

PN-AAH-587

EG
370.0962
M161

STRATEGIES FOR IMPLEMENTATION OF SELECTED PILOT PROGRAMS
TO IMPROVE THE EFFICIENCY AND RELEVANCY
OF PRIMARY AND SECONDARY EDUCATION IN EGYPT

A Report Prepared for
Ministry of Education, Arab Republic of Egypt
and
U.S. Agency for International Development/Cairo

by
John D. McLain, Director
Research-Learning Center
Clarion State College
Clarion, PA 16214

April 28, 1978

Contract for:
Technology Transfer and
Manpower Development (263-0005)
Local Support Cost Funds
Project No. 263-0026

Contract No:
AID/NE-C-1500 Egypt
PIO/T No. 263-026-3-70206

TABLE OF CONTENTS

I.	Preliminary Studies Completed	1
	A. Comparison Between Goals and Present Practices	1
	B. Analysis of Selected Programs in U.S. Schools	1
	C. Selected Programs for Pilot Studies	2
II.	Selection of Schools for Pilot Projects	3
	A. Geographic Distribution of Pilot Programs	3
	B. Process for Selecting Schools for Pilot Programs	3
	C. Schools Recommended as Appropriate for Pilot Programs	3
III.	Recommended Steps for Implementing Pilot Programs	5
	A. Leadership Taskforce for Proposed Projects	5
	1. Leadership Taskforce Membership	5
	2. Taskforce Training Program	5
	B. Establishing and Maintaining Learning Resource Centers	6
	1. National and/or Regional Centers	6
	2. Learning Resource Centers at the School Level	7
	3. Teachers and Supervisors	8
	4. Materials for Learning Resource Centers (American Culture)	9
	C. Community Schools	11
	D. Year-Round Education	11
	E. Comprehensive High Schools	13
IV.	Coordination of Planning and Training Efforts	14
V.	Summary of Objective and Estimated Costs of Proposed Training Programs	16
	A. Leadership Taskforce for Proposed Projects	16
	1. Objectives of Training Program	16
	2. Estimated Costs	16
	B. Personnel to Help Reform Audio Visual Center Mansheit El Bakri	17
	1. Anticipated Role of Trainees	17

C. Library Media Specialists	17
1. Objectives of Training Program	17
2. Estimated Cost of Training Program	18
D. Teachers and Supervisors	18
1. Objectives of Training Program	18
2. Estimated Cost of Training Program	19
APPENDIX A Itinerary of Visit to United States by Dr. Mansour Hussien and Dr. Halim Grace	20
APPENDIX B Four Quarter and 9-3 All-Year School Plans	26

PRELIMINARY STUDIES COMPLETED

A. Comparison Between Educational Goals and Present Practices

At the request of the Joint Working Group on Education and Culture (JWGEC) of the Joint U.S.-Egyptian Commission this writer conducted a study of the Egyptian education system at the primary and secondary levels, and prepared a report, "Suggestions for the Improvement of Educational Services of Egypt Based on a Comparison between Educational Goals and Present Practices."

The report outlined several basic ideas which, if implemented, would help ameliorate one or more of the educational needs and move toward the educational goals of Egypt. It was recognized that Egypt does not have the economic resources to implement nationwide all or any one of the suggested innovations at this time. It was therefore recommended that several key schools, representing the various stages of education and in various parts of the country, be selected to develop as many of the ideas outlined in the report in conjunction with each other as is feasible. In this way each school could serve as a model for inservice and preservice training of a system designed to implement an educational program that is appropriate in terms of the educational goals of the Egyptian society.

The goals and aspirations for the education of the people of the Arab Republic of Egypt are rooted in the basic goals of their society, which are to continue to advance scientifically and technologically in such ways as to provide for the basic needs of all Egyptians and to assure the self-fulfillment of each individual person through processes that foster and preserve the dignity and worth of all human beings in Egypt and the world. The leaders of the country, since the Revolution in 1953, have been committed to the idea that quality education with equality in educational opportunity for everyone is essential to the attainment of these goals.

Recognizing the major gaps between the goals and practices and to give impetus to change toward attaining these goals, President Mohamed Anwar El Sadat issued a public statement to the Minister of Education, Moustafa H. Helemy, on December 14, 1976, setting forth the goals that education in Egypt be freed from traditional thoughts, types, structures, trends, and methodology, and that it be adapted to the Egyptian environment and current everyday life with a focus on the future development of the society.

"This can be achieved," he stated, "by providing the education system with the means and resources essential to the development of each individual learner in such ways that he can, and will, think clearly and continuously, and face present and future challenges ably, applying scientific method and spiritual and moral principles."

B. Analysis of Selected Programs in U.S. Schools

These, essentially, are the same educational goals as that of the people of the United States. Although the American schools have made major progress in that direction, they are still striving to attain the goals.

There are major differences in economic status and the human situation between Egypt and the United States, and an education system must be based on the human situation of the culture it serves. Even though the goals are common, it would never be appropriate to attempt to transpose the education system of one society upon another. The basic principles and process of democratizing the education system used by one society, however, can be analyzed and adapted to meet the needs of another.

It was upon this basic assumption that the afore-mentioned report was prepared and that two key leaders of the Ministry of Education, Dr. Mansour Hussien, Deputy Minister of Education and Dr. Halim Grace, Undersecretary of Education, were extended and accepted an invitation to visit the United States to study the ideas presented in the report.

They observed schools in process and discussed ideas with many educators. While in Pennsylvania, Dr. Mansour Hussien addressed the State Senate. He outlined the great strides that Egypt has made since 1953 in providing free public education for all of its people. "We have attained quantity in education," he said, "now we must seek quality in education, based on human needs and human rights." He added, "We came to the United States to learn about democratic education, and we are doing that, but we are also getting an education in democracy." (Their itinerary is outlined in Appendix A.)

It was concluded that the basic ideas outlined in the report were appropriate in terms of Egyptian needs and goals, and this writer was invited to return to Egypt to assist the Ministry of Education in (a) defining the pilot programs for which assistance will be requested from AID, (b) selecting the schools where the pilot programs will be undertaken, and (c) outlining the steps needed to be taken in order to implement the pilot programs.

C. Selected Programs for Pilot Studies

Four major types of pilot programs were proposed by the Ministry of Education for consideration:

1. Programs that would help change classroom instruction from predominantly lecture, assign-study-recite, and rote memorization toward learning to think, how to solve problems, and how to apply these techniques to real-life situations; and from the use of a single basic textbook for studying a subject toward the use of a wide range of learning resources, including multi-media materials (Using learning resource centers).
2. Programs that would draw upon the available resources of the community to help improve the school and the school resources to help improve the community (Community schools).
3. Programs that reschedule the school year so as to get maximum use of the facilities (All-year schools).
4. Programs that develop a closer working relationship between the general and technical secondary programs and provide flexibility in choice by students between schools and among levels and branches within schools (A comprehensive school encompassing both the general and technical programs).

II

SELECTION OF SCHOOLS FOR PILOT PROJECTS

A. Geographic Distribution of Pilot Programs

It is proposed that a limited number of pilot programs be undertaken, initially, in each of the four above listed areas of concern, hence the number of geographic areas will also be limited. In considering schools for selection, three major geographic areas were considered: (1) urban Cairo, which represents the single greatest number of schools and students, (2) the reconstruction area along the Suez Canal, where current opportunities for choices in building construction and space utilization prevail, and (3) rural Egypt, where half the population lives.

B. Process for Selecting Schools for Pilot Programs

For each of the four types of pilot programs proposed, a number of schools were visited and considered. Criteria used in the selection of specific schools included (1) geographic location, (2) stages of the education represented, (3) evidence of leadership and curriculum development in the school, (4) availability of the building resources and student enrollment in terms of needs and/or appropriateness for pilot program, and (5) potential use as a pilot to help expand the program to other schools.

C. Schools Recommended as Appropriate for Pilot Programs

Schools listed for each of the four types of pilot programs are listed in order of priority of preference (of the writer based on above criteria). It is recognized that the overall number of schools selected may be delimited and the selection may be modified for budgetary reasons and/or other factors of consideration by the MOE and/or AID.

1. Learning Resource Centers

- a. Abbassia Teacher Training School for Girls, including Primary School
- b. Zamalek Experimental School (K-12)
- c. Shohadaa School Complex (primary, preparatory, secondary)
- d. Bab El Louk Teacher Training School for Boys, including Primary School
- e. Nasseria Preparatory School for Boys
- f. Ibrahimia Secondary School for Boys

2. Community Schools

- a. El Salam Primary School
- b. Abbassia Teacher Training School for Girls
- c. Fanara Primary, Preparatory (Rural)
- d. Abdel Salam Arif or Wihda Arabiah Primary School
- e. Bab El Louk Teacher Training School for Boys

3. All-Year Schools

- a. Nasseria Preparatory School for Boys
- b. Abbassia Teacher Training School for Girls
- c. Abdel Salam Arif or Wihda Arabiah Primary School

4. Comprehensive High Schools

- a. Shohadaa School Complex
- b. Giza School Complex

A composite listing is as follows:

School (Numbers indicate rank order of preference)	Learning Resource Centers	Community Schools	All-Year Schools	Comprehensive High Schools
Abbassia Teacher Training School for Girls	1	2	2	
Zamalek Experimental School for Girls	2			
Shohadaa School Complex	3			1
Bob El Louk Teacher Training School for Boys	4	5		
Nasseria Preparatory School for Boys	5		1	
Ibrahimia Secondary School for Boys	6			
El Salam Primary School		1		
Fanara Primary, Preparatory		3		
Abdel Salam Arif or Wihda Arabiah Primary		4	3	
Giza Complex				2

RECOMMENDED STEPS FOR IMPLEMENTING PILOT PROGRAMS

A. Leadership Taskforce For Proposed Projects

If the introduction and operation of these changes in the selected schools are to be successful it is important that an atmosphere be developed at the schools which will support the change process. The feelings, on the part of the staff, of fear of failure and/or rejection must be avoided while the feelings that effort expended toward the attainment of the project objectives will be recognized and reinforced.

This requires strong leadership and support from the official authority within the power structure of the system as well as informal leadership and support among the staff of the school. It is therefore recommended that a leadership taskforce be established and prepared to carry out the administrative responsibilities of implementing the projects.

1. Leadership Taskforce Membership. In addition to Dr. Mansour Hussien and Dr. Halim Grace, other key leaders at the Ministry and regional levels as well as the school level should be prepared to help implement the pilot programs. Based on the list of schools proposed for pilot programs the key official leaders who logically should be included as members of such a leadership group are: Dr. Hassan El Harras, Director General of Teachers' Institutes, Dr. Ibrahim Shafie, Director, District of West Cairo, and Mr. Ibrahim Eid, Director Ismailia Zone. In addition, the leadership taskforce should include the Principal/Director of each of the schools where pilot programs are being planned, except for the two complexes of schools where comprehensive high schools are being considered. The comprehensive high school issue needs further study by the Ministry leaders of the taskforce before implementation is planned. A leadership team for that program should be developed later. Due to the complexity of the implementation of the instructional program interrelated with the Learning Resource Center projects it is further recommended that selected support staff also be included to the extent financially feasible, particularly in the schools selected to carry out two or more of the pilot programs.
2. Taskforce Training Program. It is recommended that this taskforce go to the United States to visit the same or similar schools and personnel as those visited by Dr. Mansour Hussien and Dr. Halim Grace to provide a common background of understanding and to establish a common base for communication for the purpose of planning and implementing the pilot programs; and to participate in a series of indepth workshops or seminars on the various aspects of each of the three areas of concern: learning resource centers, community schools, and all-year schools. The purpose of the workshops/seminars in each of the areas of concern would be:

- a. to carefully study all aspects of the pertinent program as it operates in the United States.
- b. to analyze each aspect of the program in terms of its applicability in Egypt in general and the selected pilot schools in particular.
- c. to formulate a plan of operation in each of the three areas of concern for systematic implementation of pilot programs in the selected schools, considering the following:
 - (1) The goals and objectives of each project need to be clearly defined and understood in terms of application in the selected schools.
 - (2) The major steps or activities which need to be taken in order to achieve the goals and objectives need to be defined and understood by those responsible for carrying them out.
 - (3) The processes of carrying out the major steps or activities need to be carefully planned and understood by those who are expected to do it, including the questions of who is going to do what, when it is to be done and how.

B. Establishing and Maintaining Learning Resource Centers

The establishment and maintenance of learning resource centers in schools requires staff development and services at three levels: national and/or regional centers servicing the individual schools, the school center servicing the classrooms and laboratories of the school, and the classrooms and laboratories of the schools.

1. National and/or Regional Centers. There needs to be a central service agency providing technical assistance for the establishment and the continued operation of the schools' learning resource centers. To this end, the Audio-Visual Center Manshiet El Bakri, which was constructed and equipped by Point 4 approximately 20 years ago and still serves as the national audio-visual center, will be updated with modern facilities and an expanded role as a national center to service the developing learning resource centers in the following ways:
 - a. to provide technical assistance in the establishment and maintenance of audio-visual centers.
 - b. to produce needed instructional materials and audio-visual aids for schools.
 - c. to conduct inservice training courses in the field of educational technology.
 - d. to assist in preparing teachers in faculties and institutes in this field.

Four of the Ministry's top supervisors are currently being trained in the United States under the auspices of USAID to return and help reform the Audio-Visual Center. The Ministry of Education has also requested USAID to provide the technical advice of Dr. Michael Molenda, Professor of Instructional Systems Technology, Indiana University, in planning the reform of the Center. Dr. Molenda was recently in Egypt for a month to conduct a study on educational technology at the university level and is familiar with the Egyptian education system. He is also currently advisor to two of the supervisors mentioned above.

2. Learning Resource Centers at the School Level. The 12 or 15 librarians now assigned to the selected pilot schools, or who will be assigned to these schools to operate the learning resource centers, should be trained as library media specialists. The major objectives of such a training program would be:
 - a. to extend their basic understanding of the operation of modern school learning resource centers in terms of administration, collection development, organization, program planning, reference, and public service.
 - b. to familiarize the participants with print and non-print media and appropriate equipment and its utilization in the educational program.
 - c. to demonstrate the fundamental role of the school library media specialist as a teacher and member of the teaching team in the school.
 - d. to plan the implementation of a learning resource center in the pilot school where he/she will be assigned.

Such a training program for 12 to 15 persons could best be carried out in the United States at a college or university that has a good school of library and information science.

To achieve the above-stated objectives would require about six months training for persons who already have a basic understanding and experience in cataloging, reference, collection development, and administration of libraries. This could be reduced to five months in the United States if an adequate orientation program were provided in Egypt just prior to training in the U.S.

A person who is ideally suited to provide this orientation is Dr. Ahmed Gamaluddin, Chairman of Graduate Studies, Library Media and Information Science, Clarion State College. He is Egyptian, speaks Arabic fluently, a graduate of Cairo University in Library Science, is former Chief of Manuscripts for the Egyptian National Library, and has recently conducted a study of library development in Egypt for AID.

Clarion State College is one of 57 training institutions in the United States that is accredited by the American Library Association. It has an outstanding program in library media as well as comprehensive school of communication (audio-visual).

It is recommended that Dr. Gamaluddin visit the schools that have been selected to develop pilot learning resource centers, to become familiar with the setting, and to conduct the orientation program in Egypt; and that Clarion State College, or some other institution with similar strengths in training resources and a basic understanding of the Egyptian situation, provide the needed training for the librarians to become library media specialists.

3. Teachers and Supervisors. No matter how well the learning resource centers are organized or equipped, the goals of the project will not be attained unless appropriate use is made of the learning resources. Teachers are highly conditioned to the textbook centered, lecture-response type programs. They will not change unless they are adequately motivated, are adequately trained, and feel secure in using more flexible approaches, and have a planned program to use as a substitute or supplement to the basic textbook. Unless the supervisors who work with the teachers to assure adequate coverage of the content to be learned also include the use of a wider range of learning resources as an acceptable part of the instructional program, the program will tend to remain textbook centered.

It is recommended that approximately 20 teachers and supervisors be selected and sent to the United States this summer, when they are not working in school, to learn more about methods and techniques which require active student involvement in seeking out and using varied learning materials in the problem solving processes.

Those selected should represent the schools where pilot learning resource centers will be developed as well as other schools so that plans can be made to enlarge the practice to other schools and regions of the country.

The major objectives of the training program should be:

- a. to learn to develop units of study, based on the Egyptian curriculum, that are designed to draw upon a wider range of learning resource materials in the process of helping the learners develop the skills and habits of thinking, learning how to solve problems, and applying their competencies and techniques to real-life situations.
- b. to learn to use such units of study in the classroom situation. (The program this summer should include opportunities to observe and to participate in the classroom as an aide or assistant to the teacher).
- c. to prepare, or assist in the preparation of, one or more teaching units which will be appropriate for use in the classroom of Egypt.
- d. to collect resource materials, to the extent feasible, that are appropriate for use in conjunction with the units of study.

The training program should be designed to apply the same problem solving and critical thinking techniques in the process of helping the Egyptian educators as the Egyptian educators are expected to apply in the classroom.

This provides a unique opportunity to use this training program and its setting in the United States to carry out another important need recognized by the JWGEC. The JWGEC has approved the idea that a team of teachers and supervisors go to the United States this summer to study the American society and its way of life and to prepare instructional units to be taught in the Egyptian schools. A major problem, however, is how to fund the project. By combining it with this training program, then both major goals can be achieved - the implementation of this phase of the projects and the updating of the Egyptian curriculum in regard to teaching about the United States. A team representing Clarion State College and the Bucks County Intermediate Unit have offered to work with this group this summer in the United States to help the Egyptian educators study the American culture and prepare instructional units. The same American team, then, would seek funds from the U.S. Office of Education under the Mutual Educational and Cultural Exchange Act to go to Egypt to work in follow-up with the Egyptian team who came to the U.S. to serve as consultants in the implementation of the instructional units about the U.S. and to prepare instructional units about the Egyptian society and its way of life. This proposed project has been highly endorsed by Dr. Caryl Kline, Secretary of Education, Pennsylvania State Department of Education.

4. Materials for Learning Resource Centers. A major problem will be the acquisition of appropriate materials at reasonable costs. Several activities are already under way, with USAID assistance. Maude White, Centerville, Virginia, conducted a workshop on low-cost teacher-made instructional materials for primary classrooms which was held in Cairo last summer for approximately 100 supervisors and teachers. In follow-up, a manual for primary teachers in producing low-cost instructional materials was prepared, printed, and delivered to schools throughout the countries.

One of the major responsibilities of the four persons now being trained to work in conjunction with the Manshiet El Bakri Center is to produce needed instructional materials and audio-visual aids for schools. To this end Zaki Nashid, the science supervisor of this group is in the process of working with a team in analyzing National Science Teachers Association elementary science publications for possible revision and publication in Arabic to supplement the textbooks. These materials would emphasize problem solving approaches using simplified materials and equipment for experiments and other activities.

It is recommended that the teacher-supervisor group, in carrying out objective 3 c above, focus on a study of the American society and its way of life as described earlier in this report, and collect appropriate materials for use in the learning resource centers.

As part of the training program this summer, the Projects leadership team may want to visit the following places, among others, which emphasize the development of effective but low cost instructional materials.

- a. Science Materials Center, Fairfax Schools, Fairfax, Virginia. The director of this Center is Douglas Lapp. He worked in West Africa with the Peace Corps and helped develop science handbooks

for African Elementary Science programs. The materials have been refined and published for extensive use in Africa. With that background, he has developed a wide range of inexpensive materials and equipment.

- b. Lancaster Public Schools, Pennsylvania, has a teaching materials workshop, staffed by CETA employees. The workshop produces many effective teaching aids which are distributed to the schools in the district. CETA employees are workers hired under the federal government's Comprehensive Employment and Training Act. They are people who are unable to find employment so are employed by the government to provide them with a needed income and to improve their chances of obtaining a job in the private enterprise sector. It seems to this writer that this employment procedure is somewhat parallel to the rather large number of college graduates employed by the Egyptian government and assigned to various jobs just to keep them busy. Is it possible for some of these government employees in Egypt to be assigned to develop and produce instructional materials for the schools? Many good ideas are already exhibited in the teacher training schools, such as Abbassia Teacher Training School for Girls. Could instructional materials workshops be set up, using available government employees, to produce materials for the pilot learning resource centers?
- c. Another idea that may relate to the one above is the Creative Recycling Center in Pittsburgh, PA. This center maintains contacts with major manufacturers in the metropolitan area. In the process of manufacturing, there generally are some waste materials. This center collects such waste materials, develops ideas to use these resources to create instructional devices, trains school personnel to make these instructional materials, and makes the waste material available to the schools for their use.
- d. While visiting various schools, this writer noted several primary schools with a rather good selection of hand tools which had been contributed to the schools by UNICEF. In some cases the tools were not being used effectively because they did not have workbenches or did not have instructors who were adequately trained. This matter was discussed with Mr. Ibrahim Eid, Director Ismailia Zone, who indicated twenty or more schools in the Zone had received these tools and needed technical assistance in planning their use.

It is recommended that a workshop be conducted in Ismailia this summer for primary instructors in the use of tools, along with a study of what is needed, such as workbenches, to develop adequate manual training programs. Two persons who could conduct such a workshop effectively are Dr. George H. Ditlow, former Industrial Arts Department Head, Millersville State College, Millersville, PA and Dr. Earl R. Zimmerman, Senior Advisor for Industrial Arts, Pennsylvania State Department of Education. In the past few years a movement has been developing in the public schools to reinstate manual training in the elementary (primary) schools of Pennsylvania. These two men were instrumental in implementing that development.

C. Community Schools

A community school is the center for many of the activities of the neighborhood and is a place for enlightenment. Such schools open their doors, playgrounds, libraries, and assembly rooms to the community. They extend their activities to include services to the people of the community through cooperation among the various social institutions and parents in directing school action.

Such roles are envisioned for the schools of Egypt in the National Center for Educational Research's 1975 report, "The Changing Role of the Teacher and Its Influence on Preparation for the Profession and on Inservice Training."

The best examples in the United States of community schools of this type known to this writer are in the economically poor sections of Washington, D.C. where the people requested the right to help plan their own schools, and obtained full cooperation from the school officials.

The two outstanding schools are Washington Highland School and Marie H. Reed Community Learning Center. Dr. Mansour Hussien and Dr. Halim Grace visited both of these schools and expressed the opinion that the basic concepts of community coordinated service were very applicable to the schools and communities of Egypt.

As step one in the process of developing the pilot projects in the selected schools and as building a base for expanding the programs to other schools is for the Projects Leadership Taskforce to visit these schools for a period of several days as part of their training program this summer, to study the comprehensiveness of the programs, the issues and problems that arose in developing these programs and to compare ideas as to how such programs can be developed and operated in the pilot schools and the schools of Egypt, in general.

Two very key people in the development of the programs in Washington, D.C. are Dr. William Pollard, Assistant Superintendent for Community Schools Coordination and Dr. Frances Hughes, Principal, Washington Highland School. Dr. Pollard can speak on the issues relating to the broad administrative factors in developing such programs, and Dr. Hughes can speak in terms of her extensive experiences in working directly with the people in the community and in the school.

As the second step in implementing the pilot community schools, it is recommended that both Dr. Pollard and Dr. Hughes be invited to Egypt to visit the selected pilot schools to study and to recommend specific programs and activities that may be implemented in each school and to plan with the Egyptian educators concerned the logical steps in implementing the programs.

D. Year-Round Education

At its February 15-16, 1978 meeting, the JWGEC approved the idea of a pilot project on Year-Round Education, as expressed in the minutes of the meeting, as follows:

The panel proposed a pilot project on Year-Round Education. It was proposed that a specialist in Year-Round Education be invited to come to Egypt to conduct a feasibility study on the possible application of this approach to the structure of the school calendar. If the system is found to be feasible, the panel proposed that technical assistance be provided to the MOE to design and carry out an experimental Year-Round Education program in four levels of education (primary, preparatory, basic, and secondary). The panel noted that the project will also require participant training in the U.S. to observe and study various approaches to the Year-Round School. It will also be necessary to carry out interior training of teachers and administrators in Egypt. The JWGEC approved the project and recommended that the MOE develop the proposal for formal presentation to USAID and other donors.

One of the major advantages of operating school on a longer time basis is to get greater use of the facilities. This can be achieved, however, only if the students are scheduled to attend school on a rotating basis so that at any time the school is operating, part of the students are on vacation and part are in school. Certainly the schools of Egypt are overcrowded. There is a great need to maximize the use of the buildings. There are several all-year school plans, but the two U.S. models most practical for maximizing use of the buildings are the Four-Quarter and the 9-3 plans. The basic concepts of these two plans were outlined in the initial study conducted for the JWGEC by this writer and is included as Appendix B.

As the founder and for years executive secretary of the National Council on Year-Round Education, this writer is familiar with many of the issues and answers of year-round education, but did not have the opportunity to make a comprehensive study of the applicability of the basic process of rotating vacation schedules in the Egyptian schools.

It is recommended that the projects leadership taskforce, particularly those for which pilot programs of year-round education are under consideration, visit schools in operation which use the 9-3 plan and become familiar with the general issues which they need to consider. During that time, a proposed plan of operation, based on the Egyptian school calendar and the Egyptian physical and cultural setting, should be devised.

The next step after that is to conduct an onsite feasibility study of the devised plan, working with the key leaders in each pilot school. Such a plan, I feel confident, can become feasible if it is carefully planned.

It would involve some important changes in the work schedule of the staff and in the scheduling practices at the preparatory and secondary levels. This would necessitate the interior training of teachers and administrators in Egypt, as indicated in the JWGEC minutes.

As a target date, a pilot program could be initiated for the 1979-80 school year. The above steps cannot be completed in time for the 1978-79 school year.

E. Comprehensive High Schools

In 1959 technical subjects in industrial, commercial, and domestic services were introduced in five general secondary schools (in Shubra, Alexandria, Zagizig, Fayoum, and Cairo) as electives. An evaluation report in 1964 indicated (a) students were interested in taking these subjects, and (b) those who did scored as well on the General Secondary Certificate examination as those who concentrated on just general studies.

This led to the consideration of establishing a comprehensive high school, encompassing both the general and technical programs to provide flexibility in choice by the students in terms of initial selection of fields of study (general, technical, teacher education), transferring from one field to another, and elective courses within a field of study.

- (1) the democratization of the educational system, providing a wider range of freedom of choice and a reduction in the stigma of attending the "less desirable" schools.
- (2) the students in general education who are not admitted to a university would be more apt to have marketable job entry skills.
- (3) the students in technical education would also obtain a broader general background helping them function more adequately as citizens of the community and the nation.

Before pilot programs are initiated, however, in the opinion of the writer, consideration needs to be given to the processes by which students will be encouraged to enter the fields of training where there are needs and the problem of maintaining some form of check-and-balance on enrollments in the various training fields at the secondary and higher education levels.

It is recommended that key members of the Leadership taskforce study the whole issue of comprehensive high schools this summer with selected leaders in the field in the U.S., then develop a conceptual model for consideration of implementing at the selected pilot school complexes, Shohadaa and Giza.

The next step then, would be to select one or more consultants from the several they meet this summer to come to Egypt to study the problem and plan the implementation of the program.

IV

COORDINATION OF PLANNING AND TRAINING EFFORTS

This report has proposed the training of four different teams to plan and to carry out the implementation of the selected pilot programs: (1) the leadership taskforce composed of national, regional, and local leaders representing the pilot schools to study and plan the administrative aspects of implementing all of the selected types of pilot programs, (2) leaders to work with the Audio-Visual Center Manshiet El Bakri, (3) the library media specialists for the pilot schools with learning resource centers, and (4) the teachers - supervisors group to consider implementation of the programs in the classrooms.

The training programs of the various groups directly involved in the implementation of pilot projects (groups 1, 3, and 4 above) should provide, to the extent feasible, a common background so as to help develop coherence in the total program.

The educational institutions and school systems which hosted Dr. Mansour Hussien and Dr. Halim Grace have expressed interest in participating in follow-up training activities, as may be appropriate. These include Clarion State College, Bucks County (PA) Intermediate Unit, Lancaster (PA) Public Schools, Pennsylvania State Department of Education, Washington, D.C. Public Schools, and Prince William County (VA) Public Schools. It is recommended that these and/or other selected schools that demonstrate the types of activities which are, in principle and process, applicable to the Egyptian situation, be used as demonstration centers in these summer training programs.

The key contact persons to arrange such cooperation and coordination of these institutions are listed in Appendix A, the itinerary of Dr. Mansour Hussien and Dr. Halim Grace.

To further coordinate the efforts of these training programs, it is recommended that at some time in July or August, when all three teams of trainees are in the U.S., they meet together to discuss the overall objectives and plans of action for the total set of projects. It is also recommended that Dr. Mansour Hussien and Dr. Halim Grace, as the key official leaders of the projects participate in this coordinated planning session to facilitate the plans for the development of the pilot programs in the selected schools.

It is proposed that the agenda for such a meeting would include the following:

1. A review of the objectives of each of the three training programs.
2. A discussion of how they interrelate and will be coordinated in the selected pilot schools.
3. An assessment of what needs to be done during the remaining time in the U.S. to achieve the training objectives.

4. Plan what each group will do upon returning to Egypt to begin the implementation of the pilot projects.
5. An assessment of the types of technical assistance that will be needed from U.S. consultants in Egypt and other types of support from USAID training programs to carry out the pilot projects.

SUMMARY OF OBJECTIVES AND ESTIMATED COSTS OF PROPOSED TRAINING PROGRAM

A. Leadership Taskforce for Proposed Projects

15 Selected Administrators and Informal leaders in Pilot Schools
3 months training: July - September, 1978

1. Objectives of Training Program

- a. to carefully study all aspects of the pertinent program as it operates in the United States.
- b. to analyze each aspect of the program in terms of its applicability in Egypt in general and the selected pilot schools in particular.
- c. to formulate a plan of operation in each of the three areas of concern for systematic implementation of pilot programs in the selected schools, considering the following:
 - (1) The goals and objectives of each project need to be clearly defined and understood in terms of application in the selected schools.
 - (2) The major steps or activities which need to be taken in order to achieve the goals and objectives need to be defined and understood by those responsible for carrying them out.
 - (3) The processes of carrying out the major steps or activities need to be carefully planned and understood by those who are expected to do it, including the questions of who is going to do what, when it is to be done and how.

2. Estimated Costs (not including transportation to and from U.S.)

a. Institutional Direct Costs	\$18,000
Staff Salaries (two full time equiv.)	
12 weeks @ avg. salary (including	
fringe benefits) \$750/wk./person	
b. Institutional Indirect Costs	\$ 3,600
(20% of Salaries - mostly field activities)	
TOTAL INSTITUTIONAL COSTS	<u>\$21,600</u>
c. Other Direct Costs	\$13,500
(1) Travel and transportation (in U.S.)	6,800
(2) Insurance, Orientation, course	
service (OIT)	2,250
(3) Books, materials, supplies	
(\$300 X 15)	4,500

d. Subsistence or per diem		\$45,500
(1) 15 trainees, 84 days X 35	44,100	
(2) Staff, overnight trips 2 X 35 X 20 days	1,400	
TOTAL ESTIMATED COSTS		<u>\$80,650</u>

B. Personnel to Help Reform Audio Visual Center Manshiet El Bakri

4 Supervisors - 6 months
Will be completed July, 1978

1. Anticipated Role of Trainees

- a. to provide technical assistance in the establishment and maintenance of audio-visual centers.
- b. to produce needed instructional materials and audio-visual aids for schools.
- c. to conduct inservice training courses in the field of educational technology.
- d. to assist in preparing teachers in faculties and institutes in this field.

C. Library Media Specialists

15 Librarians - 5 months
July - December, 1978

1. Objectives of Training Program

- a. to extend their basic understanding of the operation of modern school learning resource centers in terms of administration, collection development, organization, program planning, reference and public service.
- b. to familiarize the participants with print and non-print media and appropriate equipment and its utilization in the educational program.
- c. to demonstrate the fundamental role of the school library media specialist as a teacher and member of the teaching team in the school.
- d. to plan the implementation of a learning resource center in the pilot school where he/she will be assigned.

2. Estimated Cost of Training Program

- a. Institutional Direct Costs \$33,000
Staff Salaries (two full time equiv.) 22 wks.
Avg. \$750/person/week including fringe benefits

b. Institutional Indirect Costs		\$16,500
50% of salaries - full use of facilities		
	TOTAL INSTITUTIONAL COSTS	<u>\$49,500</u>
c. Other Direct Costs		\$14,250
(1) Travel and transportation (in U.S.)		
4,000 miles @ \$1.50/mi. for group	6,000	
(2) Insurance, Orientation, course		
service OIT) (\$50 X 5 mo. X 15)	3,750	
(3) Books, materials, supplies		
\$300/trainee X 15	4,500	
d. Subsistence or per diem		\$68,250
(1) 15 trainees - 152 days	66,300	
62days @ \$20 X 15 = 18,000		
90days @ \$35 X 15 = 48,300		
(2) Staff on overnight trips	1,950	
	TOTAL ESTIMATED COSTS	\$132,000

D. Teachers and Supervisors

20 Teachers and Supervisors - 8 weeks
July - August, 1978

1. Objectives of Training Programs

- a. to learn to develop units of study, based on the Egyptian curriculum, that are designed to draw upon a wider range of learning resource materials in the process of helping the learners develop the skills and habits of thinking, learning how to solve problems, and applying their competencies and techniques to real-life situations.
- b. to learn to use such units of study in the classroom situation. The program this summer should include opportunities to observe and to participate in the classroom as an aide or assistant to the teacher.
- c. to prepare, or assist in the preparation of, one or more teaching units which will be appropriate for use in the classroom of Egypt.
- d. to collect resource materials, to the extent feasible, that are appropriate for use in conjunction with the units of study.

The training program should be designed to apply the same problem solving and critical thinking techniques in the process of helping the Egyptian educators as the Egyptian educators are expected to apply in the classroom.

2. Estimated Cost of Training Program

a. Institutional Direct Costs		\$25,500
Staff salaries (4 full time equiv.)		
8 weeks - Avg. \$750/person/wk. including fringe benefits	24,000	
1 Secretary - 2 mo. @ \$750/mo.	1,500	
(note - trainees need to be divided into 2 groups)		
b. Institutional Indirect Costs		\$ 5,100
20% of staff costs - group will be mostly in field		
	TOTAL INSTITUTIONAL COSTS	<u>\$30,600</u>
c. Other Direct Costs		\$14,000
(1) Travel and transportation (in U.S.)		
(4,000 @ 1.50/mi. for group)	6,000	
(2) Insurance, Orientation, course service (OIT)		
\$50 X 2 mo. X 20 persons	2,000	
(3) Printing (of institutional units)	1,000	
(4) Materials, media		
\$300 each X 20 trainees	6,000	
d. Subsistence and per diem		\$41,000
(1) 20 trainees X \$35/day X 56 days	39,200	
(2) Staff on overnight trips	1,800	
	TOTAL ESTIMATED COSTS	\$85,600

Please Note:

The above listed costs are estimates only based on "average" higher education staff salaries, other "average" institutional costs, commercial rates for transportation, etc. They should not be considered as proposed budgets but as "ball park" figures as to what would be reasonable costs in carrying out the recommended training programs.

Appendix A

Itinerary

Dr. Mansour Hussien, Deputy Minister of Education, and Mrs. Hussein
Dr. Halim Grace, Under-Secretary of Education, and Mrs. Grace
Ministry of Education, Arab Republic of Egypt

March 7-18, 1978
Washington, D.C.

Tuesday, March 7

Leave Cairo

Arrive Washington, D.C.

Hotel Reservations: Fairfax Hotel
20th and Massachusetts Ave. N.W.
202-293-2100

Wednesday, March 8

9:00 am James Smith, Education Officer
Near East Office
AID
State Department Building Room 4709
21st and Virginia Avenue, N.W.
Phone: 202-632-9734

1:00 pm Brenda Caldwell, International Training Office
Asia - Near East Office
SA8 Room 305
AID
Washington, D.C.
Phone: 703-235-1990

3:30 pm Dr. Robert Leestma, Associate Commissioner
U.S. Office of Education
ROB7 Room 3082
7th and D Street N.W.
Phone: 202-245-2544

Thursday, March 9

9:30 am Prince William County Schools
Host: Dr. David H. Lepard
Supervisor of Staff Development
P.O. Box 389
Manassas, VA 22110
Phone: 703-791-3111
(met in office - schools closed due to icy roads)

- 2:00 pm Terraset School
Host: Margie W. Thompson, Principal
11411 Ridge Heights Road
Reston, VA 22091
Phone: 703-860-8886
(Toured school - but students not there. Closed due to icy roads)
- 8:00 pm Reception at Embassy of Arab République of Egypt
Ashraf Khorban, Ambassador to U.S.

Friday, March 10

- Visited: Host: Dr. William Pollard (Picked us up at Hotel)
Assistant Superintendent for Community Schools Coordination
Public Schools of District of Columbia
1001 Presidential Building
415 12th Street N.W.
Washington D.C.
Phone: 202-724-4211
- Visited: Marie H. Reed Community Learning Center
1723 California St. N.W.
Washington, D.C.
John Anthony, Principal, (led us on tour of school)
- Visited: Washington Highland School
8th and Yuma St. S.E.
Washington D.C.
Dr. Frances Hughes, Principal, (led us on tour of school)

The two schools visited in Washington are "full service" schools, providing an elementary school instructional program (up to grade 8), a health and physical fitness program, recreational and cultural activities, Comprehensive health care, a job service center, community forums and neighborhood life programs, etc.

Dinner at home of Mohamed Abdelwahed (Hamdy) Mohamed
Cultural Attache, Embassy of the Arab Republic of Egypt.

Saturday, March 11

Meetings at Fairfax Hotel (arranged at request of AID)

Macmillan Publishing Co.

Fred Kobrak, International Office, London, England

Maude White, 14457 Saguara Place, Centerville, VA 22020

Zake Nashed, Purdue University

Mazer International Corporation

Susan Gold, International Marketing Consultant

127 Westervelt Avenue, Tenafly, NJ 07670

Gabriel Offiesh

Regarding study in Saudi Arabia for Dept. of Labor
Kingdom-wide system of Vo-Tec may be applicable to Egypt.

Philadelphia Area (Bucks County)

Meetings in Bucks County arranged by Richard Knippel, Director,
State and Federal Services, Bucks County Intermediate Unit No. 22,
Doylestown, PA 18901 Phone: 215-348-2940.

Sunday, March 12

Drove from Washington, D.C. to New Hope, Bucks County, PA
(Suburb of Philadelphia)

- 3:30 pm Reception: Host - William Heefner (close friend of the
U.S. Ambassador to Arab Republic of Egypt, Herman Eilts)
Guests welcoming Dr. and Mrs. Mansour Hussien and Dr. and
Mrs. Halim Grace included U.S. Representative Peter H. Kostmayer,
State Senator and Mrs. Edward L. Howard, State Senator and
Mrs. Craig Lewis, Pennsylvania Secretary of Education Caryl
Kline, Dr. and Mrs. Richter, President Ursinus College
(Alma mater of Eilts), and many others, providing the Husseins
and Graces an opportunity to meet people from various
occupations in addition to education.
- 7:00 pm Dinner with Caryl Kline, Secretary of Education; Pennsylvania
State Department of Education and others. Dr. Kline pledged
complete support to proposed working relationship between
Ministry of Education and Pennsylvania Department of Education.

Monday, March 13

- 9:00 am Meeting at Bucks County Intermediate Unit Office
Discussion: Adapting to changing needs
Mr. Bernard Huffman, Assist. Supt. for Curriculum
Neshaminy School District
- William E. Macht, Director, Pupil Personnel Services,
Neshaminy School District, Langhorne, PA 19047
(Phone: 215-757-6001) met with us to offer a
Rotary project to provide ball-point pens for children
of Egypt.
- 10:00 am Central Bucks East High School, Dr. James Gallagher, Principal
Discussion and tour: Learning Resource Centers
Community as a Resource
School as a Community Center
Evaluation of Pupil Progress
- 11:45 am Upper Bucks Vocational/Technical School
Dr. William Keim, Superintendent, Pennridge School District
Perkosie, PA 18944
Joseph Vallone, Director

Lunch prepared by students majoring in Restaurant program
Tour Vo-Tec School

- 2:15 pm Barclay Elementary School, Francis Priclo, Principal
Tour of school - Learning Centers, Teacher Inservice
- 3:30 pm Press Conference - The Daily Intellegencer
(full page story was published)
- 6:45 pm Dinner with 25 Bucks County teachers who spent summer
of 1974 in Egypt.

Tuesday, March 14

- 9:30 am Pennsburg School District, Donald Henry, Assistant
Superintendent for Curriculum
Discussion with staff and tour of building
Community use of school
School use of community
Environmental education
Career education
- 11:30 am Depart for Harrisburg

Harrisburg

Tuesday, March 14

- 3:00 pm State Capital Building, Senate Chamber Received by
Secretary of Education Caryl Kline, Senator Craig
Lewis, Senator Jeannette Reibman - Chairman of the
Senate Education Committee, and Senator Freeman Hankins
Introduced to Senate
Dr. Mansour Hussien addressed Senate
(Received standing ovation)
- 7:00 pm Dinner - with Dr. McLain's son Bruce and his wife Sherry

Wednesday, March 15

- 9:00 am Met with Dr. Frank Manchester, Commissioner of Basic Education
- 10:00 am Met with Joseph Hojack, Acting Director, Project 81 and staff.
Discussed Project 81 and common goals with Egypt.
- 11:00 am Met with George Sauers, Acting Director
Bureau of Management Support Service and Inservice. Discussed
Pennsylvania Inservice Program.

- 12:15 pm Luncheon with Pennsylvania State Education Association Executive Staff and President-Elect Bill Eisenhart. (Silver tray with name engraved presented to both Dr. Hussien and Dr. Grace)
- 2:00 pm Met with Pennsylvania Department of Education Bureau of Curriculum Services. Discussed comparative needs, programs:
 David Campbell, Director, Bureau of Curriculum Services
 Helen McLain, Chief, Division of Communications
 Irvin Edgar, Chief, Division of Personal Education
 Robert Revicki, Fine Arts Education Advisor
- 6:30 pm Dinner at home of Frank Manchester

Thursday, March 15

Visited Lancaster City Schools

- 9:00 am Welcomed to school by Dr. Charles Walker, Superintendent
 Dr. Myron Ritter, Assistant Superintendent of Secondary Education
 Mr. William Funk, Assistant Superintendent of Elementary Education
 Dr. Kirk Fisher, Coordinator of Pupil Services
 Slide/Tape presentation on McCaskey High School and Community Day's activities coordinated by John Tardbuono
- 10:00 am Visited Price Elementary School, Robert Lehr, Principal
 Resource materials inventory and production project.
 Teaching materials made from locally available materials.
- 10:45 am Visited Buchanan Elementary School, Donald Rippey, Principal
 Small group instruction, open concept at work in learning resources center.
- 11:25 am Visited Wharton Elementary School, Willard Funk, Principal
 Resource materials inventory and productions project.
 Teaching materials made from locally available materials.
- 11:45 am Lunch served at Wharton School
 special presentations made by Dr. Charles Walker and Charles Lohin. (Trays with American eagle inlavs, and framed picture painted by student presented to each Dr. Hussien and Dr. Grace).
 Interview by radio and TV stations.
- 1:15 pm Visited J.P. McCaskey High School, Charles Lohin, Principal
 Visited IMPACT project-aimed to help potential dropouts, and the media center.
- 2:30 pm Traveled to Clarion