

PN-APP-159

REV: 56816

DRAFT PROPOSAL FOR THE EXPANSION
OF POPULATION EDUCATION IN THE SCHOOL
SYSTEM OF THE ARAB REPUBLIC OF EGYPT

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During The Period:

October 18 - November 9, 1982

Supported By The:

U.S. Agency For International Development
(ADSS) AID/DSPE-C-0053

Authorization:

Ltr.AID/TA/POP: 1-11-83

Assgn. No. 582170

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EXECUTIVE SUMMARY

A solid foundation for population education has been laid in Egypt. Population education, a part of Egypt's population policy, was introduced into the school curriculum in 1974; an Office of Population and Environmental Education (OPEE) was formed in 1977. Population topics are now part of several courses, and questions on population are included in the national examinations. There has been considerable activity in leadership training and development of teachers' guides.

The chief obstacles are an insufficient number of trained, full-time staff members in the OPEE, lack of population education officials at local levels, and lack of ready-to-use materials for students and teachers. These obstacles can be overcome, given adequate funding for staff and materials development and a plan for implementing population education activities. This report represents a suggested plan for this implementation.

The plan calls for: (1) A temporary reduction in scope of previous population education plans in terms of the number of courses to be emphasized for population education; (2) an increase in the staff of the OPEE in the Ministry of Education; (3) appointment of population education liaison officers and subject matter teams of teacher trainers in the governorates; (4) development of classroom-ready materials for teachers and students; (5) development of self-learning modules for teachers; (6) development of a teacher training kit, including sample workshop agendas, for local teacher trainers; (7) leadership training and teacher training using the above materials; and (8) continuation of the correspondence course, summer leadership training workshops, and efforts to include population topics in the school system's reorganization to basic education.

Estimated cost of project over five years is \$1-1.5 million.

I. BACKGROUND

BACKGROUND

Population Education as Part of Population Policy

In almost every country in which a rapid population growth rate is recognized as an obstacle to achieving economic and social goals, population education is a part of population policy. This is the case in Egypt, a country in which education is regarded as an essential component of its development plans in many sectors. Education is seen not only as a vehicle to pass on the traditions of the culture but also to prepare future adult citizens to meet current and anticipated challenges.

To omit population education from population policy is shortsighted. It is a signal to the people that population is not really important or perhaps that population issues are only a temporary concern of the current leadership.

Fortunately, the Government of Egypt has recognized that the educational system is a powerful social institution that can both preserve and change societal norms. A ministerial decree was issued forming a Higher Committee for Population and Environmental Education. The Deputy Minister of Education heads the Committee, whose members represent the Ministry of Education (MOE), the Population and Family Planning Board (PFPB), and faculties of higher education. The Office of Population and Environmental Education (OPEE) in the MOE coordinates activities with the PFPB.

Population Education in Egypt: Progress to Date

A great deal has been accomplished in population education, particularly in view of the small size of the staff and budget. In 1974 the Ministry of Education introduced population education into the primary (grades 1-6), preparatory (7-9), and secondary (10-12) schools. Its activities were supported by funds from the Government of Egypt and international donors (AID, UNFPA, the World Bank) and administered through the Population and Family Planning Board.

Activities during the 1974-77 period

- Introducing population concepts into course material for history, geography, and science.

- Developing a teachers' handbook on population education.
- Organizing workshops for in-service training of some teachers and senior instructors.
- Implementing a correspondence course in population and environmental education (during the 1977-78 school year).

Activities from 1977 to the present

- Instituting in 1977 an Office of Population and Environmental Education (OPEE) in the MOE responsible for planning, implementing, and evaluating the population education program and coordinating its activities with the PFPB.
- Sending senior instructors abroad for population education study tours. Study tours, sponsored by UNESCO, AID, and the British Council, ranged from one month to one year and were undertaken 1977-79. Senior instructors went to Tunisia, Thailand, the Philippines, Malaysia, Great Britain, and the United States (University of Chicago) to observe programs and/or to study population education. The current leaders of the OPEE were among the senior instructors chosen for study tours.
- Identifying the six major fields of population education (population concepts and their major demographic criteria, factors influencing population growth, consequences of the population problem in Egypt, the physiology of human fertility, population policies in Egypt and other nations, and planning for the future). Within these six fields, 150 topics were identified as the subject matter of population education.
- Holding workshops with curriculum experts to identify the appropriate courses and age levels for the 150 population topics to be covered. Handbooks for both the primary and the preparatory stages were developed containing these specifications.
- Holding seminars for 99 officials responsible for teacher training in the governorates.
- Holding seminars and workshops at the community level for 1,360 senior teachers and senior instructors. Trained staff at the community level was formed in six governorates to carry out local training and coordinate the use of educational aids and equipment.

- Continuing the correspondence course and instituting a summer workshop for those who successfully complete both the theoretical and practical (local field research) parts. While close to 1,000 educators have enrolled in the written, theoretical part of the course, many fewer complete the practical research part and even fewer complete those parts plus the summer workshop. As of summer 1982, 242 educators had completed all three training components. This group constitutes the most thoroughly trained cadre of population education specialists available for leadership positions.
- Expanding in 1979 the OPEE office to include the consulting services of eight senior instructors representing the various disciplines involved in population education.
- Developing materials: a series of 23 teachers' guides, a quarterly review (bulletin) dealing with innovative ideas in population and environmental education, and a set of colorful posters.
- Establishing population education libraries in each of the 34 educational districts, with 50 to 70 copies of the teachers' guides, 50 copies of the quarterly review, and a set of posters distributed to each library where they are available to participants in the correspondence course and other persons interested in population education.

Results

As a result of these endeavors, population concepts are now integrated into appropriate courses at the primary, preparatory, and secondary stages. Population is particularly well covered in geography (about 50 pages in the ninth-grade text) and civics (10 pages in the seventh-grade text).

As a result of the textbook coverage and training activities described above, about 2,000 teachers are currently including population topics in their courses. A cadre of trained educators exists able to implement new training plans which will ultimately increase and improve population teaching. Population topics are now included in the national exams, particularly in the geography and civics exams. A solid foundation for population education has been laid.

There remains much to be done, however. Where population topics exist, they exist in an informational context. If population education is to contribute to sound fertility and migration decision

making, the emphasis must be on attitudes, values, motivation, relevance, and problem solving. The cognitive part of the curriculum is necessary but not sufficient. There must be curriculum development and teacher training that emphasize these approaches.

In addition, there must be a far greater number of teachers trained to use these materials. Leadership must be decentralized to speed the process and to make it more responsive to local needs.

Obstacles and Opportunities

The chief obstacles to comprehensive implementation of population education in Egypt are lack of staff and insufficient funds for production of materials. In every assessment of the population education program--whether by AID, UNFPA, the MOE, or population education workshop participants--recommendations include decentralization of the program through population education bureaus in the governments, increased leadership and teacher training, and production of materials that can be used directly in the classroom.

Because funding was small, the OPEE could act upon these recommendations only in a minimal way. Given sufficient funding, the OPEE can add full-time staff members to administer an expanded training plan that emphasizes paid local population education leaders doing local teacher training. The enlarged OPEE can also supervise production of course-specific materials for students and teachers as well as training materials for workshops and self-learning.

The plan suggested in this report can accelerate the implementation of population education in Egypt, building on the considerable progress already made. The plan depends on sufficient funds to add staff and to produce materials.

There are real opportunities for population education at the present time. One of them is the basic education movement that is taking place in the MOE. Basic education represents a reorganization of the school system with the following objectives:

1. To make nine years of education compulsory instead of six years.
2. To integrate the theoretical and practical aspects of education so that students who leave school after the basic stage will be prepared for job opportunities.
3. To correlate students' lives with their environment.

4. To provide students with the information, concepts, and attitudes needed to become more responsible adults.
5. To provide an education conducive to positive participation in social development, beginning with the family and ending with the homeland.

Fifteen courses have been identified as the first to be reorganized to meet the basic education objectives. Ten of those courses have been identified by the OPEE as relevant to population. The development of new materials and texts and the training of teachers that will take place during the basic education reorganization represents an unparalleled opportunity to include population topics in the revised curriculum. Because curriculum development and teacher training for ten courses is so large a task, it is recommended that only five courses (six, including agricultural education) be targeted at present. The remaining population-related courses can be targeted for special attention at a later date, although textbook revision to include population topics must be done at the time such revisions take place.

Recommendation

The strategies for comprehensive implementation of population education outlined in this report depend on an expanded staff in the central OPEE to administer the greatly increased number of activities envisioned. Thus the first recommendation is that the OPEE add three full-time staff members.

II. POPULATION EDUCATION STRATEGIES:
CLASSROOM IMPLEMENTATION

POPULATION EDUCATION STRATEGIES: CLASSROOM IMPLEMENTATION

Curriculum Planning

The Office of Population and Environmental Education in the MOE will identify a population education liaison officer for each of the 34 educational districts. The administrative approval for such officers was granted at the end of the 1982 population education workshop in Cairo when Deputy Minister of Education Mansour Hussein spoke to the assembled participants.

The liaison officers will be chosen from among the supervisors or senior teachers who have completed the year-long correspondence course and have attended the summer workshop. In addition, those chosen should possess both a strong commitment to population education and the necessary skills involved. The liaison officers should also have sufficient influence in their respective districts so that they can put their population education plans into effect without undue administrative delay.

The selected liaison officers will meet with the OPEE and other experts in Cairo to identify the courses that will be the chief focus of forthcoming population education endeavors. While population education is relevant to many courses at many age levels, it is more advantageous to concentrate curriculum development and teacher training on a few courses and levels with adequate staffing and funding than to try to accomplish more than is possible. While 10 subjects have been chosen by the MOE as appropriate courses for the introduction of population education (as part of the reorganization of schools in the basic education movement), the chief effort at first will concentrate primarily on five courses, including a course at the secondary level.

The courses targeted for introduction or intensification of population education met the following criteria: An age level old enough to understand some population phenomena but young enough to avoid the high dropout rates of later years; relevance of population topics to the ongoing course; existence of population topics in the textbook, which can be supplemented by teaching modules that emphasize values and problem solving; the appropriate course and level to introduce topics that appear to be crucial in changing fertility norms such as Islamic teaching about family planning or attitudes toward the changing roles of women; and courses for which there are questions on population in the national exams.

The liaison officers will create a handbook of population education to be integrated into the various courses in basic education. The handbook will determine where various population concepts and topics will appear, course by course. The handbook will describe

the population topics to be covered in home economics, agricultural education, Islamic religion, and so forth. The handbook will cover both the target and nontarget courses. That is, even though mathematics is not a target course at this time, the population concepts that belong to mathematics, such as calculating growth rates or doubling times, will be assigned. This will facilitate population coverage for future textbook revision and for future development of supplementary materials.

Courses

The following courses are recommended for special population education attention.

Ninth-Grade Geography. There are about 50 pages in the ninth-grade (basic) geography text in the social studies curriculum dealing primarily with the population explosion in Egypt and its impact on jobs, environment, and other aspects of life. A greater emphasis on the relationship between the individual's family size and the well-being of the nation is needed. Individual fertility behavior can seem unconnected to overpopulation to many students unless the aggregate impact of such behavior is a clear message.

The fact that the textbook covers population makes it much easier for the classroom teacher to expand on the subject. Creative supplementary materials and activities can be used to illustrate the concepts already in the textbook and to emphasize the affective, motivational, and values clarification aspects of population teaching. The new teaching methods that will be used with the supplementary materials will stress problem solving, student involvement, small-group work, and similar techniques that focus on attitude change rather than information acquisition alone.

The greatest number of questions on population in the national exams deal with this geography course (no doubt because of the textbook coverage). This course will remain the major focus for population education in the curriculum.

Islamic Religion, Seventh, Eighth, or Ninth Grade. A small sub-unit on Islamic religion and population and family planning issues would help address a major obstacle to the adoption of a small family norm in Egypt: the misperception that the Islamic religion is against family planning. Many people quote "Allah will provide" or "whatever Allah wills" as justification of this perspective. This attitude is particularly widespread in rural areas. Many Islamic leaders, including the chief mullah of Al-Azhar University--international center of Islamic teaching--have spoken out against

this misperception, pointing out that the Koran urges couples to have only the number of children they can provide for and that Allah encourages self-sufficiency. International Planned Parenthood Federation has published a pamphlet, "Islam and Family Planning," based on a book which deals with the topic in detail.

Working with Egyptian Islamic leaders and existing reference works, a small subunit on population and family planning could be introduced into an Islamic religion course. It is particularly important to reach the younger age group and to have them (it is hoped) internalize the attitude that the Islamic religion approves of family planning. A message that comes from authoritative sources--the school system and Islamic leaders--is probably more persuasive than one which comes from family planning clinics alone. Young people may educate their parents in this regard as well, or possibly may counter fatalistic comments about family size when they hear them.

Science, Ninth-Grade Basic. Currently the ninth-grade science course includes the reproductive system of the human body but no contraception or family planning considerations. In fact, contraception is not taught at any level of the school system. The only exception is the teacher training institutes, where prospective teachers of primary grades are taught about contraception.

It is recommended that a unit on contraception be introduced into the ninth-grade science course directly following the unit on the reproductive system. The State Information Service (SIS) has created a booklet on contraception aimed at teenagers. This booklet, which is available currently at clinics and elsewhere but not in schools, could be used as the course material for the contraception unit. In addition, supplementary material should be developed on the health benefits for mother and children of later age at first pregnancy, smaller families, and child spacing (better nutrition and health care). Male involvement in family planning, communication between husband and wife and the Egyptian population policy should be included. This contraception and family planning unit should be brief (about one week or so in length) but, in addition to contraception information, the other topics should be presented so that contraception is seen in the context of health and family decision making.

This recommendation is controversial because many religious leaders, parents, and educators do not consider contraception a legitimate topic for the schools. Many believe that, since knowledge of contraception should only be employed in marriage, teenagers are too young to learn about it. Other believe that knowledge of contraception could encourage promiscuity; still others believe that contraception is immoral.

This problem is not unique to Egypt. In countries where contraception is taught, most of these objections occurred before the

actual teaching began, largely appearing as expressions of fear. But the actual teaching of the units has gone well. In advance of teaching a contraception unit, however, many teachers fear that it will be embarrassing and this feeling needs to be overcome.

The OPEE surveyed professors of education at universities and supervisors in the school system about their attitudes toward sex education: 97.5 percent of the professors approved of sex education, but 99 percent of the supervisors said that sex education should not be part of population education.

Research has shown that, when parents and religious leaders are brought into the curriculum development process to review the materials and to make suggestions, most of the objections are reduced greatly. Teacher training can help teachers overcome the embarrassment some may feel about dealing with an intimate topic.

In spite of the above obstacles, it seems essential to include contraception information at the time when the human reproductive system is introduced so that the mechanical knowledge of how one becomes a parent becomes closely associated with the value of responsible parenthood. Because the major population education focus occurs in ninth-grade geography, the ninth-grade science course seems an ideal course to introduce the contraception unit.

Home Economics/Agricultural Education, Sixth-Grade. It is important particularly for boys and girls in the rural areas, to establish the link between family size and food sufficiency, both for the household and the country.

In home economics, girls learn about household management in terms of food and nutrition, clothing, child care, hygiene, budgeting, and other topics. The advantages of a small family can be emphasized in each of these topics.

Similarly, in agricultural education, boys can learn how large family size means more mouths to feed not only for the household and village, but for the country as a whole. Although more children mean more farmworkers, the move to an increasingly mechanized farm economy (an overt government policy) will mean an increasingly large number of surplus laborers who will move to the cities in search of work. The sixth grade is recommended because it is still part of the old system of primary education (in those areas where basic education has not yet been implemented), and thus the last of the mandatory attendance grades. Students are old enough to be interested in the subject of population if presented as relevant to their well-being.

Civics, Secondary Level. It is also important to involve secondary level students and their teachers in population education. Since these are the students most likely to go on to college and to hold leadership positions in society, secondary-level population studies can deal with the subject in more depth. Indeed, the curriculum now includes world population growth patterns, including differences between the developed countries and the less developed countries. Important concepts such as the demographic transition, age structure, doubling times, and replacement level fertility and their relevance to the population situation in Egypt can be introduced through supplementary materials and classroom activities. In addition, the national examinations for secondary level civics and psychology include several questions on population; this provides an incentive to teachers to prepare their students for these questions.

Recommendations

The reorganization of primary and preparatory levels into a combined, mandatory basic education program is a great opportunity for introducing or increasing population content in the courses undergoing revision. Indeed, 10 courses have been identified as appropriate to population education. It would be unfortunate, however, to eliminate secondary schools completely from the intensified population education efforts proposed, for the sake of the students, the teachers, and the administrators who should also play an active part in population education.

While only four of the ten basic education courses (actually five because home economics for girls and agricultural education for boys are separate courses) are currently recommended for intensified activity, minimal activity is also recommended for the remaining courses, many of which already have population content in their course outlines.

Curriculum Development And Materials Production

Research has shown that teachers consistently identify certain needs when they are trying to introduce a new topic. Chief among them are ready-to-use materials, a plan to fit the new topic into the ongoing course, audiovisual aids, and training in the subject.

Teacher training is most successful when it meets the needs specified above. In population education, part of the training must consist of background information on the causes and consequences of

population change so that population education supervisors or teachers will feel comfortable with the topic. The rest of the training, however, must concentrate on the practical application of population education. Teachers need to practice using the new supplementary materials for students, lesson plans that emphasize non-traditional methods, and classroom activities that stress problem solving and values clarification rather than memorization.

To achieve these objectives during teacher training, teachers must use the actual materials and lesson plans they are expected to use in the classroom. Therefore, curriculum development must precede the training workshops for teachers. The plan described below focuses on supplementary materials and lesson plans for the courses targeted for special attention: ninth-grade geography, ninth-grade science, Islamic religion, home economics (girls) or agricultural education (boys), and secondary-level civics. However, a word must be said about textbooks.

Textbooks for Nontarget Courses

Because the transition from primary and preparatory stages to mandatory basic education through ninth-grade is now in progress, basic education courses are being developed. Textbooks for these courses are being written or revised. To take advantage of this opportunity, population education personnel must be assigned to work on the textbooks for the remainder of the 10 courses identified as appropriate for the introduction of population content (Arabic, mathematics, art, nature observation, practical training, other parts of science courses than sex education). The target courses will also deal with textbooks, but will focus on students' supplementary materials, classroom activities, and teachers' lesson plans.

Target Courses

Each target course will have population content in the textbook. If it is not already in the textbook and a new text is being written or an old one revised, personnel will be assigned to write the population content, drawing on past work of the OPEE, which identified certain population concepts as appropriate for various courses at different grades.

For each of the target courses the following materials will be developed:

A student's module will consist of a reading, charts and other illustrations, and a workbook section with questions, activities, and out-of-school projects. This material will contain important population concepts but will emphasize values, feelings, motivations, the inquiry approach, and problem solving. This material will supplement textbook coverage of population, if any.

A teacher's course guidebook will give background information on population and detailed lesson plans utilizing the student's module, additional classroom activities, discussion questions, and out-of-school projects. It will also give lesson plans utilizing audiovisual aids such as posters, slide/tape programs, filmstrips and films. These lesson plans will be general rather than tied to specific audiovisual aids so that they can be used interchangeably and as new audiovisual aids become available. The guidebook will indicate where the population unit fits into the particular courses and how its objectives fit the objectives of the course. Examination questions will be included as well.

Audiovisual aids are important classroom tools mentioned by almost all leaders when asked what they need to introduce new topics in their courses. Audiovisual aids can range from relatively inexpensive wall charts and material for bulletin boards to expensive full-length sound films.

The OPEE has already produced many excellent posters on population themes; the posters were developed by art students. The curriculum planners will decide which posters are appropriate for the various courses--both target and nontarget--and make sure that each classroom where population is taught has at least one poster to put on the wall. The ideal situation would be to provide at least four posters for every population-related classroom. This of course means a large number of the posters must be reproduced. However, since some already have been reproduced, a great deal of the work is done in terms of technical production.

Many classrooms in Egypt still lack electricity and cannot yet use films, slide/tape programs, or filmstrips. For classrooms that can use these media, copies should be made available. Each educational district should have sufficient equipment such as film projectors, slide and filmstrip projectors, and tape recorders as well as copies of films to operate as an audiovisual library. While equipment costs and use could be shared with other departments of the MOE, it may be more effective to have equipment reserved for circulation.

A new film on population issues in Egypt has recently been produced. "The Cheerful Revolution," about Thailand's family planning program, is also available in Arabic. These and other films should be acquired for distribution to each educational district for their audiovisual libraries. Eventually, given additional funding, a population film made specifically for the MOE could be produced.

Leadership Training

Leadership training materials will be produced for leadership training workshops, including the summer workshops for those who have completed the correspondence course on population education during the previous school year. These will include a leader's kit, consisting of a brief description of the population situation in Egypt, the government's population policy, the role education can play, and the progress to date of the OPEE plus practical strategies.

The practical part of the kit will include a description of the new teaching methods for population education, a set of sample population lesson plans illustrating a variety of nontraditional teaching methods, and a sample agenda for a workshop the leaders will organize and lead for classroom teachers. This workshop model can be adopted to fit the needs of the various disciplines by using the appropriate course material (home economics, geography, etc.). The leader's kit will include the student modules, teachers' guides, and posters for these courses.

The correspondence course will continue. It will be revised in part to emphasize the importance of certain topics (role of women, small family size, the approval by Islamic religion of family planning) and of new teaching methods (such as small-group work, role playing, and problem solving).

It is recommended that the quarterly newsletter sent to all who have completed the correspondence course be reduced to a semi-annual publication. This reduction in the number of issues will save money and staff time during this period when so many other activities are undertaken. The newsletter will keep population education leaders and teachers informed of the latest population statistics concerning Egypt and its governorates and other parts of the world. It will also suggest new teaching activities and will give moral support and encouragement to those active in the population education movement. Teachers could also contribute articles about their actual classroom experiences in teaching about population and could share successful teaching ideas with others in this way.

Leadership decentralization

Almost all assessments of population education implementation stress the importance of decentralization. While it is essential that there be a central unit such as the OPEE coordinating all population education functions, there is too much work for such a unit to do alone.

The OPEE will choose a population education liaison officer for each of the 34 education districts, choosing among those who have successfully completed the correspondence course and summer workshop. The liaison officer should be at least a half-time position, given the scope of activities they must supervise. The liaison officer will be responsible for all population activities in his or her district.

In each district, the liaison officer will choose teams responsible for each target course; a team should be at least two people, but in the larger districts a team might consist of three or more people. There should be a team for geography, a team for the Islamic religion course, a team for home economics, and so forth. These teams will be responsible for teacher training, materials distribution, site visits, evaluation, and other related activities. Research has shown that teams are more effective than individuals in introducing new topics. The teams, like the liaison officers, will be chosen from among those already trained in population education, to the extent possible.

The summer workshops in Alexandria will continue for those who have successfully completed the correspondence course during the previous school year. However, the workshops will shift to a "trainer of trainers" model. The participants will be expected later to train others in local workshops, which they will either lead or help lead. Thus, the summer workshops will be redesigned so that participants will have more time to practice leading population education activities that stress the nontraditional methods. This will not require major revision but will represent an addition to the present format of observing and participating in activities; leading activities is merely the next logical step.

Other training will be required for the liaison officers, the subject matter teams, and the trainers and the six teacher training centers throughout the country. Either one large meeting or several regional meetings would be required annually. Given one population education liaison officer for each of the 34 educational districts plus teams of at least two each for the five courses (home economics/agricultural education, geography, science and civics) from each district and at least six trainers from the training centers, the total number of leaders equals a minimum of 380 persons. Because of the size of the group that would have to be accommodated at one central meeting, it would be preferable to hold several

regional leadership training meetings, grouping together leaders from adjacent governorates, possibly held at the training centers. These meetings might consist of general presentations followed by small-group work, according to subject matter. Among the purposes of these leadership meetings is standardization of basic population education approaches throughout the country (while allowing for some regional variation), to encourage those in charge of the population education movement, to develop needed skills, and to build in an evaluation component at the beginning. Once the classroom supplementary materials, teachers' guides, and evaluation instruments are developed, these will be indispensable tools for the subject area teams; however, the training of leaders can proceed in the interim.

Teacher Training

The subject area teams (geography, home economics, etc.) under the supervision of the population education liaison officer, and ultimately the OPEE will be responsible for teacher training in each of the 34 educational districts. This will be done in cooperation with trainers at the six regional training centers to the extent possible, but each educational district will be responsible for its own teacher training.

The teachers will be trained in practical workshops at which they will gain practice in using the actual student modules, the teachers' guides, and lesson plans. The workshops need only be one day long or several afternoons (although two or three full days are preferable).

In advance of the teacher training workshops, teachers will be expected to have read and to be very familiar with the student module, the teachers' guides, and classroom activities they have received.

In addition, each teacher will have received before the workshops a self-learning educational module (SLEM). These booklets are based on the Malaysian model by the same name. They include a list of learning objectives, descriptions of population issues, questions and answers, a glossary of population terms, and many easy-to-understand illustrations and graphs.

Although the plan for teacher training calls for face-to-face training in workshops for every teacher, the SLEMs by themselves will permit a minimal level of self-education to take place. This means that teachers who have not yet had the face-to-face training can nonetheless begin teaching about population in their classroom. In addition, teachers of nontarget but population related courses (math, art, etc.) can learn about population in advance of specific curriculum developments and subsequent face-to-face training.

Evaluation

Baseline (prepopulation education) information will be obtained from samples of leaders, teachers, and students in terms of population knowledge and attitudes. Leaders and teachers will also be evaluated in terms of population education concepts and innovative methods. Evaluation instruments for leaders and teachers have already been developed for the summer workshops and can be directly used or revised. Student evaluation can be built into the teacher's guides as pre- and posttests. Questions on the national examinations will be added or assessed to make sure that they reflect actual classroom teaching.

The leadership training and teacher training workshop will also be evaluated in terms of participants' responses and suggestions for improvement of the training. It will be the population liaison officers' responsibility to determine the degree of success in meeting goals in terms of teacher training and classroom teaching about population. This will be done in a yearly report on the extent of training and subsequent classroom teaching.

Continuing Support

In a project of this scope, continuing support is needed. The numbers of students to be taught, the numbers of teachers to be trained, the numbers of new leaders who must be introduced to population education--all will increase. Similarly, once teaching and leadership materials are produced and distributed, additional copies must be distributed in subsequent years to provide for the growing numbers of students, teachers, and leaders. Replacement copies of teaching and training materials must also be provided to account for loss or damage. It is essential that the budget recognize the importance of continued support for training and materials.

III. POPULATION EDUCATION IN
TEACHER INSTITUTES

POPULATION EDUCATION IN TEACHER INSTITUTES

In-service education is essential, but preservice population education training is also needed to familiarize new teachers with the subject matter and methods of population education. It is particularly important to reach those who will teach in the rural schools, since teachers in rural villages are often looked to as wise leaders and asked for advice.

Beginning with a pilot study in Giza, the OPEE will introduce population education into teacher institutes. In Giza, there are two teacher institutes. Thirty student-teachers (five each in home economics, social studies, and science from each institute) will be trained in population education. A population education teaching module for each subject will be used.

Two workshops will be held, one at the beginning of the term and one at the end. Students will observe classroom population teaching as part of their training. Supervisors, instructors, and facilitators will also attend the workshop; their progress will be measured through a pretest and a posttest. Based on evaluation of this pilot study, preservice population education will be introduced into the other teacher institutes throughout Egypt.

IV. BUDGET

BUDGET

| | 1983 | | 1984 | | 1985 | | 1986 | | 1987 | |
|---|------|-----|------|-----|------|-----|------|-----|------|-----|
| | AID | GOE |
| <u>Staff</u> | | | | | | | | | | |
| 3 additional full-time staff/ consultants for OPEE | | | | | | | | | | |
| 34 population education liaison officers (1 per educational district) | | | | | | | | | | |
| 408 subject area team members (2 each for 6 subjects x 34 districts) | | | | | | | | | | |
| National Institute for Educational Research consultants | | | | | | | | | | |
| Other Egyptian experts | | | | | | | | | | |
| Foreign experts | | | | | | | | | | |
| Clerical assistants (typists, etc.) | | | | | | | | | | |
| <u>Materials</u> | | | | | | | | | | |
| Handbook of population education courses | | | | | | | | | | |
| Student modules for six courses | | | | | | | | | | |
| Teachers' guides for six courses | | | | | | | | | | |
| Audiovisual aids | | | | | | | | | | |
| -posters | | | | | | | | | | |
| -slides and filmstrips | | | | | | | | | | |
| -films | | | | | | | | | | |
| Audiovisual equipment | | | | | | | | | | |
| -slide projectors | | | | | | | | | | |
| -filmstrip projectors | | | | | | | | | | |
| -film projectors | | | | | | | | | | |
| Leader's teacher training kit | | | | | | | | | | |
| Correspondence course materials | | | | | | | | | | |
| Semi-annual newsletter (review) | | | | | | | | | | |
| Evaluation materials | | | | | | | | | | |

