

# EDUCATION 2.0

## CHRONICLES OF TECHNOLOGICAL AND CULTURAL CHANGE IN EGYPT

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# 17. National Geographic Learning Joins Education 2.0: Interview with Tom Kelley

*Nariman Moustafa and Linda Herrera*<sup>1</sup>

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## Abstract

National Geographic Learning entered a partnership with the Egyptian Ministry of Education and Technical Education in 2020 to provide books for Grades 4-6. The company's cultural expert Tom Kelley describes how they developed materials in print and digital formats for the traditional subjects English and Social Studies, and two new subjects, Career Skills, and Information and Communication Technology. He explains the process of collaboration with the Center for Curriculum and Instructional Materials Development to ensure the books were suited to the local context and reflects on cultural and political sensitivities around Social Studies. He recalls the sense of pride for all involved in being able to offer Egyptian students high quality books with stunning visuals.

## Keywords

career skills, culture expert, interdisciplinary, multidisciplinary, social studies, international experts, ICT

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1 This interview took place on 5 January 2021 via Zoom. This interview was part of an oral history research training and collaboration between the Education 2.0 Research and Documentation Project led by Linda Herrera and Nairy AbdElShafi, and a group of MEd students from the Harvard Graduate School of Education (HGSE). The group included Nariman Moustafa, Ebtahal El-Ghamrawy, Claire Hao, and Katherine King.

## I. A Connection to Egypt

*NM What first brought you to Egypt?*

TK<sup>2</sup> I came almost by mistake. I was only supposed to spend three days in Egypt on a transit to Kenya. This was back in 1998, when the bomb exploded in the US Embassy in Kenya. At that time flights were completely full for like two months and I could not get a flight back to the States. I had two choices. I could try whatever way to get back or I could take a leave of absence from my work for up to six months and just stay in Egypt because it is affordable and an adventure, things like that. So, I just stayed for a while. I was at somebody's house and the guy asked me if I wanted a job. I was like, sure I can teach here in Egypt. And that is how it started. And thirteen years later, I was still in Egypt.

I did not want to do what a lot of Americans do when they live in another country, which is to try to live like they are in the United States. I intentionally lived like Egyptians so that I could feel and understand the people that I am interacting with. I was curious about their life. I did not want to just go see the pyramids. The pyramids are great, but the real Egyptians are better. So even here in Dubai where I am now, I live in an area, which is more... it is not local, but it is not the western area of town either. I left Egypt in 2010 to come to Dubai. That is when I started working directly with National Geographic Learning. But Egypt still has a very special place in my heart. I have a lot of friends there and go back all the time. I have an Egyptian family that has adopted me.

*NM What kind of work did you do during your thirteen years in Egypt?*

TK I worked in centers for the first several years teaching English. I dealt mainly with university age students and some adults, except in the summer when you are dealing mainly with kids. Then I taught Grade 4 in a school that follows the American system. As the class teacher I taught English, Math, Science, and Social Studies, a variety of different subjects which is always interesting. I branched out into professional development, business education, and entrepreneurship type things. I worked with a couple of different publishers, worked with several different centers and organizations in professional development

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2 Cultural Expert for National Geographic Learning.

and developing some TESOL (Teaching English to Speakers of Other Languages) and TEFL (Teaching English as a Foreign Language) courses. My last work in Egypt was directly with publishing. It was adapting books for the market, making sure that they were culturally appropriate and met the needs of Egyptian markets. I transferred to National Geographic after that, and still to this day, I am one of the two cultural experts for the company.

*LH As a cultural expert at National Geographic Learning,<sup>3</sup> what is your role? What does that mean?*

*TK All our products from around the globe are passed by me. I am the one who says, 'This is okay for the Middle East, this is not okay. If you want to sell the book here, do not put that in. If you are okay with selling it other places, but not the Middle East, you can keep it'. I look to see what might not be culturally appropriate.*

*LH Can you explain what you mean by culturally appropriate and provide some examples of things that you have flagged?*

*TK We can start with very simple things like the clothing. In my market, you are talking about some very conservative places like Saudi Arabia, the United Arab Emirates (UAE), and their ministries of education. I look for things like, are the woman's shoulders covered? If you have a male figure without a shirt, you should not show the belly button, general things like that which are quite easy to pick up. But then there are more nuanced issues. If a lesson is going to talk about problems with parents, what kind of problems are okay to raise? How can you talk about them? For example, in the UAE they wanted to include bullying. But you had to have a positive solution to the bullying, you could not just talk about bullying. A lot of times it depends on the country, and the day and mood of the person who is reading the text. Ministries often have to approve books, even for the private market. For example, if we*

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3 The Cengage Group which acquired the National Geographic Society's school publishing in 2011, issued a press release announcing its partnership with Egypt on 13 October 2021. According to that release, 'This partnership, which will deliver print and digital classroom materials, is part of Education Minister Dr. Tarek Shawki's Education 2.0 vision – a full-scale transformation of Egypt's education system by 2030 – underpinned by a focus on life skills, creativity, critical thinking and Egyptian pride' (Cengage Group 2021).

are targeting the Saudi Arabia market with a book, we have to be a lot more careful. If this book is targeted for Egypt, we know their line is a little bit more relaxed as far as what is acceptable and not acceptable. For example, in Saudi Arabia, you cannot have a boy and a girl in the same picture. Whereas in Egypt, you can. These are some differences to be aware of and to manage.

## 2. National Geographic Learning Enters Egypt's 2.0 Reform

*NM How did National Geographic become involved with the Egyptian education reform? Did you approach the Ministry? Did the Ministry approach you? How did it all happen?*

*TK* Just to clarify, 'National Geographic Learning' is different than 'National Geographic', the Society. We are essentially the educational arm of the Society. We do the publishing. National Geographic Learning has the exclusivity for TED talks in education. A lot of the explorers give TED talks, and many people involved in National Geographic do TED talks. It is a nice link which we can use in our materials.

We had heard about the education reforms in Egypt and knew that Deena Boraie was a senior advisor to the Minister. I have known Deena since 2000 (through the TEFL connection). The company had been dealing with Deena in her role at AUC (American University in Cairo) as Vice President for Student Life. AUC was using our materials, and Deena had worked with our authors. We approached the Ministry through Deena. At the end of 2018, we started to get positive responses from the Ministry saying, yes, we are interested. So, in the beginning of 2019 we had our first meeting with the advisors, Deena, Nelly El Zayat, and Dr. Nawal Shalaby. In September 2019, we were able to get a meeting with the Minister, Dr. Tarek Shawki. As you know, he is very busy, but we were lucky to get everything worked out. That is when we were given the official yes to work together. We signed a memorandum of understanding (MOU) in February of 2020 to work on the books for Grades 4-6 for English and Social Studies, and then we added Career Skills and Information Communication Technology (ICT). We were

given several documents like the KG to Grade 3 frameworks that had already been done, and the learning materials for those grades.

### 3. Forming Consensus and Team Building

*NM Did you work with the Center for Curriculum and Instructional Materials Development (CCIMD) on the development of the new textbooks?*

TK Up to that point, the curriculum department (CCIMD) had essentially been focusing on KG to Grade 3, developing those frameworks and learning materials. There is a difference with Grades 4-6 in terms of the mentality of the students, what you can do with them, what you cannot do with them, it changes. We were focused on developing that understanding to make sure we were all on the same page. In March 2020, we had our first of three workshops in which we set the base.

*NM Can you talk about those workshops and how they led to the production of new curriculums and books for Grades 4-6?*

TK There were three sets of workshops. We also had several discussions beforehand with CCIMD on what needed to be done, what aspects we should focus on for these workshops. CCIMD decided that the first workshop in March 2020 should include all the subject experts regardless of whether they were involved in those new curriculums. We were setting the stage for the differences in Grades 4-6 compared to KG to Grade 3. In fact, during this first workshop, Grade 3 books were still in development, and the CCIMD team were in the middle of reviewing the books. CCIMD did a wonderful job handling all these demands. The workshop took place after their workday, at 4:00 or 5:00 p.m. because the experts in the US are on a different time zone. Deadlines are so tight, and March is one of the times when they had to sign off on things for the coming term. Still, they all attended. They were very interactive, and we were extremely pleased with how much feedback and growth we saw during those workshops. It was really very impressive. One of the goals was to make sure that a pivot was being made from thinking about KG to Grade 3 where the focus is on the *multidisciplinary* approach to thinking about Grades 4 to 6 where there is a switch to the *interdisciplinary* approach.

*NM What is the difference between 'interdisciplinary' and 'multidisciplinary' when it comes to the curriculum and the books?*

TK For the interdisciplinary books, there are separate subjects, but they are still being mixed together. You have different subjects inside of one subject. For example, English should have Social Studies, Math, and Science, inside of it, that is interdisciplinary. Multidisciplinary is when one subject has multiple subjects within it all in one book. This leads to an interesting thing with Career Skills because it is a multidisciplinary, interdisciplinary course. It has nine subjects in it. But it also includes links to Arabic, Social Studies, Math, and Science. For example, in Social Studies you've got History, Geography, Economics, and Civics. Each one of those can be a separate course. Some books have individual sections within a larger course. There might be a specific unit about History, Geography, or Economics. The Ministry was very clear that they did not want this kind of separation, they wanted subjects to be intermixed so that when you read a lesson you cannot tell whether it is an Economics or a Civics lesson. You can see Math inside of a Social Studies lesson. You still get that feel of a multidisciplinary book, but within those individual subjects. This was the part of the vision of CCIMD. They wanted to do that interdisciplinary approach for Grades 4-6, building on the multidisciplinary books from KG to Grade 3.

*NM To recap, the first workshop was to set the stage and bring everyone together to prepare for Grades 4-6. What did the second workshop focus on?*

TK In June 2020, we developed a curriculum with CCIMD for Grades 4-6 and spent three days on each subject, English, Social Studies, and Career Skills. We worked on the ICT course online. All subject specialists were in the room together. On the first day, we would bring a subject expert and have what we call a 'red pencil day'. This is where you ask the participants, 'If you had the power to do whatever you wanted for these grades, what would you include? What would you envision? What are your dreams for this subject at these grade levels?' We talked about some of the requirements and the expectations. The second day, we went into more details about standards, about what makes a good standard and indicator. The

third day, we did some other bits and bobs. That was essentially the last chance to make any changes.

*NM Who were the international experts who joined the workshops? Were they mainly from National Geographic Learning?*

TK Our internal experts were advising but we wanted to make sure that we had external experts as well to get that extra validation. We had Dr. Bill Edgington, who is the coordinator of the Comparative and Global Education graduate program at Sam Houston State University in Texas. He was the only expert who managed to get to Egypt because of the pandemic. With the rest of the experts, it was all virtual. It is important that you do not just choose somebody who is an expert in that field, but who understands there are other cultures and other perspectives out there. Bill has worked on the State of Texas's frameworks for Social Studies, but he has also worked with people in parts of Africa and China. This is important because especially Americans who have not been outside of the United States, can have a limited view and be a bit rigid. The best thing about Bill is that he will do just about anything that you ask. If you asked him to get up at two o'clock in the morning, he would get up. We also had Dr. Jody Crandall who is now retired but she was the director of the Ph.D. program in language literacy and culture at the University of Maryland, Baltimore County. She is very active in TESOL. For Career Skills we had Alexis Mentum, the Managing Director for the Center for Global Education, Asia Society. She has done a lot of work on the PISA (Programme for International Student Assessment) exam and has worked on writing national curriculums and different frameworks. She is very knowledgeable about frameworks. The last person was Dr. Ben Brown, who works with the State of Washington to help teachers work with educational technology and implement ICT in schools.

*NM What changes were made to the curriculum framework after these workshops?*

TK For English, we noticed that there was no leveling system in the existing framework. We added a chart based on the Lexile Level.

*NM Can you explain the Lexile Level and how it is used?*

TK For reading, from kindergarten up to Grade 12, you can refer to this chart to know the Lexile Level that you need for grade level.<sup>4</sup> We also added guidelines for how many words should be in a passage for reading and writing. For instance, if you are going to have students write, how much should they write at a sentence level? How much should they write at a paragraph level? How much should they write at the essay level? We worked specifically on Grades 4-6 but also did a table for KG-Grade 12, because you have to look down from where you are going to start, and then you can plot out where you will go at the end. If the average Lexile text in the university is 1,400, we need to get to a certain level so that students are not going into university at, for example, an 800 Lexile Level.

NM *Just to clarify, were the curriculum frameworks already completed by the time you started working on the new books for Grades 4-6? Did you provide inputs on them?*

TK When we entered the reform, the frameworks had all been completed, but the learning materials had not been completely developed. One of the inputs we gave was that you can develop KG to Grade 6 curriculums without worrying too much about how they are going to graduate (what the ideal graduate of Grade 12 will look like). But once you start Grade 7, you really need to have a good idea of the requirements students need to graduate at Grade 12 and can start to make the materials appropriate for that. Discovery Education and National Geographic Learning are in discussions with Minister Tarek Shawki. We have meetings regularly to explore what is going to happen in Grades 7 to 12.

NM *How do you coordinate your work with Discovery Education, another company working on Egyptian textbooks?*

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4 The patented 'Lexile Framework for Reading' describes itself as 'a scientific approach to measuring both reading ability and the text complexity of reading materials on the same developmental scale'. The Lexile measurements are designed to 'personalize learning, measure student growth, communicate with parents about their child's progress' (see <https://lexile.com/educators/understanding-lexile-measures/>).

TK Most of our contact is with CCIMD but we have had several conversations with Discovery as well. We have bi-weekly meetings with Discovery to try to make sure that the learning materials line up in several different aspects. For instance, we want to make sure that if we are using a specific Arabic word for 'lesson', that Discovery is using the exact same one. National Geographic Learning material and Discovery Education should coordinate as much as possible. We are even doing that with pair work and group work. Discovery has done things they call, 'knee to knee', or 'shoulder to shoulder' teaching. So instead of calling it 'pair work' we are going to use the same language as Discovery.

*NM Your position is interesting because you mediate between the international experts and the Egyptian team. What have you observed about how compromise and negotiation take place?*

TK The first thing all the experts commented on was how actual debate was going on during the workshops. Dr. Nawal is very wise about letting her team debate the different sides and points of view. Everybody has a chance to air their opinions. She does not prescribe, 'This is the way'. She lets the process play out. She lets that debate happen so that a consensus can be formed. But if the consensus does not come together, she takes a decision. That was extremely refreshing to see because ministries everywhere in the world can be so top-down. To see that healthy debate with the team was very impressive. If arguments dragged on for too long, she would eventually say, 'That is enough. This is the direction that we are going. This is what the majority believe, this is what I think the experts are saying, this is what I believe'.

People also learned from each other's expertise in the workshops. In the Social Studies workshop, there were subject experts from English, Arabic, Math, Science, and ICT and Social Studies of course. Each one learned how the other's subjects are done and how to integrate and make links between them. That is something that we made them do. We put them into breakout rooms and said, 'Okay, there are experts from each of these subjects. What kinds of projects should we do? Can you see something that the subject expert might not have seen?'. So, seeing that growth and the engagement was really quite nice.

## 4. Social Studies Sources

*LH Social Studies can be a very sensitive and contentious topic because it deals with things like national civic life and history. Have there been debates about the content and direction of the Social Studies books?*

TK Well, I have taught Social Studies for Grades 4-6. These years are not as contentious as the upper grades. But there was a lot of discussion on the focus of each grade. For example, we decided that Grade 4 would be focused on Egypt, but through stories. Grade 5 would be on Egypt as well, but with a more traditional type of Social Studies, less through stories (see Fig. 17.1).

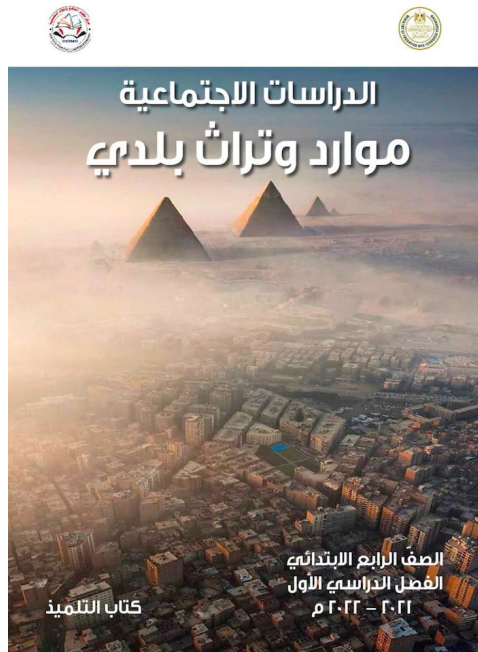


Fig. 17.1 Cover of Grade 4, Term 1 Social Studies Book, Ministry of Education and Technical Education, 2021.

For example, the first lesson we developed for Unit Two talks about how cotton was discovered in Egypt. As the story goes, a guy was walking through a garden, and he came across this strange flowering plant. He took a piece of it and did some studies and discovered that this could be

useful for something. This is where cotton made a big boom. The profits of that were actually used to help pay for building the Suez Canal. So, it is that story behind finding cotton in somebody's garden, and then going to the leadership, the ruler of the country at that time, taking that forward and developing the skills of the people for that, and then using that money to help the society.

*NM What was the source of that story? It is not how I understand the history of cotton in Egypt.<sup>5</sup>*

*TK It is actually from the Smithsonian. We always try to use very reputable sources. We were lucky enough to stumble across that story quite early on, which is one of the reasons why we were like, let's do this one, because we have this source and this wonderful story around it. We thought it would be a wonderful sample to show to the Minister and the committee as a prototype, an example of what is going to come and what the product can be.*

*NM Has the Ministry ever proposed a different narrative or another way of telling that or any other story?*

*TK The Ministry has not seen all of what has been developed. We will know more in March and April, but hopefully not. We have two cultural experts. One of them is British/Egyptian, and then me, who lived in Egypt for a long time. We are both heavily involved in the country. And I have a lot of friends, so whenever we are writing something new, I call them and ask them to tell me all the stories about this topic. Hopefully we understand the local aspects and local knowledge.*

*NM What criteria do you use when choosing a source? What are some examples of the kinds of sources that you are using?*

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<sup>5</sup> The interviewers were not familiar with this story about the 'discovery' of cotton in Egypt, but later found evidence for it in the sources. Apparently in 1819, French textile engineer Louis Alexis Jumel did indeed stumble upon some cotton plants in the neglected garden of a retired Turkish-Egyptian official in Cairo (AlSayyad 2020). Our understanding of cotton is more about how it was introduced to Egypt as a cash crop, as discussed in scholarship by authors like Mohamed Saleh (2017) and Ahmed Shokr (2021).

TK We always have to make sure that sources are reputable. So, if it is just a website without academic links, or if it looks a bit shady where something is only mentioned on one site, we will not use it. We need to have it documented in multiple sources. You need to check who is publishing it. We feel very confident about the cotton story because the Smithsonian is going to have checked their sources and the stories carefully before including them in their body of work. For example, we would never use Wikipedia. And in fact, that is going to be one of the lessons that we are doing for ICT, to teach students how to look at sources and determine whether they are legitimate and trustworthy.

*NM I am focusing again on Social Studies because it deals with forming a whole person's identity. It includes stories about our lands and about who we really are. There are many narratives. I wonder if you are collaborating with Egyptian scholars or scholars whose work is deeply focused on Egypt?*

TK We do dip in and out of these sources. In Social Studies you have so many broad topics and areas. We go from cotton to renewable energy to folk art. And that is just in the first three lessons, literally. So, to find one source that is about those three vastly different areas, it is difficult sometimes. But we try to find interesting stories. So, for example, the first lesson after cotton, is about renewable energy. The very first solar power plant was in Egypt. So, we are talking about this and trying to instill pride in Egyptians that they did something before anybody else did.

*NM You said Grade 4 has stories and Grade 5 is more traditional. What do you mean by traditional? And what happens in Grade 6?*

TK In Grade 5 you are going to be doing a lot more map work and digging into Social Studies, rather than just learning about the story. In the cotton unit in Grade 5, for instance, you are going to have to really dig into subjects like the commodities of Egypt. We provide a list of the top commodities in Egypt, what they sell for, things like that. We also have lessons on the Suez Canal and the economy (see Fig. 17.2).



Fig. 17.2 The Suez Canal, from Grade 5, Term 1 Social Studies Book. Ministry of Education and Technical Education, 2021, p. 49.

Grade 5 has more teeth as far as Social Studies is concerned. So, Grade 4 is more oral history and Grade 5 jumps into these details and looks at them very closely. Grade 6 is about the Arab world and moves to the Eastern Hemisphere, Western Hemisphere, those kinds of things. But you are still going to have aspects of the international even in Grade 4 where there is the map of the world. Students have to recognize Egypt on that map which means they should be able to identify other countries, but we do not deal with them in detail.

## 5. Prioritizing Explorers and Visual Materials

*NM How different are the new books that you are working on compared to the old books?*

TK We have looked at the previous material, and National Geographic Learning brings fabulous visuals. This is a main difference. If you take one of our books and you just flip through it, you will find attractive pictures that make you just want to dive into that material. A key attraction for kids at this age is that visual aspect. If you can get a kid to look at a page and say, 'That is beautiful, I want to know more about it', you have won half of the battle. They become more interested than if they were seeing just another long text about something (see Figs 17.3 and 17.4). Another thing is that because we have explorers within the Society, we feature them in all of the series. We include a video link to them, and the kids can see what the explorers do. And in some courses like ICT, the kids will try to replicate what the experts are doing.

*NM Are the explorers from all over the world? How are they connected to the topics?*

TK They are from all over the world, and we connect them to the topic as well. For example, in Grade 4 Social Studies there are a lot of maps. The students are learning what aspects of a map they should look at, the rows on the compass and the how to use the key. The explorer we have is the National Geographic cartographer. He is their expert on all things relating to maps. They are going to learn about him, his work, how to make maps, and different aspects about what makes him excited about maps.

With Career Skills, the first explorer we present is Albert Lin, who actually lost his leg. He was an explorer looking for the tomb of Genghis Khan. He was doing all of these very interesting things when he lost his leg. But he is still doing them. He is currently doing research on Mayan temples and pyramids. So, the lesson shows him not only as a person who has lost his leg, but as an explorer. This shows that inclusion, of people's determination to do anything. They might need special equipment, but once they have that, the sky's the limit.

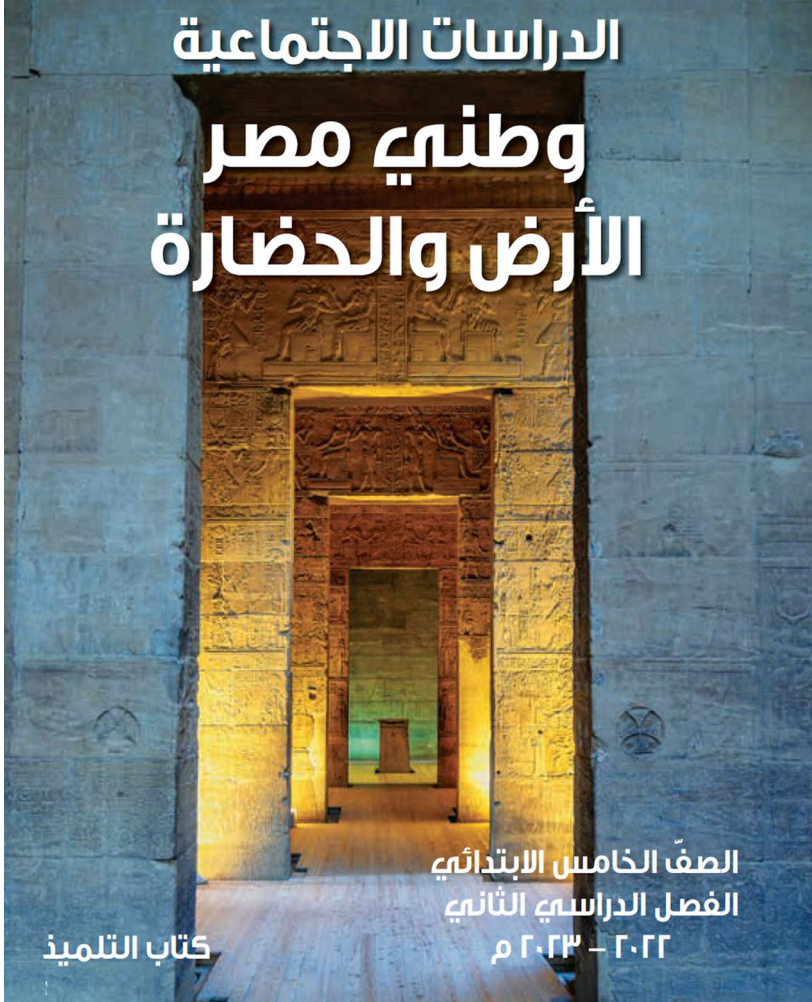


Fig. 17.3 Grade 5, Term 2 Social Studies Book, Ministry of Education and Technical Education, 2022.



Fig. 17.4 Lesson on Ancient Egyptians, Grade 5, Term 2 Social Studies Book. Ministry of Education and Technical Education, 2022, p. 8.

## 6. Introducing Career Skills

*NM Career Skills is a new subject. Can you talk about how this came about? Is it something the Ministry asked for, or did you propose it?*

*TK Career Skills is the brainchild of the Ministry. They are the ones who came up with this. It was mainly Dr. Nawal and Deena. The idea is that there are certain skills and certain types of jobs that people might not consider or appreciate enough. Not everyone can be a doctor or engineer. There are lots of people who do amazing things even if*

they have never been to university. If you like agriculture, and you are good at art, we have a botanist-illustrator as an explorer, somebody who goes out and draws and documents all the plant life in her country. If somebody in Egypt has those two interests, they could combine them. You do not need a degree to do that. Egypt is going to need to have many jobs filled to survive, I mean, this is a much bigger issue. You are going to need people working in industrial fields, hotel and tourism, all kinds of things. And they are not doing it just because they need a paycheck, but because they see the value, the bigger value of those careers. They serve a greater purpose.

*NM Did you have direction on the kind of industries to focus on, because that is also related to the economic future of the country.*

*TK Yes, there are nine different subject areas that we are combining together: home economics, agriculture, industrial, commercial, art, media, library, theater, hotel and tourism. That is the list we have at the moment, but we are waiting for a bigger list to include even more types of jobs. We are focusing a lot on home economics and sustainable living. The first theme for Career Skills in Grade 4 is going to be on family and the skills needed in the family. We intentionally chose a father, a male figure, as the explorer instead of going into that traditional stereotype of a mother and her child. And we intentionally flip that around and say, no, fathers have a role in the family as well. And that should be highlighted. We should not just go into the stereotypical things of women at home. The other three explorers, by the way, are all women. We have four explorers in Career Skills.*

*NM Are you planning to have Career Skills in Grades 4 to 12?*

*TK We are in discussion about when it is going to stop. We think it is going to continue at least in Grades 7-9 and in these years, it is going to be focused on entrepreneurship. But we do not know for sure. All of that is still in discussion and lots of things can happen.<sup>6</sup>*

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6 Minister Tarek Shawki who was overseeing the book development and contracts with National Geographic Learning, was replaced in 2022 by another Minister of Education, Dr. Reda Hegazi. He cancelled the Career Skills course. He was replaced by a new Minister, Mohamed Abdel Latif in 2024. He discontinued work with National Geographic, and at the time of writing, is redoing the textbooks.

## 7. The Production Process

NM *Do you develop these materials in English or Arabic?*

TK We do both. We do a certain amount of writing in English, but then we rewrite in Arabic. We do not do translation. We have to make sure with the English that we have got a base for the experts to comment on because of course, they are not Arabic speakers. They must be able to see something and say yes, you are in the right direction. But then we rewrite it in Arabic, with the same points (see Fig 17.5).



Fig. 17.5 Grade 4, Term 2 Social Studies Book, Module on Society and Culture. Ministry of Education and Technical Education, 2022, p. 8.

NM *Are the people who write the books from your team at National Geographic Learning?*

TK We have some people that write internally, and then we also have freelance authors. Some of them are based in Egypt, some are outside of Egypt, but all of them are professional writers who have worked with us in the past. We are in the middle of writing Term One for all four courses

for Grade 4 which will be introduced in September 2021. So, that is a lot of work. We are very serious about our photos. One photo can take like a week to find. That is great, but sometimes after you find something you have to switch it because you need to have the text box in a certain place, and it goes over a key part of the photo. It is a lot of work.

*NM Are you also developing the Teacher's Guides for these curriculums?*

TK Yes. We are trying to make it as detailed as possible. We want to make sure that there are specific instructions, like what the teacher should say to the students, what are some responses to expect, what kinds of things they might have to write or display on the boards. We try to get as much help to the teachers as possible.

*NM It is great to get an insight into what is happening in the kitchen. And personally, I am such a consumer of National Geographic materials and can only imagine that some of that would get into the hands of Egyptian kids in public schools. And as you said, with the visuals and so many other things like the kinds of topics and the aliveness of the content, it is only a fascinating prospect.*

TK Thank you for including me. I am happy to help whenever I can. I'm excited to see where this project goes (see Fig. 17.6).

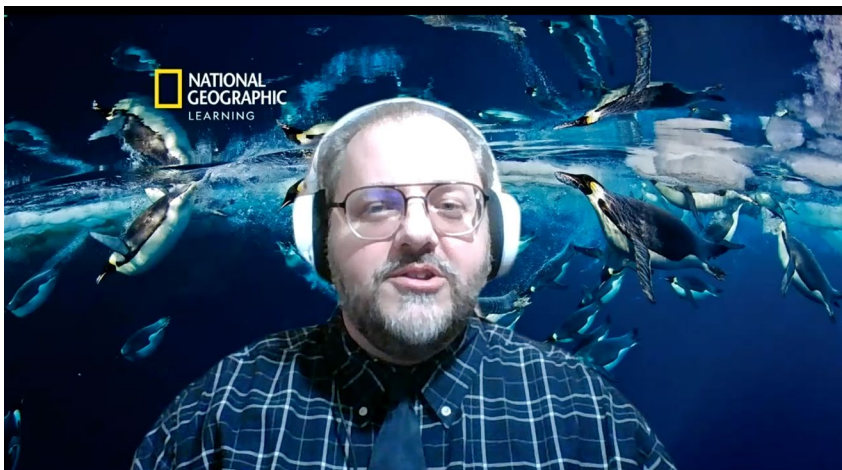


Fig. 17.6 Tom Kelley, Cultural Expert for National Geographic Learning, 5 January 2021. Photo by Linda Herrera.

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