

# Reframing Heritage Education in Egypt (ReHeED)

## Work package 1: Surveys of Heritage Education and Gap Analysis

### WP 1.2 Desk Based Research on How Heritage is Being Taught at EG Universities and Schools

#### Part Two

#### “Survey and Report of the Desk-Based Research on Heritage Education in the Egyptian School System”

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**The first part** of this report begins with an overview of teacher's training in Egypt. Then, it is followed by a detailed survey of History, Geography and Social Studies (basic education) courses offered at the Faculty of Education - Helwan University provided with a thorough examination of its contents and descriptions.

**The second part** of this report consists of a desk based research conducted to explore how heritage is being taught at the Egyptian school system. This includes examining school syllabi related to heritage as well as the teaching methods applied while teaching heritage.

In the same context, a questionnaire targeting teacher students at the Faculty of Education "potential teaching staff" in order to learn about their current abilities, motivations, knowledge and training needs and the extent to which their cultural, academic and educational preparation is effective in order to prepare them to teach courses and topics on cultural and natural heritage in the course of social studies at various levels of study was implemented. Two further questionnaires targeting school teaching staff were tailored with the aim to assess their skills and bring up their personal experiences in teaching heritage materials. It also aims to assess the adequacy of the training they received at the faculty during their study period to teach courses and topics on cultural and natural heritage within the social studies curricula at various levels. In addition, a third questionnaire targeting Administration Supervisors, School Principals, and Subject Mentors was implemented likewise. It was meant to examine their views with respect to the teaching methods and on ground practices employed by social studies teachers while teaching cultural and natural heritage topics as well as the activities they used to conduct in order to realize the intended learning outcomes and effectively communicate with their students and most of all raise their awareness of heritage issues and its means of preservation. Separate reports on the aforementioned questionnaires are submitted under WP1. 5, WP1.6-1, WP1.6-2

### Part One

#### Teacher's Preparation in Egypt

There are two systems for teacher's preparation that allow them to work at schools, and they are as follows:

First: The Integrated System: in this system, students receive during the years of their studies in the Faculties of Education, specialized academic subjects, educational professional subjects, in addition to cultural subjects.

This system is characterized by enabling the authorities responsible for preparing the teacher to prepare the numbers required for the field of education in terms of quantity and in terms of quality, as it is possible to provide specialized topics that are compatible with what is required of the teacher who specializes in teaching a particular branch. Through it, it can also provide the opportunity for the teacher to specialize in two branches of knowledge that he can teach or teach one of them according to the needs of the educational system.

There are multiple studies confirming that under the Integrated Preparation System, the specialized academic preparation of the teacher, despite its importance, does not receive the required attention, because the student teacher must study during the four years he spends in the Faculty of Education, specialized, professional and cultural studies.

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Second: Sequential system: in this system, students receive specialized preparation first in university at faculties such as Arts, Sciences or others, then after obtaining the first university degree they enroll in Faculties of Education, to study the educational vocational preparation materials for a university year, after which they obtain a general diploma in education. The advantage of this system is that it allows the student to study the academic specialization in a more in-depth manner than the integrative system, as the student spends years of university studies studying a specific specialty. This feature may have a drawback, as the student specializes under it in only one major. And if some of these faculties were originally established as faculties of education.

### **The History of FOEs**

The beginning of the “Faculty of Education” in Egypt dates back the year 1929 when the Institute of Higher Education for Teachers was established; In order to prepare them for public education schools. In September 1956; A special law was issued to organize Egyptian universities, and a republican decree was issued only one month later, considering the Faculty of Education as one of the faculties of Ain Shams University, so that the Teachers Faculty was joined to the Faculty of Education at Ain Shams University in 1970, to start from that moment the establishment of most faculties of education in Egyptian universities.

FOEs continued to develop step by step, starting with the Arabic language and mathematics departments, the departments increased between educational and languages, until the number of departments in this faculty in some universities reached 17 departments.

The Faculty of Education is spread across a number of Egyptian universities. These include Ain Shams University, Helwan University, Assiut University, Alexandria University, Damanhour University, South Valley University, Qena branch, Domyat University, Fayoum University, Kafr El Sheikh University, Zagazig University, and Benha University.

The Faculty of Education at Ain Shams University is one of the largest Faculties of Education in terms of the number of departments as it contains 17 departments divided between educational, scientific and literary departments, followed by Fayoum University in the number of different departments.

The Departments of the Faculties of Education in various universities include educational departments, such as: 1) the Department of Pedagogy; the Department of Mental Health, which aims at guidance, counseling, psychotherapy and everything related to the human being, his mental health and personality characteristics; the “Educational Psychology Department” and the “Curriculum and Teaching Methods Department”; Which works to achieve excellence in scientific research and its applications in the field of curricula and teaching methods, and to support scientific research between the department and research centers related to the formation of young people, and teacher preparation and training locally, regionally and internationally. In addition, there is the "Department of Comparative Education"; Which is a service department at the undergraduate level, as it provides its services and some of its courses for the professional and educational preparation of student teachers in the bachelor's

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and bachelor's degree programs in various disciplines. Worth noting is that, while the universities of Ain Shams, Helwan and Fayoum are unique in their scientific departments such as the "Department of Mathematics", "Department of Chemistry", "Department of Biological and Geological Sciences", and "Department of Physics", other universities like Mansoura and Domyat, were the first to introduce a "Department of Educational Technology" which aims to provide cadres aware of the importance of educational technology to work in educational institutions Providing students with general concepts of educational technology and e-learning, as well as developing awareness of educational technology developments and their applications in different educational situations. Whereas, the "kindergarten department" is only available in the universities of Helwan, Kafr El Sheikh and Domyat; This department aims to graduate specialized information to work in the kindergarten stage to develop the knowledge and skills necessary to prepare a child who is distinguished physically, healthily, psychologically, and socially, and to contribute to the educational, professional and cultural formation of female students and teachers in the faculty. There is also an "Industrial Education" department at Helwan University only, which is specialized in studies, research, teaching courses and training programs in the specializations of architectural industries, decorative industries such as design, decoration and advertising, wood industries such as carpentry and furniture, metallic industries such as metals and metal furniture, and textile industries such as weaving, printing Textile dyeing, garments, and commercial fields such as accounting, economics, and management. Finally, most of FOEs have a department of Art that includes (History, Geography, and Social studies, Psychology, Sociology and Philosophy) and the student who target these department graduated to be a specialized teacher in these fields.

### **Analysis of course descriptions of the Departments of History, Geography and Social Studies (basic education) at the Faculty of Education - Helwan University**

Analyzing the descriptions and contents of all the courses of the History, Geography and Social Studies Departments, have revealed the following:

- 1- There is no course devoted to the study of heritage in general, which confirms the absence of interest in cultural heritage related issues in preparing the student teacher in the specialization (history, geography, social studies) despite of the fact that these disciplines are concerned more than other disciplines in studying heritage issues and how to develop awareness of it.
- 2- Topics that have been referred to as related to heritage are handled in a rather generic and superficial manner, focusing only on the tangible manifestations of a specific era the country's long history, and are therefore insufficient for developing awareness of heritage significance and value either locally or globally.
- 3- History courses in all its eras focus mainly on political life, war conflicts, and battles, and rarely touching on aspects related to cultural heritage.
- 4- Whether in the history, geography or social studies department, there is a large number of courses related to geography. Analyzing the content and description of such courses revealed that most of them are lacking references to cultural and natural heritage.
- 5- The educational and cultural courses did not address the issue of heritage and its teaching methods, with the exception of the history teaching methods course in the

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Fourth year, which included some teaching strategies that help to develop awareness of cultural heritage.

6- In general, the cultural heritage dimension in the history course preparation courses is acceptable, but it is mentioned indirectly through general topics that do not explicitly refer to the topic of heritage, and for the courses of the Geography Division and the Social Studies Division, the dimension of human heritage is represented by a small percentage. Unintentionally, too.

A detailed statement is presented to the following tables

**Table 1: Statement of the results of analyzing the course description and contents of the History Department**

No	Year	The number of courses in which subjects on heritage were included	The number of courses that did not include topics on heritage	Total
1	First	6	8	14
2	Second	9	5	14
3	Third	10	6	16
4	Fourth	4	14	18
<b>Total</b>		<b>29</b>	<b>33</b>	<b>62</b>
<b>Percentage %</b>		<b>46.7%</b>	<b>53.2%</b>	

It is clear from Table (1) that the percentage of the number of courses that included topics on heritage in the Department of History reached (29) course out of a total of (62) by 46.7%, which is an acceptable percentage, but these topics are general topics that do not directly address cultural heritage issues.

The 29 courses from first to the fourth year included the following topics:

- Manifestations of civilization in prehistoric times
- Manifestations of civilization in ancient history
- Civilizations of the Ancient Near East (Iraq, Syria and Persia)
- Early civilizations in Greece.
- Athens civilization.
- Determines the features of the history of the continent of Europe and its impact on the global civilization in the Middle Ages
- The origins of the map and its development through the ages.
- Cultural disparity, a comparison between the developing and developed world.
- The linguistic variation of the world population.
- Manifestations of Greek civilization
- Manifestations of Roman civilization
- Archaeological excavations
- historical location
- Manifestations of ancient Egyptian civilization

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- Cultural life, literature and science in ancient Egypt
- Manifestations of civilization in prehistoric times
- Sumerian civilization
- Akkadian era
- Babylonian-Chaldean civilization
- Ancient Babylonian civilization
- Ancient Arab civilization
- Systems and Civilization
- Military and fleet economic life Cultural and artistic life Examples of historical documents
- Archives as a place to keep documents
- Science of seals and its relationship to documents
- Arabic lines
- Tourist resources
- The role of the Islamic Mashreq countries in preserving the heritage of Islamic civilization
- Manifestations of Islamic civilization in the countries of the East
- Some manifestations of the achievements of Islamic civilization
- Culture centers in Europe in the Middle Ages.
- Universities in Europe in the Middle Ages.
- The Arabs preferred to transfer civilization to the West
- Tourism and the most important tourist areas in Egypt
- The science Arabs preferred to Western civilization
- Arabic Manuscript Arts
- Church heritage

**Table 2: Statement of the results of analyzing the course description and contents of the Geography Department:**

No	Year	The number of courses in which subjects on heritage were included	The number of courses that did not include topics on heritage	Total
1	First	5	10	15
2	Second	1	13	14
3	Third	0	15	15
4	Fourth	2	16	18
<b>Total</b>		<b>8</b>	<b>54</b>	<b>62</b>
<b>Percentage %</b>		<b>12.9%</b>	<b>87%</b>	

It is clear from Table (2) that the total number of courses that included topics on heritage in the Geography Department reached (8) courses out of a total of (62), which is a small

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percentage amounting to (12.9%), as the focus is on the specialized courses that deal with the geographical aspect far from interest. Human heritage issues.

The 8 courses from first to the fourth year included the following topics:

- The use of oral history in teaching
- The use of historical places in teaching
- The use of historical documents in teaching civilizations and indigenous peoples in the Americas
- Globalization of culture
- The map and its evolution through the ages
- Geography of human languages
- Tourist geography
- The era of the pyramids builders
- The development of human civilizations
- Models of ancient civilizations
- Cultural and natural heritage as a component of tourism planning
- Tourist regions of Egypt
- Natural Reserves
- The distribution of civilizations on the map of Egypt at the dawn of history
- The civilizations of the Lower Palaeolithic (Chilean and Acholian civilizations)
- Middle Paleolithic Civilization
- Upper Paleolithic Civilization
- The emergence of the Neolithic age and its civilizations in Egypt
- Upper Egypt civilizations in the pre-dynastic era
- Civilizations of Lower Egypt in the pre-dynastic era and the most important tourist areas in Egypt

**Table 3: Statement of the results of analyzing the course description and contents of the Social Studies Department**

No	Year	The number of courses in which subjects on heritage were included	The number of courses that did not include topics on the heritage	Total
1	First	3	13	16
2	Second	3	12	15
3	Third	1	13	14
4	Fourth	1	13	14
<b>Total</b>		<b>8</b>	<b>61</b>	<b>69</b>
<b>Percentage %</b>		<b>11.6%</b>	<b>88.4%</b>	

It is clear from Table (3) that the total number of courses that included topics on heritage in the Social Studies Division reached (8) courses out of a total of (62), which is a small percentage amounting to (11.6%), as the focus was on the specialized courses that deal with the geographical aspect at the expense An integrative preparation that allows the

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learner to learn about heritage issues and how to preserve, manage and teach it to students.

The 8 courses from first to the fourth year included the following topics:

- Housing and furniture in Pharaonic Egypt.
- Clothes and toiletries in Pharaonic Egypt.
- Entertainment games and celebrations in Pharaonic Egypt.
- The colors of literature in Pharaonic Egypt.
- The colors of science in Pharaonic Egypt.
- Architecture and Arts in Pharaonic Egypt
- Study the genesis of music
- European Renaissance
- Historical overview of the leather industry and works
- Characteristics and advantages of Coptic art
- Islamic art forms
- Islamic architecture
- The concept of civilization.
- What are the foundations upon which the Islamic civilization is based?
- Factors blending Islamic civilization with previous civilizations.
- The rise of monasticism and the emergence of Coptic
- The museum, its origin, its functions and features
- Types of museums and their items
- Tourism and the most important tourist areas in Egypt

## Part Two

This is a report on the desk-based research carried out on how heritage is being taught at Egyptian school system. This includes examining school syllabi, courses' content and teaching methodologies.

### **First: Integration of cultural heritage in primary stage curricula:**

- Students study currently a new curriculum entitled "Discover" in primary one and two.
- The content of primary one curriculum includes some heritage ideas as (tools used by craftsmen in heritage handicrafts as pottery and porcelain), in addition to some ideas of intangible heritage as (folk songs, folk foods as Koshari and beans, also some traditional clothes (such as roll wrapping, robes, and caftan).
- It also includes some ideas and photos that express the tangible cultural heritage, which displays some ancient Egyptian monuments such as the Temple of Hatshepsut, Luxor Temple, Sphinx and the Pyramids.
- The content of primary two includes some ideas and photos that express heritage as (Celebration of the rise of the Nile, photos of some Islamic and Coptic monuments, photos of the ticket of the pyramid entrance with a sentence written on it "a world heritage site", and a photo of the Egyptian Museum ticket. It also

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displays some ideas related to natural heritage, through a picture of the White Desert Reserve, and the colored groove in Sinai. In addition to this, it displays photos of some antiquities like the Roman theatre, some heritage products in Aswan, and aspects of celebrating Easter and *Al-Fitr* feast.

- It also seeks to raise students' awareness of cultural differences in Egypt through asking students in groups to choose a city in Egypt and then select its compatible clothes, dialects, customs and traditions, and compare its culture with other local cultures. The content includes also other topics on arts, folk music, handicrafts, and folk tales.
- It is clear that those who developed the new curricula put into consideration the cultural heritage dimension in the content as a basis for the next grades.
- In primary three, the school curricula didn't include any reference to heritage except in two lessons in Arabic Language Readings, the first one deals with Siwa oasis and its handicrafts and the other deals with Abu Simbel, Philae and Kalabsha temples.
- In primary four, social studies are introduced to students through a curriculum entitled " My Country *Misr*". The content of both terms includes the following units that are related generally to heritage:
  - The establishment of the ancient Egyptian civilization
  - The human and environment (providing an overview of some natural resources in Egypt)
  - Prominent figures and major events of the Pharaonic history (The construction of pyramids, temples and dams.)
  - The Theban monuments and the temples of Nubia)
  - Aspects of the ancient Egyptian civilization. (The army and its weapons, ancient Egyptian deities, ancient Egyptian religion, housing, festivals, sports, pottery and jewelry industry)
- There are some lessons in Arabic Language curriculum that include heritage ideas such as:
  - The first lesson in unit one entitled " Tourism in Egypt" deals with ancient and Islamic monuments of Egypt with some attached photos.
  - The second lesson includes information about Alexandria's monuments, museums and library.
  - The third lesson includes information about some natural reserves in south Sinai and some archaeological sites.
- In primary five, students study a social studies curriculum, entitled "Glimpses of Egypt geography and history". The content in the first and second semesters includes the following units, which are generally related to heritage:
  - Pre- Islamic Egypt (it includes some monuments that date back to the Roman era in Egypt)
  - Figures and events during the era of independent Islamic states, that include a mild reference to the impact of the Tulunid, Fatimid, and Ayyubid states on military and political sides.
  - Tourism Industry (it includes brief notes about some Egyptian monuments in different era and some natural reserves)
- In primary six, the student studies a social studies curriculum entitled " Our Environment and Modern History". The content in the first and second semesters includes the following units, which are generally related to heritage:

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- Economic activities in the agricultural environment, that includes a section on pottery, carpets, and Nubian heritage)
- Industry and industrial areas, that includes some handicrafts such as carving, weaving, pottery and leather)
- Features of the Egyptian society under the French expedition, discussing some of its scientific results such as the discovery of the Rosetta stone, the compilation of the famous book "Description de l' Egypte" book, and the establishment of the scientific institute.
- Muhammad Ali and the construction of the modern state of Egypt that includes reference to some of his contributions.

### **Second: The integration of cultural heritage in preparatory stage curricula:**

- In preparatory one, students study a social studies curriculum entitled " Natural Phenomena and Egyptian Civilization". The content in the first and second semesters includes the following units, which are generally related to heritage:
  - History of Egypt across ancient ages, that includes monuments of the most important kings in ancient Egypt)
  - Aspects of the ancient Egyptian civilization reflected in the political, religious and economic life in Ancient Egypt.
  - Social life in Ancient Egypt, Ancient Egyptian writing, science and arts in Ancient Egypt.
  - Egypt between the Ptolemaic and Roman rule, that includes founding the city of Alexandria. It also speaks of the construction of the Library of Alexandria, the lighthouse, the Roman theatre as well as temples, baths, and monasteries.
- In preparatory two, students study a social studies curriculum entitled " Our Arab Homeland- Geographical Phenomena and Islamic Civilization". The content in the first and second semesters includes the following units, which are generally related to heritage:
  - Referring to the wealth of Arab homeland that houses 59 archeological and natural sites on the UNESCO World Heritage List which appears in the third lesson
  - Masterpieces of Islamic Civilization, which included models of Islamic civilization contributions in artifacts, arts, scientific and literary heritage, and its impact on Europe.
- In preparatory three, students study a social studies curriculum entitled " The World Geography and Modern Egypt History". The content in the first and second semesters includes the following units, which are generally related to heritage:
  - History of Egypt under the Ottoman rule, which includes a lesson on the scientific results of the French expedition, and a lesson on some of Muhammad Ali's works such as sending educational missions and establishing a printing press and high schools.
  - Egypt under foreign occupation and national struggle for liberty: it includes a lesson on Muhammad Ali's successors and their most prominent civilized contributions, especially Khedive Ismail, who established the Egyptian Geographical Assembly, the Opera House, and Abdin Palace ...).

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- In preparatory two, the content of science curriculum in the first semester includes a unit about (fossils and the protection of species from extinction) which deals with geological heritage and some natural reserves such as Ras Muhammad, Wadi Al-Hitan and Wadi Al-Rayan.

### **Third: The integration of cultural heritage in secondary stage curricula:**

#### (A) Geography Curricula in Secondary Stage:

- In secondary one, the student studies geography curricula entitled " Egypt's Geography". The content includes the following units, which are generally related to heritage.
  - Climate, plant and animal life in Egypt: it includes some natural reserves in Egypt, such as Ras Mohamed Reserve.
  - Some economic activities in Egypt: it includes some touristic attractions in Egypt.
- In secondary two, students study a geography curriculum entitled " The Development Geography- Global Models and Arab Applications". The content includes the following units, which are generally related to heritage:
  - Human Development Geography (it includes sustainable touristic development)
- In secondary three, students study a geography curriculum entitled " Political Geography". The textbook doesn't include any topics that are related to heritage issues.

#### (B) History Curricula in Secondary Stage:

- In secondary one, students study a history curriculum entitled "Egypt Civilization and the Ancient World". The textbook includes the following units, which are generally related to heritage:
  - Introduction to studying Egypt's civilization and the ancient world.
  - Ancient Egyptian civilization: it includes aspects of economic, political, social, religious, cultural and intellectual life in ancient Egypt)
  - Mesopotamian and Phoenician civilizations
  - Greek and Roman civilizations
- In secondary two, students study a history curriculum, entitled "Egypt's History and Islamic Civilization". The textbook includes the following units, which are generally related to heritage:
  - The rise of Islam and founding the Islamic Caliphate.
  - The rise of independent Islamic states (Ummayyads, Abbasids, Fatimids, Ayyubids and Mamluks) and their distinctive features.
  - Islamic civilization and its marvelous contributions including the most important crafts, industries, scientific institutions, and Islamic architecture)
- In secondary three, students study a history curriculum, entitled "Egypt and Arab Modern and Contemporary History". The textbook includes the following units, which are generally related to heritage:
  - The French expedition on Egypt and Syria: it includes the intellectual and scientific impacts of the expedition on the Egyptian society.
  - Founding the modern state in Egypt starting from the early decade of the 19th century till Urabi's revolution which casts lights on the big efforts of

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Muhammad Ali and his successors, especially Khedive Ismail in this regard as well as the leading historical role of Egypt in Africa.

### General Comments:

- 1- The topics of primary one and two curricula - which were recently developed - include many references to the idea of cultural heritage in accordance with the learner's nature at this age.
- 2- Teaching social studies curricula begins from primary four to preparatory three, so that the curriculum includes both historical and geographical parts in the same textbook.
- 3- History and geography are taught separately in the secondary stage.
- 4- One can safely say that the curricula of social studies, history and geography in primary, preparatory, and secondary stages include a variety of topics related to cultural and natural heritage in general. This apparently stems from Egypt's long history and old civilization in addition to its unique natural heritage as well as its diverse customs and traditions. Nevertheless, major heritage issues weren't thoroughly discussed or even hardly mentioned in these curricula like for example the collective responsibility towards this rich heritage and the role of both the government and the people in its maintenance and preservation for future generations. The only exception to this marked shortage is to be found on the newly-developed curricula of primary one and two.

Similarly, the examined curricula largely ignore the role of global organizations in preserving human heritage as an invaluable asset. The list of World Heritage for example was not rightly-fitted to provide learners with a high sense of commitment towards such invaluable heritage or promote among them a better understanding of the diversity of cultures across the world and their inevitable interaction.

The scientific content of other school curricula apart from social studies, had been examined and analyzed likewise where some heritage topics were detected in Arabic language and science curricula only.

- 5- Going through the curricula of Arabic language, to determine the topics that are related to heritage, relevant topics were found in readings, as follows:
  - Two lessons in primary three, the first is on Siwa Oasis and the second one is about the monuments of Nubia.
  - In primary four, there are three relevant lessons, the first lesson deals with a topic on tourism and archeology, the second lesson is concerned with the city of Alexandria, and the third lesson focuses on natural reserves in Sinai.
  - In primary six, the second unit deals with anecdotes.
  - In the first semester of preparatory three, there is a lesson entitled (The Story of a monument) which spots light on the hanging church and the Qait Bey Citadel. In the third unit of the second semester, the second lesson reveals the work of Ibn al-Muqafa.
  - In the first semester of secondary one, the first, second and third units include topics on poetry and prose from the pre-Islamic and Umayyad periods. In the second semester, the first unit includes excerpts of literature during the Abbasid era, and the second unit presents some poetic and prose selections written by al-Manfaluti, Hafiz Ibrahim and al-Aqqad.
  - In the first semester of secondary two, the first unit includes poetic excerpts from the pre-Islamic era stressing on wisdom and proverbs. Also, the second

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unit includes poetic and prose excerpts from the beginning of Islamic era, and the third unit includes poetic and prose excerpts from the Umayyad period. Whereas, the first unit of the second semester, includes poetic and prose excerpts from the Abbasid period, and from Andalusian literature. Also, the second and third units include poetic and prose excerpts of the works of modern writers.

- 6- Going through the science curricula to determine heritage topics included, one finds that there is only one unit in preparatory two about fossils and natural reserves, whereas, the rest of science curricula in other stages did not include any topics that are related to heritage, especially natural heritage, which reveals the existence of some deficiencies in those curricula.
- 7- The content of the Egyptian education curricula needs reconsideration and development, in order to develop students' awareness of various human heritage issues, and the importance of heritage maintenance and preservation.
- 8- With regard to the teaching methods used, and through monitoring the current status of the teaching methods used during our follow-up of the schools supervised by the college during the practicum in Cairo and Giza Governorate, it became clear that they are based on lectures, with little discussion due to the huge numbers of students in class, especially in the primary stage. Such a hindrance does not enable teachers to apply active learning strategies that depend on cooperative learning to develop students' thinking skills. Accordingly, the project team considered including open questions in the questionnaire designed for teachers to determine the current status of teaching heritage at schools. This would allow teachers to explain their teaching methods as part of documenting the current status.
- 9- With regard to class activities or extra-curricular educational activities accompanying the curriculum, that are related to heritage, the current status indicates different problems in its implementation as a result of the large number of students in class in general. The lack of teachers training programs on the application of educational activities forms another obstacle. Similarly, the absence of guidebooks for teachers accompanying the curriculum to guide them to how to implement educational activities inside and outside the classroom at all levels of education, except for the developed geography and history curricula in secondary two, negatively affect teachers' performance. As a result, teachers couldn't adequately perform their task while students are deprived of field visits to natural, historical, architectural heritage during their study. To well diagnose the situation, the designed teachers' questionnaire included some items to assess their capabilities of implementing some educational activities related to heritage in the different stages to point out the problems they might face during implementation.

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