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A PROPOSED AUDIO-VISUAL PROGRAM
FOR THE EGYPTIAN-AMERICAN RURAL IMPROVEMENT SERVICE

Prepared by

HARRY L. CARR
Information Officer, T.C.A., Washington

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The Government of Egypt is attacking with great vigor, but with limited resources, these three major education problems:

1. Extending educational opportunities to the two-thirds of its school-age population which now lacks adequate school facilities.
2. Improving the education now offered, to make it more effective in training young people to be more useful citizens, better prepared for life in a modern world, and to relate education more directly to the practical needs of the school child and to his future.
3. Educating adults and communities at large in improved agricultural methods, disease prevention, sanitation, home economics, community activity, rights and obligations under the law, governmental services, and so on, as a part of Egypt's general program for social and economic progress.

The first of these problems requires more schools and more teachers, reaching into every community.

The second also requires more schools and teachers, of various adapted kinds, but it also requires improvements in curricula offered and in methods and materials of teaching in existing schools.

The third requires new methods and an extension of old methods into fields which are as yet hardly explored, other than in the areas reached at present by social centers, agricultural centers, and health centers.

It is obvious that if Egypt is to achieve any significant measure of success in dealing with the second and third problems it must depend very heavily upon audiovisual methods and materials of instruction. These include, but are not by any means limited to, such techniques and aids as:

Radio	Models and mock-ups
Motion Pictures	Sand-boxes
Photographs	Field trips
Exhibits	Demonstrations
Film strips and slides	Posters
Sound recordings (tape or disk)	Picture leaflets
Collections of objects	Maps, charts, diagrams
Blackboards and flannelgraphs	

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Comparatively little use is made of audiovisual methods in Egyptian schools at present, partly because teachers have not been trained in their use, partly because they do not have materials and appropriate teaching guides for using them.

While some use is being made of audiovisuals in community work, such as through social centers, the needs are so great and the facilities and materials so limited that only a fraction of Egypt's village population is exposed to any sort of educational process.

American technical cooperation is assisting the Egyptian Government in three main areas in which audiovisual methods and materials deserve a highly important role:

1. Work with the Ministry of Education to improve teacher training, improve and enrich the school curricula, demonstrate new types of teaching and schools for more practical education of village children, and increase and improve the materials at the teacher's disposal for more effective classroom work.

2. Work with other Ministries to extend improved agricultural practices, sanitation and hygiene, home economics, social services, and community activities among the adult population of Egypt's towns and villages.

3. A highly intensive effort in Buheira and Fayoum provinces to establish model new communities on reclaimed land and to improve and extend rural services to existing communities—with greatest emphasis on improving health, agricultural and educational services.

All these activities require large quantities of audiovisual materials, specially adapted to the various purposes. They require training of teachers and community workers in how to use them, how to develop audiovisual aids from materials at hand, how to employ audiovisual techniques effectively in group work and in classrooms. They require special equipment for production and utilization of audiovisual aids. They require employment and training of specialists in the production, utilization and evaluation of audiovisual aids.

Inasmuch as the needs for materials and trained people are so great in the three fields of activity mentioned above and as resources are limited, it is clear that concentration of facilities will permit the greatest variety and amount of service. The audiovisual project has been planned with the aim that budgets for production of audiovisual aids for all technical cooperation activities should be pooled into one budget, so that maximum concentration of skills, special equipment, and personnel may be obtained—to serve the needs of all program activities—both in school education and in adult education.

It is proposed that the utilization of audiovisual aids should not be centralized—except to a limited extent—but that the specialist in health, agriculture, social services, and the like should have at his immediate disposal the equipment and the instructional aids he needs to carry out his general educational effort. The use of audiovisual aids must be integrated with the total educational project—whether it be in schools or in community work—and the only way to achieve this is for the specialist to have control of the materials and equipment he needs.

This does not mean that every specialist will have projectors, motion picture films, tape recorders, etc. in his own office at all times. That would be costly and inefficient. It does mean that equipment pools and film libraries will be available to all such specialists and that every effort will be made to meet their planned needs by an efficient system of loans and rotation.

Here is the general rationale of the audiovisual project which is proposed to be financed through the technical cooperation program in Egypt:

Inasmuch as teacher training in audiovisual methods and the production and use of audiovisual materials in schools is the major premise of the project, it is proposed to set up an Audiovisual Center in the Ministry of Education. Inasmuch as the concentration of special equipment and skilled personnel for this teacher training and production of materials provides a solid foundation for it, it is proposed that the Audiovisual Center shall also offer training in audiovisual methods of instruction to agriculturists, health workers, community service workers and others who have need of such training--and further that the production facilities of the Center be expanded to provide for production of instructional aids needed by workers in these fields.

Inasmuch as Point 4 and the Egyptian Government are during the next three years concentrating major attention in the Beheira province area under a greatly expanded rural improvement service, it is proposed that the first audiovisual center be located in or near the Beheira province--Alexandria appearing to be the most practicable location--and that the production facilities of the Center be augmented by EARIS funds to provide the materials for community and school education throughout Beheira. (Materials so developed will be useful throughout Egypt.) Further, it is proposed that the Center provide training in audiovisual methods to all teachers in the EARIS area and to all social and community service workers. The Center could, at the same time, provide film library and equipment pool service to all EARIS activities in the province.

This rationale is designed to eliminate the need for separate smaller audiovisual services in various Ministries or in the various component of the EARIS project. At the same time it is fitted into the existing framework of the Egyptian Government so that it will have continuity in the future and may be reproduced--though on a more limited scale--in other provincial areas as need, experience and resources justify.

With these principles of organization and service, the Audiovisual Center would serve virtually every technical division of Point 4 and the majority of the audiovisual needs of EARIS. It would be financed mainly by technical cooperation funds under the Point 4 agreement with the Ministry of Education nationally and by EARIS funds, and it would render service on a reimbursable basis for other technical cooperation projects and other activities of the Government of Egypt. In this way, the broadest possible basis of financing is established with the result that the widest variety of services can be provided with specialized skills and equipment, at minimum cost.

A detailed description of the project proposal follows:

PROPOSAL: To establish and operate an Egyptian-American Audiovisual Center at or near Alexandria, for the purpose of:

1. Teacher training:

- a. Evening classes for city teachers.
- b. Intensive summer short courses for rural teachers.
- c. Special short courses for:
Community service workers,
Agricultural extension agents,
Public health workers,
Projectionists,
Equipment maintenance and repair men.
- d. Conducting classes in vocational schools as practicable.

2. Teaching aids:

- a. Planning and producing audiovisual teaching aids.
- b. Coordinating development of teaching aids by workshops of student teachers.
- c. Coordination of equipment program in province school system.
- d. Coordination of production of teaching aids by production section.
- e. Coordinate film library with school program.

3. Equipment program:

- a. Centralize purchase, assignment, and inventory control of audiovisual utilization equipment for all schools in province.
- b. Centralize purchasing and inventory control of all Government-owned (including EARIS) audiovisual equipment in province.
- c. Operate maintenance, repair, spare parts and replacement parts service for all audiovisual equipment both in schools and Government-owned.
- d. Maintain pool of audiovisual equipment for loan to schools and to other Government (and EARIS) activities in province.
- e. Maintain film library and inventory control of all films in schools or Government-owned in region.

4. Production division:

- a. Producing audiovisual aids needed for teaching.
- b. Producing all audiovisual aids needed by EARIS for adult education and community programs.
- c. Maintaining facilities for:
Printing (offset, including plate-making),
Silk screening,
Motion picture production (modest scale),
Photography and photo processing,
Film strip production,
Recording on tape,
Art work,
Exhibit design and construction,
Procurement of special services commercially.

GENERAL PLAN OF OPERATION: The Audiovisual Center is conceived as an economical, one-package project for:

1. Meeting the present need for enriching the curricula and improving teaching methods in Egypt's schools by taking advantage of modern developments in audiovisual instruction and by relating education more directly to living experience.
2. At the same time, providing teachers in Egypt's schools with useful, specially adapted teaching aids for use in all courses and for helping them master the audiovisual technique (including such things as education through field trips, community activities, and the collection and making of practice materials in schools).
3. And at the same time, meeting the extraordinary needs of technicians and service workers in Beheira province under the EARIS program for both the materials of community education and the techniques of doing it.

Related closely to these objectives, the Center will centralize and coordinate certain services--as a means of economy, of getting maximum utilization of available materials and equipment, and of gathering together enough activities to provide maximum diversification of skills and professional abilities and to obtain the widest possible benefits from the assembly of these specialists.

Admittedly an ambitious program, the Audiovisual Center attempts to eliminate the parceling up of audiovisual activities among various district services (such as health, education, agriculture, social affairs, public works, and the like), which would be costly and inefficient. At the same time, it attempts to provide a maximum of service to all these fields of work, with a higher degree of skill and a broader diversity of materials than would be possible with a number of small-scale audiovisual activities.

It is considered wise to avoid establishment of a special audiovisual service for EARIS for similar reasons, and also because it is desirable to establish a pattern that might be successfully applied (though on a more limited scale) in other areas of Egypt.

It is believed sound to establish the Center within the framework of the existing Government structure of Egypt, to avoid setting up a new agency, to assure its continuity by the Egyptian Government in the future, to establish a pattern feasible in other areas, and to assure responsiveness to the needs of all Government activities. Since the primary purpose of the project is educational--teacher training and production of teaching aids for integration in the curriculum are the most important aims--it is considered essential that the project be under the jurisdiction of the Ministry of Education. Nevertheless, it is important that its services be available to all Ministries and to all provincial activities of the Government, on some basis of reimbursement.

The Point 4 program agreement for education (all of Egypt) will emphasize teacher training, development of teaching aids, and introduction of audiovisual methods into the educational system of Egypt in an intensive

way. Achievement of these aims involves provision for special courses of instruction for teachers in the production, use, and evaluation of simple audiovisual materials; use of projected aids; conduct of field journeys; classroom projects; and the like--such instruction is most fruitful when carried on in workshops and laboratories where the equipment, materials, and facilities are at hand and where the actual processes can be practised and observed. It also involves actual production of many types of teaching aids, printed, photographed, and the like--including motion pictures--requiring mass production facilities or special equipment or skills. And further, it requires systematic acquisition and placement of projectors and other equipment, as well as films and other materials, in the schools and centers where they will be used. These goals point to the need for one or more Audiovisual Centers in the Ministry of Education, where teaching, production, equipment control, and the like can be handled as one closely coordinated operation.

The EARIS agreement provides for a broad program of community development and rural improvement in the Beheira province. This program is intended to be, to the greatest extent practical, a repeatable demonstration of techniques and services which might have application in every part of Egypt. It involves (1) intensive development of a new area of reclaimed land (to consist of about 20,000 feddans and some 20,000 persons) and (2) extending to the remainder of the province of Beheira (some 765,000 planted feddans and 1,240,000 people) certain new services and facilities and some improvements in existing ones. An essential element in the EARIS program is education--not only education of school children in line with latest methods of instruction, but also the education of the community (farmers, their wives, young people, even children) in such matters as:

- Sanitation and hygiene
- Disease prevention
- Maternal and child health
- Improved animal husbandry
- Better crop methods, seed, etc.
- Organization and use of cooperatives
- Making practical use of credit
- How to conduct cooperatives and club work
- Nutrition and other home economics
- Community action

By dovetailing these two major needs, and by centralizing as much as possible the audiovisual components of both national and EARIS program activities, it is possible to concentrate a much larger amount of money, more specialized equipment, and a wider variety of technical skills than would otherwise be possible.

That is the reasoning behind the project for an Egyptian-American Audiovisual Center, planned on a more ambitious scale than if it were merely a part of the cooperative Point 4 education program for Egypt or the EARIS program alone, with a far more significant impact upon both school and community education throughout Egypt.

The general plan of work calls for establishing the Center in or near Alexandria, as being adjacent to Beheira province and also serving Egypt's

second largest municipal area. Here the center can draw its students to evening classes from the teachers in the city schools of Alexandria. It can draw students to special summer courses from the Beheira province schools, rural and urban, both in the settled and the new area. It can also serve student teachers from other provinces on six-week or eight-week cost-of-living grants. It can provide workshops and special short courses to agricultural workers, health and sanitation workers, community service workers and others in the Beheira area, particularly EARIS workers, either by having them come into the Center for classes or by taking the courses to the field, or both. Instructors at the Center could give some classes, lectures, or demonstrations to vocational students in schools of Beheira in subjects such as printing, silkscreen work, photography, and drawing and design.

The division of teaching aids would devote itself primarily to the planning and drafting of teaching aids required by the various departments of the Ministry of Education, including:

Arranging for teacher workshops to carry through the actual production of materials for use in their school activities.

Drawing up teaching guides or manuals for all films and film strips in circulation in the schools.

Devising manuals for the guidance of teachers in audiovisual methods, such as use of blackboards, posters, school museums and specimen collections, field journcys, making maps, using tape recorders and projectors, flash cards, flannelgraphs, sandboxes, construction paper, etc.

The division of teaching aids should have the responsibility of coordination of the audiovisual program with the general education program in schools. It should assist in the development of syllabi to provide for audiovisual utilization. It should relate the planning of production to the syllabi. It should be responsible for the evaluation of audiovisual aids. It should coordinate film library activities with the various educational projects, so as to integrate the use of films with the course of instruction.

The production division should be fully equipped to produce the most common audiovisual aids through all stages from conception to final product. It should have a well-equipped offset printing plant--no letterpress printing equipment is needed--including plate making camera, offset presses, varityper machines, folding, stapling, and trimming equipment, and addressing machines. It should be equipped to produce low-cost motion pictures--cameras, lights, editing, titling and magnetic-strip recording (optical sound tracks should not be employed in low-cost motion pictures). Most of these films would be produced under field conditions, not in studios, and consist mainly of how-to-do-it and why-do-it subjects. The workshops should be equipped to do silk-screen posters, a full line of photographic processing, production of filmstrips, tape recording, exhibit design and construction, art work and drawings. What it cannot economically do in its own shops it should be permitted to obtain through local commercial and other sources. It should have a few simple wood and metal working tools for use in exhibit

construction and to enable teacher-trainees to learn the use of such equipment and to make some simple classroom aids for their own use.

The production facilities should be available for teacher training and demonstration as well as actual production. And teacher trainees should be given leadership in carrying out projects of their own. For example, a group could make a complete motion picture as a project during their training, or a film strip, or a model of a village, or a recorded educational drama for radio use. While being taught the technique of silk-screen production they could design and produce posters useful in educational programs.

The equipment program of the Center is self-explanatory (see outline). Each activity served by the Center could contribute to the pool for equipment purchased (some of them might be permitted to purchase and own their own equipment) and would have available to it any equipment it needed whenever it needed it. The Center would be responsible for maintenance, servicing, repair, and replacement of parts as well as for training projectionists and maintenance personnel. A program will be carried out for systematically purchasing some new equipment for schools each year, with the aim of eventually having a projector in every school serving as many as 200 students.

It is intended that in the Beheira province the school will be the focal point for cultural affairs generally—so that community meetings on health, agriculture, and the like would be held at the school and projection equipment would be operated there, posters would be put up there, exhibits shown there, and so on. It is hoped that eventually there will be a teacher in every school who has had training at the Audiovisual Center, that every important school will have certain basic equipment, and thus that the school can serve a broader role in community education by offering these facilities to the specialists in various types of community service in the villages.

By the third year of project operation, it is expected that another audiovisual teacher training center will be established (on a more modest scale and without production facilities) in another area, perhaps in Cairo, staffed with people trained at Alexandria and using some of the equipment from Alexandria.

ILLUSTRATIVE FINANCING: (All figures in Egyptian Pounds)

<u>Estimated Costs of Project:</u>	<u>First</u> <u>Year</u>	<u>Second</u> <u>Year</u>	<u>Third</u> <u>Year</u>
Library	300	100	100
Equipment for Center:			
Printing	2,500	2,000	200
Photographic	800	200	100
Motion Picture	1,750	300	100
Automotive	2,000	-	-
Projectors	1,000	400	100
Office and Other	2,000	1,000	500
Supplies (including paper)	2,750	3,000	3,500
Prints of films	1,000	1,500	1,500
Expense grants for trainees	3,500	7,000	3,500
Equipment for assignment or loan to schools and centers	2,400	4,500	3,500
Personal Services (Egyptian)	10,000	10,000	10,000
Sub-Total	30,000	30,000	23,100
Equipping and staffing a second A-V teacher training center, with no production facilities			6,900
Sub-Total			30,000
Other Costs:			
U.S. Technicians (3)	15,000	15,000	15,000
Training awards in U.S.	4,000	-	-
Total	49,000	45,000	45,000
Building and Utilities	?	?	?

Sources of funds:

Point 4 Education Agreement	15,000	15,000	15,000
EARIS Agreement	15,000	15,000	15,000
U.S. Program Direction (technician)	15,000	15,000	15,000
Point 4 Training Awards	4,000	-	-
Reimbursable Services for			
Government of Egypt	?	?	?
Buildings and Utilities (GOE)	?	?	?
Egyptian personnel	?	?	?
Partial Total	49,000	45,000	45,000