the needs of each party to our Agreement, to a pride in the extent of our joint endeavor, and to an on-going commitment to the value of this kind of partnership. If there are any questions or if you need additional documentation, please do not hesitate to contact us.

Importantly, we thank you, and all of those at U.S. AID/Egypt, for your support and for your attention to our efforts. Our work was made more effective through your help!