Arab Republic of Egypt

Ministry of Education

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The Development of Education in Egypt

2004 - 2008
A National Report

Ministry of Education

(MOE) - Cairo 2008

Preface

The Ministry of Education is honored to submit Egypt's national report, as requested by UNESCO, to be presented in the forty-eighth session of the International Conference on Education (ICE) that takes place in Geneva November 2008, on the theme: "*Inclusive Education: The Way of the Future*".

The Ministry of Education in Egypt works, with a clear vision, on providing high quality education for all as it is a fundamental human right. One of the Ministry's objectives is to integrate all children, youth, and adults into an educational system that achieves education democracy to provide equal educational opportunities. It also prepares for an enlightened citizenship that keeps pace with the society of knowledge in a social context based on freedom, equality, and social justice within the framework of decentralization based on community participation.

The educational policy in Egypt aims to expand enrollment for all children in all areas and disseminate it nationwide. This is regardless of families' social and economic conditions, families' residency whether in rural or urban areas, differences between boys and girls, or even between normal and disabled children. Therefore, differences in geographical areas as well as gender disparities can be bridged to a great extent without discrimination; in a way that ensures children's continuity in education.

The Ministry also aims to provide different types of education commensurate with the distinguishing traits of communities that vary in their levels, specializations, and social environments. This is to enable all these to get the adequate type of education according to their abilities and competences and provide appropriate

educational opportunities for girls and children with special needs and integrate them into general education.

This report includes some main reforms that have been achieved from 2004 to 2008. It also tackles some adopted policies and strategies and achievements carried out in the field of education in general and inclusive education in particular. There is a focus on children not enrolled in schools in rural, remote areas and slums deprived of educational services so that they can be re-integrated in different educational stages.

Hence, we offer this national report of Egypt hoping to be on the right track.

Minister of Education

Dr. Yosri El Gamal

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Inclusive Education: The Way of the Future

Introduction:

- Poor, disadvantaged and remote areas and slums in Egypt suffer from some educational problems and economic and social hardships. To reduce these problems, the Ministry of Education, since 1993, has carried out a lot of educational projects entitled one-classroom schools for girls and community schools. What followed were the Girls' Education Initiative and schools for homeless children (street children). These four models include the community schools project which is a part of the policy for innovation and reform aiming to ensure access to basic education opportunities for all children aged 6-14, and integrate them in formal and non-formal education institutions.
- The overall objectives of this type of schools reflect the needs of those communities as well as the needs of the educational system, which are:
  - Increasing the enrollment and capacity rates at schools and re-integrating dropouts giving special care for girls' education.
  - Establishing a network of community schools operating according to effective educational techniques.
  - Enhancing the rate of success at the basic education stage.
  - Promoting a better integration between formal schools and that type of community schools within their community surroundings (the inclusion of the school within its local surroundings)
  - Providing education service to all areas to reach the farthest village and hamlet.
  - Encouraging parents' participation in the management of community schools.
- The Ministry of Education, which is responsible for education of this age level (6-14 years), shares both the local community and NGOs in the social mobilization in favor of this kind of education. This is done through establishing and equipping schools, funding and distributing the necessities of the educational process, and training staff. The Ministry, also, shares in implementing the policy that aims to provide a good education for all categories.
- Taking into account the number of children aged 6-14 not currently enrolled in any school, estimated by 3,057,124 children according to the 2006 population statistics in Egypt; this requires developing

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educational plans and programs to re-integrate those children into educational institutions in a way that suits their circumstances and special needs. Therefore, Egypt has started taking measures to re-integrate 400,000 children according to the strategic plan for education 2007/2012.

- These children - who are not enrolled in schools - mostly, represent the poor and those who live in slums and poor, educationally deprived, and remote areas; most of them are females. Thus, the educational policies, that aim to include these children, try to deal with the reality of the living circumstances of those children and to focus on the appropriate methods that can attract them to these programs and keep them at educational institutions till the end of the stage; in a way that ensures the accomplishment of the educational achievement of these children.

- The Ministry, also, works on making the first goal of the education system to reduce the effect of the socio-economic status that children, who belong to the marginal and vulnerable environments, suffer from. This is done with the aim of breaking the poverty and exclusion circle. One of the first procedures, that the Ministry is working hard to follow, is identifying the socially-related barriers facing pupils. So, the Ministry tries to develop supportive systems at all educational institutions such as establishing tracks more flexible for pupils of less adaptation to the school system. It, also, examines the facilities of shifting between school and work institutions, which can facilitate inclusion at school as well as at work. Through these procedures and others, school dropouts and leaving school without obtaining any qualifying degree can be eliminated. Also, the Ministry tries to exert great efforts to take other measures towards re-integrating these children and solving school and community deficiencies related to this category of children.

- Therefore, the Ministry has set a strategy of protection, rehabilitation, and inclusion of children outside the education system, and another strategy to overcome the educational dropout issue related to the two problems of child labor and street children. In fact, the increase in the education dropouts in some areas especially in rural areas and upper Egypt, does not only mean depriving children of their natural right in education, but it also threatens these children to be lost in streets or robbed of their childhood as they are forced to work at an illegal age. So, the Ministry exerts a lot of efforts to re-integrate these children into educational institutions.

- The Ministry works on bridging the educational gap between boys and girls at the basic education stage, re-integrating girls into the nearest school, and completing education to the end of the stage.
- The interest in re-integrating these children into the community requires the collaboration of efforts between the government, donors, and community participation towards this category that needs support, care and the provision of a life of dignity, as well as appropriate education and professional training.
- The Ministry has developed plans aiming to intensify the number of community education schools at the disadvantaged areas to enhance the participation of both girls and boys at the age of the basic education stage (6-14), through:
  - Launching campaigns to raise parents' awareness and school partners in the local community on the benefits of getting these children enrolled in community schools, with an emphasis on issues related to registration, keeping in education, graduation rates and sharing education expenses with the local community.
  - Developing local action plans to encourage girls' enrollment in community schools in rural, remote and disadvantaged areas where there is a shortage in girls' enrollment.
  - Granting school incentives for girls that get the best results in the primary education certificate.
  - Building capacities of the administration concerned with improving community education, characterized by transparency and accountability of all effective local stakeholders.
  - Establishing schools and providing support to poor families.
- There are a lot of successful practices to re-integrate children into education. For example, the educational moderyia in Alexandria succeeded in re-integrating 700 dropouts into school. It offered L.E. 1000 for each pupil who is back to school (with a total of L.E. 700,000). Also, it implemented some awareness raising programs for these children's parents. These programs were about the importance of education so as to convince them of the importance of re-integrating their children into school.
- The educational moderyia in Alexandria did a study on the phenomenon of dropout in its seven educational idaras and reached adequate solutions to overcome this problem. This study was done in collaboration with the "Children at Risk Project" organized by UNICEF and the school-based training and evaluation units in schools (SBTEU) to measure the scientific and achievement level

of those back to school and in co-operation with the Ministry of Labor Force to follow-up the dropouts working at workshops.

- There is another project carried out in collaboration with UNESCO, FAO, and civil organizations called: "Educational Acceleration of Children in Difficult Circumstances" (street children) to re-integrate them into education. The first phase achieved the enrollment of 3000 pupils, and the opening of 154 classes in Cairo, Giza, Alexandria, Assuit, Sohag, Fayoum, Dakahlia, Sharquia, Qualiobyia, and Port Said. Those children were enrolled in primary schools, one-classroom schools or technical and vocational education.

- It is observed that taking care of these children has been carried out with the collaboration of efforts between the government, donors, and community participation towards a category that needs support and care to be integrated into society, the provision of a life of dignity, and education.

- The Ministry approved a strategy regarding the care as well as education of children aged 6-14 not enrolled in education so as to re-integrate them. The strategy focuses on the full inclusion and provision of equitable educational enrollment opportunities for the most disadvantaged category of children such as street and working children. This is done through establishing classes for rehabilitating and re-integrating them into school. Also, summer classes and compensating lessons, as well as continuous educational and physiological support were provided after these children's return and re-integration into schools.

- **The following section presents in some detail, Egypt's efforts regarding "inclusive education" in the same order of the national report items 2004-2008.**

1-1 Main Reforms and Improvements in the Education System:

1-1-a) Planning, developing and managing the educational system:

- Education in Egypt, at all levels and stages, is subject to the supervision of the state where the Ministry of Education oversees pre-university education, and the Ministry of Higher Education oversees high and university education, without affecting the independence of universities.
- Both ministries, in partnership with the private sector and civil society bodies and the cooperative sector, are responsible for the establishment and management of educational institutions.
- There are multiple forms of education in Egypt - public education, private education, and Al-Azher education - and they all follow the same educational ladder and apply the same curricula. Meanwhile, the Al-Azher education has some additions in Islamic studies. There is, also, the foreign education, which is managed according to certain agreements.
- The educational ladder in Egypt is divided into:
    - The Kindergarten cycle: two years
    - The first cycle of basic education (primary): six years
    - The second stage of basic education (preparatory): three year
    - The secondary education (general - technical): three years
    - The advanced technical education: five years (after the basic education stage) or two years (post-secondary education)
- Compulsory education includes only the basic education stage (9 years).

- **Education administration in Egypt is directed towards decentralization, as follows:**
- Giving authorities to governorates to transfer teachers between different idaras of the same governorate, to question and punish violators, follow-up daily work, monitor the implementation of financial and administrative rules in the governorates, and deliver training programs in the light of the directions of the central authority,
- Expanding the circle of parties involved in and concerned with the educational process, including civil society bodies and members, syndicates, and others through the formation of boards of trustees according to the Ministerial Decree No. (258) in 2005, and its amendments in the Ministerial Decree No. (334) in 2006,
- Encouraging pioneering experiences in implementing decentralization, such as Alexandria experience accompanied by broad authorities for the governor and education officials in

managing and financing education as well as training teachers, and applying the concept of the school-centered reform,

- Involving the governorates in the strategic planning for education within the framework of the national strategic plan, and
- Incorporating new concepts such as partnership, accreditation, and flexible curriculum in the national standards for education in a way that reinforces the trend towards decentralization.

There are still some responsibilities carried out by the Ministry as follows:

- Expanding the construction of schools to include all students at all educational levels,
- Recruiting teachers as well as identifying both the rules governing their promotion and systems of their incentives, and reward and punishment systems,
- Identifying and developing curricula in addition to developing school plans,
- Identifying education budget and allocations according to the various items of expenditure,
- Planning and designing professional development programs for all MOE staff and officials, and
- Setting education goals and objectives for different levels of education, as well as setting the objectives of school curricula and syllabi.

The state seeks to emphasize the democracy of education management through:

- **Boards of Trustees, Parents and Teachers (BOTs):**
  These boards play an effective role in achieving community monitoring on education, in addition to their role in making educational decisions within the school, participating in the school management, nominating school managers, providing suggestions on curricula related to the environment, distributing of budget, and attempting to raise additional funds for financing.

- **Boards of Education:**
  The establishment of boards of education was completed in 2005 at the level of each governorate in Egypt. This board is headed by the governor and its membership includes a representative of the local council of the governorate, businessmen, university

professors and representatives of boards of trustees and parents in addition to different administrative authorities of the governorate. These boards aim to identify the overall plans of the educational policy at the governorate; an act which achieves the national objectives within the framework of the state's policy towards education reform. The role of these boards is activated through identifying authorities, jurisdictions, tasks and responsibilities.

- **Education Committees at Local Units:**
  These committees were formed in the same way as education committees implemented in community schools. This is due to their high performance in managing the educational process successfully, mobilizing local efforts, and managing and improving the school effectively at the village level. Education committees, at the local units level, have been formed in 19 governorates so far, and the completion of forming the remaining committees in the other governorates is being carried out.

- **Students' Unions:**
  These unions aim to deepen the practice of democracy in the hearts of students through the process of nomination and election of union councils and executive offices. During meetings, students have discussions and practice in respect for the other opinion and freedom of expression, and discussion of general issues of interest to them.

1-1-b) Education goals:

The responsibilities of the Ministry of Education are represented in school construction, teacher recruitment, development of school curricula, identification of education budget, and setting the education goals for all stages.
The Ministry of Education seeks to achieve a qualitative shift in education, and to raise and improve the quality of the educational process. Therefore, a set of goals are represented as follows:
- Making the learning environment attractive to students and satisfactory to their basic learning needs,
- Achieving the transition from quantitative to qualitative aspects of education,
- Ensuring excellence for all students, and achieving the total quality in education through students' participation in the educational process in addition to preparing them according to certain specifications that keep pace with the global levels,

- Achieving teachers' professional development and improving teaching techniques through self-assessment and learning through practice,
- Providing an infrastructure that helps in implementing quality in the educational process,
- Providing the financial support appropriate and adequate to improve the learning environment, curriculum development, making the school the basic unit on which reform is based, and rehabilitating the school for accreditation,
- Understanding the basic concept, developing thinking skills, encouraging scientific research, and learning through technology, as these new media can lead to increasing access to education and learning for students,
- Building the child's personality in an integrated and balanced way so that he/she can acquire certain values, facts, concepts and life skills, discover the world, and be ready to seek knowledge,
- Providing both access and equality in education and learning for all children, and assisting them to gain an integrated growth in all aspects: physically, mentally, socially, and emotionally,
- Using modern techniques in evaluating students so as to achieve realism, sustainability, inclusiveness, variation and accumulation in addition to the widespread use of the portfolio,
- Training students to search for information and build up new knowledge,
- Sowing in students the spirit of tolerance, the sense of belonging, moral and religious values, dialogue ethics and citizenship,
- Enabling students to acquire reading, writing, and arithmetic skills.
- Supporting students' abilities' in critical and creative thinking, problem-solving, and scientific research skills,
- Building active citizens and effective participants in a constantly changing global society,
- Enabling students to deal with multiple sources of information,
- Preparing secondary stage students for life, labor market, and joining university education,
- Enabling students to deal with technology and achieve effective communication,
- Increasing or ensuring the students' abilities to acquire skills of information classification, analysis and re-exploitation and to deal with the future,
- Improving learners' scientific and practical abilities, and
- Increasing the spread of technology at schools, intensifying the training of educational cadre, and developing a plan for all teachers

to obtain the International Computer Driving License (ICDL) by 2015.

1-1-c) Curriculum policies, educational content, and teaching and learning strategies:

The Ministry of education, in its vision of pre-university education, seeks to provide education of high quality for all, working to prepare students for the society of knowledge, information, and communication technology in a new social phase based on democracy, liberty, social justice and a continual future crossing to cope with recent technological developments. To reach such quality, the Ministry developed the following strategies for curricula, programs and projects:

- Developing curriculum goals and reformulating the content of textbooks in the light of the national standards for education so as to ensure quality assurance,
- Developing kindergarten curricula and programs in the light of international standards, while maintaining the Egyptian and cultural identity,
- Offering didactic educational programs concerned with child's cognitive, linguistic, practical and social development to be prepared for admission to the primary stage, with an emphasis on child's needs and with interest in his/her mental and emotional growth to be prepared for a life of learning and discovery, and
- Caring for modifying the content of curricula to keep up with international levels. The Ministry completed developing curricula for the first four grades in the primary education, focusing on reading, writing, and arithmetic skills through friendly educational activities for pupils, depending on two major dimensions:
    1. Active learning.
    2. Comprehensive evaluation

These two dimensions are supposed to result in a qualitative shift in the teaching and learning processes in class.

- Implementing the student-centered active learning strategy to acquire teamwork and cooperative learning skills,

- **Improving evaluation techniques through:**
    1. Ongoing evaluation of educational institutions in Egypt through the National Center for Examinations and Educational

Evaluation (NCEEE) and Program Planning and Monitoring Unit (PPMU),
2. International comparative education through preparing Egyptian students to participate in the international competitions in Mathematics, Science (TIMSS), and others,
3. Implementing the comprehensive evaluation project introduced in the first three grades of the primary education in 2005/2006, and extended it to the fourth grade in 2006/2007. This project is being disseminated to cover the basic education stage by 2012.

- Training in the national standards of curricula so as to create a standard-based educational culture,
- Supporting the quality of the educational process and finding non-traditional patterns for teaching and learning techniques,
- Utilizing education technology in the curricula. To enhance this process, the following efforts are being exerted:
    a) Training students in how to exchange information through technological media, the internet, and means of distance education.
    b) Training teachers in the use of ICT.

- Effective planning on the use of the internet to raise the levels of students' academic and behavioral achievement. To achieve the introduction of technology media in the educational process, the following projects were implemented:
    1. Broad Brand Project: designed for the dissemination of the high-speed internet at schools in all education sectors,
    2. Competitive School Project: with the aim of increasing secondary school students' skills in the use of information technology and scientific research skills to reach a global level. The project, also, aimed to qualify teachers to incorporate information technology in the curriculum,
    3. The **ORACLE** Academy Project: with the aim of providing secondary school students with design skills and the use of databases and programming,
    4. Establishing the national network of video-conferencing (VC) in order to provide the stability of the educational process at schools through the presence of trainees within their areas without hardships, and standardization of concepts in curricula and various issues. In 2006, the number of the network sites reached 51 and the number of

broadcasting network sites (video-conferencing centers) is 63 covering all governorates,

5. Comprehensive review of curricula in all subjects for grades 1-12 of the general education stages and designing teacher's guides and the books used as sources of knowledge,

6. Reducing the number of subjects taught in the first secondary grade to reach 12, starting from September 2006,

7. Caring for various students' activities aiming to consolidate principles, values as well as invest students' potentials and contribute to encouraging them to achieve excellence; and

8. Caring for the school library as a source of self-learning at school so as to provide students with life skills and improve their critical awareness and scientific thinking through:

   a) Reading for All Festival,

   b) The National Book Project, implemented in collaboration with the Integrated Care Society, aimed to provide school libraries with collections of books and educational materials so as to get familiar with the peoples' cultures and participate in competitions.

   c) The establishment of Suzan Mubarak Exploratory Science Centers, the first of which was inaugurated in 1998. The number reached 30 branches in various governorates. These centers aim to allow learners to get rid of fear on using technology and clarify complicated scientific and technological concepts, in addition to caring for the gifted in the fields of electronics, science, environment and languages. This culminated in the inauguration of the exploratory Scientific City (Discovery City) in the 6th October City in 2005. These centers aim to provide integrated sets of science and technology in the context of fun, joy and entertainment to originate, on a wide scale, scientific awareness in the community.

   d) The existence of an effective school that provides high quality education for each learner in a non-traditional student-centered environment, that benefits from active learning principles and tools as well as the use of communication technology to enable students to acquire self-learning skills, scientific thinking, and critical thinking and life skills.

e) Training school teachers and leaders - through the Enhancement Educational Project (EEP) - in the fields of self-learning, the use of recent techniques in performance and learning, English language, computer, technology utilization in teaching Science, Mathematics, English, Arabic, and Social Studies, implementation of the national standards, comprehensive evaluation, and distance learning.

f) Education for the Future Program (INTEL): this program that consists of 10 modules is considered a part of INTEL initiative for creativity in education. This program aims to collaborate with educators in different countries around the world to upgrade the teaching of Mathematics, Engineering, Science and Technology, with a purpose to prepare students for future demands and help them to improve their analytical thinking capabilities needed to achieve success in the cognitive economy.

g) The School Sanitation Project in collaboration with UASID and UNICEF: a school sanitation guide was prepared. It includes nine units taught at primary schools. The project aims to raise pupils' awareness so that sanitation, hygiene and environmental care can be achieved. This is done through practical activities; in a way that links the pupil to the school and the environment. The guide includes the following units: (environment - safe use of drinking water – safe disposal of human waste and wastewater - solid waste – environmental sanitation at home and school – personal hygiene - proper nutrition and food safety – communication – volunteering).

- **Textbooks development:**

The Ministry of Education cared for developing school textbooks in terms of both quantity and quality for the various school levels, as follows:

a) **In quantitative terms:**

▪ The total number of textbooks for primary, preparatory and secondary education reached 2297 in 2005-2006; 41, 700,000 copies have been printed and distributed, in addition

to 107 Arabic and translated assessment guides of nearly 4,000,000 copies.
- Besides, 164 language and kindergarten school textbooks are printed, of nearly 5,500,000 copies.
- In 2007/2008, 450,000,000 school textbooks were printed and distributed free of charge.
- 20% of the basic education curriculum has been reduced without detriment to the content, and the addition of some enriching aspects to the curriculum.

b) In qualitative terms:

- Improving the quality of each school textbook content to suit the stages of education,
- Caring for extra-curricular activities, integrating advanced educational technology, and implementing multifaceted educational evaluation techniques,
- Providing the most important concepts and terminology at the end of each unit,
- Providing school textbooks with some drawings and illustrations,
- Varying evaluation tools, and
- Improving the quality of school textbook in terms of shape, production, and printing.

1-1-d) The legislative framework of education in Egypt:

The legislative framework of education in Egypt includes the following levels:

- **The constitution:**
It stipulates in article (8): "the state guarantees equal opportunities for all citizens," in article (18): "education is a right guaranteed by the state and is compulsory at the primary stage, and the state is working to extend the compulsion to the other stages, and the state supervises education as a whole". It is worth mentioning that the compulsion has been extended to the preparatory stage. The constitution, also, stipulates in article (20): "education in the state educational institutions is free of charge at its different stages," and in article (21): "illiteracy eradication is a national duty that all people's powers are committed to achieve".

- **Laws:**
Education law No. (139) in 1981 was passed and amended by issuing law No. (233) in 1988 and law No. (23) in 1999 to stipluate in article (3):

"pre-university education is a right to all citizens in the state schools free of charge, and students are not supposed to be claimed fees for educational services, and in article (4): "the duration of studying the pre-university education is as follows: nine years of compulsory basic education that consists of two stages: a six-year primary stage and a three-year preparatory stage, and a three-year general technical stage, and in article (15): "basic education is a right for all Egyptian children who have reached the age of six; the state is committed to provide it and parents are committed to follow-up its implementation for nine years."

New legislation (*post 2004*)
New legislations, in the field of education in Egypt in 2004-2008, include some laws, presidential decrees, prime minister's decrees, and ministerial decrees that represent signals on the education track in Egypt. They are presented in a chronological order according to their substantive relations:

1. Presidential Decree No. (290) in 2004 to establish a fund for educational development, and Presidential Decree No. (329) in 2005 regarding the amendment of some rules of Presidential Decree No. (290) in 2004 to establish a fund for education development so as to provide physical and technical support required for different governorates.

2. Ministerial Decree No. (258) in 2005 and its amendments by the Ministerial Decree No. (334) in 2006 for forming boards of trustees, parents and teachers at all schools to include memberships of local community and parents in addition to representatives of the teaching staff with a total number of 13 members; 5 public figures, 5 parents – 2 teachers – the school manager. These boards aim at:
   - Achieving decentralization in management, evaluation, following-up and decision-making.
   - Encouraging civil society efforts to broaden the base of community participation.
   - Achieving self-monitoring on performance within the school.
   - Expressing opinions towards selecting new school directors and evaluating the director's performance in renewal periods.
   - Stating the disposition of the budget and monitoring the school's self resources.

3. Ministerial Decree No. (182) in 2005 to establish the Discovery City at the 6th October city aiming at providing integrated sets of science and technology in the context of fun, joy and entertainment to originate, on a wide scale, scientific awareness in the society.

4. Ministerial Decree No. (250) in 2005 regarding the identification of standards and levels of school management jobs at different stages at the moderyias and idaras so as to reduce the conflict of jurisdictions and responsibilities; an act that creates one leader for the school, and makes use of the non-teaching staff so that deficit can be bridged in teaching posts according to specializations. This decree, also, sets the terms of references for each of the school managers, deputies, assistants and the school headmaster.

5. Ministerial Decree No. (253) in 2005 regarding setting the regulations and criteria for selecting general secondary school managers. This decree stipulated that the applicant for this post be deputized for one school year by advertising in newspapers and stating the following qualifications of the candidate:
   - Experience not less than 17 years in education,
   - Suitable university degree and post-university degrees preferable,
   - Good reputation,
   - Efficiency according to performance reports,
   - Considerable command of using computers, and
   - Considerable command of speaking/writing a foreign language

6. Ministerial Decree No. (255) in 2005 regarding the implementation of educational comprehensive evaluation on the first three grades of the primary stage of basic education. This system divides the total mark according to the content of the student's portfolio, as follows:
   - 15% for the written tests,
   - 15% for the oral performance and curricular discussions,
   - 15% for extra-curricular activities,
   - 5% for conduct, and
   - 50% for final semester exams

7. This was followed by Ministerial Decree No. (278) in 2007 to implement the educational comprehensive evaluation on the fourth grade of basic education after the success of its implementation in the first three grades.

8. Law No. (82) in 2006 regarding the establishment of the National Authority for Accreditation and Quality Assurance, followed by Presidential Decree No. (25) regarding the issuance of the executive bylaw of the same law. It is a public body that has its own independence and public legal identity overseen by the Prime Minister and its headquarter be based in Cairo. It has the potentiality to establish branches in governorates. This authority

aims to ensure the quality of education and its sustainable development through:

- Spreading the culture of quality.
- Coordinating with educational institutions to ensure access to an integrated system of standards, rules, comparisons of development and mechanisms for assessing performance and guided by international standards provided that they are not inconsistent with the nation's identity.
- Supporting in building the capacities of educational institutions to implement self-evaluation.
- Ensuring confidence at the local, regional and international levels in the quality of the educational process outputs provided that they are not inconsistent with the nation's identity.
- Implementing comprehensive evaluation on educational institutions and programs in accordance with the standard criteria of each educational stage and each type of educational institutions. This was followed by Presidential Decree No. (363) in 2007 regarding the formation of the Board of Directors for the National Authority for Accreditation and Quality Assurance.

9. Law No. (155) in 2007 regarding the teacher's cadre as a seventh item has been added to law No. (139) in 1981 entitled "Teaching Staff Members". The teachers' job table in article (71) in the new law is divided into: teaching assistant – teacher – senior teacher – lead senior teacher – expert teacher – lead expert teacher. The teaching assistant is contracted for two years with the possibility of renewal for another year. A teaching assistant, who proves efficient, is recruited and given a valid teaching certificate (article 73). The duration between these levels is, at least, five years along with obtaining a valid teaching certificate for the next job (article 81).

- Teachers are granted a "teacher incentive" of about 50% of the basic salary and an "accreditation incentive" of about 50-150% of the basic salary after being transferred and having met the requirements of the position and accreditation.
- In addition to teachers, this law is applied to all school staff (non-teaching staff) including social workers, psychology specialists, multi-media specialists, and school librarians.
- It is expected that this law – teacher's cadre – will lead to improving the quality of teachers' performance through:

a. Establishing an objective system for incentives and salaries that relates promotion, salaries, and performance together according to objective standards.
b. Reducing the rates of teachers' leaving the teaching career as the new cadre is an opportunity for promotion to the highest positions while practicing teaching at the same time, in addition to the financial advantages.
c. Reducing the numbers of administrators who left the teaching career, and encouraging them to return to practice it and get the financial advantages that exist in the new cadre. This is done after re-training them through programs designed for that.
d. Providing a professional frame to the teaching career, improving the quality of the school atmosphere through providing an educational environment supportive to the new pedagogy and the national standards for education in Egypt.
e. Strengthening communication channels between the Ministry of Education and faculties of education in various regions of Egypt to ensure the adequate outputs of these faculties with the Ministry's requirements and needs.

10. Governors' Symposium for Education Development:

The Ministry of Education, in collaboration with Education Reform Program, organized the first meeting of the Governors' Symposium for education development on 15th October, 2005. The following issues topped the symposium's meeting:

- Transferring the decision-making authority with respect to the transfer and promotion of teachers to the level of officials of the administrative centers,
- Enhancing the monitoring system at all levels: the school, idara, government levels as well as the national level,
- Activating the Prime Minister's recommendation in March 2005 for governorates to retain the fees levied at the local level,
- Allowing governorates to deploy the funded items between sectors so as to enhance teachers' jobs and promote them at the job levels, and
- Reconsidering the practice of allocating education budgets on the basis of population in all governorates.

The second meeting was held on 19th April, 2006. The following issues topped the meeting:

- The difficulty of transferring resources from one item to another,

- The centralized budgets for the establishment and maintenance of educational buildings,
- The centralized budgets for school textbooks at the Ministry; and
- The absence of a consensus between education laws and laws of the local administration regarding decision-making authority.

The second meeting came out with the best practices governors performed at their governorates. These practices are as follows:
- Allowing donations to schools.
- Encouraging income-generating activities in schools, along with transferring part of the achieved revenues to the budgets of schools, teachers, and students involved.
- Conducting training programs for expected schools managers.

11. Cairo International Conference on Decentralization of Education: This conference was held in Cairo during 17-18 March, 2007. A number of guarantees were made for the implementation of decentralization in education, including:
- Developing a clear conceptual framework for the development of education at the national level including specific clear policies and strategies as well as agreed-upon programs for implementation, based on careful planning and extensive partnership between all working levels,
- Identifying and assigning roles and responsibilities between both the central administration and the local ones at all levels; an act that can achieve the highest level of efficiency for the local communities as well as the effectiveness in implementation,
- Developing mechanisms to access the flow of information between concerned parties from the central level to the school level and vice versa,
- Establishing strong accountability systems to link expenses with performance provided that these systems allow the rewarding of outstanding performance and provide additional support for the shortcomings and management of local resources.

12. The Professional Academy for Teachers:
According to article (75) of law No. (155) in 2007 regarding the amendment of some regulations of the education law No. (139) in 1981, the Professional Academy for Teachers is a body that enjoys a legal entity and is headed by the Minister of Education. It is considered one of the assisting bodies in implementing the national

strategic plan for pre-university education reform 2007-2012 in terms of upgrading human recourses and professional development through enhancing professional aspects of teachers.

The role of the academy is, briefly, that it is the specialized entity responsible for designing, planning, coordinating, monitoring, and evaluating professional development activities for teachers and educational leaders. Also, it is responsible for implementing the system of granting licenses and validity certificates for practicing the teaching profession for teachers, trainers, and evaluators, in addition to accrediting training programs, agencies and professional development including consultancy and rehabilitation for the practice of the teaching profession and accreditation of promotion standards from one level of teachers' cadre to another.

1-1-e) Goals and fundamental characteristics of current and future reforms:

Goals and fundamental characteristics of current and future reform in the Egyptian education system are as follows:

1- Achieving quality in accordance with the national standards for education in Egypt, through working on enabling schools to develop their own plans for improvement. This is through implementing the school-centered reform approach, supporting schools to achieve the effective school according to the national standards for education to reach the required performance levels as a preparation for school accreditation, providing opportunities for sustainable professional development for teachers at both the central and regional levels to the school level, and encouraging initiatives and partnership with the Ministry of Higher Education to provide more opportunities for professional development for both teachers and administrators. In addition, the reform system includes upgrading technology and improving curricula, educational materials and evaluation methodologies as well as ensuring that learning outcomes are represented in a student with critical thinking skills, new labor market skills, and continuing long life learning capacities,

2- Developing effective systems in management, monitoring and evaluation in the light of institutional consolidation of decentralization. The new roles of the Ministry will be identified in developing policies and strategies for educational development, upgrading the national standards according to reality and requirements of development and

scientific trends, supporting local initiatives and disseminating success experiences, monitoring and evaluation in addition to ensuring the match between educational outputs and national goals and priorities.

3- Providing equitable access, improving quality for all through supporting equal educational opportunities for all children in Egypt, achieving inclusiveness with special needs, and providing second educational chance for children outside the education system.

1-2 Main Policies – Achievements - Lessons learned:

1-2-a) Access to education:

Procedures taken to reach marginalized children, youth and adults:

- Groups of children, considered marginalized by the government, differ in various regions. Women and girls are regarded as targeted category with a priority, as well as children with special needs, working children in rural and remote areas and areas deprived of educational services. Added to these categories are children over enrollment age and dropouts, labor girls and children living in villages without schools or with remote schools, and poor children unable to afford school fees, children who are hard to reach such as children living in remote areas deprived of schools and children in disadvantaged rural and urban areas, with an emphasis on girls not attending school and illiterate girls and women.

- Plans in Egypt include many proposals to attract children to school. The most common actions aim to reduce direct and indirect education expenses through some actions such as abolition of school fees, providing teaching materials and school uniforms, and introducing some actions to strengthen the demand for education to provide free school meals, increasing the numbers of female teachers, making school a favorable place for them, and preparing public media campaigns directed to parents and other members of society. Some national plans address a number of strategies to overcome obstacles faced by the inhabitants of remote areas, to build more community schools in villages, to establish mobile school classes, and so on.

- Reasons for the exclusion from school result from overlapping factors such as poverty, economic deprivation, and gender disparities, remote housing, cultural factors, and health constraints. Some factors are related to providing good schools and materials, and others are related to family characteristics such as income and parents' motives. Some of

the reasons for exclusion are general, for example most girls not attending schools are in the countryside.

- Direct expenses borne by families still form a major obstacle to their children in registration and achievement in primary schools. Direct expenses include registration fees, textbooks, the compulsory uniform, parents' and teachers' councils subscriptions, and school activities subscriptions. Other expenses, borne by families, include transportation and food. In addition, families' ability to pay is sometimes seasonal.

- Many studies indicate that economic constraints represent a key factor in the high dropout rates. Also, children enrollment at schools is affected by family size, the child's birth order in the family, and the family's ability to endure economic changes. This will considerably increase the likelihood of children dropouts from schools.

- The provision of incentives to attend school, through the compensation of expenses borne by families, represents an important strategy for increasing opportunities for the marginalized in school enrollment. These targeted incentives include direct financial transfers, salaries and scholarships, or even conditioned by certain levels of school participation, attendance, or achievement. Financial incentives take the form of specific educational or health services. Generally, if programs of cash incentives and management are directed properly, they will form important tracks for promoting equal opportunities.

- **Some procedures taken to reach marginalized children, youth, and adults are as follows:**
  ▪ Reducing direct expenses of enrollment by abolishing or exempting from school fees,
  ▪ Providing financial incentives that compensate the expenses borne by families in order to stimulate the demand for enrollment in schools by providing grants and scholarships to members of the marginalized category, and providing incentives for orphans and children with special needs,
  ▪ Providing incentives to overcome the family's need for child labor by providing cash benefits and supporting exerted efforts at the community level for working children,
  ▪ Providing non-formal education opportunities for children and the youth who missed formal education behind by providing parallel education to general education for this category,
  ▪ Providing adequate educational opportunities for children with special needs by providing education opportunities that meet the needs of different categories, based on being enrolled in the system that fits the circumstances of each one of them by 100%, mainly working children and children with special needs,

- Working on protecting children living in difficult circumstances and hardships, especially dropouts, workers, street children, and children in social care and penal institutions, and developing comprehensive programs to ensure the elimination of these children's problems and to up-bring them psychologically, socially, and professionally in a proper way.
- Raising enrollment rates at the basic education stage to include all children at the compulsory age.
- Working on the provision of a variety of irregular transitional programs (parallel education - equivalent education) for people who already had access to primary education but who have not completed this stage.
- The government offers opportunities for educating girls and boys who have not got any opportunities for education in the context of non-formal education, allowing a second chance to join education in the one-classroom schools, community schools and friendly-schools for girls. This is since the issuance of the Ministerial Decree No. (255) in 1993 of the establishment of 3000 one-classroom schools for girls aged 8-14 years. In 2007/2008, the number reached 3184 schools that include 68.453 students (95% girls), 1449 friendly-schools for girls that include more than 39.000 students (88% girls) and 300 community schools that include more than 9247 students (80% girls).
- The government is, also, working on providing school access for children with special needs whose number is estimated by 7,000,000 in Egypt where the physical social barriers abort their full participation in the social and cultural life. The number of children with special needs enrolled and registered in schools doesn't exceed 1% of the total number of pupils.
- Both law No. (12) in 1996 (Legislations of the Child's Rights) and the Second Decade Declaration Document for the protection and care of the Egyptian child in 2000/2010 allows the disabled child the right to enjoy special social, health, psychological, rehabilitative and educational care for himself/herself as well as his/her family to enable him/her to overcome the effects arising from disability.
  The state, also, offers rehabilitation and education services as well as prosthetic devices free of charge through the Disabled Children Care Fund, established by a Presidential Decree.
- Incentives are offered to enable the orphans to get enrolled in schools, in addition to being exempted from school fees. The board of trustees at school has a list of these children so as to buy them school uniforms, books and supplies, provide appropriate treatment to improve their health, and provide adequate nutrition for these

orphans whether they are with their parents (one of their parents or relatives) or in private accommodation.

- Egypt has signed the two ILO conventions which directly deal with the issue of child labor, namely the minimum age convention No. 138 in 1973, which stipulates that the minimum age for employment should not be below the age of completing compulsory schooling or less than 14 years, and the convention of banning the worst forms of child labor in 1999, which requires the elimination of child trafficking, slavery and exploiting them in any form of illegal work.
- The Egyptian government, also, tries to increase income support for poor families in order to encourage school attendance and reduce child labor.

1-2-b) Intervention in early childhood (the kindergarten stage):

- In Egypt, the vision of the Ministry affirms the support of developing a modern educational system in the kindergarten stage: a system that achieves the quality of inputs, processes and outputs of educating children at the age category 4-9 through:
  - Building the child's personality in an integrated and balanced way, allowing him/her to acquire certain values, facts, concepts and life skills as well as discover the world around and improve his/her love of knowledge,
  - Providing equal educational opportunities for all children at this age level,
  - The Ministry seeks to include the kindergarten stage in the stage of compulsory basic education to be within the educational ladder: two kindergarten years, six primary years, and three preparatory years.
  - The Ministry, also, seeks to increase the number of children enrolled in the kindergarten stage from 18% now to reach 60% of the number of children in this age level (4-6 years) by 2012.
  - Improving education and learning at the kindergarten stage through the provision of didactic educational programs concerned with the linguistic, and cognitive skills and social development of the child, preparing him/her for admission to primary school, with an emphasis on the child's needs and an interest in his/her mental and emotional growth, and preparing him/her for a life of learning and discovery.
  - The Ministry issued directives that new school buildings should include two kindergarten classes for children.
  - The Ministerial Decree No. (65) in 2000 was issued regarding non-curricular education in kindergartens through its being not linked to

a specific time of study. The decree is also concerned with organizing the work in kindergartens and prohibiting row-organized classes, not forcing the children to write, not conducting examinations, and not giving grades, or even giving home assignments.

- The Ministry has recruited 20,000 kindergarten female leaders according to a comprehensive reward system to fill the shortage of kindergarten teachers in some areas.
- The Ministry gives a priority to recruit teachers with high educational qualifications in kindergartens. (Faculties of Kindergartens and Kindergarten departments at faculties of education)
- The Ministry organizes the transfer and rehabilitative training programs for educationally non-qualified teachers so as to enable them to work in kindergarten classes on obtaining a license for practicing teaching at this stage.
- Within the framework of the project for the developing and improving early childhood, a center for early childhood was inaugurated at Mubarak City for Education, The 6th October City. This center consists of three units: the vocational training unit for kindergarten teachers, a kindergarten model and an information center. This project works on:

  a. Improving the quality of education in early childhood through:
   - Developing an educational curriculum that focuses on the child and depends on national standards for kindergartens.
   - Designing a program to develop and improve the early childhood teachers' competences and skills.
   - Implementing special programs for school nutrition and health targeting those children at this important stage of their lives.

  b. Building institutional capacity for kindergarten classes/schools through:
   - Implementing a program aiming at developing a system to apply national standards for kindergartens.
   - Implementing a program to support the Ministry of Education in carrying out reforms in the childhood education sector.
   - Coping with renewable educational, social, and technological changes.

  c. Developing a basic database:
  It includes the number of schools, classes, capacity rates, number of kindergarten teachers as well as the shortage in all governorates.

- The Ministry also adopted a project to improve early childhood education, assisted by several international bodies. The project aims to increase the capacity rate in the age category 4-6 so as to improve the quality of education at this stage through providing quality education that improves school readiness. The project is being implemented in 152 administrative units (including more than one village) in the most impoverished villages in 18 governorates.
- The Ministry has commissioned governorates to provide one room in each village for the general association for educational buildings (GAEB) to equip so as to be the nucleus of a kindergarten school. The Ministry also appoints teachers for these classes from the same villages.
- The Ministry got aware of the need for optimal investment in early childhood and placed this stage within the development phases adopted recently. To achieve this, a strategic plan has been developed to enroll children aged 4-6 years in kindergarten classes whose capacity rates increased from 14% in 2004 to 18% in 2008. It will hopefully reach 60% by 2012, especially for disadvantaged children, in addition to making educational services accessible in villages and hamlets in remote areas.

- **Available opportunities:**
- There is growing awareness of the importance of the kindergarten stage on the part of the political leadership, MOE officials, and parents. As a result, it is expected to establish more kindergarten classes and schools, expand admission to this stage, and to increase capacity rate to gradually reach the same rate of the primary stage.
- The Ministry started preparing appropriate curricula for the kindergarten stage in accordance with international specifications and standards and in line with global requirements of the age, while maintaining the privacy of the Egyptian culture and civilization.
- Reducing the ratio of the teacher/child from 1-30 to 1-20 by 2012.

- **Challenges facing implementation:**
- The deficiency of financial resources to continue supporting the childhood stage and leaving the process of establishing and managing kindergarten classes to the private sector (with high fees).
- The deprivation and the exclusion of a large number of children aged 4-6 years from being prepared to integrate in the primary school especially in rural and poor areas and slums.

- The deficiency in the adequate funding allocated in the budget for the kindergarten stage, not allowing enough credits to open a sufficient number of required new classes according to the annual increase, to equip these classes, or to recruit qualified teachers with the required quantity and quality.

- **Futuristic vision:**

- Integrating the kindergarten stage (pre-school education) into the formal educational ladder, in addition to considering this stage not less important than the other stages of education.

- Drawing a map for kindergartens at the state's level, explaining all data, verifying and updating statistics on numbers of children aged 4-6 years, and intensifying efforts in deprived areas of educational services.

- Coordination and cooperation to activate the family's role in the child care at this age level.

- Increasing kindergarten enrollment rate so that the rate of annual increase is not less than 8% and includes not less than 280,000 children, along with allocating classes for slow learners.

- Achieving convergence in the kindergarten stage between urban and rural areas, giving priority to poor rural areas which don't have this kind of educational service.

- Increasing the number of qualified teachers in kindergartens to commensurate with the number of children so as to ensure the follow-up of their development in various areas provided that the ratio should be no more than 20 children per teacher. Therefore, the Ministry aims to recruit 14,000 teachers annually in the plan of 2007-2012.

- Supporting, encouraging and granting facilities to the private sector and civil society institutions to establish kindergarten classes and schools, provided that the Ministry provides qualified teachers, and continually supervises, and monitors to achieve good quality of education of this stage.

- Equipping kindergarten classes and buildings to allow practicing educational activities that suit the characteristics at this age level as well as the objectives of the new education, while providing the tools and games adapted to the local environment in addition to some patterns and models of global developments.

- The maximum utilization of the resources of community institutions (civil) through the participation of those institutions in developing programs, funding, improving, and so on.

- Providing incentives to encourage poor children's parents to have them enrolled in kindergartens through offering a considerable meal for these children especially in poor and rural areas.

1-2-c) Learning outputs:

- The Ministry identified, within its future plan, the learning outputs and the skills and abilities that a learner should acquire in the future, in addition to knowledge, social skills and personal values and attitudes that lead to improving higher thinking skills and dealing with technology.

These aspects can be listed as follows:
- o Basic skills
- o Interpersonal skills
- o Thinking skills & personal characteristics and traits

- Since the Egyptian society needs new generations capable of dealing with the requirements of the new knowledge society, the Ministry focuses on the following skills, knowledge and values:
  - Advanced knowledge and future sciences
  - Long life self-learning skills
  - Communication and interpersonal skills
  - Citizenship values, dialogue and acceptance of others
  - Enlightened moral and religious values and social cohesion
  - Critical thinking, creativity and scientific research
  - Command of the Arabic language as a mother tongue
  - Command of at least one foreign language

- The Ministry follows several trends and methods that are considered the basis for the process of improving education and its outputs. These are as follows:
  - The learner-centered approach
  - Encouraging learning through exploration
  - Linking education and learning to the context of real life
  - Continual meditation and reflection in educational processes and outcomes.
  - Continuous and comprehensive evaluation of the learner's performance; used in the process of education enhancement and as a way to evaluate these outputs.
  - Participating in international examinations such as TIMSS and PISA, etc…..

A number of actions and national projects in Egypt have been implemented aiming to improve learning outputs whether in formal or non-formal education. It is worth mentioning a very important point which is the link between the areas of

improving outputs and other points that will be dealt with later (new approaches, curriculum design and organization). These points are so essential in improving learning that a special part has been devoted to them although they belong to the area of learning enhancement.

First: Formal education:

- The Ministry has implemented a number of training programs in the field of evaluation and the quality of school performance, in addition to designing training programs at school, educational comprehensive evaluation, and national standards for education for all stages.

- The decision of returning the sixth grade was one of the main requirements for education to proceed on the right track after the reduction of a whole school year in the learner's life in 2005; in way that affected various aspects of his/her personal growth.

Examples of national educational projects to improve education:

- **UNICEF Project:**

This project aims to transfer experiences and distinctive educational components in 90 schools, with the aim of transferring the distinctive experiences from one-classroom schools and community schools to general primary schools (active learning technique).

- **New School Project (NSP):**

The project aims to apply standards in 50 schools in Fyoum, Beni Suef and Menia in collaboration with USAID in fields of community participation and the effective school.

- **Application of the Standards Project in 300 schools:**

The Ministry of Education in collaboration with the World Bank (WB), the European Union (EU), Microsoft cooperation, and other cooperating agencies implemented a pilot project to apply the standards in 10 governorates so as to improve school performance within the framework of national standards.

To asses the learning outputs and to trace the record of education enhancement, the Ministry performed the following:

- The application of comprehensive, cumulative evaluation of pupils.
- Standardized national examinations.
- End of stage examinations.
- Participation in international examinations such as TIMSS, PISA, etc...

Comprehensive, cumulative evaluation:

It is one of the factors that measure students' capabilities and an approach to total quality, as the learner is evaluated in various aspects of each of his/her abilities. All the learner's performances are measured to recognize the achievement of curriculum aspects. The Ministry of Education started applying the comprehensive, cumulative evaluation at the basic education stage; the first three grades of the primary stage. This was done through the act of piloting in the school year 2003/2004 on a sample of 30% of schools (4500 schools) in the second term. NCEEE evaluated the results of the experiment through selecting 5% of these schools (250 schools) spread over 18 governorates to evaluate the experiment.

The initial field results of piloting the project in 2003/2004 showed its clear impact on improvement in the pupils' performance as well as cooperation between parents and schools. Accordingly, it was decided to disseminate the application of comprehensive evaluation after being re-formulated and developed starting from the school year 2005/2006 in all primary schools nationwide from the first grade up to the third one.

Comprehensive, cumulative evaluation depends on:

1. The learner's achievement portfolio:
   It is a purposeful, systemic compilation of what the learner performs under the teachers' supervision whether inside or outside the school. It aims to present a realistic and integrated picture about his/her performance throughout the school year. This portfolio includes:
   a. 15% for the written tests,
   b. 15% for the oral performance and curricular discussions,
   c. 15% for extra-curricular activities,
   d. 5% for conduct, and
2. Final semester examinations (50% of the total mark)

According to the dissemination of the comprehensive, cumulative evaluation experiment, some procedures were required with a special reference to teacher training. The Ministry carried out some training programs on comprehensive, cumulative evaluation and techniques for application at the school level. These programs included a large number of staff in the educational field, as follows:

- A cadre of trainers (TOT) at the central level through:
- An awareness raising seminar held on 14/3/2005 at students' union, aiming at training 97 participants
- First round: a three-day program for 317 participants held at Mubarak City for Education (16/4/2005)
- Second round: a two-day program for 169 participants held at Mubarak City for Education (19/4/2005)

- Third round: 3259 participants were trained at Mubarak City for Education, 12 regional training sites, and faculties of education starting from 23/4/2005
- Fourth round: held at 21 training centers nationwide aiming to train 35,000 participants as follows:

Number of rounds	Duration	Target audience	Total number
121	9/7 - 4/8/2005 (16 centers nationwide)	- School manager - Department supervisor - Educational Idara Manager	
		Total	17444
89	6/8 – 7/9/2005 (21 centers nationwide)	- Classroom Teacher	14159
1	4/9/2005 (one day)	- Moderyia Undersecretary - Moderyia Deputy - Media Personnel	100
1	11/9/2005 (one day)	- Moderyia Undersecretary - People Committees Representatives - Regional Media Personnel	27 100

As shown in the previous table, all primary school managers, educational idara directors, and nearly 15% of the total number of classroom teachers were trained in comprehensive evaluation before 2005/2006. This is considered a ratio good enough to start implementing the project, as this selected and trained category covers all targeted schools.

A training plan was also set to complete training all classroom teachers at all primary schools nationwide by the end of April. Implementation is to be through seven training cycles (5 weeks each 5 days per each cycle) targeting 14159 participants per each program at 21 regional training sites nationwide.

Standardized national examinations:
- This includes what NCEEE performs regarding report-writing on education in Egypt every two years, based on utilization of technology in improving evaluation and examination systems, item banks and examination design, and students' answers correction, in

addition to analyzing application results and identifying the reality of learning and education outcomes.

- A longitudinal evaluative study was done by NCEEE in collaboration with NCERD so as to measure the impact of reform and application of the national standards on promoting performance quality in education and to trace the level of the same learners' performance in three successive years. This study was implemented at all governorates nationwide throughout 2004-2007.

End of stage examinations:

- These examinations are conducted in primary (1-3 / 4-6), preparatory and secondary stages. Most results indicate the increase in success rates at these stages. But, there lies a serious problem which is the quality in performance and the improvement of some important life skills such as personal skills, technological skills, communication skills, linguistic skills and lower and higher thinking skills.

International assessments/examinations:

1. Participating in TIMSS: A content analysis of Mathematics and Science curricula of the preparatory stage was made and compared to international curricula so as to identify the nature of questions in this competition. Egypt was ranked No. 35 out of 46 countries that participated in the Science examinations, and No. 36 in the Mathematics examinations.
2. Selecting the best ways for students' participation in international PISA examinations.

   Challenges facing the enhancement of formal education include:

- Developing other learning aspects beyond the stage of learning concepts and cognitive aspects. Other learning aspects include social skills, values and attitudes, improving higher thinking skills, and dealing with technology, communication skills, command of the Arabic language, long-life self-learning skills, and future sciences.

  All these aspects require:
  - Reviewing curricula so as to achieve these goals
  - Teacher training in these skills and practices
  - Preparing activities and evaluation tools
  - Moving from the learning atmosphere inside classrooms to the environment and society

- Cooperation and coordination between efforts exerted by those in charge of the educational process, in addition to assigning roles to fulfill according to a framework and a plan with a commitment for implementation
- Evaluating education enhancement projects as well as identifying their roles in the enhancement process so as to get the best benefit.

Second: Non-formal education:

In spite of the efforts exerted by the Ministry of Education to guarantee the enrollment of all school-age children in education, there are groups that remain outside the system. This includes children who dropped out of public schools, with a percentage of 0.22% and 2.9% in both primary and preparatory stages respectively in the school year 2005/2006, and those who never joined education due to absolute poverty or lack of educational services. To provide educational services for these children, the state provided different types of schools and educational institutions. The Ministry of Education, in collaboration with various partnerships since 1992, has carried out a lot of initiatives to get to the children who are hard to reach. Also, the National Council for Childhood and Motherhood (NCCM), in collaboration with other governmental agencies, is working on providing access to education for girls and street children. These efforts have led to the establishment of one-classroom schools, community schools, friendly-schools for girls, small schools, and schools for street children (children in difficult circumstances). This type of education is referred to as community-based education (CBE).

1-2-b) Teachers' professional development:

The teacher is the basic pillar in the education system, as he/she is one of the most important effective factors in the educational system inputs as well as in achieving its objectives well and efficiently. Therefore, the quality of teacher preparation and training is one of the most important variables due to their impact in achieving the quality of school education environment. This is due to the important role played by the teacher in educational institutions in terms of forming learners scientifically and culturally and the moral and behavioral restructuring of their personalities. Thus, the Ministry is keen on raising the quality of education through teachers who are able to carry out the responsibilities and burdens of leading the processes of teaching students and their learning in different specializations at all levels of education.

First: The preparation of pre-service teachers:

1. Teachers of academic subjects for basic and secondary stages:

The state expanded the establishment of faculties of education until the number reached (27) covering all governorates in Egypt, where teachers

are prepared according to the integrated system that is based on the admission of students obtaining the General Certificate of Secondary Education to prepare them for four school years academically, educationally and culturally at the same time. Also, in these faculties, teacher preparation is based on the successive system which depends on the admission of students obtaining the first university degree (BA or BSC.) to prepare them at faculties of education and the Institute of Educational studies and Research at Cairo University for an academic year to obtain the general diploma in education upon the successful completion of that year.

To promote teachers' levels at faculties of education, some actions were taken as follows:

- Enhancement of faculties of education project within the pivots of the strategic plan to improve higher education.

Some of these project's objectives are:

a. Improving the capacity of the staff of faculties of education to promote the quality of teacher preparation.
b. A standardized bylaw is currently being prepared for faculties of education at all Egyptian universities, adopting the system of credit hours.

- Some bylaws of faculties of education have been amended according to the needs of the labor market and the most recent trends in the area of teacher education to provide the knowledge, skills, values, and attitudes that help teachers carry out the assigned tasks and responsibilities within and beyond their positions. Among faculties whose bylaws were amended, is Faculty of Education, Ain Shams University. A new bylaw was applied starting from the academic year 2006/2007. In this bylaw, some accomplishments were made as follows:

  - Establishing new specializations have been within the division of special education; i.e. philosophy and sociology.
  - Biological and geological sciences have been divided into two divisions:
    a. Main Division of Biology – and Sub-Division of Geology
    b. Main Division of Geology - and Sub-Division of Biology
  - Department of philosophy and sociology have been divided into two divisions:

a. Main Division of philosophy - and Sub-Division of sociology

b. Main Division of sociology - and Sub-Division of philosophy

- Student's success rates have been amended. The student is not considered successful in any subject unless he gets at least 60% out of the total mark of this subject. The student's success in subjects and the grade for each of the four school years as well as the cumulative mark are estimated as follows:

Table (1)
The grade for each of the four years
at Faculty of Education-Ain Shams University

Excellent	Very Good	Good	Pass	Weak	Very Weak
Above 90%	Between 80% to 90%	Between 70% to 80%	Between 60% to 70%	Between 30% to 60%	Less than 30%

The promotion of the quality of faculties of education graduates aims to meet the teacher's new roles: (professional transfer of information – control and organization – guidance & supervision – facilitation of learning – motivating learners – being a model and a good example for the learner)

- Amending some scientific and literary syllabuses within different divisions.
- Modernizing the subject of practical education to field training, scientific trips along with the addition of micro-teaching to the second year of any division. This is done with the aim of helping students acquire specialized, educational, professional, and cultural competences with all that knowledge, attitudes and skills for planning, implementation and evaluation to be able to carry out their roles as efficient teachers, qualified guides, and supervisors.
- Introducing new English scientific divisions at different departments to meet the society's needs for qualified teachers to teach scientific subjects in English at language schools; starting from the academic year 2004/2005.
- Adding some optional cultural subjects - about 7 – for the student to choose one in the second term of the third year, in addition to one obligatory cultural subject that all students study. A student can not be

graduated without success in that specific subject. This is to improve the student-teacher's level of cultural preparation and to raise his/her capacity in accordance with the requirement of the present and its social values.

- Adding the computer subject to the specialization of all divisions as students study it in the second year to enable them keep pace with the scientific advances in information technology so as to fulfill their technological role.
- A new bylaw is currently being developed at faculties of education at Egyptian universities according to the needs of the labor market and the features of the strategic plan to improve faculties of education for the academic year 2008/2009.

2. **Teachers of specific education:** (computer – arts education – music education, educational media, educational technology, household arts, special education for different departments) for the two stages of basic education and general secondary education.
   - Teachers of these subjects are prepared at faculties of specific education whose number reached 18 at different universities. The student teacher is prepared through the integrated system for four academic years after which he/she obtains a bachelor degree of specific education in his/her specialization. To promote the quality of the faculty graduate, some actions have been taken as follows:
     a. The internal bylaw for some faculties of specific education is being amended, each faculty according to its needs and according to the requirements of the recent labor market. The Ministerial Decree No. (289) on 30/8/2007 was issued regarding the system of the secondary examination certificate and the abolition of arts education as a school subject and turning it to be an activity. This required the amendment of the internal bylaw of the faculty to get graduates to work in different fields other than teaching, as in hospitals and community institutions (one-classroom schools – private care associations – integrated care institutions).
     b. A unified bylaw is currently being developed for all faculties of specific education all over Egypt.
     c. Establishing a unit for quality assurance and accreditation at some faculties of specific education. Some faculties accredited all their syllabi.

3. Kindergarten teachers:

Kindergarten teachers are prepared in kindergarten divisions at faculties of education, faculties of specific education and department of childhood studies at Girls' College, Ain Shams University. Added to this, there are the Faculty of Kindergartens at Cairo University and another one at Alexandria University in addition to three kindergartens inaugurated recently in Port Said at Suez Canal University, Fayoum at Fayoum University, and Mansoura at Mansoura University. The preparation of kindergarten teacher at these departments, divisions and faculties is according to the integrated system so as to promote these teachers' level. Both the faculties of Kindergartens at Cairo and Alexandria Universities have been improved. For example, the Faculty at Cairo University achieved the following:

- Establishing a unit for quality assurance and performance evaluation in November 2005.
- Identifying the academic standards of reference for preparing the kindergarten teacher. The number of these standards reached 10, applied by some kindergarten divisions at faculties of education.
- Preparing course descriptions for the faculty program by the national committee (57 course descriptions). The description includes the skills that the student-teacher acquires in cognition, understanding and mental and general skills.
- A new bylaw for the faculty is currently being prepared according to the credit hours system, along with introducing new specializations to meet the requirements of the labor market in the field of caring for children with special needs and working on the establishment of a department for study in the English language to qualify students to work in the experimental and private language schools.
- National standards for kindergarten and specific education teachers are currently being developed; an act sponsored by the Education Reform Program at faculties of specific education and kindergartens.
- A program for enhancing higher education faculties is currently being carried out, sponsored by donating agencies of the regular program (Tempus). Among these faculties are faculties of kindergartens and specific education.

4. Preparation of the teacher of children with special needs:

Teachers of children with special needs are prepared in the internal mission organized by the Ministry of Education - represented by the department of special education - for one school year.
This mission is divided into two types:

a. The small mission for preparing the special education teacher at the primary stage in the three categories (auditory – visual – mental) for a special education diploma.
b. The main mission for preparing teachers for visually disabled students at both preparatory and secondary stages to obtain a certificate of specialized studies in upbringing and learning of the blind and the partially-sighted.

The following table indicates the number of special education teachers for the three categories in both the interior small and main missions:

Table (2)
The numbers of special education teachers at the internal mission

School year	Small Mission			Main Mission	Total
	Teachers of children with auditory disability	Teachers of the visually disabled	Teachers of the mentally disabled	Teachers of the visually disabled	
2003/2004	93	9	123	25	250
2007/2008	47	9	77	28	161

- In the school year 2007/2008, there has been an expansion in the internal small mission to include teachers of primary and preparatory stages so as to bridge the shortage in the number of teachers of children with auditory disability at the preparatory stage.
- The internal mission system for preparing special education teachers is currently being amended to be put into action by the school year 2008/2009 in the light of the strategic plan so as to improve education with the aim of promoting these teachers' competences and enhancing the quality of education at these schools.

There is another type of preparing teachers of special education:

1. The professional diploma in special education for one year in some faculties of education and for two years in Faculty of Kindergarten at Cairo University to grant a special diploma in upbringing the abnormal child.

2. Special education divisions for four years in faculties of education at both Helwan University and Ain Shams University.

Some divisions for the teacher of special education were added at Ain Shams University to the internal bylaw of the faculty of education in the academic year 2006/2007.

Second: Teachers' recruitment system and working conditions in the Ministry of Education:

a. Recruitment system:
- Each educational moderyia, in each governorate nationwide, annually identifies its needs for teachers and notifies the Ministry of Education. In 2004 the Ministry estimated its needs for teachers at the educational moderyias and sent those needs to the Ministry of Administrative Development which announced job vacancies and the job wages approved. The applications were submitted to the Ministry of Administrative Development and candidates were arranged for the post of a teacher according to the priorities of article (18) of law No. (47) in 1978; holders of educational qualifications or highly specialized qualifications.

First: holders of high educational qualifications:
1- The more qualified,
2- The higher graded
3- The earlier graduated; and
4- The older.

Second: holders of non-educational qualifications:
It follows the same previously-mentioned priorities:
o Recruitment through contracting from 2005 to 2008 in specializations of which moderyias suffer from a shortage; about 80,000 teachers were arranged according to the priorities mentioned in article (18) of law No. (47) in 1978.
o Law No. (155) in 2007 was issued regarding the amendments of some rules in the education law No. (139) in 1981. Article (73) of that law included the following:
▪ Filling the post of assistant teacher follows a contract for two years that is renewable for another year due to a decree by the Minister of Education. The person contracted should, during that period, obtain a validity certificate for practicing teaching at the educational stage he/she applies for. If he/she doesn't obtain it, the contract is automatically ended without the need for any action.

- Contracting with temporary teachers who are already engaged in teaching, starting the contract from the date of applying this law, to fill the post of assistant teacher for those who are eligible for the post.
- 80,000 teachers are currently being contracted; teachers who meet the conditions required in article (72) of the previously referred law. These conditions are:

1. Holding the Egyptian nationality or the nationality of countries where Egyptians are treated equally in filling jobs, with the exception of this requirement when contracting with foreign teachers.
2. Being a teacher of a suitable educational university degree or a suitable university degree in addition to a qualifying educational certificate. Required educational qualifying conditions are issued by a Ministerial decree, with an exception of this requirement when contracting with an assistant teacher and those engaged in an educational post during the date of applying this law.
3. Passing the assigned test for the post.

They are arranged according to the priorities of article (3) of the Prime Minister's Decree No. (2840) in 2007 and the issuance of the executive bylaw of seventh section of education law No. (139) in 1981; the added one according to law No. (155) in 2007. These priorities are:

- The higher graded in obtaining the necessary qualification for the post,
- The higher qualified,
- The more experienced,
- The earlier graduated; and
- The older.

b. Working conditions:

The success of restructuring educational systems depends on the three factors of: the ability to provide a large number of teachers, provide them with the appropriate sustainable training, and the need for evaluation systems for all levels that allow the identification of what students have learned. This is the simplest method used in the educational systems for assessing quality education, confirmed by the World Education Forum at the seventh meeting of the most populated nine countries entitled "Teacher Education and Training and the Development of Communication Technology in Education". The

Ministry of Education in Egypt adopts this policy within its strategic plan to increase teachers' continuous professional and financial support. The following points clarify teachers' working conditions and the Ministry's achievements in caring for them:

1. **The application of teachers' new cadre:**

The President of the Arab Republic of Egypt issued law No. (155) in 2007 regarding teachers' special cadre. Also, the Prime Minister issued decree No. (2840) regarding the executive bylaw of law No. (155). Both the law and the executive bylaw state that job promotion will follow six professional levels that represent a job track. The following table shows this:

Table (3)
Equivalency of education jobs

Educational Post	Equivalent Financial Level	Duration	Incentive Rate
Lead Expert Teacher	Higher	—	150%
Expert Teacher	General Director	5 years	125%
Lead Senior Teacher	First	5 years	100%
Senior Teacher	Second	5 years	75%
Teacher	Third (two years)	5 years	50%
Assistant Teacher	Third (novice)	3 years	—

To get the advantages of the teachers' cadre, it is a must to obtain a license for practicing the teaching profession. Also, the cadre links between the skills, performance and the promotion process. The requirements for promotion include a valid license of practicing the teaching profession, teacher's passing certain professional tests, in addition to his/her level of performance as evidenced in his/her professional achievement record. The teacher's participation in professional development programs, whether at the school level within the school-centered reform program or courses held at the idara, moderyia or ministry levels, is necessary for career promotion. So, the Ministry has adopted a distinctive trend to transform the teaching profession from a traditional one believed to be carried out by many without being armed with the required knowledge, skills and attitudes to a specialized profession that requires the latest knowledge, skills and attitudes in the education field and other conditions stated in the cadre. This leads the teaching profession to gain the required professional, technical and community prestige needed to raise the quality of the educational product.

- The Ministry of Education got ready to hold examinations for 1,200,000 teachers by 31st August 2008. The examination will include three fields which are educational efficiency, Arabic language, and specialization.

2. Improving teachers' financial conditions:

The Ministry has taken some steps to achieve this goal, the most important of which are:

- Applying article (89) of the law of the new cadre starting from 1/7/2007. That article stipulates that those filling educational jobs, referred to in article (70) of that law, and still in service since the date of using this section or those future recruited should be granted an incentive which represents 50% of the basic salary, and included in the approved annual income increase granted to all who work in the state administrative system.

- Those filling the teaching posts referred to in article (70) of that law are granted, by a decree of the Minister of Education according to the previously-mentioned point, a credit ranging from 50% of the basic salary as shown in the previous table. This is on their transferring from the jobs, referred to in the table, after meeting the stated requirements of employment and accreditation for that job, along with their keeping, in a personal way, the wages they get even if these wages exceed the maximum of the approved wages of the jobs they are transferred to. The start date of the application is no later than 1/7/2008.

- Granting an incentive for distinguished performance for Doctorate Degree holders and its equivalent and Master's Degree and its equivalent according to the Decree No. (734) in 2005 issued by the Prime Minister. This is according to the following (second article):

  ▪ 200 L.E per month for holders of Doctorate Degree and its equivalent.
  ▪ 100 L.E per month for holders of Master's Degree and its equivalent.

Articles (85) and (86) of law No. (155) in 2007 clarify the previously-mentioned granting system, in addition to article (85) in the former law that clarifies a granting system in return for the job's burdens, working overtime hours and encouragement for working in certain jobs or areas,

along with paying back all costs that those filling the educational jobs bear in return for performing the tasks required by these posts.

3. Teacher's work share:
The weekly share of teachers' number of periods is as follows:

Table (4)
The weekly share of periods

Educational post	Primary stage	Preparatory stage	Secondary stage
Assistant Teacher	24	21	18
Teacher	24	21	18
Senior Teacher	22	19	17
Lead Senior Teacher	20	18	16
Expert Teacher	18	17	16
Lead Expert Teacher	16	15	14

The highest experienced teacher is the supervisor of the subject. Accordingly, two periods are reduced from the share of periods allocated for him/her.

4. Efficiency and performance reports:
New efficiency reports were approved to evaluate teachers' performance starting from the school year 2008/2009. This is clarified in article (17) in decree No. (2840) in 2007, stating that the evaluation of those filling teaching posts is for one year from 1st September to 31st August of the following year. The performance report is prepared during October and November, and approved by the human resources committee during December.

The report of performance evaluation is developed according to the following levels:

Efficient	Between 90% and 100%
Above Fair	Between 75% and 90%
Fair	Between 60% and 75%
Below Fair	From 50% and 60%
Weak	Less than 50%

Teachers are notified with standards applied for measuring their performance.

5. Student to teacher ratio:
The student/teacher ration is considered an important indicator of education quality.

Table (5)
Development of student/teacher's ratio

School Year	Pre-primary	Primary	Preparatory	General Secondary	Industrial Secondary	Agricultural Secondary	Commercial Secondary
2004 – 2005	21,59	25,63	14,05	12,99	11,30	17,29	18,99
2005 – 2006	23,26	26	14,02	12,25	10,66	15,96	18,68
2006 - 2007	24,81	26,77	14,57	11,67	9,92	13,53	17,90

Through analyzing of the above table, it can be noted that:
- The increase in student/teacher ratio from 2004 to 2007 in pre-primary and preparatory stages, thereby it affects the quality of teaching and learning; an act which requires more exerted efforts by the teacher to meet students' needs.
- The decrease in student/teacher's share from 2004 to 2007 in the secondary stage in general.

6. Introduction of the part-time system:

The Prime Minister's Decree No. (897) was issued in 2006 regarding working according to the part-time system. This is clarified in the first article that stipulates: "the employee of the part-time system gets, in addition to the officially paid salary, some incentives, promotional and encouraging rewards, allowances of additional efforts and job-related duties and responsibilities at the same approved rate of the paid salary as shown in article (3) of that decree whenever approval conditions are available taking into account the role the employee carries out."

This decree was applied on all teachers at the Ministry of Education taking into consideration teachers' different conditions. The State Minister of Administrative Development's Decree issued No. (58) in 2006 that set all executive regulations for the system of working part-time in return for part of the salary.

Third: Retirement system:

Teachers are retired according to law No. (47) in 1978 when they are 60 years; that is one reason for leaving service. Yet, before law No. (155) in 2007 was issued, law No. (12) in 1960 was implemented, and that law stated the extension of teachers', supervisors', and school managers' service until the end of the school year.

As for the issuance of law No. (155) in 2007, admissions are for those who meet the requirements of the law. This includes teachers and specialists (psychological, social, educational technology - press and media - librarians), school administrators (manager – director – deputy), and technical supervisors (general supervisor – senior supervisor –

supervisor) till the end of the school year - on 31st August - that is after the age of retirement without adding the extension time to the pension.

Fourth: Teachers' professional development:
The role of teacher has changed due to the development in knowledge and technology, in addition to the change of the central focus in the educational process from teaching to learning as well as from the teacher to the learner. Also, the computer has become a means for learning, and new methodologies have been introduced in self-learning which altered the learner to a researcher and an explorer for knowledge, not just a receiver to recite. Moreover, new strategies in education have been introduced; strategies that traditional environment has never witnessed such as distance learning, self-learning, and e-learning.
Therefore, sustainable teacher training after graduation has become a necessity for the teaching career, its nature and changeable problems. Caring for enhancing the professional level of the teacher is one of the six pivots adopted by the Ministry of Education in the future vision of education in Egypt.

The Ministry's objectives and strategies in the field of teacher professional development:
The Ministry of Education depends on one principle, i.e. teachers are a basic supportive factor for improving the quality of education and they represent the basis in the education reform process. This requires raising their performance, increasing their effectiveness, and developing standards for practicing the teaching profession, classroom management, and planning and evaluation. This is why teachers' professional development comes on top of the objectives prioritized by the Ministry in the strategic plan to improve their performance academically, culturally and educationally and care for them financially, emotionally and socially. This is applied to teachers of all education levels, subjects, and activities without discrimination. To reach this, the Ministry has adopted a number of objectives to achieve teachers' professional development with the aim of making a qualitative shift in their performance. These objectives are:
   1. Increasing the numbers of teachers at all levels of education,
   2. teachers' sustainable professional development; and
   3. Establishing the Professional Academy for Teachers.
a: Increasing teachers' numbers
The period between 2003 and 2007 witnessed development in teachers' preparation of as shown in the following table:

Table (6)
Development in teachers' numbers
from 2002/2003 to 2006/2007

Stage	2002/2003	2003/2004
Pre-primary	18924	23370
Primary	322961	331806
Preparatory	210871	197587
General Secondary	91458	100548
Industrial Secondary	90994	91784
Agricultural Secondary	13740	13715
Commercial Secondary	38980	47058
Special Education	7842	8447
Friendly-schools for girls and One-classroom Schools	3537	3655
Total	807385	809892

The previous table shows the following:
- The increase in the number of teachers throughout 2002 – 2007 to about 9507 teachers; an increase which indicates the concern of the Ministry to provide the necessary number of teachers. It is worth mentioning that the Ministry has not only worked on achieving the quantitative growth of teachers, but it also worked on improving the teachers' level professionally and financially.

The following table indicates teachers' numbers in the school year 2006/2007 according to stage and qualification:

Table (7)
The teachers' numbers in 2006/2007 according to
stage and qualification

Stage	Post Higher Educational Degree	Post Higher Non-Educational Degree	Higher Educational Degree	Higher Non-Educational Degree	Upper Middle Educational Degree	Upper Middle Non-Educational Degree	Upper Middle Educational Degree	Upper Middle Non-Educational Degree	Other Degrees
General edu.	3446	5665	410167	137118	194098	19013	10306	17380	527
Special edu.	80	22	3820	455	3388	329	175	155	3
One - classroom	3	19	1034	707	1240	126	126	429	4
Friendly-schools for girls	-	7	7	13	17	7	3	47	2
Total	3529	5713	415028	138293	198743	19476	10610	19014	536

The previous table indicates that:
- The total number of post higher educational teachers – holders of Doctorate and Master's degree is less than the total number of post higher non-educational degrees.
- The total number of higher educational degrees - holders of BA or BSC. is three times more than the total number of higher non-educational degrees. This proves the Ministry's concern for recruiting the educationally qualified.

b. Teachers' professional development:

The Ministry has adopted the concept of teachers' sustainable professional development, i.e. the necessary skills to keep on a specific career track, or the general skills improved through continuous learning including the most general skills for self improvement. It can, also, mean training to cope with changeable technology, practicing in a certain profession, or even the concept of long life learning.

Teachers' professional development targets four objectives as follows:

1. Adding new knowledge to teachers
2. Improving teachers' professional skills
3. Enhancing and assuring professional values supportive to behavior
4. Enabling teachers to provide their students with quality education

The Ministry, in its vision of teacher professional development at schools clings to the following bases:

a) Establishing a system for sustainable professional development based on the cascade model of training to provide professional development for teachers at the school level.
b) Developing a model for the practicing thoughtful teacher within the educational system through the private teachers' cadre and the Professional Academy for Teachers.
c) The strong link between performance quality in any educational system and performance quality of teachers within that system.
d) The necessity for sustainable professional development for teachers to form a basic prospective of any strategy that aims to achieve quantitative as well as qualitative school development. This is due to the improvement role that professional development plays to bridge the performance gab between the current practices of in-service teachers, or pre-service ones and the new practices that these teachers should perform.

The Ministry's accomplishments towards teachers' professional development:

The Ministry has made a lot of achievements and projects towards teachers' professional development through training in different ways such as face-to-face training on two levels: (central & regional), distance training, as well as national and international training missions. This is briefly explained as follows:

a. Face-to-face training:

It aims to provide teachers with access to sustainable and equal professional development opportunities, widen related fields and vary resources, tracks and methods. So, face-to-face training is considered the nearest means to achieve teacher professional development.

1-a) Training at the central level:

The Central Directorate for in-service training (CDIST) is in charge of implementing it through 14 regional training sites that conduct training programs as planned by CDIST according to the teachers' training needs at different moderyias. In addition, these centers monitor training units and departments affiliated by educational moderyias and idaras. Training includes identifying new educational systems, using educational technology in teaching and learning, eradicating computer illiteracy, and tackling new issues regarding teaching of different specializations at all stages of the educational system.

- The Ministry has adopted new techniques in planning several programs for teacher professional development along with implementing these programs through improving training sites and increasing their seating capacity to reach 18,500 trainees at the same time, in addition to the numbers trained by SBTEUs.
- The Ministry is, also, exerting great efforts to cope with scientific, professional and educational advances as well as international experiences in the educational field so as to get the most benefit towards improving in-service teachers' performance. The Ministry, represented in CDIST, has delivered several varied training programs throughout 2004/2005 to 2006/2007, as indicated by the following table:

Table (8)
The numbers of programs and trainees at the central level from 2003/2004 to 2006/2007

| Training Year | Program implementing department | | | | | | | | Total | |
| | Scientific | | Technical | | Supervisory | | Language | | No. of | No. of |
	Programs	Trainees	Programs	Trainees	Programs	Trainees	Programs	Trainees	Programs	Trainees
2003/2004	49	1704	23	968	25	1846	101	4923	198	9441
2004/2005	51	2242	23	892	24	1567	97	4345	195	9046
2005/2006	52	2236	23	1002	31	1952	90	4414	196	9604
2006/2007	86	4437	33	1402	72	4325	421	17174	612	27343
Total	238	10619	102	4269	152	9690	709	30856	1201	55434

This is in addition to programs of the instructional computer, information and the computer. These are innovated programs in 2006/2007 (about 299 programs) with a number of 3484 trainees. Out of the previous table, the following are some extracted points:

- The number of training programs reached the highest rate in 2006/2007 as the number of programs was 841 for 30.827 trainees.
- The total number of trainees was 58.918 throughout 2003/2004 to 2006/2007.
- Three new training sites for teacher professional development for kindergarten teachers have been established; the first at Mubarak City for Education in 6th October, another at Nasr City in Cairo, and the third at Port Said.

2-a) Training at the local level (decentralized):
This type of training is implemented by training idaras and departments at educational moderyias at the local level in addition to monitoring SBTEUs. Training programs include supervisory programs for promotion to higher posts, scientific programs for improving teachers' skills in different specializations and language programs for raising both linguistic and teaching levels of teachers of different languages.
There are several efforts exerted in this field such as:
- The expansion in training at the decentralized level through spreading training sites at the local level; that number reached 14 training sites.
- The increase in the number of trainees at the governorate level.

b. Distance Training:
- The Ministry adopted this type of training due to the rising increase in the number of teachers at all stages of education. The Ministry also aimed to deliver training services to all governorates and remote areas, in addition to a large number of target audience at the same time.
- The implementation of that type of training (video-conferencing) started on 11th May 1996. Then, it grew until it reached 63 centers in 2008 covering all governorates. The training capacity for this network reached 8000 trainees; working in two shifts per day for six days per week for 9 hours daily.
- Due to trainees' continuous complaints of getting trained at evening sessions, there was a decease in the number of training hours to be 6 hours daily (two shifts) starting from January 2006.

- The total number of trainees through the use of video-conferencing training network reached 290,395,9 trainees in 2596 training programs for all specializations until June 2008.
- The following table indicates the number of teacher trainees from 2004 to 2007:

Table (9)

Description	2004	2005	2006	2007	Total
Training via the national network for distance training (Video Conference) from January 2004 to December 2007	224805	234421	192832	189467	841525

The previous table shows the following:

- The greatest number of trainees was in 2005 as the number reached 234,421 trainees while the least number was 189,467 trainees in 2007. This is due to the trend towards face-to-face training. This can be observed in the increase in the number of trainees in face-to-face training year after year.
- The following table presents the number of teacher trainees via video conferencing network according to different educational stages:

Table (10)
The number of teacher trainees via video-conferencing network
from January 2004 to June 2007

Number	Educational stages
748787	All Stages
72628	Kindergarten
271038	Primary
215413	Preparatory
189708	Secondary
13445	Especial Education
98314	Vocational Education
22367	One-classroom
49280	Literacy & adult education programs
932193	

C- Training in the field of technology:

- Training teachers and supervisors of science at all stages in computer skills at both the central and regional levels until June 2008 with a total number of 440,013 trainees.
- Training teachers in integrating technology and computer skills into school subjects. The implementation of that type of training started in November 2004, with a total number of 171,629 trainees in June 2008. The number of training hours is 80 hours as the program consists of 10 modules (Education for the Future – INTEL).
- Completing the agreement between the Ministry of Education and the Ministry of Communication, and developing the plan's timetable included in the agreement of teacher training.
- Training in the International Computer Driving License (ICDL) including 13538 who obtained this certificate.
- Training 759 teachers in SISCO academies.

D. Missions (National and International):

1. International missions:

The Ministry keeps on sending a considerable number of teachers to different developed countries on training missions so as to raise their scientific, professional and practical levels; an act which is generally reflected on the educational process. The best teachers are selected to get the greatest benefit from the training programs available in these countries. In 2007/2008, the system of the mission has been developed to be 9 months instead of 3 months after which the teacher obtains a diploma in his/her specialization from the university he/she studies in. 190 teachers have been sent to universities in the United Kingdom for the training year 2007/2008, with the aim of promoting teachers' professional level and benefiting from the experiences of educationally developed countries in the sustainable school development and enhancement process. It is worth mentioning that the Ministry organizes training programs for the selected teachers prior to their travel so as to prepare them in acquiring the English language. The test type that the trainee takes was changed in 2008, with the new system, from TOEFL to IELTS. The British Council grants this certificate to improve the language level of those delegated teachers aiming to get the maximum benefit from the mission. Moreover, teachers are trained in computer skills, in addition to the cultural preparation. The period of pre-preparation takes from 4 to 5 months.

The following table shows the total number of delegated teachers from 1993 to 2008.

Table 11
Total number of the delegated teachers from 1993 to 2008

Subjects	Science	Math	English	French	Kindergarten	Especial Education	Total
Number	4147	2941	3428	1025	250	131	11922

The following table shows the number of delegated teachers in 2004/2005 as well as their number in 2007/2008 according to the Ministry's needs:

Table 12
Numbers of delegated teachers from 2004/2005 to 2007/2008

Subjects	Science	Math	English	French	Kindergarten	Especial Education	Total
2004/2005	258	165	162	80	-	-	665
2007/2008	35	39	110	80	6	5	275

2. National missions:

In addition to the international missions, there is an increasing interest in national missions, basically for teachers of special education. About 250 teachers join this program annually to study special education programs for different categories; a previously-discussed to topic.

E. Training Organized by Donating Agencies and Cultural Centers:

Donating agencies and cultural centers offer their specialized technical and academic experiences that contribute to teachers' professional development and distinguished technical preparation. Within the framework of collaboration and partnership, the following are some of the achievements:

- Training more than 1500 teachers in using the active learning technique to enable them to work efficiently, in addition to training class facilitators at multi-leveled schools (one-classroom schools – community schools – small schools –friendly-schools for girls).
- Training distinguished computer teachers at the state level with the aim of discovering the talented pupils at the governorate level within the program of the "Young Programmer" in collaboration with Microsoft.
- Training secondary school teachers in using developed curricula and education technology through Secondary Education Enhancement Project (SEEP) funded by WB.
- Some cooperative agencies offer training programs for teachers. Examples of these agencies are faculties of education at different

universities, the Center for Curriculum and Institutional Materials Development (CCIMD), the Technology Development Center (TDC), the Center for Decision-making Support, the Center for English language Teaching at Ain Shams University, the Institute for Leaders' Preparation for the governmental sector at the Central Association for Organization and Administration, the Institute of Administration, Gotte Institute, the French Cultural Center, and in some NGOs and civil associations concerned with teacher professional development.

- Training a group of teachers of Science and Mathematics at the primary stage of basic education in using both the problem-solving technique and inquiry based on the hypothesis technique in teaching these two subjects within the framework of Science and Mathematics teaching enhancement project in collaboration with the Japanese International Corporation Agency (JICA). The first phase of this project started in 1997 – 2000 by developing creative lesson plans in Science and Mathematics for the primary stage. The second phase lasted from 2003 to 2008 in developing Science and Mathematics guides for the primary stage.

3. Establishment of the Professional Academy for Teachers:

The efficiency and effectiveness of the educational process depends basically on the teacher's efficiency as well as the school environment in which he/she is working. The teacher's efficiency depends on the efficiency of the job description and evaluation systems; which are all components of human resources system. Here comes the importance of the special cadre for teachers that ensures the quality of the educational process. The teachers' promotion is going to be performed through the cadre's levels according to meeting specific standards and obtaining a renewal license for practicing the teaching profession. To achieve this, the decision for establishing the Professional Academy for Teachers was established as the amendments to education law No. (139) in 1981 in article (75) approved by the People's Assembly on 29th June 2006, included the establishment of an academy called "The Professional Academy for Teachers" that enjoys a legal entity and is headed by the Minister of Education. It is established via the issuance of a Presidential Decree and to be located in Cairo provided that the academy's role is determined due to two pivots:

1. Granting licenses for professional practicing for teachers, trainers and supervisors.
2. Granting accreditation certificates for training and professional development programs and agencies. This role comes at the strategic level. Therefore, the academy will be one of the most

important tools of the human resources development system. It will enable that system to achieve performance quality for teachers, trainers, supervisors, leaders, and administrators.

1-3 The Role of the Educational System in the Fight against Poverty, and Cultural & Social Marginalization:

The Egyptian government seeks with greater efforts to include a "broad vision for Education for All" as a comprehensive concept in educational policies. This is with the aim to include the needs of basic education both basic learning techniques and concepts of education needed by people to survive and improve all their capabilities, to live and work in dignity, to contribute effectively the development process, to improve their lives, to make right decisions, and to continue learning".

The Egyptian government is working on this as a commitment to achieve the goals of Dakar 2000 and the developmental goals of the Millennium; a collective commitment to work. The responsibility is being introduced through the national plan for education, along with the work to strengthen partnerships that are wide ranging and powerful within the community and supported through collaboration with partnerships at both the regional and international levels by agencies and institutions concerned with education.

Therefore, the Ministry of Education is laying a solid foundation to achieve the goals of Education for All in an equal, effective and sustainable way. It takes all means to ensure the right of every child in basic education, improve the quality of education, provide learning opportunities for children, youth and adults, and pay special attention to the situation of children deprived of education. The implementation of effective policies to achieve education for all can not be designed without identifying and overcoming the obstacles that prevent children's access to school or lead them to drop out of schools before they fully acquire reading, writing, and arithmetic skills. This is in addition to providing alternative educational opportunities that suit the conditions of these poor and disadvantaged children so as not to be subjected to marginalization and especially for girls to ensure the educational and social integration for all.

Despite the national efforts exerted to meet the special needs of poor children, gaps are still growing regarding some aspects of human deprivation, represented in the number of children at the school age, who are outside the educational system. These children usually represent the children of poor families; an act that represents a challenge hindering the progress of society towards the desired goals of development.

Due to some indicators that reflect the state of poverty and education in Egypt, access to education decreases where poverty prevails. According to 2006 statistics, the total number of population reached 76,480,426, and the poverty rate reached 47% of the total population; a figure representing a board cross – section of the population suffering from poverty and marginalization. The illiteracy rate reached 29.23% of the total population aged 10 years and more and the number of illiterates reached 16,800.000 million. The illiteracy rate reached 18% among males and 37% among females as poor females represent a high percent of low levels of education. This is because poor families consider female education an extra cost with no benefit.

The national action plan aims to achieve Education for All in Egypt; for the so-called "packets of poverty" where the low economic level of society affects the cultural and social exclusion and deprivation of educational services. These packets of poverty lie in rural areas and in Upper Egypt especially in small villages and hamlets, as well as in marginalized urban areas.

In order to attract children in these excluded and marginalized areas to get enrolled and attend school and encourage them to complete higher stages of education, an education strategy came out, educational policies were developed, and educational initiatives were taken in response to the educational system in a way that is flexible to the circumstances of these children so as to provide the education content in an accessible and attractive way. The educational system sought to increase the inclusion of children at the school age and attract those children not enrolled in education, taking into account the flexibility to meet their conditions as well as their needs. This flexibility is represented in providing a variety of multiple programs to meet children's needs of learning including positive programs and initiatives addressed for girls and seeking to ban the obstacles that prevent their enrollment in schools. In addition, a series of innovative approaches and leading experiences were followed to address the children at the school age, who are outside the educational system. Efforts are also exerted to attract them to access these educational opportunities. Therefore, inclusive education has become encouraging and supportive to equality and justice for all children in their right to quality education that meets their needs for learning as well as the needs of the learning community.

This is evident in the facilities designed to achieve inclusive education for the poor and marginalized people excluded from education, as well as in the actions taken and the projects and programs implemented as will be mentioned in detail later in part 2-3 "b and c".

Section II

Inclusive Education: The Way of the Future

2-1 Approaches - Perspective - Content

2-1-a) The concept of inclusive education:

- It means all the educational programs prepared and managed by the Ministry of Education, primarily to serve the national community, working to provide community education to integrate all children aged 6-14 years who were not enrolled in basic education or who dropped out of it and keep them at their schools to complete the educational stage (the stage of basic education is now 9 years) especially in rural areas and poor urban town areas and slums as well as deprived areas of the educational services.
- This type of schools in Egypt includes one-classroom schools, community schools, and friendly-schools for girls, schools for children with special needs, and schools for street children (children in difficult circumstances), and small schools.
- Egypt follows the concept that children not enrolled in schools are children who are aged 6-14 years but do not attend any of primary or preparatory schools (schools of basic education).
- Egypt, also, adopts the concept of **inclusive education** which meets the learning needs of all children and youth, with a particular focus on people at risk of marginalization and exclusion.
- Moreover, Egypt provides **alternative education** and makes it available to large sectors of children deprived of formal education, and provides them with basic education programs that include - in addition to basic skills in reading, writing, and arithmetic - appropriate practical skills in health, environment, nutrition and agriculture. This is in order to improve their personal abilities and their acquisition of personal life experiences and capabilities enabling them to process the development of their environment, whether in non-formal education schools or education and rural training centers or youth or community development centers or even in the form of evening classes, and others.
- Egypt expands in establishing **schools of community education**: these are places to provide opportunities for education and continuous learning for individuals deprived of educational services and enables them to rely on themselves, improve the quality of their life, and develop their society. Schools of community education are usually established and managed by

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the local community that determines schools' activities, contributes to and fund them. These schools provide various activities related to many aspects of community life, serve all children, youth and adults, and give priority to the education of marginalized groups and children outside the school.

The inclusion of students with special needs in education:
It is the process of educating and training children with disabilities and integrating them with their normal peers providing them with a natural environment gathering all the children. This will get them out of isolation away from society and help them to live, learn, work, and be independent.

The current vision of inclusive education in Egypt:
- The issuance of Ministerial Decree No. (255) in 1992 to establish one-classroom schools for girls and Suzanne Mubarak's Initiative for girls' education in 1993 led to the emergence of many initiatives that have adopted the same technique used in community inclusive education, which depends on a high level of community participation (community schools), friendly-schools for girls, small schools, friendly schools for children in difficult circumstances (homeless/street children).
- The number of such schools has become more than 4000 schools in 2008 providing educational opportunities for more than 90,000 children.
- However, the current efforts meet no more than 20% of the actual needs as there are more than 400,000 children who have not been met with their educational needs. Therefore, there is a need to exert great efforts to bridge this gap, especially in girls' education and their re-inclusion in the formal and non-formal educational system.
- Consequently, the government gives priority to developing initiatives for girls' education to eliminate gender disparities and achieve qualitative equity in education.
- The Ministry of Education will continue, in its support for girls' education, establishing more classrooms, providing teachers' salaries, and rehabilitating and training them. Also, it will provide resources and equipment and develop school curricula and textbooks.
- The Ministry is working to deploy a model for community schools for the re-inclusion of children outside education, to be a pioneering model which the Ministry is working to expand.

- The Ministry is also working on providing and operating schools in disadvantaged urban and rural areas to reach children who dropped out of school or are unable to get enrolled in formal education.
- To achieve these goals, The Ministry of Education has established a department for community education (inclusive) responsible for recruiting of facilitators (teachers) and supervisors in inclusive education schools according to the standards that suit areas difficult to reach.
  This department is responsible for the training of facilitators and supervisors in these areas, and setting a career ladder for the employees of inclusive education.
- The Ministry, in partnership with other organizations and bodies, such as NCCM and other responsible national bodies, collects accurate data and information on children outside the education system especially in small villages and remote areas. Moreover, coordination between the Ministry and the NGOs is done through a decentralized system implemented for both the establishment of schools and contribution to the funding.
- The Ministry formed a committee to follow up the development of community education schools, with the aim to make sure that the management systems used in those schools are consistent with the national vision.
- The Ministry has estimated its needs to build 13,300 schools to achieve the inclusion of children in the education system. A plan has been developed to distribute this number to all Egyptian governorates in order to include the children not enrolled in education. These schools will be built in phases starting from 2007/2008 (10% in the first year, 10% in the second year, 30% in the third year, 30% in the fourth year, and 20% in the fifth year).

2-1-b) The most important challenges to ensure educational and social inclusion:

- There are 400,000 children in basic school age (6-14 years) outside the education system.
- There is a shortage in the number of schools required to meet children's needs in rural and urban areas and slums deprived of educational services especially in small villages and remote areas. So, there is a need to expand the construction of schools to include children in difficult social circumstances (homeless/street children).

- The absence of an educational system commensurate economically and socially with working children and children of poor families especially girls.
- The insufficient availability of educational materials and technology appropriate for teaching as well as managing this type of education.
- There is no sufficient awareness of the importance of this type of education.
- Inadequate governmental financial resources.
- The absence of an accurate system for collecting data and statistics on the children of this type of education (inclusive education).

The extent of the change occurred in these challenges:
- The Ministry has set, within its strategic plan 2000/2007, 2007/2012, a general goal of providing community education for all children aged 6-14 years who are not enrolled in basic education or who dropped out of it, particularly girls and children in poor urban and rural areas.
- These strategies rely on the establishment of schools required to provide high-quality basic education for all children not enrolled in education and include them into regular public schools, in addition to encouraging education initiatives especially education for girls in collaboration with local communities.
- The state has included community schools in the system of the Ministry of Education in addition to one-classroom schools for girls.
- The Ministry of Education has formed an organizational structure of community education to ensure educational and social inclusion at both centralized and decentralized levels (governorates and localities).
- The Ministry of Education has introduced some activities in community education schools, income-generating projects, health and nutrition programs, social, cultural and early childhood care activities, programs for women and special programs concerned with life skills (environmental awareness and communication, etc.).

2-1-c) Legislative frameworks for inclusive education:

- The Egyptian Constitution stipulates in Article (8) that "the state guarantees equal opportunities for all citizens" and in Article (18) that "education, which is a guaranteed right by the state, is compulsory at the primary level, and the state is working to extend compulsion to other stages. Article (40) stipulates that "the citizens are equal before the law; in rights and duties and there is no discrimination on grounds of gender, origin, language, religion or creed."

- Education law No. (139) in 1981, amended by law No. (233) in 1988, was issued to confirm what the Constitution had stated in Article (3) "Pre-university education a right for all citizens free of charge in state schools and students are not to be asked for charges as a return for educational or pedagogical services."
- According to Article (15) " basic education is a right for all Egyptian children who have reached the age of six, the state is committed to provide it, and parents are committed to implement, throughout nine years."
- According to the Declaration of the Second Decade of the Egyptian Child Protection and Care (2000-2010) in the field of education, the state is committed to "raise the capacity rate in the basic education stage to include all children in the age of compulsory education", "to access the opportunity of formal and non-formal education and rehabilitation of various kinds for children with special needs, based on including 100% of these children into the system that fits the circumstances of each of them mainly working and disabled children", "to protect children in difficult circumstances, especially dropouts and workers, and street children," and "start providing the necessary facilities to extend the period of compulsory basic education to the end of the secondary school and its equivalent."
- Moreover, legislations emphasize the "values of tolerance and acceptance of the other, respect for freedoms and feelings of others and of belonging to the homeland and human spaciousness in its entirety and to reject fanaticism, hatred, and violence.

2-2- Public Policies:

A - Causes that lead to deprivation of some categories of education:
- The instability of the family, i.e. movement from one place to another in search of livelihood. This is represented in some nomadic communities that have not settled yet, and are still moving from one place to another in search of grazing environments for their cattle.
- The movement of the family, on the death of the breadwinner, to another place where opportunities for education are not available to children because children care may devolve to those who are not concerned with their education as much as they are concerned with helping them to live.
- The death or illness of the breadwinner, and the inadequate income which guarantees education for the family's children.
- Family's poverty and the need for the young to work so as to support their families.

- Family's sense of futility of continuing education for their children if this type of education does not end with getting work that would bring the learner an income in general or an income more than the work he/she gets after the primary stage.

Factors that make girls drop out
First: family factors:
- The low level of family income
- Girls' tendency toward manual work to support the family
- Family circumstances and the mother's need for girls at home and in the field
- The absence of a financial stimulus to encourage families to educate girls
- The low social level, and social problems such as divorce, polygamy, and the father's work abroad, or his death
- Frequent childbearing
- Girls' early marriage
- Lack of health awareness and the spread of diseases
- The spread of illiteracy among families
- The fear of the family for their daughters mixing with boys led to their unwillingness in their education
- Lack of some families' awareness of the usefulness of girls' education
- Customs and traditions that deny girls' education
- Giving priority to males' education in poor families
- The unwillingness of parents in girls' work makes them reluctant to educate them.
- Non-registration of girls' birth

Second: educational factors:
- Girls' low level of education
- Girls' non-involvement in many school activities
- Some teachers' low level especially at the primary stage
- Evening classes do not fit girls, and consequently parents are reluctant in their daughters' education
- Some schools are so far away from the girls' homes in addition to the lack of means of appropriate transportation
- Schools do not teach girls a craft to support their living.
- Teachers' harsh treatment with children, especially in the countryside
- The potential weakness of the educational process and its insufficient performance

- The absence of rewards and punishment to attend or drop out
- Non-activation of the role of social worker, particularly in the follow-up of drop-out girls
- The increase of students' numbers inside the classrooms
- Difficult curricula.
- The weak link between what girls learn at school and the requirements of daily and practical life.
- The weak link between the community and the school along with the absence of cooperation between them.

Third: societal factors:
- The low media awareness for residents of rural areas and remote locations for girls' education.
- The family' low cultural level.
- The discrepancy of the educational level between boys and girls in favor of boys.
- Unemployment and lack of employment opportunities after graduation.

Illiteracy eradication and adult education:
The problem of illiteracy in Egypt is not a new problem. Its importance lies in its effect on Egypt's rank among the world's nations in the Human Development Report. Illiteracy impedes the participation of many of the Egyptians from raising their homeland's economy and development. There are several reasons that make the problem of illiteracy more complicated, namely:

1. Illiterates' avoidance to join illiteracy eradication and adult education centers and the high dropout rates among those who joined them. This is due to more than one reason such as poverty and non-supportive social trends towards education in general and adult education in particular, in addition to the unawareness of the value of education and the lack of a link between the individuals' educational level and their income levels. Furthermore, there is insufficient time for illiterate male workers and for illiterate females. In addition, media programs that address illiteracy eradication are neither objective nor attractive.
2. The continuation of illiteracy sources, so the state seeks to eliminate these sources by providing equal educational opportunities for all through high rates of enrollment in the primary stage and achieving full enrollment.

It is worth mentioning that the current rate of illiteracy in Egypt is 29.3% in the age catagory of 10 years and more according to the estimates of the Central Agency for Public Mobilization and Statistics in January 2007.

Community education suffers from several problems such as:

- There is insufficient awareness of the importance of community education, to integrate all age groups in different patterns of education, in addition to the negative trend towards this type of education, inadequate government resources. There is also the absence of accurate system for collecting data and statistics related to that type of education as part of the general system of data collection in the Ministry. Poor management techniques as well as the inefficient monitoring and evaluation systems have their negative impact on community education.
- The working conditions in this type of education are not conducive to the retention of trained officials as managers, supervisors, facilitators and workers as the suitable educational and technological materials for teaching and managing this type of education are not sufficiently available.
- The absence of an educational system commensurate economically and socially with working children or children of poor families, especially girls.

There is an urging need to expand the construction of schools to include children in difficult social circumstances (street children) and to continue to exert further efforts regarding girls' education. This is to eliminate the gender gap between males and females in some areas in seven governorates (Beni Suef - Menya - Assiut - Fayoum - Sohag - Giza - Behira).

Despite the efforts exerted to increase the number of community education schools in 2005/2006, only 20% of the real needs have been met as there are 400,000 children who have not received educational services. Therefore, there is an urgent need to make great efforts to integrate these children especially girls in various stages of education.

Regarding the enrollment rate in some governorates, there is a disparity between different geographic areas at all stages of education, but this disparity is clearly reflected in both kindergartens and secondary stages. The difference between the highest gross enrollment at the kindergarten stage (Cairo 44%) and the lowest enrollment rate (Menya 7.2%) reached 36.8%, whereas in general secondary education the difference in gross enrollment rate is about 30.1%, with a higher gross enrollment rate around (47.4%) in Cairo and the lowest enrollment rate in Fayoum governorate (17.3%). On the other hand, the highest gross enrollment rate in technical education is in areas of low social and economic conditions. This confirms the fact that the poorer and more disadvantaged geographical regions prefer technical education.

This may go back to the inability of poor families to bear the cost burdens of general secondary education, which is expensive due to private lessons. There may be another reason which is the pattern of awareness and culture of poor families that have very modest ambition for their children; an act which leads to a children's conviction that they would not achieve good results ensuring a place in general secondary education, or to continue up to university education. Therefore, it is clear that there is a need to focus on providing equal educational opportunities, improving quality education for students who are joining technical/vocational education now and providing all secondary education students in its two divisions with a shared component of skills, knowledge and attitudes that will allow all to compete in continuing education or entering the labor market to a maximum of true equality.

Marginalized groups, from a pedagogical perspective, "mean the existence of a category imposed by social and environmental conditions to be outside the educational system." Marginalized groups are set by the society or the environment or conditions of society - forcibly - outside the right track they should be in, or groups that are not placed in the appropriate place, whether in terms of capabilities and experience, or in their physical, psychological and mental needs.

Students drop out of the education system before completing their education due to its poor internal efficiency. However, the Ministry has exerted great efforts to confront the phenomenon of dropping out of education because it is one aspect of pedagogical failure in addition to being the back door to the problem of illiteracy. The following table indicates the Ministry's efforts in confronting the phenomenon of dropping out.

Table (13)
Drop out rates according to educational stages

Stage	Dropout rates 2003/2004	Dropout rates 2005/2006
Primary	0.84%	0.22%
Preparatory	2.54%	2.9%
General secondary	5.1%	4.3%
Technical secondary	3.8%	3.1%

 (1) The relationship between education and poverty
There is a relation between the rise in high levels of education and decreasing poverty at the national level and all sub-regional levels. The only exception of that is in Upper Egypt where the impact of poverty has not decreased - but in fact

increased - in both urban and rural alike - between individuals obtaining basic education compared to those who can read and write only taking in consideration that the impact of poverty remains high in rural Upper Egypt, compared with all other regions (about 20%) even for those who continued to post-secondary education.

D - Current educational reform in inclusive education:
- Establishing necessary numbers of classes and achieving decentralization in the system of constructing and maintaining schools to ensure equitable access and quality, and appropriate school building suitable to various geographical environments.
  The overall aim of this program is to expand the establishment of community schools, one-classroom schools, and friendly-schools for girls through:
    - Establishing schools as community schools in collaboration with local communities.
    - Providing adequate numbers of qualified school managers, supervisors, and qualified teachers.
    - Producing educational materials suitable for different environments within the framework of the national curriculum.
    - Providing school nutrition programs for all children.
    - Developing an effective administrative system.

This helps to eliminate illiteracy resources since it will provide a second chance for girls and children who were not enrolled in education or who dropped out of it. The strategic plan targets the inclusion of 400,000 children aged 6-14 years during the five-year plan for 2007/2008 - 2011/2012.

The general framework of policy and methodology of the program:
Since the Dakar Declaration on "Education for All" in 2000, the government responded with the girls' education initiative as the highest priority in the Girls' Education Initiative. The government was committed to eliminate the gender gap by 2007, and achieve gender equality in education by 2015. The Ministry of Education will continue in its support for girls' education, through providing teachers' salaries and training them, and providing resources and equipment including curricula and textbooks and investment in building schools especially in the seven governorates that suffer from low girls' rates in education. Moreover, the Ministry of Education is working on expanding community schools as a pioneering model and the dissemination of this technique. The Ministry will also focus on exerting its efforts on providing and managing schools in urban and rural areas to

reach children who dropped out of school or were unable to join general formal education.

To reach those goals, the Ministry established a department of community education responsible for recruiting facilitators and supervisors in community education schools in accordance with standards that are appropriate for areas difficult to reach. The Ministry is also working on training facilitators and supervisors in these areas. Moreover, it is about to develop a cadre for the community education employees. This cadre is based on specific criteria, which are similar to what exist in schools of formal education in terms of salaries and the formation of boards of trustees, education committees, and so on.

Existing policies and strategies to achieve gender equality:
There are operational objectives that help to achieve gender equality. The Ministry of Education is working on achieving these objectives through collaboration with some bodies, including:
- Bridging the gaps between males and females in primary and preparatory education in rural and urban areas
- Reducing the dropout rate among girls to less than 0.15% by 2015
- Increasing girls' transfer rate from primary to preparatory stage to more than 99% by 2015
- Bridging the gaps in educational achievement
- Increasing girls' number in field of Science and Mathematics
- Achieving access for all and improving education quality and gender equality at the stage of basic education by 2015.

To achieve the goal of the Ministry of Education in finding adequate and diverse educational opportunities for girls, a range of strategies have been adopted:
- Providing grants and incentives for girls
- Transportation insurance and housing facilities
- Providing learning environments for one gender (girls)
- Improving the quality of the learning environment
- Improving relations between school and home and convincing parents to keep girls in schools till the end of education stages
- Improving secondary school enrollment and its quality
- Providing female teachers who present a good example, ensuring that the contents of education and teaching methodologies are fair and facilitating

education for both genders in a way that allows the change of social and cultural practices

- Amending laws so that married girls can complete their study after pregnancy and childbirth
- Linking the contents of school subjects and daily life teaching methodologies of both boys and girls
- Training teachers in how to respond to gender issues

Activities of the community education program:

- Establishing 13333 community education schools/classes by 2012 for the re-integration of children outside the education system
- Providing the required budget by the local community, businessmen, NGOs and donors.
- Providing furniture and technological equipment to 7333 community education schools/classes through the Ministry's budget by 2012
- Implementing the plan and providing furniture and technological equipment to 6000 community education schools/classes through community participation by 2012
- Providing appropriate technology, maintenance and periodical expenses for current one-classroom schools and friendly-schools for girls during the years of the plan.
- Recruiting school managers, supervisors, facilitators, and workers with the required number that goes along with the timetable for establishing friendly-schools for girls, one-classroom schools, and community schools
- Developing and implementing the professional development plan for all recruited employees at all levels including their training at the beginning of recruitment
- Developing a mechanism within the Ministry of Education for the continuous updating of the curriculum including teaching materials for community education
- Amending existing educational materials to include more contemporary issues and the latest methodologies commensurate with community education
- Amending the professional component and expansion in community education in cooperation with the General Administration of Vocational Education, in addition to including the appropriate technological component to inclusive education

- Printing amended books in accordance with the plan to establish community schools, including schools of the Girls Education Initiative and classes of street children
- Determining a list of appropriate meals for children of community education to be approved by localities according to different environments
- Preparing meals on a regular basis either by major contribution from the community or contracting with local food producers in order to ensure access of food to children on a daily basis.
- Distributing meals to all children on a regular basis (all days a week).
- Re-structuring community education within the overall Ministry of Education's plan for restructuring at both central and decentralized levels.
- Defining the roles and responsibilities that will be assigned in the proposed Department of Community Education at both central and decentralized levels.
- Recruiting suitable personnel for those jobs at both central and decentralized levels.

Status-quo of illiteracy in Egypt:
- Illiteracy rate decreased in Egypt from 41.2% in 2004 to 29.3% in the age group of 10 years or more according to the results of the Central Agency for Public Mobilization and Statistics announced on 1/1/2007.

Plan of the General Authority for Adult Education:
- The board, headed by Prime Minister, approved a national plan to address the problem of illiteracy. This plan depends on adopting non-traditional methods and new work patterns in all areas of illiteracy eradication. This is in order to shift from the stage of enabling the illiterate to acquire reading and writing skills to the stage of enabling and integrating him/her into the community, and increasing his/her life skills which will provide him/her with more opportunities and choices, in addition to reducing illiteracy rate to 29.3% by 50% by 2015.
- The plan is implemented through an integrated strategy that integrates all national efforts and achieves cooperation between local administration units, governmental organizations, NGOs, and the private sector.

The national plan focuses on three pivots:
- Blocking the sources leading to the increase in numbers of illiterates
- Dealing with the current numbers of illiterates and reducing the total number of illiterates at the same rate (5o %).

- Developing programs to combat relapse and developing the skills of post-literacy

Expected results of implementing the plan:
- Reducing illiteracy rate to 15% in the age group of 10 years and more during the plan years through eradicating the illiteracy of 8,000,000 illiterates, giving priority to groups of younger people, women, and residents of rural and poor areas, especially in Upper Egypt.

Ministerial Decree No. (30) on 10/2/2004

It refers to the implementation of a joint project of community education (one-classroom schools, friendly-schools for girls, community schools, and small schools) in the form of an action plan to achieve the following common goals:
1. Addressing the two phenomena of education dropouts, and illiteracy and their remedies
2. Finding a type of education based on active learning in basic education
3. Supporting cooperation between the Ministry of Education and NGOs working in the field of education

The role of the Ministry of Education:
1. Authorizing the operation of community education classes for civil society associations and NGOs..
2. Providing the necessary manpower for education, supervision, expertise and technical programs to do so
3. Providing textbooks and educational materials used in primary and multi-leveled one-classroom schools
4. Holding examinations according to the dates and the way the Ministry sets, and ensuring enrollment of pupils - who succeeded in these schools in the certificate of completion of first cycle of basic education - in the first year in the preparatory stage in accordance with the rules set by the Ministry. This is in addition to the continuity of those who can achieve progress in educational stages according to their abilities and the rules set in this regard.
5. Technical supervision and regular guidance of these schools along with providing the technical expertise needed for that under the supervision of experts of the general department of one-classroom schools and the general department of special education
6. Conducting training courses for teachers and supervisors in how to teach developed curricula, using various educational materials, and utilizing

advanced education technology, and student-centered learning methods in these schools and multi-leveled classes

General rules:
1. The Ministry of Education and NGOs working in the field of education are committed to exchange information and experiences for improving the status of education and discussing the problems facing its progress for the sake of good organization of work.
2. NGOs are commitment to implement all decrees and instructions - issued or will be issued - by the Ministry regarding the requirements of work in schools as well as all remarks of security authorities and their agreement to or not to work. These instructions are to be carried out as soon as they are notified of, as well as any other decrees or instructions that are issued by the Ministry of Education.
3. NGOs are committed that schools continue working until the end of the school year and keeping daily punctuality.
4. Establishing a nucleus for community contribution to developing general education and participating positively in confronting its problems in addition to important goals for community development to provide the welfare of its individuals and to contribute to social upbringing of good citizenship.

The role of NGOs is determined as follows:
A. Establishing classes or maintaining and reforming existing buildings along with providing the required electrical wiring and adequate bathrooms related to pure water in order to provide a suitable learning environment for children of that area who are deprived of education or dropped out of it.
B. Providing equipment and special apparatus for teaching the subject of vocational formation (such as refrigerators / cookers / sewing machines and weaving boards) with some necessary commodity supplies for practical application
C. The NGO provides the school with the necessary raw materials for practical applications.
D. Encouraging the school to establish good relationship with the local community and to work on sharing its problems so as to encourage this community through its official and non-official leaders to support this school and the NGO that is working on establishing it financially, technically and physically.

E. Forming a committee for education including official and non-official leaders, parents, and people concerned with pedagogical and educational issues. This committee is responsible for:
   a) Participating in the selection of suitable professional projects for the local environment and matching with the Ministry's plan in this aspect,
   b) Monitoring work organization, its timetable, holidays, the absence of teachers and learners, and the selection and admission of new ones,
   c) Establishing and monitoring the attendance and absence records of teachers and learners and developing appropriate solutions to address the phenomenon of learners' repeated absence or their absence for long periods (if found),
   d) The Ministry bears all the expenses of hired teachers' wages during their work at school, and
   e) The NGO is committed to continue the work of the school during the NGO's availability to work and it is not allowed to close the school unless the NGO dissolves and its business ends.

Futuristic vision for friendly schools or children in difficult circumstances
In the framework of constructive cooperation between the Ministry of Education, UNESCO, and NGOs to participate in the preparation of friendly-schools to children in difficult circumstances, integrating 37 pupils in the a first phase and 92 pupils in the second phase - in the primary education in the one-classroom schools - is one of the most important outcomes of the project. Therefore, the project has achieved its most desired objectives through the returning of these children to the normal community life.

It can be observed out of this experience that:

First: the project's success and continuity needs sustainable support from UNESCO particularly that a group of NGOs requested to participate in the project.
Second: Decree No. (30) has been amended, which included these schools (friendly for children in difficult circumstances) within the education system in Egypt under the umbrella of community education.
Third: Planning to develop special curricula for these schools (friendly for children in difficult circumstances) to suit the circumstances of these pupils more comprehensively and accurately.

Ministerial Decree No. (381) on 25/11/2007 regarding the permission for some NGOs to establish some schools:
Article I:
NGOs working in the field of education are allowed to establish schools on the pattern of small community schools and one-classroom schools.
Article II:
NGOs that work in the field of homeless children are allowed to establish schools on the pattern of community schools.
Article III:
Female facilitators with educational qualifications are selected. If there is no availability of educational qualifications in the area where the school exists, holders of non-educational qualifications can be chosen on condition of the approval of the undersecretary of the concerned governorate.

The number of classes of friendly-schools for children in difficult circumstances is 37 classes operated by 23 NGOs. These NGOs exist in 12 governorates. There are 645 male and female pupils in these schools.

2-3 - Systems - Links - Transition:

2-3- a) The basic obstacles to inclusive education:

- Despite the efforts exerted by the Ministry of Education to ensure the enrollment of all school-age children in education, there are some groups still outside the educational system. These groups include children who dropped out of school at primary and preparatory stages (the stage of basic education) and those who did not join education at all because of abject poverty or lack of educational services.
- To provide education for these children, the government provided different types of schools and educational institutions in collaboration with several partners, and the launch of several initiatives to get to children who are difficult to reach.
- This type of education has succeeded in re-integrating children - who are outside the education system - and getting them back into the classroom whether in regular schools (formal education schools) or non-formal education.

The success of these initiatives has been confirmed as they provide high quality education for those who do not have access to educational services, dropouts, and deprived and homeless children (street children). Moreover, this type of education eliminates a main source of illiteracy.

Integrating these children into the educational system represents the only chance to teach groups of children who did not join formal education because of their difficult and special circumstances.

- In this regard, the Ministry's efforts led to the increase in the numbers of students enrolled in different schools of community education to more than 90,000 students (males and females) in 2007/2008. They receive basic education in more than 3900 schools in 2008.
- The ministry has prepared, within its strategic plan, a sub-plan to allow and integrate around 400,000 children at the age of basic education throughout five years. Also, it is working on bridging the gap, especially in girls' education, and achieving qualitative gender equality in education.
- The Ministry has established a department for community education at the Ministry's headquarters to supervise all types of schools that offer parallel education to general education, through integrating young children. As for older ones, they continue their studies in special schools.

As for the basic obstacles that face inclusive education, they are stated as follows:

1. The shortage in numbers of required schools to meet children's needs in rural and deprived urban areas and remote areas, and slums.
2. There is still a considerable gap between enrollment rates of boys and girls in some areas, especially in the countryside and Upper Egypt.
3. The absence of an educational system commensurate economically and socially with working children and children of poor families, especially girls
4. Working conditions in this type of education do not help to keep trained officials as school managers, supervisors and facilitators at the same place.
5. The lack of awareness on the part of parents and civil-society organizations regarding the importance of inclusive education
6. The inaccuracy of data and statistics regarding children outside the education system, as estimates range between 400,000 and 3,000,000 children.
7. The weak methods of management, monitoring and evaluation systems in community education schools and classes.
8. Some schools are far away from children's homes (especially girls), as they live in small villages and hamlets.
9. People in some areas in Upper Egypt still have the traditional viewpoint of girls' education and their marginal role in the society.
10. Many families need their children as workers at home, in the field, or at neighbors.

11. Many families suffer from poverty and its related difficulties of direct and indirect education costs.
12. Not adopting policies that focus on children's educational needs and marginalized youth and overcoming the obstacles to join school and keep them there, especially deprived groups, the poorest, girls, working children who missed formal education, and disabled children.

2-3-b) Facilities targeting the achievement of inclusive education:

- Supporting the education sector in the field of developmental social policies represented in the strategy of poverty reduction in poor areas where children suffer from deprivation of education.
- Creating safe learning environments at the levels of localities that meet the learning needs of all children by providing educational opportunities and acquiring life skills within the framework of formal or non-formal education, as institutions and bodies, working in the field of education, provide various and flexible educational programs in order to reduce barriers for deprived children, especially girls, to get benefit from educational opportunities.
- Increasing the generalization of joining basic education and developing it through working to raise the rates of children's enrollment at the primary stage and completing the preparatory stage.
- Setting a political framework to enhance cooperation between the Ministry of Education and NGOs through the commitment and participation of civil society in formulating strategies and policies of inclusive education in all educational stages
- Establishing a mechanism for the management of partnership through the general department of NGOs working in the field of education with the Ministry of Education, work coordination, issuing legislations, holding consultative meetings regularly to increase awareness, and supporting partnership with partners in development at the national, regional and international levels; aiming at integrating marginalized groups in education through programs and initiatives to meet their needs for learning and achieving the developmental goals of the community such as UNICEF, United Nations agencies, CARE International Organization, Caritas, WB, and the Canadian International Development Agency. They are strong partners that achieved tangible success.
- Strengthening institutional and professional capacities at the national and local levels that aim to create a supportive political environment ensuring the inclusion of all children in educational programs

- NCCM represents a pioneering model of partnership at the national level as it adopts the private initiative for girls' education to achieve the goal of Education for All and has a commitment to eliminate the gender gap in education, focusing on poor and marginalized areas deprived of educational services.
- Issuing legislations to assess the links between opportunities for both formal and non-formal education to provide "a culture of lifelong learning" that will promote social integration such as raising the age of enrollment for preparatory and secondary stages for graduates of one-classroom schools, community schools and friendly-schools for girls, in addition to opening preparatory classes for holders of the literacy certificate and encouraging them to join upper stages of education
- Developing educational programs to support girls' education through NGOs at the local community level in order to reach a consensus regarding the importance of their education
- Focusing on empowering local communities to alleviate poverty, support local community participation in education through supporting and activating boards of trustees and forming voluntary education committees at the local level.
- Supporting national databases, and relying on the pattern of the educational and school map in developing formal and non-formal education programs, targeting children deprived of education
- Contributing to lessening the burden of indirect costs of education on poor families through providing school uniforms for children - or not obliging them to wear specific uniforms - providing free education without any fees or costs associated with school books and providing a meal for school children. These facilities are presented through the available partnership between the government represented in the Ministry of Education and NGOs, local communities and supporters of education at the international level.
- Including the component of life skills within non-formal education programs especially for girls to help them raise their families' income standard, improve themselves, and accordingly enhance society
- Linking non-formal education programs in community education with community development programs in local environments to become attractive and useful to students. Moreover, some programs provide facile loans for the students' families and direct them to work on small projects to familiarize them with self-reliance, independence and improving their incomes.
- The Ministry of Education provides meals for around 12,000,000 students at the stage of basic education (primary and preparatory). These meals are

offered for 150 days (during the school year). The estimated budget for the nutrition program is L.E. 5,500,000 in 2007 /2008. The Ministry continuously supports the budget of nutrition so as to meet the basic needs of students due to the positive effects on students' health and their level of achievement, and making schools a source of attracting students especially in remote rural areas and Upper Egypt as well as marginalized urban areas where families suffer from poverty and lack of services.

- The Ministry of Education pays attention to care for students' health through an integrated system of health insurance for the prevention and treatment. The following services are provided:
    - Comprehensive medical examination on student enrollment at every stage of education
    - Immunization against the diseases
    - Regular qualitative medical examination of students
    - Providing necessary health requirements to maintain the health standard of the environment
    - Raising students' health awareness level
    - Health inspection on students' nutrition to ensure its safety and suitability

- Supporting and disseminating successful practices in community education programs according to the societal context of local communities after studying their needs and their material and human resources to take advantage of all available resources and develop them.

- Directing awareness programs for families regarding the importance of educating children, especially girls. NGOs play a significant role represented in awareness programs in the field of parental education, remedial programs for learning difficulties, and programs to treat dropout especially at the primary level.

2-3-c) Basic procedures to provide inclusive education in Egypt:

Not only does the topic of expanding and improving children's opportunity to have only access to education at the age of joining formal schools, but it also extends to include children and a category of youth at the school age who are outside the walls of the school. These criteria are represented in children who missed joining the primary education, aged between 6 -8 years according to the regulations of admission, children who dropped out of primary education before acquiring basic skills, young youth engaged in work without obtaining any chance of education, and also who completed the primary stage and did not join the preparatory stage a

well as street children and homeless teenagers at risk.. Thus, they returned to illiteracy or at risk of relapse.

"Inclusive education" targets the category of children up to the of age 14, focusing on girls' education, through the activation of community partnership. The Ministry of Education cooperates with several partners, and at all international, regional, national and local levels through UNESCO, UNICEF, EU, and all civil community institutions at the national level - especially NGOs working in the field of education so as to provide educational opportunities that are allocated to include these children deprived of education. This is for the sake of the security of the society and in accordance with the spirit of social responsibility, moral duty, and commitment to their right in education taking into account that achieving the goal of education for all will not be done as long as there is such group excluded from education as a result of their social, economic, and geographical conditions which they are not blamed for.

Some actions have been taken for providing inclusive education represented in the following programs:
1. Expansion and development of one-classroom schools:
The Ministry of Education cooperates with NGOs at the local level to provide inclusive education for girls until the age of 14 in rural areas and Upper Egypt, whose conditions prevented them from joining formal education. This is done through providing a safe school environment that provides them with life skills as well as a vocational component that helps improve themselves, and consequently improve their communities.
The one-classroom schools are official multi-leveled schools characterized by flexibility in joining the level that matches with the level of female students, and a school agenda matching with the conditions of the local environment. These schools grant graduates a certificate on the completion of the basic education stage. The girls willing to complete the basic education stage are enrolled in preparatory schools especially designed for them.
The total number of one-classroom schools reached 3147 schools in the school year 2004/2005 and 3237 schools in the school year 2007/2008 including 70,320 students.

2. Community schools as a successful model for inclusive education:
Community schools established in deprived areas of educational services are considered a successful model of partnership between the Ministry of Education, UNICEF, and local communities achieving inclusive education in the most

deprived areas whose people suffer from poverty and marginalization. These schools offer education of good quality through applying the active learning technique in teaching to attract female students and to achieve good education for all with the aim to eliminate sources of poverty as well as the gap in females' education. Community schools are considered a successful model of local community partnership in school management and the provision of a place and necessary materials for the educational process. Therefore, this model generates a sense of full responsibility for creating an attractive learning environment for children both boys and girls. The number of community schools reached 412 schools including 9247 female students in the school year 2007/2008.

3. Girls' Education Initiative and inclusive education:

This initiative represents a developmental model for dissemination aiming to reduce gender gap (the difference between enrollment rates for girls and boys in basic education). The planning methodology from the base relies on the school map and partnership of local communities in all stages of implementation. The geographic scope of the initiative includes ranches, hamlets, and villages deprived of educational services in seven governorates where the gender gap in education increases.

Partners of the Initiative:
- NCCM: Chief Coordinator
- A set of United Nations organizations: UNICEF, UNDP, UNESCO the United Nations Development Fund for Women, the International Labor Organization, the United Nations Population Fund, and WB
- the national team including 18 ministries: the Ministry of Education – Main Partner, the Central Agency for Public Mobilization and Statistics, Center for Information and Decision-Taking Support, and a number of central NGOs
- Headquarters of the governorates and executive bodies at the local level
- Local volunteer teams at the level of governorates
- NGOs at the level of the governorates and localities
- Private sector consisting of enterprises and businessmen to contribute to building schools and providing material support to the beneficiaries of the initiative

The overall plan of the initiative focuses on implementing the following programs:
- o **A databases program for governorates; workplace of the initiative:** surveys have been conducted at the local level in each governorate

aiming to establish a database whose outputs are a school map for each governorate.

o **Awareness and community mobilization program**:
Training sessions have been conducted to build the capacities of local voluntary teams in the areas of leadership, teamwork and community mobilization. Cooperation protocols were signed with seven NGOs at the level of each governorate to take the responsibility of carrying out these programs. Also, Shrouk for Rural Development Program contributes to awareness-raising through 46,000 representatives in hamlets and villages.

o **The expansion of friendly-schools for girls program:**
They are formal and multi-leveled schools. The school consists of one classroom to include girls aged 6-14 years. Admission of boys is allowed with a ratio not more than 25% of the class capacity if their need to learn in these areas is proven.

These schools were opened in 2004 and their number reached 434 schools including 10,674 female students. In the school year 2007/2008, the number reached 1063 schools including more than 28,000 students (males and females). The ratio of female students in these schools reaches 88%. These schools are under the umbrella of the NCCM. There are 386 friendly-schools for girls that are under the umbrella of the Ministry of Education including 10,807 students (males and females).

Female teachers (Facilitators) are selected from the schools surroundings, and prepared through training courses. Methodologies rely on the active learning technique through changing the curriculum into an activity distributed to educational corners inside the classroom, allowing students to acquire life skills and concepts related to positive behaviors. Shrouk Program for rural development contributes to the establishment of 100 schools in 2007 in addition to 50 schools co-financed by Shrouk and the Swiss Fund for Development Upper Egyptian villages deprived of educational services.

o **Combating poverty program:**
Girls' Education Initiative aimed to raise the economic level of poor families whose children join friendly-schools for girls. It, also, provides meals to these schools through the Ministry of Education in addition to distributing monthly food to the student girls' families in collaboration with the World Food Program.

The program, also, provides those families with loans from the local development fund to make small projects so as to contribute in reducing

poverty in which they live, encouraging and supporting the education of their daughters.

- o **Monitoring and evaluation program:**
  The program forms teams of local volunteers at the level of governorates that contribute to the processes of planning, coordinating and making policies according to the community context of localities. It, also, provides training courses to develop the cadres of associations working on the project at the level of governorates.

4. Small schools affiliated to NGOs at the level of localities:

These schools have been established in cooperation with the local community represented in education committees at the mini-local level and NGOs working for community development, the Ministry of Education, and the UNICEF. They work in Upper Egypt in poor areas deprived of educational services aiming to create a safe environment for the learning of girls who have not been enrolled at the age of compulsory education or who have dropped out of school in the first grades.

The school work system is similar to that of one-classroom schools in terms of curriculum, the school day, and the flexibility that suits girls' conditions.

The number of these schools in Upper Egypt has reached 13 so far in Fayoum, 3 in Minya, 25 in Sohag, 6 in Qena, 11 in Luxor, 3 in Aswan, and 7 in Assuit.

25 schools were established in Cairo, 4 in Alexandria In 2008, the total number has become 106 schools that include 3000 male and female students.The construction of these schools is centered in slums which suffer from poverty, marginalization, and deprivation of educational services.

The project targets children who dropped out of the educational system to the labor market or who lost the family shelter. The objectives of this project are:

- Re-integrating children outside the school in the educational system
- Ensuring fair and safe educational opportunities for children deprived of education
- Meeting the basic learning needs of children in difficult circumstances
- Providing a flexible, pedagogical and educational model that provides a flexible formal education for the category that dropped out of education
- Ministerial Decree No. (381) was issued in 2007 to give permission to NGOs to establish schools on the pattern of small community schools and one-classroom schools provided that female teachers (facilitators) are selected out of educational qualifications holders. Currently, it is being

planned to develop special curricula for these schools (friendly for children in difficult circumstances) so that they suit these children in a better way.

5. Establishing friendly-schools for children in difficult circumstances project:

This project aims to achieve inclusive education for children in difficult circumstances; these are working children aged 8-14 years. Statistics estimate their number with more than 2,000,000 working children. Special schools were established for them in partnership with the Ministry of Education, UNESCO, FAO, and NGOs working in the field of working children's care as well as homeless children (street children).

In the first phase, 688 students were integrated in 27 classes that work under the umbrella of 23 NGOs in 12 governorates. Therefore, the project has achieved its most important goals by bringing poor and deprived children of education back to the normal community life and achieving inclusive education under the umbrella of community education.

6. Training and teaching centers for working children outside school

Most of these children (2,000,000) may have either dropped out of primary education or missed education. In order to secure their rights in education, 50 educational and training centers were established. These centers follow the system of education and training. They are distributed all over the country, taking in consideration that their number and capacity are determined in the light of statistics and surveys that identify the places of the children of this age group, their approximate numbers, and the type of work they do.

Each center conducts 3 educational cycles, and each cycle is divided into 3 educational levels parallel to the nine grades of formal basic education provided that this balance should be in the level and not necessarily in the content of education. Employers of these children are committed to put them in these centers. The center pays students' share of social insurance as an encouragement for their attendance. Learners' educational acceleration is applied according to their educational abilities, which describes these centers with flexibility and suitability for the community context in which these children live.

These centers are subject to the supervision of a special body including representatives from the Ministry of Education, the Ministry of Labor Force, Ministries of production (Agriculture - Industry - Electricity - Petroleum), the Ministry of Social Solidarity, and the Ministry of Information.

7. Participation Development Program (PDP):
The PDP, which was established by the Canadian International Development Agency in 2003, provides mechanisms to help civil society organizations to achieve the transition from simply providing services to the stage of actual development. This was a serious attempt to address the developmental issues related to children deprived of education in the field of NGOs' work. This is done through increasing the capacity of these NGOs to become a more effective partner in the field of development in Egypt, which aims to approve the rights of marginalized groups, particularly women, youth, and children.

The most important achievements of the program in the area of improving institutional capacity:

Strategic Planning: The program adopted a balanced approach depending on assisting the NGO to review the current strategic plan, complete it with short-term operational plans, and assist the NGO to develop monitoring systems for its strategic plans and update them periodically.

Assistance of social gender: The NGO, on receiving training courses in the field of gender equality, makes a self-analysis on the equality of social gender at different levels of the NGO's work**,** reviews the regulations and procedures followed**,** analyzes the sensitivity to gender equality, and develop plans so as to achieve social gender equality according to the conditions of each NGO and the surrounding community.

Protection of children with special needs: Training is conducted to those who work at NGOs and concerned with children with special needs. This training is about the most important standards and institutional and supervisory regulations that lead to the reduction of violating the child's rights and the achievement of inclusive education.

The program of participation development has contributed to the development of NGOs' capacity to work on opening communication channels and effective partnership between NGOs working in the field of education on the one hand and the government and concerned ministries on the other hand. A workshop was held on 13th February, 2008 entitled "The Role of NGOs in Improving the Education Quality in Egypt". The workshop aimed to:

1. Discuss influential roles of NGOs and the government in improving education quality and the difficulties that both of them face to coordinate voluntary and governmental efforts.

2. Develop a mechanism to coordinate efforts to take advantage of government and NGOs resources to improve the quality of formal and non-formal education.

The PDP has an impact on creating the appropriate atmosphere for the work of NGOs working in the field of education, to identify the actual needs of the local community where the NGO works and form local committees to support voluntary work. These volunteers contribute to implement very costly tasks for the NGO, and open communication channels with all institutions of the civil society at the local level. The program is considered a revival for an effective partnership between all parties.

8. The activity of NGOs working in the field of community education:

Supporting community participation in education, the General Department for NGOs in at Ministry of Education is in charge of working with NGOs and civil society institutions through projects that support the educational process in three pivots as follows:

First pivot: supporting the educational role:

It includes raising the efficiency of the educational process in areas of the environment, illiteracy eradication, community schools and one-classroom schools, repair and maintenance of furniture and equipment, technological support, libraries support, land donation, and establishment of schools, playgrounds, sporting equipment, labs and tools, and art and music activities.

Second pivot: supporting the pedagogical function:

It includes assistances, symposia, seminars, lectures, conferences, meetings, camps, celebrations, tours, competitions, and care for children with special needs and the gifted, and the productive unit in the school.

Third pivot: supporting the link between the school and the family:

It includes kindergartens, prevention and remedial programs for dropping out, and programs for social, cultural, healthy, and environmental awareness, in addition to social care and assistance and vocational training.

Implementation of projects for community partnership with NGOs working in the field of education:

1085 NGOs participated in 1936 projects designed to serve the educational process by 1/7/2008 with a total funding of L.E. 151,000,000. 3243034 students, teachers, supervisors, and school principals at various levels of education have benefited from these projects as the following table shows:

No.	Pivot	No. of NGOs	No. of projects	No. of beneficiaries of pupils & teachers	volume of funding
1	supporting the educational function of the school	387	884	2191345	93079571
2	supporting the pedagogical function of the school	212	473	489368	48561088
3	Support the link between the school and the family	486	579	562321	47471741
4	Total	1085	1936	3243034	189112400

First: Participation in building schools and classes:
1. Schools built by NGOs, businessmen and philanthropists
   Building 50 low-cost schools through the "Shrouk Program" in cooperation with Salama Moses Association and the Egyptian Swiss Bank
2. Building 8 schools, with the land donated and constructed by philanthropists and NGOs
3. Adding 55 classes in a number of schools

Second: Treatment of dropping out and illiteracy eradication classes:

Types of schools	No. of schools	No. of learners
Community schools	412	9247
New schools	150	2000
One-class schools	40	360
Small schools	23	150
Illiteracy eradication classes	1545 classes	30900
Primary, preparatory and secondary schools	24	24100

Third: donating the land:
• The Association of Nuba in Aswan donated 14 feddans to establish a fishing school in Aswan and an industrial incubator for the school.
• Total donations by NGOs and philanthropists are 13.5 feddans.

Fourth: Technological support:

NGOs offered 335 computers to a number of schools as shown in the following table:

No.	Name of NGO	No. of PCs	Total of computers	No. of schools	Places of implementation in educational Moderyias
1	Taha Hussein Association	1	15	15	Cairo – Giza – Kalubeya – Menofeya – Minia – Beni Suef – South Sinai – Alexandria – Luxor - Qena
2	Egyptian Association for Comprehensive Development	1	5	5	El-Marg Educational Idara
3	Association of the Scientific and Cultural Advancement	2	6	3	Middle-Cairo Educational Idara
4	Association of Education and Development Illumination	2	40	20	Minya - Abu Kerkas
5	Association of Salama Moses for Education and Development	1	12	12	Qena - Sohag - Fayoum - Beni Suef - Minya - Assiut - Aswan
6	Association of Youth for Population and Development	1	18	18	Cairo - Alexandria - Minya - Qena
7	Woman & Community Asociation	1	15	15	Alexandria
8	Association of Advancement in Education	2	124	112	Oasis of Siwa Matrouh Governorate
	Association of Advancement in Education	1	100	100	Cairo - Giza - Beni Suef - Menia - Assuit - Kaliobyia - Alexandria - Dakahlyia
	Total		**220**	**300**	

It is evident through implemented projects by NGOs the strong partnership with the Ministry of Education as a commitment to provide and improve educational opportunities for all children especially in deprived areas whose people suffer from poverty and social marginalization, focusing on girls' education according to the community context in which they live, and meeting the needs of the poor and marginalized in areas deprived of educational services.

2-4 - Learners and Teachers:

2-4 –a) New approaches:

There are a number of pedagogical trends and approaches that education highlights for a changing world. They include:

1. Quality education regarding what and how students learn:
   - standards-based content (curriculum development)
   - Integration of technology (curriculum development)
   - Development and integration of processes of continuous evaluation (Comprehensive evaluation)
   - Practicing active learning technique

2. The teacher:
The role of the teacher has changed from an instructor, an expert, the only source of information to a facilitator, a trainer, a practitioner and a thinker.

3. The Student:
The role of the student has changed from the negative reception and lack of participation to activity, responsibility for learning, participation, and improvement of life skills.

4. Learning environment:
It has changed from a limited interactive environment inside the classroom to an interactive environment encouraging students to learn and go beyond the limits of the classroom.

Moreover, there is a number of new and useful approaches in the learning process including:
- improving thinking skills
- improving multiple-intelligences
- improving cooperation and interpersonal skills
- life skills
- problem-solving
- remedial programs for learning difficulties
- self-learning and exploration and self-evaluation
- technology and communication skills
- beyond-thinking
- comprehensive evaluation

- standards and levels of performance
- improving personal skills
- labor market requirements

* It is observed through the efforts of these approaches:
- The presence of efforts to achieve these approaches, including national projects that have already been tackled in the learning outputs.
- The Ministry delivered training courses for a lot of teachers in many fields of these approaches, including:
  - Interpersonal skills
  - Remedial programs for learning difficulties
  - Improving multiple-intelligences
  - Standards and levels of performance

The active learning experience:

The Ministry implemented the active learning experience aiming at the greatest possible integration of these new approaches on the grounds that it is an activity that could be practiced by the learner.

Active learning technique as a different concept from traditional learning has proved its success in the community schools experience. It is a technique that has its special pedagogical philosophy adopted by the Ministry of Education; because of its usefulness and great importance. It relies on the learners' positive involvement in the educational situation. So, it covers all the pedagogical practices and teaching procedures that aim to activate and maximize the role of the learner. Learning is achieved through work and experimentation, and the learner's self-independence in getting information and acquiring skills, and forming of values and attitudes, which foster the ability to solve problems; an act which makes the learning process have an everlasting impact on the student's thought and conscience.

The active learning environment differs from the traditional learning environment. It is characterized by openness and democracy. It is an intellectual system and a set of practices in the lab, the library, the activity room, the theatre ... etc. All of this supports independent learning and promotes self-confidence, skills, mental abilities, and the possibility of change in the learning environment according to the selected educational situation (by students in the selection process). Learning in an individual way supports independent learning, learning in small groups, and in various forms such as peer learning or cooperative learning. These groups can be

divided into homogeneous groups and non-homogeneous ones with the teacher's freedom in determining the technique that forms the groups such as free, or random, or planned choice.

All the above possibilities to change the learning environment make the learning situation more rich and everlasting among students. They support democracy and the spirit of initiative and integrated growth of the student's mind and conscience taking into account humanitarian considerations of the learner. Moreover, they treat the behavioral problems of students, and develop creativity and innovation. Active learning technique supports the student-centered learning. It makes the student the centre of the educational process since he/she is the one who identifies educational objectives and participates positively in the educational situation. This is done through research, work, thinking, consultation and cooperation with peers. It also supports each student's learning according to his/her abilities and skills. The teacher's role changes from a lecturer and the only source of information to a supervisor, a source of experience, and a reference for students. In addition to this, the teacher has the freedom to choose between different educational strategies such as dialogue and discussion, brainstorming, problem-solving, discovery, role-playing, etc... that are suitable for the learning situation, and the freedom of choice between different educational methods.

In order to optimize the application of active learning technique, the Ministry developed a number of guides that support all the parties of the educational process in carrying out their work perfectly in July 2005. These guides are:

- Active learning guide
- Sources of learning guide
- Active learning management guide
- Educational/Learning pillars guide
- Reference manual (global issues, and life skills in curricula)

These five guides direct the work inside the classroom with full instructions until all parties of the educational process (the teacher - the student - the school - the Idara, etc. ...) reach the degree of complete perfection, if used well. So, in order to achieve that, a plan was developed to train the necessary cadres for the deployment of active learning that requires extraordinary efforts and potentials. The Ministry had to mobilize all material resources and qualified human resources for training until the application of active learning technique took place at the beginning of the

school year 2005/2006 in a number of governorates that has reached 14 governorates so far.

2-4-b) Designing and organizing curricula:

The curriculum includes many elements such as the school textbook, the curriculum, educational activities and teaching methods, teaching aids, and evaluation methods.
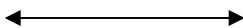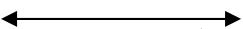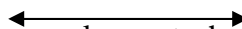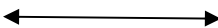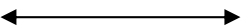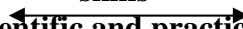
o **School textbook:**
The school textbook is the basic content that the student depends on since it includes concepts and themes learnt by the learner.
Efforts of the Ministry regarding the textbook are represented in several aspects:

- Re-designing primary education the curricula starting with the first three grades in the primary education, while focusing on reading, writing, and mathematics and adopting active learning technique and the system of comprehensive evaluation.
- Therefore, a public competition was held for authorizing school textbooks in these grades in 2006/2007.
- A general competition was held for authorizing school textbooks in fourth primary and first preparatory grades in all school subjects in order to complete the rest of grades.

o **The Ministry of Education issued a framework for curricula through which the following processes are implemented:**

   a. Determining the basic standards which should be available in the content of the curriculum, school textbooks and other educational materials.
   b. Describing each school subject in each grade and the number of hours allocated to each.
   c. Determining the pattern of dealing with information and communication technology (ICT).
   d. Provide a model for integrating all elements of the educational process including objectives, content, methods of teaching & learning, activities, information & technology, and evaluation processes.

e. Defining the general framework of the compulsory component of information and communication technology in each school subject and how to implement it according to the levels of available technological infrastructure.

f. The general framework of the curriculum includes a document that contains a matrix of desired educational outputs, levels and standards of performance in each school grade.

o Identifying fundamentals and elements of organizing curricula: The Ministry specified the frameworks of the curricula and their regulations in the stages of education from kindergarten to general secondary as follows:

Model of content organization in the different stages of education

Kindergarten	Basic Education Grades 1-9	Secondary Education Grades 10-12
⟷ 4 - 6 years	⟷ primary preparatory 6 -12 12-15	⟷ general technical 15-18 15-18
▪ **Integrated classrooms where two teachers teach together through children's needs-based activities.**	▪ **The first grades (1-3) follow a system of the self-integrated class where the class teacher teaches all the school subjects assisted by a specialist in some subjects.** ▪ **Grades (4-9) are done in the form of integrated subjects such as Science, Mathematics and Social Studies that are taught by specialized teachers in each subject.** ▪ **Specialized teachers teach languages and some activities**	▪ **50% of school subjects are common for all students** ▪ **40% of school subjects for specialization** ▪ **10% optional subjects** ▪ **These subjects are taught by specialized teachers.** ▪ **Curriculum is organized on the basis of discipline in addition to subjects based on skills, and interdisciplinary subjects**
activities ⟷	**Integrated school fields-skills** ⟷	**Core Curriculum + interdisciplinary subjects+ skills** ⟷ **Scientific and practical activities**

Attention is paid to integrate the content of the curriculum with technology, comprehensive evaluation and active learning methods in accordance with the national standards in all stages of education known as **standards-based curriculum.**

• <u>**Inserting new concepts in curricula**</u>:

The short-term education strategy is to integrate contemporary concepts and issues into the short-term school curricula such as globalization - tolerance and education for peace - life skills - education for citizenship - protection and beautification of the environment - over-population and development - good use and improvement of resources - consumption rationalization - respect for work and production quality - human rights - women's rights and preventing discrimination against them – child's rights and child labor resistance - preventive and curative health - addiction: technique and prevention - tourism and developing tourist awareness – legal awareness: rights and duties - tax awareness - traffic awareness - national unity and combating terrorism - international law - democracy.
These concepts are to be integrated in school curricula in the form of activities and practices.

o **Caring for technology utilization in curricula:**
• Advanced technology has been integrated in curricula and school syllabi regarding it the key component to match with the contemporary trends and provide new and diverse educational sources as multimedia and computer labs as a completion for the syllabus taught to the learner.

• Benefiting from education technology on television channels, video-conferencing and internet networks.

• The Ministry of Education established Suzanne Mubarak's Exploratory Centers for Science. The first center was inaugurated in 1998. Now, there are 30 branches in different governorates aiming to provide an opportunity for learners so as to break the fear from technology. They explain the scientific concepts and complex technology in addition to the care for the gifted in electronics, Science, environment, and languages.

Introducing new school subjects such as:
• **Technology** that is aiming to improve thinking, abilities, creativity and problem-solving. Including supplementary activities in the development of curriculum as a component of the curriculum is taken into account to give students the mental and practical skills that match with active learning methods and skills.

Reviewing the curricula:
• The Ministry of Education formed a supreme committee for curriculum development. The task of this committee is to revise the policies of the Ministry, and strategies of reform for the development of curricula. It is incumbent upon this committee to implement the national plan to develop the curricula and education technology, as mentioned in the new program, to achieve the desired new qualitative shift in the new pedagogical model in Egypt. There is, also, another co-committee between the Ministry of Education and the Ministry of Higher Education headed by the two Ministers, to consider all issues between the two Ministries.

• The Ministry of Education, is doing a comprehensive review of curricula in all subjects for grades 1-12 in the stages of general education. It is also designing teacher guides and textbooks to be used as a resource of knowledge in subjects of Science in general secondary education funded by the World Bank in the following way:

▪ Reducing the amount of syllabi by 20% without decrement to the content, adding rich aspects for each syllabus, paying attention to supplementary educational activities, integrating advanced educational technology, applying multifaceted methods of comprehensive educational evaluation, and improving the output level and quality of printing textbook.
▪ The curricula of fourth and fifth grades have been re-distributed over three grades (the fourth, the fifth, and the sixth). Educational materials for the three grades were developed and they got in use in the school year 2004/2005. Also, the application of the sixth grade subjects was done.
▪ upgrading the rest of the curriculum elements in light of the philosophy of active learning
▪ A committee was formed to lay the foundations for evaluating and developing secondary education curricula in 2004.

The committee recommended the following:
First: Some major amendments are to be done to certain curricula, in addition to deleting redundancies and correcting many errors that exist in (Arabic - Mathematics - Chemistry - Physics - Geography - history - economics - Sociology - Philosophy - Psychology - National Education).

Second: Some minor amendments are to be done to certain curricula in addition to deleting redundancies and correcting many errors that exist (Geology and

Environmental Sciences - Biology - Foreign Languages (English, French, and German) - Statistics).

Development in technical education curricula:
Development of plans and school curricula of the three types of technical education (industrial – agriculture – commercial), with the aim of:
- Introducing new sciences and technologies.
- Giving attention to practical training and technical skills.
- Linking the technical school to the surrounding environment, rehabilitating its graduates according to the requirements of the internal and external labor market, and helping these graduates to acquire the capacity to plan and implement small projects.
- Developing a strategic plan to improve technical education, as curriculum development is included within the priorities for improvement. Unifying compulsory subjects is targeted for both general and technical secondary education starting from the school year 2006-2007. The new proposal is as follows:

First Secondary Grade
- Religion
- Arabic
- First Foreign Language
- Science
- Mathematics
- Social Studies
- Physical Education
- Information Technology

Second and Third Secondary Grade
- Religion
- Civic Education
- Arabic
- First Foreign Language
- Physical Education
- Information Technology

Caring for teaching foreign languages in addition to the mother tongue (Arabic Language)
- Due to the importance of the Arabic language, the mother tongue, and the difficulties pupils face in learning, a guide was developed in 2008 so as to handle the most learning difficulties pupils face in learning reading and writing. This is based on previous conferences, symposia and consultancy meetings with experts in education as well as researchers NCERD.

- The Ministry of Education, represented by CDIST, trained teachers of the primary stage in learning difficulties in the Arabic language and Mathematics in 2008.

Caring for teaching language:
- Teaching English language starting from the first primary grade and the implementation of teaching this curriculum started in the school year 2003-2004 and went on throughout the upper primary grades.

Preserving school text books and reducing the cost of printing, through:
- In 2005, the Ministry adopted the idea of getting school textbooks back at the end of the school year so that they can be used by other pupils and printing cost can be reduced, in addition to encouraging the pupils' attitudes to keep textbooks clean and tidy.

Challenges facing curriculum development and organization:
There are a number of challenges that should be faced and solutions to be found such as:
- **Centralization of curricula:** Most authorized books should take into the decentralization dimension in handling educational issues and subjects according to learners' interests in different environments: urban - rural - desert - nomadic.
- **Succession of curricula and concepts:** There should be a kind of cohesion among different school subjects from one grade to the other grades; an act which leads to harmony and logic of curricula in the handling and tackling of different subjects.

- **Considering the learners' needs:** In spite of considering learners ' needs in some aspects of the learning process, some other aspects are not taken into account such as:
  - Identifying learners' attitudes and needs.
  - Piloting school textbooks prior to dissemination.
  - Meeting the needs for improving learners' intelligences.
  - Considering learners' cultural dimension and their environments
  - Ensuring learners' participation in content of books and identifying their opinions in this regard.

- **Collaboration of efforts between governmental institutions** in charge of education such as NCERD, NCEEE, CCIMD, and TDC.

2-4-c) Curriculum hours and duration (Week – Month - Year)

- Focus is put on reading and writing as they are considered the most important basic skills that a child should learn at the primary stage; an act which affects his/her learning in the next stages. Also, there is a focus on comparing the study hours in learning the mother tongue with other countries
- Long hours are needed for language to be learned. This is due to some reasons such as:
- Language needs practice.
- Arabic language has its own numerous and varied skills.
- The correlation between different linguistic skills as learning reading is related to learning writing, and learning speaking is related to learning listening.

Reviewing the hours accredited for teaching the Arabic language at the primary stage, the following can be found (weekly – monthly – annually):

Grades	Week	Month	Year
First Primary	8	33	198
Second	8	33	198
Third	8	33	198
Fourth	8	33	198
Fifth	8	33	198
Sixth	8	33	198

- On comparing these hours with others in different countries, we find that the Japanese language = 306 hours for the first grade, 315 hours for the second, 280 hours for the third, 280 hours for the fourth, 210 hours for the fifth and 210 hours for the sixth grade.
- In France, the minimum number of hours for the mother tongue is 9 hours weekly, and the maximum is 10 hours weekly.
- In England, the number of hours for the English language is 5.30 hours weekly for children aged 5-7, and 5.5 hours weekly for children aged 7-11.
- In Bahrain, as the following table indicates:

Years	1	2	3	4	5	6	7	8	9
Hours	9	9	8	7	7	7	6	6	6

- It is clear that the number of hours for learning reading and writing at the primary stage is appropriate to a great extent.

2-4-d) Professional development for inclusive education teachers:

Good and effective education is characterized by quality and should be based on three basic pillars:
1. Equitable educational opportunities
2. Considering individual differences
3. Considering human students' dimension

The teacher should consider these three pillars during the learning process especially if the category he/she deals with needs special efforts whether they are students with special needs or students at one-classroom and community schools. Teachers need more professional development in this type of education so as to face the learners' different needs.

First: Professional development for special education teachers:
Special education teachers face a lot of challenges that affect all aspects of educational work. This comes with their varied, overlapping and diverse roles according to the type of disability, nature of the school subject, environmental conditions, prevailing culture in society, and the strategy of special education used in teaching students with special needs. Therefore, teachers need to be trained and this is due to their posts and continuous direct contacts with students. They are the tool that can determine the future of all efforts exerted to improve the capacities of the disabled. Consequently, the importance of teacher professional development is apparent in his/her strong impact on students.

Status-quo of professional development for special education teachers:
In-service professional development for special education teachers means every organized and planned activity that is based on the training needs assessment for special education teachers. It seeks to achieve clear objectives and is carried out through collective cooperation between the department of special education and special education teachers so as to improve the professional and cultural skills and promote performance; an act that is reflected on the learning of students with special needs.

The objectives of professional development for special education teachers are as follows:
1. Raising the performance level of special education teachers through improving their attitudes, promoting their educational skills and knowledge, and increasing their capacities of creativity and innovation in fields of

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specialization. This leads to encouraging their professional growth through providing adequate conditions that enable them to gain more cultural and behavioral experiences.

2. Increasing special education teachers' acquisition of new methods and techniques in teaching students with special needs, and improving the experiences of those teachers in fields of scientific and cultural specializations. This proves the sustainable and renewable role of training.

3. Meeting the needs of novice special education teachers and seeking their adaptation and readiness to deal with students with special needs through their acquisition of professional skills.

4. Enhancing the atmosphere at working in schools of special education, especially through raising morale and finding the positive belonging among special education teachers, enabling them to acquire the necessary efficiencies to work at schools of special education. Consequently, this leads to the increase in productive capacities of special education teachers and the qualitative capacity of these schools.

5. Training special education teachers in formulating decision, classroom management, and giving opinions reasonably and with proper thoughtfulness in accordance with teaching the disabled characterized by individuality.

6. Encouraging the exchange of ideas and methodologies among teachers, and granting their opportunities for thought and reflection.

7. Rehabilitating non-qualified teachers through some training programs about the nature of that field, how to deal with the disabled, then the increase in the specialization at the internal mission that the Ministry of Education, represented by the department of special education, offers for a duration of one year at one of these majors (auditory – visual – mental).

8. Familiarizing special education teachers with the problems of special education, and their remedial programs, as well as getting these teachers aware of their roles and responsibilities and the philosophy and objectives of special education.

9. Rehabilitating teachers to expand the implementation of the strategy of integrating students with special needs through identifying the concept of inclusion, requirements and forms.

10. Deepening the political and national awareness of special education teachers to perceive economic, social and political changes society is exposed to.

11. Accessing opportunities for special education teachers to practice scientific research, piloting, and practicing new teaching styles that increase their creativity and innovation and lead them to grow professionally so as to perform their new roles.

12. Improving the skills of special education teachers in using learning styles, and new communication methods on dealing with students with special needs, and utilizing these methods and styles to enrich the learning environment inside and outside the classroom.

In the light of the previously-mentioned objectives, training special education teachers is carried out. The Ministry is greatly concerned with this category of students and working on to gradually integrate them into general education schools with 10% of children with special needs of moderate disabilities such as physical disabilities, learning difficulties, slow learners and visual and auditory disabilities. For example, 495 children with auditory disabilities were included in 27 schools of general education in Cairo and Dakahlyia.

The Ministry is interested in inclusive classes: they are classes for special education at schools of general education (45 model classes were integrated into 17 schools that serve 229 children in Cairo, Alexandria, Monofeya, Sharkia, Domiat, South Sinai and Matrouh).

The Ministry is, also, works on expanding the umbrella of the special education to cover other categories of students with special education. Accordingly, some cases of double disabilities were offered and the existence of shadow teachers was permitted at the normal class for some cases of autism. Also, frameworks were developed for tests for students suffering from brain paralysis.

In the light of the previously-mentioned efforts exerted by the Ministry, there are other efforts to improve the capacities of special education teachers to perform their current roles at special education schools as well as their new roles to support

children included in general education schools to meet the different needs of these children. This is clear in what follows:

1. The numbers of teacher of special education:

The time from 2003 to 2007 has witnessed a development in the numbers of special education teachers as indicated by the following table:

Table (14)
Development in the numbers of special education teachers
from 2003/2004 to 2006/2007

Year　　　　　Stage	2003/2004	2006/2007
Special Education	7842	8447

It can be observed out of the previous table that:

- There is an increase in the numbers of teachers throughout 2003/2004 to 2006/2007 at about 605 teachers. This increase explains the concern of the Ministry towards providing the necessary number of special education teachers along with the expansion in the number of schools of special education that reached 804 schools in 2006/2007.

2. Status-quo of training special education teachers:

- CDIST is in charge of teacher training including special education teachers, and is assisted by TDC. CDIST annually develops the needs assessment for schools of special education. Accordingly, training of special education teachers is performed through 14 training sites nationwide. These programs are varied including programs about inclusion such as the training program of preparing a cadre of trainers on the inclusion of students with special needs at general education schools. This program is held at the central level in Cairo, in addition to some other training programs conducted by the training Idaras at the educational Moderyias in the different governorates and planned by CDIST. TDC also conducts training programs via video-conferencing network (V.C.). The number of trained special education teachers reached 11,567 teachers throughout January 2004 to December 2007. These programs include programs on the inclusion as a necessary requirement for planning to integrate students with special needs into general education and a program on the activation of the experiment of inclusion for students of mental education enrolled in general public education schools, through the department of special education at the Ministry.

- Some agencies contribute to the training of special education teachers such as the NCCM and PPMU. A number of training programs are conducted for different categories, so as to meet the trend towards integrating some disabilities into the general education and prepare teachers to face the educational and physiological needs of students with special needs. Some of these programs are as follows:

  1. The Center for children with special needs, administered by the Institute of Childhood Studies, conducted a program for teachers of the primary stage in three governorates (Cairo – Qualiobya - Giza) with a total of 7 schools at these governorates. The number of teachers reached 84 teachers of kindergartens up to the third primary grade and some supervisors at the department of special education at the Ministry. The program is entitled "Caritas-City Association". This association started a total inclusion project for the following categories (brain paralysis – mental retardation – autism) in Cairo, Alexandria and Menia. This was in 2003 and ended in 2008. Special education teachers in different fields were trained in addition to school administration and parents.

  2. The Canadian International Development Agency (CIDA): It held a workshop on inclusion in three governorates: Assuit, Sohag and Qena, in 3 idaras per each governorate. The workshop duration was three days every month within the period of 3 months. It included different categories (general education teacher – a teacher of special education – a manager of the department of special education at the Idara, the Ministry and Idara managers, and a training specialist from the training department of the Ministry).

  3. Mobilization and Statistics Center: It offers a computer program for teachers of the visually disabled with an aim to utilize education technology into teaching the visually disabled. The number of trainees reached 60 teachers divided into two groups from Cairo. The duration for each group is a week.

It is clear that there are some trials to improve the capacities of special education teachers so as to enable them to carry out their new roles in supporting children included in general schools. There is a trial to orient teachers to meet the educational and physiological needs of normal children as well as children with special needs in one class.

Features of the futuristic plan for the professional development for special education teachers:

    a. Transferring the responsibility of teacher professional development in general and special education teachers in particular to the Professional Academy for Teachers according to law No. (155) in 2007, so as to grant licenses for practicing the teaching profession. The academy carries the responsibility of training supported by faculties of education.

    b. In the light of the Ministry's objectives:

    1. Integrate 10% of children with light disabilities into basic education schools, and enhance quality education offered there.

    2. Establish 5040 resources rooms where a specialist works and equip the targeted schools with instrumental materials by 2012.

    3. Provide opportunities for professional development for 24,280 teachers so as to be able to deal in a better way with the difference and diversity among children by 2012.

    4. Recruit and gradually train 1526 assistant teachers (one assistant teacher for every 10 disabled children by 2012).

The previous objectives are implemented through the following activities:

- Developing training models and styles for teachers on the nature as dealing with the diversity and difference in disabilities, to be included within the general training plan for teachers in 2007/2008.

- Ensuring the inclusion of 29,280 teachers from 5040 targeted schools within the teacher training program to be completed by 2010.

- Recruiting 1526 assistant teachers to deal with children at basic education schools by 2011.

- Organizing training programs for assistant teachers to enable them to support the inclusion process by 2011 according to what follows: 100 teachers in 2007, 202 teachers in 2008, 304 teachers in 2009, 408 teachers in 2010, and 512 teachers in 2011.

- Organizing and conduct training programs for 400 schools in needs assessment in 2008.

- Training 800 teachers of students with special needs (2 from each school) to work as master trainers (TOT) so as to design and implement the school development plan in 2007.

- Training teachers and specialists in 400 schools of special education to enable them to meet the diverse needs of severe and varied disabilities by 2009.

- Training special education teachers in offering required specialized services (treatment of communication – Physiotherapy - Family Counseling) in general education schools that welcome inclusion by 2009.

Second: Professional development for female teachers (facilitators):
Facilitators face a lot of challenges that affect aspects of the educational process: objectives, contents, methods, forms, management, and outputs. This stimulates those in charge to continually develop educational methods and practices to cope with the rapid information, knowledge and cultural changes facilitators should be prepared for.
Facilitators are teachers who work in different community education classes (one-classroom schools – community schools – friendly-schools for girls – schools for children in difficult circumstances "homeless or street children"). These teachers offer a type of student-centered education, self-learning, active-learning, and cooperative learning as the teacher turns to be a facilitator for the educational process.

Status-quo of training female teachers (facilitators)
The period from 2004 to 2007 witnessed a development in the numbers of facilitators as illustrated by the following table:

Table (15)
Development in the number of facilitators
From 2004/2005 – 2007/2008

Stage Year	2004- 2005	2007-2008
Number of Facilitators	8150	11454

CDIST is in charge of training teachers including facilitators supported by TDC. CDIST develops an annual training plan based on the training needs assessment

sent by the department on one-classroom schools at the Ministry as well as Idaras at educational Moderyias.

In the context of interest in raising facilitators' professional level during 2007/2008, the following programs have been implemented:

- Cooperation between the department of one-classroom at the Ministry and UNICEF in December 2007 and January 2008 to implement a TOT program for training 230 supervisors, teachers, and facilitators.
- The department of one-classroom schools conducted a number of programs for improving teaching skills in a number of school subjects such as improving Arabic language skills program and models for application. This program was implemented in 6 governorates during 2007 with a total number of 300 supervisors and teachers. The same program was also implemented in 6 other governorates in March 2008.
- NCCM conducted a number of training courses for facilitators at friendly-schools for girls. The program was held in 2 phases during 2008 so as to prepare facilitators, social worker, and civil associations to work in friendly-schools for children in difficult circumstances (homeless and street children).
- To improve the learning quality at community education schools, the Ministry was concerned to enhance facilitators' conditions in the following way:
    1. The periodical book No. (1) in 2007 was issued regarding the development and activation of working in one-classroom schools, through granting a monthly incentive of L.E. 40 for all who work at one-classroom departments in Idaras and Moderyias as well as technical supervision of these schools.
    2. The Ministerial Decree No. (381) on 25/11/2007 was issued regarding giving permission to some NGOs to establish some schools. Article (3) stipulates that "facilitators of educational qualifications are selected, and if the availability of an educational degree at the school region is not possible, then facilitators of non-educational degrees can be selected upon the approval of the concerned Moderyia undersecretary.

This aims to improve facilitators' quality performance and unify all qualifications so that the majority of facilitators are educationally qualified unless there is a necessity to meet the needs of all learners.

Features of futuristic vision:
Within the framework of the Ministry's plan to improve community education, the Ministry aims to achieve the following:
1. The establishment of schools in collaboration with local communities to provide educational opportunities for all children outside the education system.
2. The provision of a sufficient numbers of school managers, supervisors, facilitators, and workers trained in the field of community education.

To achieve these goals, a lot of activities, including some for facilitators, are being carried out such as:
- Recruiting and training 289 persons at senior and middle leadership levels, 1500 supervisors, 30,150 facilitators, 13,333 workers by 2012 so as to operate schools expected to be established, in addition to recruiting 3333 facilitators by 2012 to support the initiative and laws of schools for girls' education.
- Developing and implementing the professional development plan for all stakeholders at all levels including the novice ones (at a rate of 3194 persons in 2007/2008, 3194 in 2008/2009, 3582 in 2009/2010, 9582 in 2012/2011, and 6388 in 2011/2012).

2-4-e) Effective leaning environment for achieving the integration of all learners:

Learning environment inefficient for women forms a major barrier to the spread of girls' education in Upper Egypt and rural and nomadic areas. Consequently, the government is carrying out extensive reforms to promote the rights of women enabling them to live.

To ensure an environment conducive to girls' education, the Ministry of Education is working to provide schools with basic health facilities for girls' safety as well as protection from violence at schools. Also, it is working to recruit teachers (facilitators) and trainers in adequate numbers, provide school curricula that take into account girl's needs in the present and future, abort school fees, expenses and indirect costs borne by parents to purchase uniforms and books, and provide considerable school meals.

This is in addition to establishing community schools in places closer to the girls' homes, encouraging local community participation, supporting parents, and reducing the burdens of domestic work borne by girls (students).

Local community participation take different forms such as: recruiting teaches, designing curricula and discussing teaching methodologies. Also, community participation encourages parents sending their girls to school.

In spite of the interest given to learning environments at both political and intellectual levels, the idea in itself poses two formidable challenges. The first challenge is about the concept level, i.e., how to identify exactly the components of learning environments, while the other deals with issues of monitoring and evaluation , i.e., how learning environment can be measured and compared across different regions and over time.

The starting point in this regard is based on accessing opportunities for the application and use of skills acquired by the learners through:

1. Giving the chance to use reading materials of interest to new literates such as books, publications, newspapers, magazines and other teaching aids that help readers in different environments.
2. Providing access to continuing education programs that take both or either the following forms:
    - to enable students to attend certain courses of formal education through the equation of skills acquired and a certain level of the education system, and according to policies that ensure free enrollment unrestricted by a specific age, or
    - to provide a variety of organized activities in the framework of non-formal education (such as: training in the area of life and living skills, attending short-term courses of vocational training, or training in the area of trade) allowing the acquisition of additional skills or knowledge of interest to students.
3. Providing opportunities to carry out new regulatory tasks, for example in local departments, agricultural co-operations, or counseling systems, which require the acquisition and practice of literacy skills.
4. Providing opportunities to set up commercial projects or non-profit initiatives that require the acquisition and practice of literacy skills, and opportunities to assist in management.

The integration of all these four types of opportunities – in various forms and degrees – creates an environment conducive to education.

- The Ministry plays an important role at the policy level with regard to all these kinds of opportunities, for example: the existence of a policy for libraries towards an increase in access to reading materials and continuing education opportunities.

- The Ministry developed a strategy for expanding access to libraries. Among its goals, in this regard, is to link between school libraries and community schools, prepare tents or vehicles for reading and helping students to produce stories for kids, and prepare special reading corners for women. The existence of libraries and book publishing are prerequisites for sustainable learning environments.

- The Ministry emphasizes that schools provide a supportive environment for learning in a distinctive way containing written and visual materials; an act which helps students acquire the skills of learning and practice.

- As for the other learning environments, the Ministry underlines the importance and value of printed and visual materials available at homes, workplaces, professional groups and local communities, and the awareness that these environments contribute significantly to the dissemination of learning and re-integration of those outside the educational institutions. Also, environments conducive to learning, which own varying quantities of written documents and visual materials, encourage individuals to be educated and help in maintaining the newly acquired skills and integrating them into their daily life.

- The contents of each environment conducive to learning differ due to the place. For example, at home environment conducive to learning is stimulating if it is full of printed materials (such as: books, magazines, and newspapers), means of communication and electronic media (such as computers, television sets, radios, and mobile phones). In neighborhoods and local communities, environment conducive to learning is rich if it contains large number of billboards, posters, and publications.

- The Ministry is also working to provide learning environments - at school, and at home or in the community - which allow free exchange of information, and provide many types of lifelong learning opportunities for those outside the educational system.

- For these public policies designed to be successful in activating learning environment for community education, the Ministry took to expand primary

education, increase overall literacy campaigns, and expand adult education and learning opportunities within the context of the development plan, cultural policies, and human rights initiatives.

- Some studies have shown the educational achievements of students grown in families where there are greater learning sources (books – magazine – computers). These students make achievements in reading and others higher than those achieved by students that come from families where sources of learning are not sufficiently available.

- Some studies have also pointed out that home and professional environments that include continual activities require the use of literacy skills that lead to higher levels of capacities for reading, writing, and arithmetic.

- In the framework of an exploratory study, consideration is given to joint relations between measures for environments conducive to learning and rates of literacy. They included indicators for the quality of environments conducive to learning:
  First: The importance of reading and learning materials measured on the basis of the number of copies of each newspaper, a number of published books, and users of public libraries per 1000 people.
  Second: The availability of information and communication technology (ICT) measured on the basis of the percent of families that have radios, television sets, along with a number of personal computers per 1000 copies.

- The study also reported that environments conducive to learning encourage individuals to become educated, and provide them with the base to maintain and develop literacy practices along their lives.

- Increasing opportunities for adults learning and education is an additional factor that contributes, with the expansion of school education system, to higher rates of literacy among adults.

- So. The Ministry is working on:
  • Creating, activating environments conducive to learning, allowing free exchange of information, providing a large number of opportunities for lifelong learning, and achieving the integration of all children outside the education system both into formal or non-formal educational institutions.

- Enhancing learning environments through planning for the re-integration of children out of school and overcoming conditions prior to learning including health and nutrition, and encouraging learning in the period in which the child was exposed to before joining school.

- Supporting positive conditions such as encouraging friends and family.

- Designing integration initiatives that encourage a learning atmosphere supported by home and local community in the framework of social, cultural, and economic context to motivate these children to learn and identifying the role of society towards developing and promoting learning programs.

- Including knowledge and skills that improve the learning environment within adult education programs, as the education of both children and their parents is mutually reinforcing, and the use of this interaction between generations to create a lively learning environment working towards ensuring basic learning needs of all children and adults, integrating them in various formal and non-formal educational institutions, and enabling everyone to benefit from educational opportunities designed to meet basic learning needs.

2-5-Higher education in Egypt:

Enhancing higher education is considered one of the main prerequisites in an era of knowledge and information, as it is responsible for preparing a strong generation able to keep pace with changes and help society catch up with the recent progress and civilization in the era of knowledge.

First: The management system of higher education:
1. Agencies related to the management system of higher education and their roles:
a. **The Ministry of Higher Education:**
   - Prepare programs for financing higher education, and determine government support for its institutions.
   - Propose admission policies and the framework of the equivalency of foreign diplomas.

- Propose laws and legislations, and structure of the system, and specify regulations for the establishment of higher education institutions and programs.
- Prepare frameworks for the promotion of faculty members, national plan for missions and rehabilitating for university staff.
- Monitor and evaluate the views of higher education system, and monitor its development at regional and international levels.

b. The Supreme Council for Higher Education:
- Prepare policies for investment in higher education.
- Approve admissions policies, and the framework for the equivalency of the foreign diplomas.
- Approve regulations for the establishment of higher education institutions and programs.
- Approve the national plan for rehabilitating university staff.
- Accredit the framework for evaluating performance and quality assurance in higher education institutions.

c. Effective and supportive agencies in the system of higher education:
(1) Some ministries and bodies (Ministry of Education – Ministry of Finance – Education Development Fund), and their roles:
- Participate in developing strategies, policies and developmental plans.
- Participate in proposing laws and legislations.
- Contribute to the funding of education policies, admissions policies and support.
- Participate in adopting higher education policies, and planning national plans for missions.

(2) The National Authority for Accreditation of Quality Assurance, and its role:
- Manage quality assurance and accreditation system in higher education.
- Participate in developing a national strategy for higher education, and consult in the national plans for development.
- Participate in the development of the frameworks, and standards of quality assurance and accreditation for higher education institutions.
- Participate in allocating the governmental support and funding higher education institutions.

2. The structural system for the management of institutions of Higher Education:

a. The Board of Trustees, and its role:
- Participate in the management of higher education institutions.
- Monitor performance and quality of educational institutions.
- Contribute to the monitoring and follow-up of graduates.
- Provide physical and moral support for higher education institutions.
- Participate in guiding policies, plans and programs.

b. University/Academy/Technological Faculty Boards, and their roles:
- Participate in the development of strategies and policies of higher education, and national plans for development.
- Propose laws and regulations related to higher education sectors.
- Prepare studies regarding policies of admission to institutions of higher education.
- Participate in the development of frameworks for the equivalency of diplomas; for the promotion of faculty members, evaluation of performance, and quality assurance.
- Network between the different institutions of higher education, and provide sources of information and data.
- Provide advice and transfer experience in the field of higher education.

c. The Scientific Council (in universities/academies) and its roles:
- Provide educational and research services within the frame of the mission and objectives of the educational institution.
- Ensure the quality of performance, educational and research outputs of the institutions.
- Develop academic programs and professional degree within the framework of regulations and determinants of supreme councils.
- Provide the equivalent diplomas for academic purposes, in accordance with rules approved by the Ministry of Higher Education.
- Implement and manage projects for education development according to the frames of reference approved by the Ministry.

d. Boards of Faculties/Institutes/Research centers, and their roles:
The management of faculties/institutes or research centers is through their councils concerned with two types of management that help to manage educational institutions:

(1) Academic management of institutions of higher education:

- It has full authority for excellence and diversity in areas of competitive competence according to its mission and objectives.
- It works on the development of education programs, introducing systems and specializations that serve its mission and objectives.

(2) Economic management of institutions of higher education:

- It determines, in agreement with the state, how to calculate the actual cost of the educational service in each specialization/field of education.
- It contracts with the state to administer a system of free education according to the rates of actual cost agreed upon for each student. This is done in the context of social commitment of the state, and according to the rules for admission to the governmental institutions of higher education, since free education is a direct relationship between the student and the state. As for the relationship between the student and the educational institution, it is a relationship between a student receiving an educational service paid for and a provider for this service, i.e. the institution. Therefore, the state bears free education, not the educational institution.
- It has the freedom to establish educational programs and entities, and compose research and technological corporations with the participation of economic sectors or foreign institutions of scientific excellence.
- It has the right to go beyond the minimum granting faculty members bonuses and allowances for scientific and research excellence, or for an effective role in the educational process and development.
- It provides adequate health and social care for faculty members and assistants and their families (such as housing, treatment, and educational expenses); an act which achieves stability and community appreciation. Institutions of higher education enjoy a full financial autonomy, and are subjected – whether governmental or private – to the monitoring of concerned state institutions.

e. Boards of departments/units/divisions and their roles:
- Develop education programs in the department, and introduce systems and specializations that serve missions and objectives.
- Provide a suitable scientific and educational environment that achieves the quality of the educational process for all students.

3. Selecting Leaderships:

(a) The selection of senior leaderships:

- Open advertising: it is the basis for the nomination/selection for all levels of university leaders (Head of University, Dean of Faculty, and Chairman of department) provided that decisions of appointment should be issued by stakeholders of jurisdiction.

- Heads of universities, their deputies, deans of faculties and institutes and their deputies and chairmen of boards of departments are full-time committed to their work. In other words, they are not allowed to do any work outside the university management, including professional practice during the term of official leadership.

(b) Scientific structures:

- Appointment to posts of faculty members is through the open advertising for all academic levels including assistant teacher / teacher / assistant professor / professor /professor of specialization, in the job vacancies of departments' structures.

- Each specialization, within the department, is considered a unit headed by a professor of specialization.

- Appointment to the academic posts (chairman of the department/unit) is among professors of specialization for a renewable period for an only similar period, after which the post becomes vacant for the open advertising, with the scrutiny of choice, considering the scientific and research level, and the efficient performance of a faculty member.

- Identifying systems and levels of full-time for faculty members are left to educational institutions according to the requirements of departments, units of education and research at institutions.

- Institutions of higher education are allowed to appoint foreign professors, visiting professors or part-time correspondent professors abroad or even bring in distinguished experts.

(c) Administrative and Technical Structures in Higher Education Institutions:

- The educational institution develops a special system for the administrative and technical board, taking into consideration the uniqueness of tasks carried out by the board, and what is required of financial return and sustainable rehabilitation.

- The administrative and technical board is considered a main factor in the success of the educational institution towards achieving its goals. Therefore, it is inevitable to improve the performance of those working at the educational institutions.

4. **Main reforms and renovations performed in the management of higher education system:**

a- The rehabilitation of the infrastructure network of universities and scientific research institutions:
- Cooperate with the Ministry of Communications and Information Technology.
- Upgrade the infrastructure for information networks of institutions of higher education, and support all applications expected to be added.
- Establish a unified network for universities and scientific research centers.
- Improve information LAN networks at universities.
- Improve the infrastructure for information network of Egyptian universities.

b- Establishment and development of management information systems at universities, and the Supreme Council of universities:
- Cooperate with the Ministry of Administrative Development.
- Start the first phase to establish an integrated management information system at each university, and the Supreme Council of Universities, and establish a system for decision-making support at the Supreme Council of universities. The project aims at supporting all institutions of higher education in the next phase.
- Establish management information systems at universities.
- Establish management information systems and decision-making support for institutions of higher education.
- Upgrade the administrative system through introducing ICT within the administrative process.

c- Development of a plan for upgrading administration:
Objective: performance level of sector departments and efficiency of implementation reach the appropriate international level, through:
- The concern to human development of administrators in terms of communication skills and professional development.
- Training in information systems and performance improvement.

- Establish management information system and design-making support.
- Encourage scientific cadres of distinguished scientific production.
- Prepare for other centers of excellence.
- Raise the efficiency of scientific research in Egypt by the young researchers and faculty members' initiative through the partnership with distinctive research institutes worldwide.
- Give the opportunity to young scholars to travel to any institute or research center for training and raising the research ability for a period of three months (subject to extension), with a focus on transferring knowledge and thought to their original institution.
- Create an atmosphere conducive to the establishment of research centers of excellence with international participation.

Second: The goals of higher education
There is a strategic goal for the higher education system, which includes:

Preparation of a distinguished graduate of quality and high competitive skills in the labor market

Third: Curriculum policies, educational content, teaching and learning strategies:

1. Developing new types of higher education, namely:
- Recent study programs exploiting potential facilities, academic capacities available to existing institutions of higher education.
- Study programs depending on the application of the latest systems approved worldwide, with new methods provided as additional services.
- Provide feasibility studies, showing how important programs are and how suitable to the labor market, along with identifying the graduate's qualifications, skills and capacities that the proposed program will offer.
- Give priority to offer study programs in collaboration with foreign educational institutions of a distinguished scientific level that contributes in improving and upgrading higher education in Egypt.
- Private universities use ICT as they provide 75% of the content via self-learning through e-learning, and according to world record specializations. The other 25% of the content is offered through learning centers spread in Egypt.

2. Establishment of e-learning centers:
That includes:

- Provide students with access to e-syllabus, interaction between students and professors on the one hand, and between each others on the other hand, without reference to time or place to improve education so that the student can be up to the required quality, to compete at local, regional and international levels.
- The establishment of the first center has been initiated. That center, supervised by the supreme council of universities, is to prepare and publish the electronic content of syllabus, and be the nucleus for the establishment of other centers in universities.

3. Supporting student activities:
Through:

- Develop a comprehensive system for the improvement of student activities.
- Increase direct physical support for student activities, and improve the infrastructure for the activity premises.
- Improve services of student activity through an emphasis on physical and educational services, an increase in the number of activity services beneficiaries, and a decrease in the interface between periods.
- Enhance the management level of student activity, through training different cadres forming the student activity system.
- Develop a set of regulations and mechanisms that can manage all religious and political trends at universities, and direct them in an effective positive way.
- Prepare and implement an effective student activity plan that can include the largest possible number of students, and offer a variety of experiences throughout the school day during the whole academic year.
- Improve political awareness, support democratic behavior, and deepen the concepts of belonging, loyalty, citizenship and human rights.
- Expand the establishment of cultural and artistic clubs.

Fourth: The legislative framework of education:
1. Justifications for formulating a legislative framework for higher education:

- Developments and internal and external changes occurred in the past decades.

- Change in pivots of the political system, economic system, and social mobility.
- Diversity and expansion in the system of higher education.
- Requirements of performance evaluation, quality assurance and competitiveness.
- International agreements governing services trade and their impact on the system of higher education.
- The role of educational institutions as pioneering centers of research and development programs.
- The need for a frame of reference for dealing with all types and patterns of higher education.

2. The philosophy of the proposed legislation:

- Create a dynamic of continuous development supported by legislative mechanisms.
- Advanced management of higher education institutions and coordinating councils.
- Effective scientific structures, and advanced programs and missions.
- Selection of leaders in the framework of academic regulations and levels of technical competence.
- Performance evaluation and quality assurance according to internationally identified standards.
- Academic, administrative and financial freedom in the framework of transparency and community accountability.
- International communication and interaction.
- Consolidate the mission of the faculty member, and the balance between rights and duties.
- Ensure social and developmental dimensions in forming policies of educational institutions.
- Strengthened relationship between students, faculty members, and the educational institution.

3. The strategic goal of the unified legislation:

- Organizing work in the sectors of higher education to ensure quality education and high efficiency of graduates of higher education institutions, with numbers fit with the requirements of the labor market, and development

plans, preserving the social dimension, along with the integration of strategies and the policies of pre-university education.

4. Operational objectives of the unified legislation:

- Develop mechanisms for the management of higher education.
- Achieve independence and financial and administrative improvement of universities.
- Activate the reciprocal relationships between community and higher education institutions.

5. The proposed structure for the laws and regulations system governing institutions of higher education:

- A unified legislation governing institutions of higher education in a general framework, with its articles that address the main aspects of higher education system, its components and their mutual relations.
- An executive bylaw giving details of fundamental points occurred in legislation articles.
- An internal bylaw for each educational institution, defining its mission, objectives and operating mechanisms.
- Executive bylaws for educational institutions (faculties / centers / institutes).

6. Main traits of the unified legislation in the higher education system:

- Management and governance in the higher education system.
- Structural system for managing higher education institutions.
- Academic management of higher education institutions.
- Economic management of higher education institutions
- Performance evaluation and quality assurance in higher education institutions.
- Selection of leaderships
- Scientific structures and improvement of faculty members and their assistants.
- Administrative and technical structures in higher education institutions.
- Consolidate the mission of the faculty member and the balance between rights and duties.
- Student's rights and duties towards educational institutions, state, and society.
- Social and development dimensions in forming policies of the higher education institution.

- The role of civil society efficiencies

7. Laws, legislations and decrees governing higher education institutions:

- **Governmental universities**

They are regulated by law No. (49) in 1972 concerning the organization of universities. This law is in force until now, and determines universities that apply it. Several amendments have been introduced to that law, most of which related to certain operational and formal procedures. Two of these amendments included fundamental aspects. They are as follows:

- First amendment: introduced by law No. (49) in 1972. According to this article, a faculty member is appointed on reaching the age of retirement as an emeritus. Also, the amendment included some operational aspects, since it abolished the method that had been followed for the election of the Dean as it has become via appointment.
- Second amendment: it has been introduced by Law No. (82) in 2000 and has replaced the former amendment for the appointment of a faculty member to be an emeritus until the age of 70.

- **Faculties and institutes of the ministry of higher education:**

They are regulated by law No. (49) in 1963 regarding the organization of faculties and institutes of the Ministry of Higher Education. According to this law, the executive bylaw is determined for the law of faculties and institutes submitted to that law.

- **Private institutes:**

They are regulated by Law No. (52) in 1970 regarding the organization of private institutes. According to that law, either the establishment or expansion of any private institute is allowed only with the approval of the Minister of Higher Education and after taking the opinion of the governorates where the institute is located.

- **Private universities:**

They are regulated by Law No. (101) in 1992 concerning the establishment of private universities. According to that law, the establishment of private universities as well as the identification of their regulations is issued by a Presidential Decree, upon a request by the founding group, a formal document by the Minister and the approval of the cabinet.

- **Technological faculties:**

They are regulated by Ministerial Decree No. (1088) in 1987 regarding middle technical institutes, and Ministerial Decree No. (528) in 2003 regarding technological faculties.

Fifth: Goals and main characteristics of current and future reforms:

1. Expanding new patterns of higher education.
2. Providing more advanced technical and technological education to serve development plans.
3. Encouraging community participation towards the establishment and management of institutions of higher education.
4. Providing and distributing opportunities for higher education of all types to meet the community demand.

Sixth: Main policies, achievements and lessons learned especially as follows:

1. Access to education:

Students are admitted in higher education according to their marks in the completion of secondary education certificate and according to their preferences and desires. The coordination office is responsible for the distribution of students at various faculties and universities.

2. Learning Outcomes:

Especially efforts related to the improvement in learning perception, and the reduction of injustice.

a. Efforts related to the improvement in learning perception:

- Utilizing ICT in the educational process.
- Developing expansion regulations in new private universities.
- Expanding the establishment of higher technological institutes with industrial specializations needed by the development plan.
- Ensuring collaboration of foreign universities distinguished in science and technology, and increasing the diversity of scientific schools, especially in new fields.
- On going actions of cooperation between a number of technological faculties with those in Europe, America and Canada.

- On going preparation for institutions of higher education in Egypt to become eligible to progress aiming to obtain accreditation from the National Authority for Quality Accreditation and accreditation.
- Establishing e-learning centers to provide students with access to electronic syllabi.
- Establishing the central unit for digital libraries, electronizing university libraries, establishing an information system for libraries, and using information technology in libraries.
- Expanding the establishment of joint degrees with universities of excellence.
- Accessing funding mechanisms that encourage the student to choose between available alternatives of institutions and different systems of higher education.
- Educational institutions are committed to provide scientific and educational atmosphere appropriate for all students to have access to high-quality education, with an opportunity for students to practice their fundamental rights in full freedom, without discrimination or abuse by the administrative or academic officials of the institution.

Efforts aiming to improve learning achieement are apparent through:
- Ratio of the number of faculty members to the number of students:
- Sector of faculties and institutes of basic applied and artistic sciences will gradually reach 1:20 in 2021.
- Sector of faculties and institutes of human and theoretical sciences will gradually reach 1:50 in 1021.
- Ratio of the number of faculty members to the numbers of assisting members will reach 1:3 in 2021.
- Increase in the ratio of the number of students admitted in practical faculties to theoretical faculties to 50%:50%.in 2021.

Reduction of injustice:

- In Egypt, there is justice in the distribution of students to different universities and faculties. The coordination office is responsible for distributing students according to their marks and desires, regardless of gender (male/female).
- Justice, also, is apparent in some theoretical faculties where the number of girls exceeds the number of boys. This is an evidence of justice in distributing education opportunities among girls and boys, as well as allowing girls to join education similarly as boys. This is evident through the

rate of the enrollment of girls is 83.8% in 2007/2008 to that of the enrollment of boys.

D- In-service professional development:

1. Establish an integrated structure for training in the use of information system.
   To develop a cadre of faculty members and assistant teachers
2. Develop a general plan for mission, that includes:
* Participating with distinctive research institutes worldwide.
* Giving the opportunity for young scholars to travel to any distinctive research institute or center overseas, for training and gaining competence in the field of research, for three months (subject to extension), with an emphasis on the transfer of thought and knowledge to his/her original institution.
* Expanding the establishment of joint degrees with universities of excellence.

3- Encourage scientific publishing and translation worldwide, through:
* Establishing an Egyptian scientific publishing house in collaboration with international publishing institutions and the Egyptian Publishers Union.
* Publishing Egyptian specialized scientific periodicals on a global level.
* Developing a plan to encourage Egyptian scientists to translate in all areas of sciences as well as make agreements with international publishers to get the right for translation.

4- Improve the capabilities of faculty members through:
* Enhancing and modernizing institutional and professional capacities of human resources in order to improve the quality of higher education outputs.
* Provide sustainable centers for improving the capabilities of faculty members, and university leaders.
* Establishing training centers at university and equipping them.
* Training a target of 60% faculty members, their assistants and leaders within three years.
* Devising mechanisms for sustainable teaching at the level of every educational institution.
* Communicating with scientific institutions abroad, and the use of foreign experts to get the benefit and transfer of experiences.
* It should be noted that conditions for obtaining diplomas or promotion to higher posts require the need to obtain:
  - TOEFL Certificate.
  - ICDL Certificate.

Seventh: The role of the educational system in the fight against poverty and other forms at cultural and social marginalization:

- Higher education is free in Egypt allowing all students to join it, with no restrictions.
- Raising the capacity at governmental universities, through:
  - Transform branches of Port Said, Aswan and Damanhour to separate universities.
  - Establish branches for some universities

Eighth: Inclusive education:
The current vision of inclusion:
The state encourages inclusive education. This is evident in:
- There are no special health conditions in some faculties.
- 5% of students with special needs are admitted to some faculties.
- It is included in the strategic plan (2022) for higher education.
- Enhancing financial support for students with special and difficult circumstances.

Higher Education in Egypt
Development of governmental Higher Education

Description	2003/2004	2007/2008
No. of Universities	12	17
No. of Faculties	266	300
No. of faculty Members	30486	38363
No. of Faculty Assisting Members	18885	26532
No. of Students Admitted	200586	318590
No. of Students Enrolled in Graduated Degree	1175155	1386715
No. of Graduated (2004/2005)	195156	231704
No. of Students Enrolled in Post-Graduate Degree	119734	120508
No. of Graduated of Post Graduate Degree	74	36378
Budgets of Universities (in Million)	4399	5375
Student's Share of the Budget (in Pound)	2504	3662
No. of Resident Students	107097	130189

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- Gross rate of higher education enrollment:

Total: (2003/2004)   30.2%

                (2007/2008)   29.2%

Females: (2003/2004)   29.4%

                (2007/2008)   27.7%

- Ratio of female enrollment to male:

                (2007/2008)   83.8%

- Ratio of expenditure on higher education:

                (2008)   26.8%

- Ratio of expenditure on all stages:

                (2004)   31.5%

- Total number of students of higher education (Governmental) :

      (2007/2008)   2.153.865

- Total number of students of higher education (Private):

In the higher faculties and institutions:

     (2007/2008)   387696

Total ratio of graduations:

     (2007/2008)   21.3%

Male: 21.6%

Female: 20.9%

Number of graduates:

(2007/2008)   342902

Rate of academic years: (Middle)

(2007/2008)   1.4

Development of Education at Al-Azhar University

Description	2003/2004	2007/2008
No. of Universities	54	64 in (16 Governorates)
No. of faculty Members	5234	5626
No. of Faculty Assisting Members	2818	3692
No. of Students Admitted in Graduated Degree	42981	93819
No. of Students Enrolled in Graduated Degree	184501	371726
No. of Graduated in Graduated Degree	31530	29662
No. of Students Enrolled in Post-Graduate Degree	9354	15058
No. of Graduated of Post Graduate Degree	1786	2057

- The American University in Egypt: 3 Faculties
- Tertiary education at academies (2007/2008):
    ▪ Sadat Academy for Administrative Sciences   4 Faculties
    ▪ Arab academy for Science Technology and Maritime Transportations
        5 Faculties
    ▪ Academy of Arts   5 Institutions

- Non-Governmental Higher Education (Private):
Technological Faculties 45 as follows:

Technical Industrial	21 Faculties
Technical Commercial	19 Faculties
Technical Hotels	4 Faculties
Social Service	1 Faculties

Higher Institution for Administrative and Computer   1 Institute

Development of education at Private Universities

Description	2003/2004	2007/2008
No. of Universities	4	9
No. of Faculties	32	51
No. of Students	10912	33338
No. of Graduates	670	5988
No. of Faculty Members	631	2525

Private Higher Institutes

Description	2003/2004	2007/2008
No. of Private Institutions	53	95
Institutes of Post Graduate	2	2
No. of Students Enrolled	228008	365865
No. of Students Post Graduate	49943	80670
No. of Students Enrolled in Higher Post Institute	1888	2921
No. of Higher Institutes Members	-	1089

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Appendix (1)
A brief of achievement indicators to 2007

- Number of pre-university education schools in Egypt: 40828 schools.

- Number of classes: 389033 classes .

- Total number of pupils (pre-university education)   15.424478 pupils
            (18% the age group).
            (Total number of boys 7.918.429 of 51.3%)
            (Total number of girls 7.506049 of 48.7%)

- Number of children at the kindergarten stage (pre-primary): 579889 children.

- Total number of primary education pupils: 8.972.51 pupils.
    (including boys and girls in one Classroom schools, friendly-schools for
    girls and community schools).

- Total number of preparatory education pupils 2.878042 pupils.

- Total number of general secondary education students: 1.173811 students.

- Totals number of vocational education students 1.793609 students

- Total number of special education pupils: 37070 pupils.

- Capacity ratio in primary education (general education): 91.5%

- Capacity ratio in the primary stage (Azhari Education): 13% (Total capacity
    ratio 104.5% due to admitting pupils more or less than the age of admission).

- Number of teachers at pre-university education: 830000 teachers,

- 94494 supervision staff, 336663 administrators and employees, and 91158
    service workers.

- Drop out ratio in primary education: 0.22%

- Drop out ratio in preparatory education: 2.3%

- Ratio of expenditure on the kindergarten stage out of gross expenditure gross
    expenditure on pre-university education: 2%

- Ratio of expenditure on basic education (primary – preparatory) out of gross
    expenditure on pre-university education: 71%

- Ratio of expenditure on general secondary education out of gross expenditure
    on pre-university education: 11%.

- Ratio of expenditure on vocational educational education out of gross expenditure on pre-university education: 16%

- Ratio of expenditure on education to gross expenditure: 13%.

- Ratio of expenditure on education to the national output : 4.2%.

- Average of class density for all stage 39.65 students.

- 7700 preparatory schools have been added to the distance education system.

- 450.000.000 school textbooks are being printed every year to be distributed free of change to all pre-university educational stage.

- Number of computers at preparatory schools is more than 90.000 computers, 7200 computer labs. High-special internet service is introduced in 2000 schools.

- Number of computer at secondary schools is 5400 computers and the number of computer labs is 600.

- Dial-up internet system is applied in 40.000., a telephone line per each school.

Development in Class Capicty - Total from 2003/2004 to 2006/2007

Stages	2003/2004			2004/2005			2005/2006			2006/2007		
	Governmantal	Private	Total	Governmantal	Private	Total	Governmantal	Private	Total	Governmantal	Private	Total
Pre - Primary	31.04	28.75	30.16	30.55	27.73	29.54	30.84	27.73	29.78	31.59	27.67	30.31
Primary	41.55	34.21	40.85	43.33	34.00	42.39	43.83	33.51	42.77	43.98	33.31	42.86
One Classroom	20.22	0.00	20.22	21.98	0.00	21.98	21.81	0.00	21.81	21.50	0.00	21.50
General Preparatory	42.37	29.72	41.55	39.48	29.40	38.87	38.68	29.17	38.08	38.73	29.28	38.12
Vocational Preparatory	49.10	0.00	49.10	48.04	0.00	48.04	45.28	0.00	45.28	45.96	0.00	45.96
Physical Preparatory	26.64	0.00	26.64	24.51	0.00	24.51	25.57	0.00	25.57	24.61	0.00	24.61
Preparatory Total	42.57	29.72	41.76	39.79	29.40	39.19	38.91	29.17	38.32	38.96	29.28	38.36
General Secondary	42.16	31.79	41.06	41.69	29.74	40.45	39.87	27.94	38.62	38.25	27.35	37.09
Physical Secondary	23.25	9.33	22.97	22.17	6.67	21.86	21.57	2.50	21.30	22.98	1.00	22.71
General Secondary	42.06	31.77	40.98	41.59	29.72	40.36	39.78	27.92	38.54	38.17	27.33	37.02
Industrial (3 Years(	37.27	33.44	37.26	37.38	33.09	37.36	36.96	28.94	36.92	36.05	28.49	36.02
Vocational Industrial	35.42	0.00	35.42	34.70	0.00	34.70	34.17	0.00	34.17	32.92	0.00	32.92
Industrial (5 Years(	28.90	21.60	28.85	28.08	24.09	28.06	27.91	23.64	27.87	28.02	23.17	27.98
Industrial Total	36.66	32.47	36.64	36.66	32.22	36.64	36.24	28.44	36.20	35.35	27.85	35.32
Agricultural (3 years(	40.61	0.00	40.61	40.11	0.00	40.11	39.34	0.00	39.34	37.49	0.00	37.49
Vocational Agricultural	37.05	0.00	37.05	35.89	0.00	35.89	35.12	0.00	35.12	33.38	0.00	33.38
Agricultural (5 years(	30.10	0.00	30.10	26.11	0.00	26.11	27.75	0.00	27.75	25.83	0.00	25.83
Agricultural Total	40.25	0.00	40.25	39.68	0.00	39.68	38.92	0.00	38.92	37.06	0.00	37.06
Commercial (3 years(	41.11	42.56	41.32	40.91	41.92	41.08	41.19	41.03	41.16	40.69	39.31	40.45
Commercial (5 years(	31.28	27.27	30.99	31.07	28.25	30.87	30.41	28.02	30.23	30.49	27.97	30.30
Commercial total	40.52	42.11	40.74	40.24	41.55	40.45	40.38	40.65	40.43	39.89	38.93	39.73
Special Education	9.70	7.08	9.63	9.52	6.82	9.46	9.43	6.68	9.37	9.27	4.03	9.15
Friendlly for Girls							26.76	0.00	26.76	28.00	0.00	28.00
Total	40.58	32.87	39.87	40.79	32.67	40.01	40.67	32.09	39.82	40.53	31.75	39.65

Development in the Number of Teachers in Education Stages From 2003/2004 to 2006/2007

Stages	2003/2004			2004/2005			2005/2006			2006/2007		
	Educational	Non-Educational	Total	Educational	Non-Educational	Total	Educational	Non-Educational	Total	Educational	Non-Educational	Total
Pre - Primary	13683	5742	19425	17141	5756	22897	17317	5654	22971	17397	5973	23370
Primary	278474	47970	326444	286381	50460	336841	288494	49348	337842	283410	48396	331806
One Classroom for Girls	2509	1040	3549	2632	920	3552	2463	1079	3542	2401	1146	3547
One Classroom Mixed	4	41	45	1	101	102	6	99	105	2	2	4
Total One Classroom	2513	1081	3594	2633	1021	3654	2469	1178	3647	2403	1148	3551
Friendlly for Girls	2	0	2	2	70	72	24	66	90	27	77	104
General Preparatory	146500	54860	201360	146355	52060	198415	141535	51846	193381	141760	48691	190451
Vocational Preparatory	4738	1811	6549	4734	1966	6700	4877	1864	6741	4868	1792	6660
Physical Preparatory	352	93	445	355	100	455	361	66	427	375	101	476
Preparatory Total	151590	56764	208354	151444	54126	205570	146773	53776	200549	147003	50584	197587
General Secondary	64250	29537	93787	68944	30513	99457	69389	31188	100577	70532	29410	99942
Physical Secondary	419	158	577	470	128	598	433	125	558	504	102	606
General Secondary	64669	29695	94364	69414	30641	100055	69822	31313	101135	71036	29512	100548
Industrial (3 Years(	67279	16096	83375	67830	18454	86284	66352	19761	86113	67246	17623	84869
Vocational Industrial	1320	451	1769	1388	237	1620	1501	389	1882	1618	261	1868
Industrial (5 Years(	3894	1122	5016	4048	1100	5148	4108	999	5107	3992	1069	5061
Industrial Total	72490	17665	90155	73260	19784	93044	71952	21139	93091	72844	18940	91784
Agricultural (3 years(	5337	7971	13308	6060	8199	14259	5894	7818	13712	6201	6989	13190
Vocational Agricultural	23	53	76	38	77	115	52	93	145	276	127	403
Agricultural (5 years(	23	117	140	87	60	147	20	120	140	32	90	122
Agricultural Total	5383	8141	13524	6185	8336	14521	5966	8031	13997	6509	7206	13715
Commercial (3 years(	19230	20939	40169	19354	18685	38039	18250	18129	36379	18114	17374	35488
Commercial (5 years(	1610	1589	3199	1859	1593	3452	1876	1663	3539	1704	1788	3492
Commercial total	20840	22528	43368	21213	20278	41491	20126	19792	39918	19818	19162	38980
Special Education	7165	739	7904	7150	1053	8203	6810	1003	7813	7473	974	8447
Total	616809	190325	807134	634823	191525	826348	629753	191300	821053	627920	181972	809892

Development in Girls' Enrollment Ratio in Education Stages
(Urban - Rural - Total from 2003/2004 to 2006/2007)

Stages	2004/2003			2005/2004			2006/2005			2007/2006		
	Urban	Rural	Total	Urban	Rural	Total	Urban	Rural	Total	Urban	Rural	Total
Pre - Primary	48.30	46.08	47.64	48.30	46.05	47.56	48.14	45.98	47.40	48.08	48.73	47.37
Primary	48.38	47.54	47.87	48.50	47.79	48.07	48.44	47.87	48.10	48.49	46.15	48.27
One Classroom	93.44	95.43	95.40	94.16	96.35	96.32	93.17	95.73	95.69	91.85	48.12	94.97
Friendlly for Girls							71.95	87.34	87.18	73.82	95.01	86.88
General Preparatory	49.67	47.80	48.56	49.56	47.82	48.52	49.82	48.45	49.00	49.72	87.22	49.01
Vocational Preparatory	29.73	25.57	29.07	28.61	25.24	28.08	28.12	26.51	27.85	27.22	48.52	26.90
Physical Preparatory	35.46	0.00	33.56	36.59	0.00	33.92	36.26	0.00	33.40	36.50	25.20	35.31
Preparatory Total	48.22	47.57	47.85	47.62	47.53	47.57	47.97	48.17	48.08	47.93	28.27	48.11
General Secondary	52.07	49.52	51.37	52.22	49.91	51.58	52.53	50.39	51.92	52.74	48.25	52.22
Physical Secondary	32.35	0.00	32.35	32.03	0.00	0.00	32.36	0.00	32.36	34.91	50.93	34.74
General Secondary	52.00	49.52	51.31	52.16	49.91	51.53	52.46	50.39	51.87	52.67	31.18	52.17
Industrial (3 Years(	36.00	40.97	36.78	37.21	41.45	37.93	38.09	44.35	39.18	39.19	50.92	40.27
Vocational Industrial	32.55	43.59	33.89	30.87	40.16	31.90	30.74	41.65	31.98	30.35	45.20	31.61
Industrial (5 Years(	19.69	7.89	18.46	18.77	8.60	17.68	18.87	9.57	17.89	18.71	40.54	17.68
Industrial Total	34.97	40.11	35.75	35.88	40.46	36.62	36.63	43.27	37.74	37.51	9.43	38.62
Agricultural (3 years(	23.69	14.70	21.74	24.62	16.07	22.73	24.81	17.32	23.06	26.25	43.91	24.31
Vocational Agricultural	23.43	10.31	21.30	23.38	9.67	20.65	23.48	8.90	21.11	26.30	17.96	23.52
Agricultural (5 years(	23.31	0.00	23.31	22.71	0.00	22.71	21.91	0.00	21.91	22.16	9.11	22.16
Agricultural Total	23.67	14.47	21.72	24.53	15.73	22.61	24.69	16.94	22.93	26.21	0.00	24.24
Commercial (3 years(	68.76	57.95	65.58	69.64	58.50	66.46	70.52	58.20	66.97	71.04	17.54	67.11
Commercial (5 years(	54.34	45.86	53.35	51.98	44.27	51.12	51.67	42.43	50.79	50.75	57.80	50.02
Commercial total	68.00	57.74	65.06	68.62	58.23	65.74	69.33	57.93	66.16	69.65	42.60	66.19
Special Education	36.54	33.65	36.25	36.33	36.32	36.32	37.09	33.70	36.71	37.35	33.15	36.87
Total	48.11	47.92	48.01	48.18	48.12	48.15	48.43	48.41	48.42	48.70	48.60	48.66

Development in the Number of (Schools - classes - Students)
from 2003/2004 to 2006/2007

Stages	2003/2004			2004/2005			2005/2006			2006/2007		
	Schools	Classes	Students	Schools	Classes	Students	Schools	Classes	Students	Schools	Classes	Students
Pre - Primary	5310	15580	469942	5845	16735	494334	6259	17945	534331	6688	19131	579889
Primary	16159	176621	7214826	16369	203676	8634115	16412	205389	8784289	16564	207232	8882797
One Classroom	3101	3101	58872	3147	3147	69170	3146	3146	68627	3184	3184	68453
Friendlly for Girls							298	298	7975	386	386	10807
General Preparatory	8300	96973	4029039	8458	70847	2754142	8657	70589	2688188	8834	72423	2760764
Vocational Preparatory	270	3074	150925	270	2742	131736	272	2640	119538	281	2488	114350
Physical Preparatory	27	136	3623	29	136	3334	29	133	3401	31	119	2928
Preparatory Total	8597	100183	4187431	8757	73725	2889212	8958	73362	2811127	9146	75030	2878042
General Secondary	2051	30909	1269228	2142	32044	1296020	2209	32010	1236164	2258	31548	1170155
Physical Secondary	30	149	3422	28	147	3213	30	142	3025	33	161	3656
General Secondary	2081	31058	1272650	2170	32191	1299233	2239	32152	1239189	2291	31709	1173811
Industrial (3 Years(	558	24823	924846	569	24881	929599	586	23758	877182	594	22330	804427
Vocational Industrial	249	2155	76331	254	2205	76508	256	2112	72171	248	1946	64067
Industrial (5 Years(	32	1626	46914	32	1599	44863	32	1532	42704	32	1497	41889
Industrial Total	839	28604	1048091	855	28685	1050970	874	27402	992057	874	25773	910383
Agricultural (3 years(	113	6122	248592	114	5847	234534	114	5273	207448	117	4578	171652
Vocational Agricultural	57	487	18045	56	407	14607	56	404	14190	55	370	12349
Agricultural (5 years(	2	61	1836	2	72	1880	2	63	1748	2	58	1498
Agricultural Total	172	6670	268473	172	6326	251021	172	5740	223386	174	5006	185499
Commercial (3 years(	870	20462	845393	789	18277	750908	711	17211	708413	699	16318	660100
Commercial (5 years(	52	1211	37523	52	1202	37109	53	1234	37306	54	1242	37627
Commercial total	922	21673	882916	841	19479	788017	764	18445	745719	753	17560	697727
Special Education	731	3694	35589	766	3777	35746	804	3929	36808	808	4022	37070
Total	37912	387184	15438790	38922	387741	15511818	39926	387808	15443508	40868	389033	15424478

Development in the Number of Students (Governmental - Private - Total)
from 2003/2004 - 2006/2007

Stages	2003/2004			2004/2005			2005/2006			2006/2007		
	Governmental	Private	Total	Governmental	Private	Total	Governmental	Private	Total	Governmental	Private	Total
Pre - primary	298319	171623	469942	328255	166079	494334	364680	169651	534331	407409	172480	579889
Primary	6639757	575069	7214826	7939554	694561	8634115	8078202	706087	8784289	8160236	722561	8882797
One Classroom	58872	0	58872	69170	0	69170	68627	0	68627	68453	0	68453
Friendlly for Girls							7975	0	7975	10807	0	10807
General Preparatory	3841694	187345	4029039	2628475	125667	2754142	2558337	129851	2688188	2623311	137453	2760764
Vocational Preparatory	150925	0	150925	131736	0	131736	119538	0	119538	114350	0	114350
Physical Preparatory	3623	0	3623	3334	0	3334	3401	0	3401	2928	0	2928
Preparatory Total	4000086	187345	4187431	2763545	125667	2889212	2681276	129851	2811127	2740589	137453	2878042
General Secondary	1165012	104216	1269228	1196773	99247	1296020	1142154	94010	1236164	1078330	91825	1170155
Physical Secondary	3394	28	3422	3193	20	3213	3020	5	3025	3654	2	3656
General Secondary	1168406	104244	1272650	1199966	99267	1299233	1145174	94015	1239189	1081984	91827	1173811
Industrial (3 Years(	921101	3745	924846	926191	3408	929599	874114	3068	877182	801920	2507	804427
Vocational Industrial	76331	0	76331	76508	0	76508	72171	0	72171	64067	0	64067
Industrial (5 Years(	46698	216	46914	44598	265	44863	42444	260	42704	41611	278	41889
Industrial Total	1044130	3961	1048091	1047297	3673	1050970	988729	3328	992057	907598	2785	910383
Agricultural (3 years(	248592	0	248592	234534	0	234534	207448	0	207448	171652	0	171652
Vocational Agricultural	18045	0	18045	14607	0	14607	14190	0	14190	12349	0	12349
Agricultural (5 years(	1836	0	1836	1880	0	1880	1748	0	1748	1498	0	1498
Agricultural Total	268473	0	268473	251021	0	251021	223386	0	223386	185499	0	185499
Commercial (3 years(	721169	124224	845393	620500	130408	750908	585360	123053	708413	549291	110809	660100
Commercial (5 years(	35123	2400	37523	34708	2401	37109	34784	2522	37306	34942	2685	37627
Commercial total	756292	126624	882916	655208	132809	788017	620144	125575	745719	584233	113494	697727
Special Education	34945	644	35589	35166	580	35746	36207	601	36808	36424	646	37070
Total	14269280	1169510	15438790	14289182	1222636	15511818	14214400	1229108	15443508	14183232	1241246	15424478

Development in the Number of Classes (Governmental-Private-Total)
From 2003/2004 - 2006/2007

Stages	2004/2003			2005/2004			2006/2005			2007/2006		
	Governmental	Private	Total	Governmental	Private	Total	Governmental	Private	Total	Governmental	Private	Total
Pre - primary	9611	5969	15580	10745	5990	16735	11826	6119	17945	12898	6233	19131
Primary	159809	16812	176621	183249	20427	203676	184317	21072	205389	185538	21694	207232
One Classroom	3101	0	3101	3147	0	3147	3146	0	3146	3184	0	3184
Friendlly for Girls				0	0	0	298	0	298	386	0	386
General Preparatory	90670	6303	96973	66573	4274	70847	66138	4451	70589	67729	4694	72423
Vocational Preparatory	3074	0	3074	2742	0	2742	2640	0	2640	2488	0	2488
Physical Preparatory	136	0	136	136	0	136	133	0	133	119	0	119
Preparatory Total	93880	6303	100183	69451	4274	73725	68911	4451	73362	70336	4694	75030
General Secondary	27631	3278	30909	28707	3337	32044	28645	3365	32010	28190	3358	31548
Physical Secondary	146	3	149	144	3	147	140	2	142	159	2	161
General Secondary	27777	3281	31058	28851	3340	32191	28785	3367	32152	28349	3360	31709
Industrial (3 Years(	24711	112	24823	24778	103	24881	23652	106	23758	22242	88	22330
Vocational Industrial	2155	0	2155	2205	0	2205	2112	0	2112	1946	0	1946
Industrial (5 Years(	1616	10	1626	1588	11	1599	1521	11	1532	1485	12	1497
Industrial Total	28482	122	28604	28571	114	28685	27285	117	27402	25673	100	25773
Agricultural (3 years(	6122	0	6122	5847	0	5847	5273	0	5273	4578	0	4578
Vocational Agricultural	487	0	487	407	0	407	404	0	404	370	0	370
Agricultural (5 years(	61	0	61	72	0	72	63	0	63	58	0	58
Agricultural Total	6670	0	6670	6326	0	6326	5740	0	5740	5006	0	5006
Commercial (3 years(	17543	2919	20462	15166	3111	18277	14212	2999	17211	13499	2819	16318
Commercial (5 years(	1123	88	1211	1117	85	1202	1144	90	1234	1146	96	1242
Commercial total	18666	3007	21673	16283	3196	19479	15356	3089	18445	14645	2915	17560
Special Education	3603	91	3694	3692	85	3777	3839	90	3929	3928	94	4022
Total	351599	35585	387184	350315	37426	387741	349503	38305	387808	349943	39090	389033