



Fayoum University
Faculty of Education
Department of Comparative Education

Activation of Vocational Educational Supervision in Industrial Secondary Education in Egypt in the Light of Experiences of Some Countries

submitted by

Marwa Youssef Abd- el Halim Abd- el Latif

Demonstrator, Department of Comparative Education

To obtain a master's degree in education

(Comparative Education)

Under the Supervision of

Prof. Dr Yousef Abdel-Moati Mustafa

Professor of Educational Administration
and Education Policies & Supervisor of
the Department of Educational
Comparative Education
Faculty of Education
Fayoum University

Dr. Hossneya Hussein Abdel-Rahman

Lecturer in Comparative Education
Faculty of Education
Fayoum University

The late Dr. Fatma Mohamed El Sayed

Professor of Comparative Education
Faculty of Education
Fayoum University

2017

Abstract

Introduction:

Since the last quarter of the 20th century, the world has conspicuously undergone rapid changes and transformations in all spheres of life. These global transformations and changes will undoubtedly cast a shadow over the impact of Technical Education and its management, especially Industrial Secondary Education.

Moreover, the Vocational Educational supervision has had a clear role in overcoming most of these problems as it is a humanitarian educational and pedagogical process whose aim is to improve educational and pedagogical performance through the supervisor's full performance of his duties.

Problem of the Study:

How to activate Vocational Educational supervision in the Industrial Secondary Education stage in the Arab Republic of Egypt in the light of the experiences of some countries?

This main question is divided into the following sub-questions:

1. What are the theoretical frameworks for Vocational Educational supervision?
2. What is the reality of Vocational Educational supervision in Industrial Secondary Education in the Arab Republic of Egypt?
3. What is the experience of the United States of America and England in the supervision of Vocational Educational supervision in Industrial Secondary Education?
4. What are the proposed recommendations for activating Vocational Educational supervision at the Industrial Secondary Education stage in the Arab Republic of Egypt in light of the experience of the United States of America and England?

Importance of Study:

In terms of the theoretical importance of this study:

1-This study seeks to identify the experience of the United States of America and England in the supervision of Vocational Educational in Industrial Secondary Education.

2. This study comes at a time when efforts are being made to pay attention to Technical Education of all kinds, especially Industrial Secondary Education, for its main role in preparing qualified cadres capable of bringing about economic and social development in the country.

3. This study comes as a result of the scarcity of research that dealt with the supervision of Vocational Education in the Industrial Secondary Education in Egypt within the limits of the researcher's knowledge.

In terms of the practical importance of this study:

1. This study contributes to the activation of Vocational Educational supervision, which is one of the main inputs to the development of the educational process and to ensure the quality of education.

2. The study of policy makers and decision-makers in the field of Industrial Secondary education in Egypt in activating the system of Vocational Educational supervision and make it a more objective system to help improving the educational process.

Objectives of the Study:

The present study seeks to achieve the following objectives:

1. The main objective of the current research is to benefit from the mechanisms adopted by the United States of America and England in the supervision of Vocational Education in the Industrial Secondary Education stage to develop recommendations and proposals to activate it in the Arab Republic of Egypt.

2. Studying the reality of Vocational Educational supervision in Industrial Secondary Education in the Arab Republic of Egypt.
3. Contributing to face the current problems in the field of Vocational Educational supervision, which affects all parties of the educational process.

Methodology of the Study:

The study used the comparative method because it is the most appropriate and most comprehensive approach to study the different systems in a comparative way to the sub-approaches that can be used in this study through the use of the descriptive analytical approach and the comparative explanatory one.

Limitations of the Study:

The current study is defined by the following limits:

1. **Topical Limits:** The study is limited to the activation of Vocational Educational supervision in the Industrial Secondary Education system of three years.
2. **Time Limits:** The study was conducted from 2015 to 2017 .
3. **Spatial Limits:** The current study is limited to monitoring the actual reality of Vocational Educational supervision in Industrial Secondary Education in Egypt as well as in the United States of America and England..

Steps of the Study: The study is conducted according to the following steps:

1. The first step: the general framework of the study that includes (introduction - the problem - the importance of the study - the objectives of the study – methodology of the study - the limits of the study - the terms of the study - previous studies - the steps of the study).
2. The theoretical framework of Vocational Educational supervision in terms of (stages of development - objectives and tasks - methods of

educational supervision and the elements of success - the competencies of the educational supervisor and the basis of his selection and training).

3. The third step includes a presentation of the Industrial Secondary Education features as well as the actual reality of Vocational Educational supervision in the Industrial Secondary Education stage in Egypt.

4. The fourth step: includes a presentation of the experiences of the United States of America and England in the supervision of Vocational Educational in Industrial Secondary Education.

5. The fifth step involves comparative analysis of the reality of Vocational Educational supervision in Egypt as well as the United States of America and England.

6. The sixth step: includes recommendations and proposals for the activation of Vocational Educational supervision at the Industrial Secondary Education in Egypt.

Summary of the Results of the Study:

The following results were obtained through this study:

- Industrial Secondary Education is the basis of the progress of industry in Egypt and a partner in the process of economic and industrial development. Besides, neglecting technical education is a decline of Egyptian industry, and therefore it needs to be promoted in all of its aspects. This shall be done with the assistance of the vocational educational supervisor.
- The importance of the Ministry of Education to improve and develop all elements of the educational process through paying attention to the process of Vocational Educational supervision (Technical Direction) to raise the efficiency of all elements of the educational process. The proof of this was the convening of a conference entitled "Activating the role of technical direction in ensuring the quality of pre-university education institutions" in 27/12/2014.

- The issuance of several ministerial decisions in recent times, which define the controls of the work of the Vocational Educational supervisor (technical director) in accordance with Ministerial Resolution No. (99) for the year 2014 and other ministerial decisions that indicate the Ministry's attempts to reform and activate the work of the Vocational Educational supervisor.
- The Vocational Educational supervisor as a former teacher in Industrial Secondary Education has a great experience in his specialization to help him understand the nature of his work in this type of schools, besides that this experience helps him to promote all elements of the educational process.
- Separation between what is taught by the teacher during his academic studies and what he finds during the service in the school and therefore he faces many problems. Thus, he is in a bad need for the help of the Vocational Educational supervisor.
- Separation between ministerial decisions and their actual implementation.
- The right of students of Industrial Secondary Education to feel their value and role in society and be assisted by the Vocational Educational supervisor who is familiar with the characteristics and needs of this stage.
- The inferiority of the society, parents and students themselves towards this type of education.
- Lack of interest in the selection process of Vocational Educational supervisors, especially in this important educational stage.
- Separation between what is being trained by the Vocational Educational supervisor and what is actually practiced in reality.

Recommendations of the Study:

- Trying to activate the role of the supervisor of vocational education in Industrial Secondary Education because of his routine role and not looking forward to everything that is new for the profession.
- Upgrading the performance of the teacher as a result of continuous follow-up by the supervisor and providing him with everything that is new in his field of specialization.
- Trying to change the view of the Vocational Educational supervisor towards his profession and informing him of its importance and role in improving the educational process as a whole.
- Activating the principle of community participation in the process of Vocational Educational supervision.
- Providing decision makers with procedural mechanisms to activate Vocational Educational supervision in Industrial Secondary Education in the light of the available possibilities and contemporary societal variables.
- Upgrading the criteria for selecting Vocational Educational supervisors in Industrial Secondary Education.
- Improving the training of Vocational Educational supervisors in Industrial Secondary Education and providing training programs suited to their needs.
- Identifying the difficulties facing Vocational Educational supervision and trying to propose solutions.
- Utilizing the experience of the comparative countries (USA and England) in the field of Vocational Educational supervision.
- Formation of educational media awareness of the process of Vocational Educational supervision and its importance in developing and improving all elements of the educational process.
- Making the school the main unit responsible for development and management and granting it the authority to self-administer to assist the supervisor in the supervision process.

- The availability of standards through which to compare the schools and the actual performance of the judgment on the level of performance taking into account the national and global aspects.
- The establishment of an office for the standards of Vocational Educational supervision, similar to that of developed countries under the Presidency of the Republic. The Ministry of Education does not have all the powers to carry out the process of professional supervision of schools, including members of the local community and beneficiaries at the national level.
- Conducting seminars, conferences, lectures and workshops for Vocational Educational supervisors, especially secondary industrial education supervisors.
- Distribution of a lower quorum for secondary industrial education supervisors, taking into account the proximity of their geographical gathering.
- The disbursement of monetary incentives and raising the level of Vocational Educational supervisor money.
- Getting benefit from the opinion of education experts and university professors interested in the development of Vocational Educational supervision in Industrial Secondary Education.