

The Royal Palaces of Mohammed Aly's Dynasty in Cairo between Flourishing and Deterioration

Waleed Radwan Mahfouz Ibrahim¹

Shimaa Abd El-Tawab Sayed²

¹Tourism Studies Department-Faculty of Tourism and Hotel Management-Helwan University

²Tourism Guidance Department-Faculty of Tourism and Hotel Management-Helwan University

Abstract

Egypt is considered as one of the richest countries in its national, historical, and architectural wealth, where one of this national and historical wealth is the royal palaces that were established during the reign of Mohammed Aly's Family. The study focuses on illustrating the most important palaces in Cairo which were built during the period of Mohamed Aly's Family that were transformed into schools.

The study spotlights on many palaces that were built during Mohamed Aly's Family, and were turned into schools such as Khedive Tawfik Palace which was converted into Helwan School; Palace of Sultana Malak Jeshem which turned to Misr El-Gadidah Language School; Prince Omar Tosson Palace that converted into Shobra School; Saeed Halim Palace which turned to be Nasriyah Preparatory School and others.

The main data collection method involved in-depth, semi-structured interviews with government officials and experts at the Ministry of Tourism and Antiquities, Ministry of Culture, and Ministry of Education. The second phase involved two focus groups with the school administration of Misr El-Gadidah Language School that was Palace of Sultana Malak Jeshem, as well as supervisors from the Ministry of Communications that working currently at the school. The third phase involved a personal observation checklist in order to evaluate the current situation of those palaces.

The paper recommends that the Ministry of Tourism and Antiquities should set up external and international exhibitions for the collectibles of the Royal palaces, which will lead to increase the financial resources, and that in turn will contribute to the restoration and renovation of these Royal Palaces.

Key words: Palace of Sultana Malak, Saeed Halim Palace, Omar Tosson Palace, Schools.

1- Introduction

Egypt has a continuous civilized heritage over seven thousand years, where diversified cultural messages were transferred between generations, which made the preservation of the civilized heritage one of the cultural priorities at the national level. The urban environment of the major urban cities faces many difficulties and challenges resulting

from the continuous conflict between the stream of modern development and growth on one hand, and the old traditional character of that region on the other hand (Abbas, 2005).

Consequently, some of these archaeological sites are exposed to many damages and destructions that could reach a breaking point in some cases, and to overcome these problems, there must be an increase in a cultural awareness process used for people who inhabit the area in order to communicate and understand the meanings and values around them (Ibraheem, 2009).

It cannot be denied that the progress or deterioration of any nation can be measured through the ability of that nation to invest their existing cultural values and exploited it, as a means towards development in various fields. The process of conservation, rehabilitation and using historical buildings, is considered as a priority of the basic components of conservation methods (Abd Rabo, 2020).

One of the most important heritage values in Egypt are the historical palaces across different eras, especially Mohamed Aly's Family palaces during the period from the 19th century till mid-20th century, which lack attention till now. Mohamed Aly's Family has left many palaces and establishments that observed the advantages and disadvantages of that period, as these palaces represents an important historical period in modern history, as they witnessed a turning point in the history during the revolution of July 1952 that reshaped everything (Abdallah,2003).

There were two opinions about the established palaces of Mohamed Aly's Family, where the first opinion related to the supporters of the revolution, that the palaces represented an aspect of extravagance and luxury that Muhammad Aly's Family was living during that period, while the second opinion stated that establishing these palaces by the family of Muhammad Aly led to Egypt's openness to the outside world, which led to the spread of science and culture (Abd Rabo, 2020).

The palaces of Muhammad Aly's Family were persecuted, as the 1952 revolution was chasing everything related to the royal family, without knowing that it was destroying a history that is still stuck in the mind until now. During the revolution and the concepts that prevailed at that time, it opened the royal palaces to the people and occupied these palaces with governmental departments that arose with the revolution, and thus this value (palaces) was subjected to ill-considered reuse, and not subordinate to the international rules and standards that exist in the international conventions for maintenance and re-employment of historical palaces (El-Sayed, 2004).

2. Research Question

The current research is designed to answer the following question: "To what extent the Ministry of Tourism and Antiquities still preserve the Royal Palaces of Mohammed Aly's Family that were turned into schools?"

2.1 Aim and specific objectives

The study aims to explore the main Royal Palaces in Cairo that were established during Mohammed Aly's Family period, and were turned into schools after revolution 1952, and whether these Palaces still maintains its aesthetic form till now or they were deteriorated after being turned into schools.

In order to fulfill this aim, six specific objectives were undertaken:

2.1.1 To illustrate the Historical Background of Mohammed Aly's Family

2.1.2 Definitions of the Palace

2.1.3 To explore the Concept of the Palace and its Development

2.1.4 To illustrate the Values in the Palaces of Muhammad Aly's Family

2.1.5 Explain the Main Royal Palaces that were turned into Schools

2.1.6 Study the Main Organizations responsible for preserving Archaeological Buildings

3. Review

3.1 Historical Background of Mohammed Aly's Family

Mohammed Aly Pasha and his family ruled Egypt for more than 147 years, though he came to Egypt as a Turkish army officer in 1800, he rose to rule Egypt during the period from 1805 till 1848, and his descendants continued to rule Egypt until king Farouk who abdicated the throne to his son Ahmed Fouad II, who was a child then (6 months) in 1952 (Masrot, 1984).

After Mohammed Aly ruled Egypt, his grandson Abbas Helmy I continued ruling from 1849 till 1854, then Mohammed Said Pasha, the son of Mohammed Aly Pasha ruled Egypt from (1854-1863), where he started a new reforms represented in the military, social and economic fields (Zidan, 1992), then the grandson of Mohammed Aly Khedive Ismail (1863-1879) was able to achieve the efforts of his ancestors, so that the independence of Egypt became effective. After that, Khedive Tawfik ruled Egypt from 1879 till 1892, where during his rule the Orabi revolution outbreak (El-Baheegy, 2017).

Abbas Helmy II the grandson of Mohammed Aly ruled Egypt from 1892 till 1914, where he completed the construction of the modern state and made huge projects such as establishing the railways, museums, and an attempt to emulate the developed countries (Scholch, 1981). In 1914, Egypt became a Sultanate, where Sultan Hussein Kamel ruled till 1917, and then Fouad I ruled Egypt as a Sultan (1917-1936), where in 1922 Fouad I declared himself as a king of Egypt, followed by Farouk I who ruled Egypt from 1936 till 1952 (Hunter, 1984). The era of Monarchy in Egypt ended with the outbreak of the 1952 revolution, and then the Republic was declared in Egypt in 1953 (Abbas, 2006).

When Mohammed Aly took over the rule, he established in the citadel the Palace of Al-Jawhara, and the Council of Rulers, and continued to establish palaces inside and outside the walls of the castle and then the governors and kings followed Muhammad Aly with the same pattern in the construction of palaces, for example Ibrahim Pasha built the High

Palace, Mohammed Saeed Pasha built Giza Palace, Khedive Ismail established Abdeen Palace, in addition to other palaces, and they also moved the headquarters of the government to The Palace of Abdeen. The construction of palaces were not only related with the rulers, but also extended to princes and princesses such as Omar Tosson Palace and Prince Yusuf Kamal Palace in El-Matarya...etc, as well as the establishment of palaces also extended to the "Senior Statesmen" such as the Palace of Sakakini and Baron Palace, so the period of ruling Mohammed Aly's Family was considered as a turning point in the modern history of Egypt for its development and renaissance (Ibraheem, 2001).

There are several features of the renaissance that accompanied the period of Mohammed Aly's Family, the most important of which are the historical palaces. These features refer to the progress made by the Muhammad Aly's Family in Egypt, such as sending missions abroad to transfer European culture to Egypt; establishing a committee for preserving Arab antiquities, which has restored and preserved many ancient monuments and mosques; the establishment of Modern Cairo which was affected by European Cities, that depends on modern technology; the establishment of many High Schools such as Medicine, Administration, and others; the construction of many new districts such as Abbasya, Opera, Helmya, Zamalek and others; the inauguration of the Railway Line between Cairo and Alexandria; and the construction of palaces, which was one of the most important distinctive features of this era where rulers and princes used foreign engineers to build their palaces (Shirly and Sonbol, 2006).

3.2 Definition of the Palace

According to Merriam Webster Dictionary, (2021, p1), the palace can be defined as:

“The official residence of a chief of state (such as a monarch or a president); a large stately house; a large public building; a highly decorated place for public amusement or refreshment”.

While Cambridge Dictionary (2021, p.1) defines the Palace as:

“A large house that is the official home of a king, queen, or other person of high social rank”.

3.3 The Concept of the Palace and its Development

The palace is an Arabic word which means "the edifice", as well as in Latin word named Palatuim, i.e. the Palace of the King. The word “Saray” is a Persian word means the house of the king, i.e. the palace, as well as the word "Saray" also means "the court of the king" and its origin means “the great high house”, but the kiosk" means in Persian word “the palace, fortress or high building” (Abdallah, 2003). The word Salamluk is originally a Turkish word, indicating the section dedicated to men and their guests in the house or palace, which was launched in the 19th century on the independent suite of the palace or

on the kiosk like “Salamlik Manastrili. The palace, the Saray, the Kiosk, and the Salamlik means the big house (Ibraheem, 2009).

The concept of the palace differed from one era to another. It was the custom of kings and sultans to build for themselves huge palaces, to be the seat of the king and their residence. It is clear that the palaces date back before the Muhammad Aly’s Family, where the palaces have varied through different ages, but the concept of the palace varied from one period to another, as its importance, size and role differed in the city (Shaheen, 2002).

3.3.1 The Palace as a Base for the City

The palace was considered as a base for the city, as it happened during the era of the Abbasid, when Ibn Toulon began to build the city of "Qataiea," he started by establishing his palace, which was the base of the city, and then turned the area next to the palace into a large square, so the whole palace was named “the square”, and then the rest of the city grew around this palace. Thus, in the era of the Abbasid state, the palace, was considered as the center of the city, and branched out from it the rest of the city, i.e. the palace was the center of government, including the king's headquarters, his family and the rest of the statesmen (Shaheen, 2002 and Reda, 2009).

3.3.2 The Palace as a Fortress of Protection

In the time of the Fatimid, when they entered Egypt, the caliph, Jawhar Al-Saqli, ordered the construction of the new capital, and at that time the cities were meant to be fortified castles where the population shelters, so it is not surprising that the first thing to start building is the wall, then the city was built inside the wall, which started first in the Palace of the ruler (Reda, 2009).

3.3.3 The Palace as a Base for Society and Governance

It is clear that the palace was considered as a base for the society and the governance during the era of the family of "Muhammad Aly", where the palaces spread throughout the country, and its construction was not only for the rulers but also for the princes and senior statesmen (Soliman, 2003 and Reda, 2009).

While on the contrary, during the Ayyubid era, when Salah El-Deen Al-Ayyubi came to Egypt, he evacuated the palaces from its inhabitants, did not give these palaces the attention they had previously given before, and he gave the palaces to the princes. Salah El-Deen built the castle to be a fortress for Cairo from the invaders, and moved the headquarters of the government to this castle. During the Memluke era, they ruled inside the walls of the citadel and built palaces inside and outside the castle walls (Soliman, 2019).

3.4 The Values in the Palaces of Muhammad Aly's Family

The concept of value in the historical palace of Mohammed Aly's Family is represented in the wealth that was left by the Family of Mohammed Aly, where it is an inheritance that deserves to be preserved, and protected from extinction through generations. Awareness of the heritage values of the palaces of Mohammed Aly's Family depends on the precise classification of these values, which is based on many fields such as history, sociology and all kinds of values inherent in these historical palaces, and the lack of knowledge of these fields leads to a lack of awareness of the values of these palaces and thus leads to their disappearance and distortion of their features. These values can be classified as follows (Soliman, 2003):

3.4.1 Historical Value

The value of these palaces dates back to the period of the rule of the Alawiyya or Alawite Family, which extended its rule since Muhammad Aly took power until King Farouk, then the revolution and it symbolizes an important period in our recent history. Many of these palaces are linked with an important historical events, for example Abdeen Palace and the Orabi revolution, Also, the Palace of Ras Al-Teen and the siege of King Farouk during July revolution 1952, and other important historical events associated with these palaces (Abbas, 2005).

The historical value is divided into two types, firstly, symbolic value, where these palaces reflect an important period in Egypt's modern history, which is the period of monarchy and feudalism, as it reflects the wealth of this segment that existed in this era, while the second type is the time value, which is represented in the survival and persistence of these palaces, such as the date of construction, that increases the value and importance of these palaces (Abd Rabo, 2020).

3.4.2 Aesthetic, Artistic and Architectural Value

These palaces are very distinctive and luxurious model, and contain artistic details and creative architecture, as well as reflect a clear and unique architectural character (Abbas, 2005).

3.4.3 Social Value

These palaces used to inhabit the elite class in this period, where they express a distinct social segment that will not be repeated in our current time. During the period of the rule of Mohammed Aly's Family, there was a clear class vision that differentiates between different segments of society and this view appeared in many aspects including residential buildings, so the palaces were the residence of the class of kings and the rich people because of its luxury and excellence, therefore the palaces during this period became a symbol of the social class (Abd Rabo, 2020).

3.4.4 Functional Value

The value of functional palaces lies in the goal of establishing each palace, as there are many functions for which these palaces were created such as housing, governance, rest and recreation, parties, seminars, and preservation of valuables, and so on (Abbas, 2005).

3.4.5 Political Value

This value represented that the palace is connected with an important political events and decisions, for instance, Al-Jawhara Palace was the first headquarter of ruling in Muhammad Aly's Family, as well as the Palace of Abdeen, to which the rule moved during the reign of Khedive Ismail when he came down from the citadel that was the headquarter of ruling since the time of Mohammed Aly (Abbas, 2005).

The classification of historical palaces illustrates the importance of each palace and thus demonstrates the values contained in each palace. There are five main factors that the palaces are classified accordingly, which are (Ibraheem, 2009):

- a- The values contained in the Historical Palaces;
- b- Palace Condition, where there are palaces in its near-good condition that can be easily preserved and maintained, palaces in a bad condition, palaces that are completely deteriorating and semi-dilapidated, and palaces that disappeared totally;
- c- History of the Palace, where the dynasty of Muhammad Ali extended from the early 19th century to the mid-20th century until the July 1952 revolution;
- d- The Function and Importance of the Palace, where the palaces can be divided into different functions, as there are palaces for housing, government, and palaces for entertainment;
- e- Origin, where there are palaces built by rulers, palaces for princes and princesses, palaces of senior statesmen.

3.5 The Main Royal Palaces that Transformed into Schools

There are many Royal and Historical Palaces which was established during Mohammed Aly's Family period that were transformed into educational schools, which can be illustrated as follows:

3.5.1 Khedive Tawfik Palace (Helwan School)

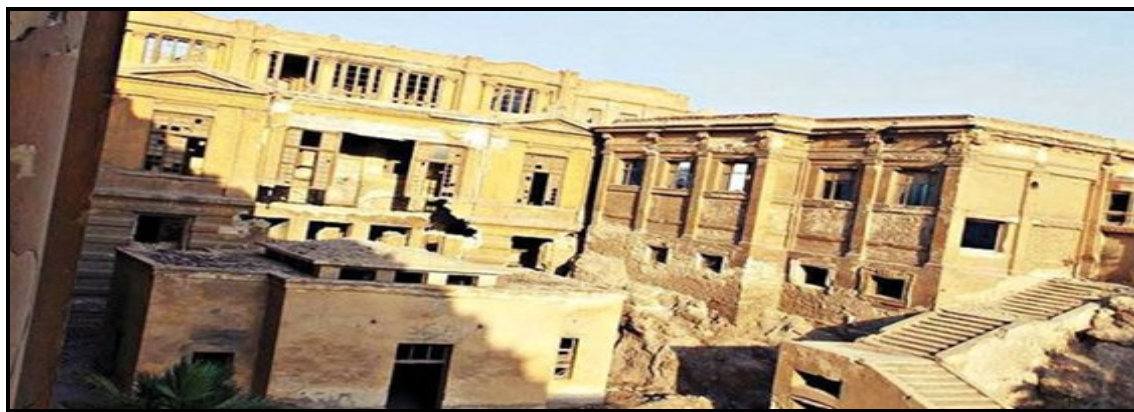
The Palace is located in Hammamat Helwan that was transformed to technical trade secondary school in Helwan. The owner of the Palace is Princess Amina Hanem, the wife of khedive Tawfik and the daughter of Ibrahim Elhamy pasha, son of ' Abbas Helmy the first. Princess Amina Hanem constructed a Saray in Helwan, known as Saray khedive Tawfik Palace relative to khedive Tawfik, her husband, who used to reside there. This Palace was created in 1886; costed six thousand pounds of gold (Hamed, 2017).



Source: Khedive Tawfik Palace <https://www.flickr.com/photos/karomanah/3099540255>.

The most important historical events that happened at the palace that Khedive Tawfik was transferred there in order to rule Egypt, especially after Saray Abdeen was burnt, until the restoration of Abdeen Palace. Also the palace witnessed the marriage of Khadija daughter of khedive Tawfik (Hamed, 2017).

The palace has lost its brightness when it turned into a high school for boys in 1930, then to high school for girls. Most of it was destroyed, its buildings, gardens and walls, where the main building is the only remaining place. The palace currently is in total mess of neglect and destruction, like other archaeological sites that exist in Helwan (Ghonima, 2010 and Saad, 2007).



Source: Khedive Tawfik Palace Nowadays, 2021.

The remnants of Amina Hanem Palace still exist till now, where the Saray of the women at the Northwest corner still present, while parts of the Southeast corners was destroyed. The extensions of the Saray were totally vanished, and mechanical secondary school was built instead, as well as modern buildings currently constructed especially commercial high school. The Palace has 4 facades facing the four directions, North, South, East, and West (Gamal, 2020).

3.5.2 Palace of Sultana Malak Jeshem (Misr El-Gadidah Language School)

The Palace of Sultana Malak, currently Misr El-Gadidah Language School is located in Heliopolis - Cairo, in front of palace of El-Baron, as it has a great importance historically, artistically and architecturally in terms of architectural value. It combines a mix of styles of Islamic and Baroque architecture, which is shown in the exterior composition of its palace tower similar to the composition of the minaret, as well as in the Baroque dome that is in the middle of the top of the roof of the main lobby, as this combination is also evident in the designs of its interior rooms of the palace and its corridors (Abd El-Wahab, 2019).



Source: Palace of Sultana Malak, Islamic and Baroque architecture, 2021

The palace was the residence of Malak Jeshem Afat, the second wife of Prince Hussein Kamel, brother of Khedive Ismail, and her three princess daughters, from 1909 to 1914, and after Hussein Kamel became Sultan for Egypt in 1914 they moved to Saray Abdeen, where they returned back to the palace again in 1917 after the death of Sultan Hussein (El-Sayed, 2007). Sultana Malak remained inhabited the palace with her daughter Princess Samiha Hussein until she died and the palace was confiscated, where Princess Samiha moved to her new palace in Zamalek, which was transformed by her death into a public library (Gamal, 2020).

Malak Jeshem was named Sultana when her husband Hussein Kamel ruled Egypt during World War I, when England removed his nephew Khedive Abbas Helmy II to become Hussein Kamel Sultan in 1914. During this period Britain declared a protectorate over Egypt, and ended Ottoman sovereignty over it, so Hussein Kamel was given the title of "Sultan" like the head of the Ottoman Empire (Abo Resha, 2018).



Source: Palace of Sultana Malak, 2021.

The history of the Sultana Malak Palace began after Prince Hussein Kamel attended the international exhibition of architectural designs in Paris in 1900 with his wife Princess Malak Jeshem, where they were impressed by three architectural designs of the famous French engineer Alexander Marcel. Prince Hussein Kamel had a good relationship with Belgian millionaire Edward Joseph Empan, and after Empan started the establishment of the city of Heliopolis which began to appear in 1908, both Empan and Prince Hussein Kamel hired the famous French designer Alexander Marcel to design their palaces on the new city, where the two palaces were built simultaneously. Following the death of Sultana Malak in February 1956, the palace was confiscated, and transformed into the headquarters of the College of Girls (Abdallah, 2001).

The palace, once furnished with the finest furniture, consists of a basement and two floors, surrounded by an iron wall. The basement included the kitchen and food stores, while the first floor consists of a number of rooms, the most important of which is a room whose walls are decorated with human drawings and is currently occupied by the office of the headmaster, while the second floor included sleeping suites that contained heaters and mirrors (Ministry of Tourism and Antiquities, 2021).

3.5.3 Palace of Omar Tosson Pasha (Shobra School)

The area of Shobra is characterized by its historical buildings and palaces, where the palace of "Prince Omar Tosson" is considered one of the most prominent cultural and an architectural landmark of the Shobra region, which in turn refers to the architectural features of modern Egypt that brings back the memories of Mohammad Aly Pasha and the greatness of modern Egypt (Ahmed, 2020 & Azzam, 2015).

The palace was established by Prince Omar Tosson in 1869 with an area of 3,200 square meters, and the prince himself has designed it, where the palace was turned in certain period into four schools which are Naguib Mahfouz Preparatory School for Boys; Shobra

Secondary School for Boys; Rawd El-Faraj High School for Girls; and Qassim Amin Preparatory School for Girls (Rizk, 2003).

Prince Omar Pasha Tosson is the son of Prince Mohammed Ibn Tosson, son of Mohammed Saeed Pasha (Abbas, 2005). Tosson built his palace in 1892, where it was confiscated after the revolution 1952, and a few years later it became a high school when Mr. Tekla hired the palace from Prince Omar Tosson to be the headquarters of Shobra High School in 1952, and in the mid-1970s there was a huge fire that came on the roof of two rooms completely and caused enormous damage to it, and after being registered as an Islamic Antiquity, it was abolished as a school in 1984, and was announced as part of restoration projects since 2002, but no one moved to save it from tampering, destruction and neglect till now (Hammad, 2021).



Source: Palace of Omar Tosson, 2021.

The palace's architectural design has four facades that take the four original directions, and has two main entrances as well, one on the eastern façade and the other on the western façade, along with several sub-entrances. It consists of a basement and two floors; the ground floor consists of the main lobby lounge, a set of rooms and bathrooms of varying spaces. The upper floor has several rooms with a large lobby, including a north-east corner room with lush floral motifs, attached to this room and a bathroom, indicating that it was the prince's bedroom (Abd-Elhameed and Awad, 2014).

3.5.4 Saeed Halim Palace (El-Nasriyah Preparatory School)

Prince Saeed Halim, son of Prince Mohammed Abdul Halim Ibn Mohammed Ali Pasha, born in Shobra Palace in 1865. He established his palace in 1895, where the Palace is located in the Central Cairo district overlooking the streets of Champilion, Al-Nabrawi and Hussein Pasha. It was built on an area of 4781 square meters, and designed by The Italian engineer Antonio Lasciac (Soliman, 2019).



Source: Saeed Halim Palace, 2021.

The palace consists of two floors in addition to the basement which include a huge hall, corridor, rooms, kitchen and toilet. The first floor consists of a large lobby in the middle of the floor and extends along the palace from north to south. The layout of the second floor is similar to the planning of the first floor, featuring stunning architectural art on balconies and stairwells, the palace is a symbolic simulation of architectural luxury styles (El-Sayed, 1990).

There are some stories about the palace of Saeed Halim, where the first story state that after Said Halim Pasha's wife refused to live in the palace, Saeed Halim waived it to the Ministry of Education. The second story mention that after the wife of Saeed Halim Pasha refused to live in the palace, he left the palace without a companion until World War I was declared, and the government confiscated the prince's property as a national of a hostile state, and from that time the palace turned into "Nasriyah School." While the third story almost similar to the first one, as it state that Saeed Halim Pasha sold the palace to the Ministry of Education and did not give it up and the palace was converted into a school (Elbanna, 2020).

In 1919, the palace was transformed into a Nasriyah school, at first the Royal School occupied the entire palace, and a few years later the palace garden disappeared and the new residential buildings appeared facing the Street of The Antikhana, and for a long time the Nasriyah School was considered one of the leading educational institutions. After that, the palace witnessed a lot of deterioration due to ignorance such as construction of walls of random bricks, with neglect and looting of the rare and priceless possessions of the palace's rare historical components (Soliman, 2019).

The palace was owned by eight Italians and one French man, until it was registered by the Supreme Council of Antiquities on 26th June 2000. A new mystery then emerged, where a businessman purchased the palace from foreign investors, after the palace was listed as a relic. At that time, the palace was occupied by The Nasriyah High School for

Boys, and of course the owner of the palace could not receive it until the school was evacuated, and the only way to do so was that the palace became a registered relic, and therefore a ministerial decision no. 121 of 2002 was issued to register the palace as an Islamic and Coptic relic (Elbanna, 2020).

In 2006, the Governor of Cairo stated that the governorate had evacuated the palace, so that the Ministry could take action to restore and maintain it for cultural purposes. Then the Secretary of the Supreme Council of Antiquities issued a decision to form a committee to take the palace from Ministry of Education, and formed another committee to explain to which extent the palace can be converted to a museum or not, and the committee decided that the palace cannot be turned into a museum due to the existence of the Egyptian Museum near to it, and the narrow streets adjacent. but The Secretary of the Supreme Council of Antiquities did not respond to the committee's decision and insisted to turn the palace into a museum and give a compensation to the owner, which was rejected by the finance sector of the Supreme Council of Antiquities because the funds not available (Elbanna, 2020).

In 2009, the Committee for Islamic and Coptic Antiquities decided to revoke the previous decision to expropriate the palace, after which a businessman request for receiving the palace from the Supreme Council of Antiquities and was extradited on 2009. Since then, no renovation or restoration has been made to the palace, which made its condition getting worse (Soliman, 2019).

3.6 The Main Organizations Responsible for Preserving Archaeological Buildings

3.6.1 United Nation Development Program (UNDP)

The program was established in 1945, where it aims in preserving historical cities and monuments due to the program's interest of the value of heritage, and the methods of development in all fields. The program helps many of its member states to carry out projects to preserve heritage property (United Nation Development Program, 2020).

In 1964, the need for support from developing countries after World War II increased. As a result, the organization has developed a technical assistance program aimed at providing advice and transfer advanced technology to developing countries. This program expanded and was called the Extended Program of Technical Assistance (EPTA). In 1965, the program followed a program of the United Nations development program. Until 1969, the cultural property preservation programs were not subject to funding of the United Nations Development Program because they were not considered as an area of economic development. After setting a global year for tourism, the United Nation General Council adopted a resolution to qualify the United Nations program to assist tourism development programs through its fund to assist economic development programs (United Nation Development Program, 2020).

3.6.2 United Nation of Education, Science, and Cultural Organization (UNESCO)

It was established in 1945, where the organization tries to create an international cooperation among its members. The main projects supported by the organization in the Arab countries include: the Fez City Revival Project in Morocco, the Cultural Heritage Project in Tunisia, the Cultural Heritage Project in Mauritania, the Bethlehem 2000 project in Palestine, the Cultural Heritage Project in Yemen, as well as the Cultural Heritage and Urban Development Project in Lebanon (Ibraheem, 2009).

3.6.3 The International Center for the Study of Preservation and Restoration of Cultural Property (ICCROM)

The center was established in 1959 by UNESCO as an independent non-governmental scientific organization based in Rome, and the main objective of the center is to train conservation and restoration specialists. At the beginning of its establishment, the center had five member states and relied on UNESCO for subsidies, and after ten years from its establishment, it became fully independent, but continued to cooperate with UNESCO and in 1981 the center included 61 member states from around the world, and 13 members of public and private cultural charitable institutions (ICCROM, 2021).

The Center has a special program that cares about the archaeological heritage in the Arab world called "Antiquities, Preservation of the Archaeological Heritage in the Arab Region." This program seeks to develop heritage institutions in the Arab region and develop the state of preservation and management of sources. It is a long-term program that started from Jordan, Lebanon and Syria and implemented in cooperation with local Arab institutions (Ibraheem, 2009).

3.6.4 The International Council on Monuments and Sites (ICOMOS)

The International Council on Monuments and Sites was established in Warsaw in 1965, based on the recommendation of the UNESCO Council in Paris. It is an international non-governmental institution concerned with the preservation of historical monuments and sites in the world, it was established a year after the decision of the World Charter for the Preservation and Restoration of Monuments and Sites in Venice, with the participation of 25 countries, and in 1980, 60 countries joined it, and in 1988 it included 102 member states contributing to its programs and budget (ICOMOS, 2021).

The International Council on Monuments and sites has a major role in advising the World Heritage Committee and UNESCO to identify new sites on the world heritage list, and it has twenty one specialized international committees that look at developing international standards for the preservation, restoration and management of cultural sources, and publish them through their international charters, which are issued as a result of their general meeting which is held every three years (Ibraheem, 2009).

3.6.5 The International Council of Museums (ICOM)

It was established in Paris in 1964, which is a non-governmental organization links to UNESCO. It was formed to improve and support museums and museum experts. The council has 17,000 members in 140 countries, has 29 international committees and has ties with 19 international associations. This council is considered as an advisor by the Economic and Social Council of the United Nations (ICOM, 2017).

3.6.6 Arab Towns Organization (ATO)

It was established in 1976, which is a regional organization at the Arab level, and its activity aims to develop Arab cities by enhancing the technical capabilities of the sectors responsible for managing these cities, which are represented by local bodies, so that they can continue to develop the cities they manage while maintaining the Arab identity and preserving their heritage (Arab Towns Organization, 2020).

The Arab Institute for Urban Development emerged from this organization in 1980, which is a specialized technical body of the Organization of Arab Cities, and works in four main themes: training, consultations, studies and documentation in the field of architectural heritage and preservation. The achievements of the institute represents in participation in scientific conferences related to the preservation of cities and organizing seminars and studies in this field (Arab Towns Organization, 2020).

3.6.7 Agakhan Culture Organization

It is a regional organization at the Islamic level, established in 1980, where its activity aims to take care of Islamic architecture at the global level in order to support, revive and modernize Islamic culture (Ibraheem, 2009).

4. Methodological Approach

This research is a qualitative research, where a qualitative research methodology is selected to achieve a rich picture about the Royal Palaces during the period of Mohammed Aly's Family, and in particular, the palaces that were turned into schools and whether these palaces still flourished and preserved or deteriorated after being turned into schools.

Three main phases of fieldwork and data collection were conducted: The first phase involves in-depth, one-to-one, semi-structured interviews with government officials and experts (two at the Ministry of Tourism and Antiquities, one at the Ministry of Culture, and one at the Ministry of Education). The second phase involved two focus groups with the school administration at Misr El-Gadidah Language School that were Palace of Sultana Malak Jeshem in the past, as well as supervisors from the Ministry of Communications that working currently at the school, where each group ranges from 4-5 participants. Focus groups were conducted to explore the views and opinions about the history of the palace, how to preserve it, and the obstacles facing the palace. The third phase involved a personal observation checklist in order to evaluate the current situation

of the schools that were palaces in the past, in addition to investigate the obstacles that face these palaces after being turned into schools. This was to develop an in-depth understanding of the main issues from a practical rather than a theoretical perspective.

5. Research Findings

5.1 Experts at Ministry of Tourism and Antiquities “Personal Interviews”

Based upon the in-depth, one-to-one, semi-structured interviews with two government officials and experts at the Ministry of Tourism and Antiquities, the following issues were highlighted:

5.1.1 Statistics about Number of Royal Palaces that turned into Schools

There are only an accurate statistics for the Royal Palaces of the Presidency of the Republic, but there is not any accurate statistics about the numbers of Royal Palaces related to governmental bodies

“There was no precise statistics for the number of Royal Palaces of Mohammed Aly’s Family, which had been converted into schools.”

[Expert 1]

“There are an accurate statistics only for the Royal Palaces of the Presidency of the Republic, but there are no statistics for the numbers of the royal palaces followed by the ministries or government bodies.”

[Expert 2]

5.1.2 Ministries Responsible for Royal Palaces that turned into Schools

The Ministry of Tourism and Antiquities is the only authority responsible for the Royal Palaces of the Presidency of the Republic, but there is no specific ministry or authority responsible for Royal Palaces that were converted into schools.

“There is no specific ministry which is responsible for Royal Palaces that were converted into schools, but there are ministries that specialize in some palaces, including the Ministry of Finance (the administration of recovered funds) as well as the Ministry of Education.”

[Expert 1]

“The Ministry of Tourism and Antiquities is the only authority responsible for the Royal Palaces of the Presidency of the Republic”.

[Expert 1]

“There are many of the current ministries headquarters that was formerly Royal Palaces such as the Ministry of Education, where the Palace of Faiq Hanem, the Ministry of Health was Abbas Helmy II Palace, the Ministry of Finance was the Palace of Ismail Seddik, and the headquarters of the Prime Minister was the Palace of Princess Shwikar.”

[Expert 2]

5.1.3 The Criteria upon which Royal Palaces are chosen to be turned into Schools

There is not any criteria for the Royal Palaces that was turned into Schools, where the only measurements and criteria was for the palaces of the Presidency of the Republic only

“There were no criteria for selecting some Royal Palaces to be converted into schools, since after the July 1952 revolution, the Revolutionary Command Council converted many of these palaces into government bodies such as schools, ministries, museums and colleges.”

[Expert 1]

“There are certain measurements standards for the palaces of the Presidency only”.

[Expert 2]

5.1.4 Benefits for the Ministries Responsible for Royal Palaces

All the experts mentioned that there is no benefit at all for any ministry responsible for the Royal Palaces that have been turned into schools

“There is no benefit at all for any ministry responsible for the Royal Palaces that have been turned into schools, because these palaces are considered as service places that serve the people”.

[Expert 1]

5.1.5 The Role of the Government in Preserving and Restoring the Royal Palaces

All the experts mentioned that the Ministry of Tourism and Antiquities is responsible in the restoration and renovation of the Royal Palaces of the Presidency only, where it is not responsible for the Royal Palaces that have been turned into schools

“The Ministry of Tourism and Antiquities has a major role in the restoration and renovation of the Royal Palaces of the Presidency of the Republic, but there is no specific role for the state for the royal palaces that have been converted into schools”.

[Expert 2]

5.1.6 The Authorities Responsible For Financing the Maintenance of Royal Palaces

All the experts stated that the Presidency of the Republic is the only entity responsible for restoring the Royal Palaces of the Presidency of the Republic

“The Presidency of the Republic is the only entity responsible for restoration, renovation and maintenance for all the Royal Palaces of the Presidency of the Republic”.

[Expert 1]

5.2 Experts at Ministry of Culture “Personal Interviews”

Based upon the in-depth, one-to-one, semi-structured interviews with one government official at the Ministry of Culture, the following issues were highlighted:

5.2.1 The Role of Ministry of Culture in the Royal Palaces in Egypt

The Ministry of Culture was responsible for the Royal Palaces when it was linked with Ministry of Antiquities in one ministry named Ministry of Culture and Antiquities, but at the moment, it is not responsible for any Royal Palaces at all unless the palaces that have the character of the art form such as the palace of Aisha Fahmy in Zamalek

“The Ministry of Culture had nothing to do with Royal Palaces at all, as the Ministry of Tourism and Antiquities is the only entity which is responsible for the Royal Palaces of the Presidency of the Republic”.

[Expert3]

“The Ministry of Culture is responsible only for the palaces that have the character of the art form, such as the Palace of Aisha Fahmy in Zamalek.”

[Expert 3]

“The Ministry of Culture was responsible for the Royal Palaces when antiquities and culture were in one ministry named Ministry of Culture and Antiquities since six years ago, but after the Ministry of culture and antiquities separated into two ministries, the Ministry of culture became completely irresponsible of the Royal Palaces.”

[Expert 3]

5.3 Experts at Ministry of Education “Personal Interviews”

Based upon the in-depth, one-to-one, semi-structured interviews with one government official at the Ministry of Education, the following issues were highlighted:

5.3.1 The Role of Ministry of Education in the Royal Palaces in Egypt

The Ministry of Education deals with the place as a school and not as a Royal Palace, as the Ministry is responsible for solving all the problems of the schools that exist in these palaces only.

“There is no connection between the Ministry of Education and the Royal Palaces that have been turned into schools at some point or still currently a school, as the Ministry of Education deals with the place as a school and not as a Royal Palace.”

[Expert 4]

“The headquarter of the Ministry of Education was originally a Royal Palace that belongs to Faiq Hanem, and the government did not care about it after it was converted into a service department “.

[Expert 4]

“The Ministry of Education is responsible for solving all the problems of the schools that are present in these palaces only”.

[Expert 4]

5.4 The Administration of Misr El-Gadidah Language School “Focus Groups”

Based upon two focus groups with the school administration at Misr El-Gadidah Language School that were Palace of Sultana Malak Jeshem in the past, as well as supervisors from the Ministry of Communications that working currently at the school, where each group ranges from 4-5 participants, the following issues were highlighted:

5.4.1 The Palace of Sultana Malak Jeshem Afat was converted into a school after the 23rd July revolution 1952, where it is considered one of the first palaces that were converted into a school named Misr El-Gadidah Language School.

5.4.2 The palace belonged for a while to Misr El-Gadidah Company, which is a governmental company, where the government was charging 3,000 Egyptian Pounds a year from the company (old rent). In 2008, the palace was registered as a relic and became followed to the Ministry of Antiquities.

5.4.3 The school belonged to the Educational Buildings Authority that follows the Ministry of Education as a school, not as a palace, where the school administration established many additional buildings in the palace garden, in order to accommodate the growing number of students.

5.4.4 The school did not care about the palace that belongs to Mohammed Aly’s Family, as it made renovations that were not according to the required specifications, where it used different colors of paints, which led to the obliteration of the palace features, in addition to the exploitation of the palace as classrooms for the school, which led to the collapse of many rooms of the palace, only one room overlooking the main entrance of the building still retains its features where it was used as a music room.

5.4.5 Several years ago, the Ministry of Antiquities addressed the Educational Buildings Authority of the Ministry of Education for the restoration of the palace, where these attempts failed due to the rejection of the Ministry of Education for this proposal.

5.4.6 In the year 2018, several contacts and negotiations were made between the Ministry of Antiquities and the Ministry of Communications, and these negotiations ended with the approval of the Ministry of Antiquities for the restoration of the palace by the Ministry of Communications, with the palace to be transformed into an Information

Technology Center for Innovators, where the Ministry of Antiquities have the right to supervise only. Following that, the Ministry of Antiquities evacuated the palace from the school after disagreements with the Educational Buildings Authority and handed it over to the Ministry of Communications.

5.4.7 There was no financial benefit to the Ministry of Antiquities after the palace was handed over to the Ministry of Communications to transform it as an Information Technology Center for Innovators, but the Ministry of Antiquities merely restored and renovated the palace through the Ministry of Communications, which will cost millions of pounds.

5.4.8 The Ministry of Antiquities will make a permanent committee inside the palace to supervise and preserve the palace as a relic, where an independent place will be allocated to the committee of the Ministry of Antiquities that consists of technicians and engineers, to monitor the palace.

5.4.9 The Ministry of Communications hired engineers and technicians to write a report about the condition of the palace, where they found that the palace suffered from negligence and collapse. As well, the Ministry of Communications has placed a separation wall between the palace and the educational buildings that were added to it as classes for students, after determining the measurements of the palace from all directions. Also, the technical committee that consists of engineers and restorers removed all the layers of the paint that the school carried out in order to reach the original color of the palace, as they succeeded in doing so, in addition, they restored the ceilings and rooms of the palace, where restoration work is still in place to return the palace's image as it was.



Source: The current restoration of Malak Jeshem Palace – the Researcher 2021.

5.4.10 There are currently many disputes between the Educational Buildings Authority that follow Ministry of Education, the Ministry of Antiquities and the Ministry of Communications, on a place that were used as a stable of horses, on the basis that the Educational Buildings Authority proposes to demolish the building of the stable of horses and establish a building benefiting the school after many classes were moved from the palace, while the Ministry of Communications with the assistant of the Ministry of Antiquities proposes that the Ministry of Communications should renovate the building and annex it to the palace and preserve it after restoration .

5.5 Personal Observation Checklist

Based upon the personal observation checklist with some royal palaces that was turned into schools at some point, like Khedive Tawfik Palace (Helwan School), Palace of Omar Tosson Pasha (Shobra School) and Saeed Halim Palace (El-Nasriyah Preparatory School), and the Palace of Sultana Malak Jeshem (Misr El-Gadidah Language School) that still currently a school, the following issues were highlighted:

5.5.1 Lack of the necessary costs to maintain and preserve most of the historical palaces and if available they are within a narrow limit and not enough to complete all the maintenance work

5.5.2 Lack of enough awareness of the importance of preserving historical palaces due to lack of knowledge about the significance of these historical buildings.

5.5.3 The lack of clarity of vision regarding the bodies and ministries responsible for the Royal Palaces in general and the Royal Palaces that were turned into schools at some point, which leads to the absence of a clear plan and strategy between these different entities in protecting and preserving the Royal Palaces.

5.5.4 Khedive Tawfik Palace that turned at some point to become Helwan School, which is located in Hammamat Helwan, currently most of it destroyed, its buildings, gardens and walls, where the main building is the only remaining place, as the palace is in total mess of neglect and destruction.

6. Discussion

Egypt is rich in archaeological and historical buildings that express different periods of time, and one of the most important of these buildings is the "historical palaces", where a collection of historical palaces was established in Egypt through different eras from the Fatimid period, the Ayyubid period, the Memluke period, the Ottoman period until Mohammed Aly's period, which ruled Egypt for nearly a century and a half.

The current study evaluated the Royal Palaces in Egypt, mainly in Cairo, and its condition after being turned into schools. The main data collection method involved in-depth, one-to-one, semi-structured interviews with government officials and experts (three at the Ministry of Tourism and Antiquities, two at the Ministry of Culture, and

three at the Ministry of Education). The second phase involved two focus groups with the school administration at Misr El-Gadidah Language School that were Palace of Sultana Malak Jeshem in the past, as well as supervisors from the Ministry of Communications that working currently at the school, where each group ranges from 4-5 participants, and the third phase involved a personal observation checklist that was conducted in order to evaluate the current situation of the schools that were palaces in the past. This leads to the following results:

6.1 One of the most important achievements of the Mohammed Aly's Family is the historical palaces that were not limited to the rulers but included princes, senior statesmen, and the aristocratic class as well, where these palaces expressed the personality of its owner. The palaces that were built during the reign of the Mohammed Aly's Family were in the architectural and artistic style that came from Europe and Turkey to Egypt especially at the beginning of the nineteenth century.

6.2 Awareness of the heritage values of the palaces of Muhammad Aly's Family depends on the precise classification of these values, where these values can be classified to historical value; aesthetic, artistic and architectural value; social value; functional value; and political value

6.3 There are five main factors upon which the palaces are classified accordingly, which are the values contained in the historical palaces; palace condition; history of the palace; the function and importance of the palace, and the origin, where there are palaces built by rulers, palaces for princes and princesses, and palaces for senior statesmen.

6.4 The exploitation of palaces as schools is a matter that changes the features of these palaces significantly, such as the Palace of Prince Saeed Halim, which was turned into a school from 1919 to 2004, and then turned into a warehouse for the Ministry of Education. It is clear that the real problem is that after 1952 revolution, the royal family abandoned its palaces, where various ministries obtained these palaces and misused some of them.

6.5 The main Organizations responsible for preserving archaeological buildings represented in United Nation Development Program (UNDP); United Nation of Education, Science, and Cultural Organization (UNESCO); International Center for the Study of Preservation and Restoration of Cultural Property (ICCROM); International Council on Monuments and Sites (ICOMOS); International Council of Museums (ICOM); Arab Towns Organization (ATO); and Agakhan Culture Organization

6.6 There is not enough awareness in many people in our society about the value of these historical palaces, which leads to the disconnection of the link between the historical building and society, which causes the emergence of negative behaviors in dealing

between the individual and the historical palace, which in turn make possible damage to the palace and its historical value.

6.7 The Ministry of Tourism and Antiquities is the only authority responsible for the Royal Palaces of the Presidency of the Republic, but there is no specific ministry or authority responsible for Royal Palaces that were converted into schools. In case of the Ministry of Culture, it was responsible for the Royal Palaces when it was linked with Ministry of Antiquities in one ministry named Ministry of Culture and Antiquities, but at the moment, it is not responsible for any Royal Palaces at all unless the palaces that have the character of the art form, while the Ministry of Education deals with the place as a school and not as a Royal Palace, as the Ministry is responsible for solving all the problems of the schools that exist in these palaces only

6.8 Based upon the personal observation checklist, it is clear that there are not enough costs to maintain and preserve most of the historical palaces ; lack of enough awareness of the importance of preserving historical palaces due to lack of knowledge about the significance of these historical buildings, and lack of clarity of vision regarding the bodies and ministries responsible for the Royal Palaces, which leads to the absence of a clear plan and strategy between these different entities in protecting and preserving the Royal Palaces.

6.9 The Ministry of Antiquities approved for the restoration of Malak Jeshem palace through the Ministry of Communications, with the palace to be transformed into an Information Technology Center for Innovators, where the Ministry of Antiquities have the right to supervise only.

7. Recommendations

7.1 The Ministry of Tourism and Antiquities should set up external and international exhibitions for the collectibles of the Royal palaces, which will lead to increase the financial resources, and that in turn will contribute to the restoration and renovation of these Royal Palaces.

7.2 The Ministry of Tourism and Antiquities should invest in the Royal Palaces and the historical buildings and make them economically beneficial to cover the costs of periodic maintenance work, by marketing these Palaces through making a “one-day visit Program” for the richest people all over the world to stay and enjoy these palaces, which will lead to increase the financial resources, and that will help in the provision self-financing in order to continue preserving these palaces.

7.3 The Ministry of Tourism and Antiquities should preserve and restore urgently the Historical Palaces, especially the palaces that have been turned into schools at some point, or continuing until now, as this will lead to the protection, preservation and revival

of these historical palaces, raising the aesthetic value of these palaces, and the survival of traditional patterns.

7.4 The Ministry of Tourism and Antiquities should benefit from the archaeological institutes which are interested in the restoration and renovation of antiquities as well as the international organizations such as UNESCO to finance the maintenance, restoration and renovation of the Royal Palaces.

7.5 The Egyptian government should establish a Supreme Council for Royal Palaces, where its role is to be only entity responsible for preserving the Royal Palaces all over Egypt, and according to the government strategic plan 2030 to transfer all service authorities to the Administrative Capital which will lead to evacuate these palaces, and that in turn will contribute in restoring and renovating all the Royal Palaces as soon as possible in order to preserve them.

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القصور الملكية لأسرة محمد علي في القاهرة بين الازدهار والإندثار

شيماء عبد التواب سيد²

وليد رضوان محفوظ إبراهيم¹

¹قسم الدراسات السياحيه - كلية السياحة و الفنادق - جامعة حلوان

²قسم الإرشاد السياحي - كلية السياحة و الفنادق - جامعة حلوان

الملخص

تعتبر مصر واحدة من أغنى الدول في ثروتها القومية والتاريخية والمعمارية، حيث تعد القصور الملكية التي أنشئت في عهد اسره محمد علي أحد هذه الثروات الوطنية والتاريخية. وتركز الدراسة على توضيح أهم القصور في القاهرة التي بنيت خلال فترة اسره محمد علي والتي تم تحويلها إلى مدارس.

سلطت الدراسة الضوء على العديد من القصور التي تم بناؤها خلال فترة اسره محمد علي، وتحولت إلى مدارس مثل قصر الخديوي توفيق الذي أصبح مدرسة حلوان، قصر السلطانة ملك التي تحولت إلى مدرسة مصر الجديدة للغات؛ قصر الأمير عمر طوسون التي أصبحت مدرسة شبرا؛ وقصر سعيد حليم الذي تحول إلى مدرسة الناصريه الإعدادية وغيرها من القصور.

اشتملت الطريقة الرئيسية لجمع البيانات على إجراء مقابلات متعمقة وشبه منظمة مع مسؤولين حكوميين وخبراء في وزارة السياحة والآثار، ووزارة الثقافة وكذلك وزاره التربيه والتعليم. كما اشتملت المرحلة الثانية على إجراء مجموعتين مركزتين مع إداره مدرسه مصر الجديده للغات والتي كانت قصر السلطانة ملك جشم سابقا وكذلك مشرفين من وزاره الاتصالات يعملون حاليا في المدرسه، كما إعتمدت المرحلة الثالثه على أسلوب الملاحظة الشخصية لتقييم الوضع الحالي للمدارس التي كانت قصورا في الماضي.

توصي الدراسه بأن تقوم وزارة السياحة والآثار بإقامه معارض خارجية ودولية لمقتنيات القصور الملكية، مما سيؤدي إلى زيادة الموارد المالية، وهذا بدوره سيسهم في صيانته وترميم وتجديد هذه القصور الملكية.

الكلمات المفتاحية: قصر السلطانة ملك، قصر سعيد حليم، قصر عمر طوسون، المدارس