

**ARAB REPUBLIC OF EGYPT  
MINISTRY OF EDUCATION**

**The National Plan for Education for  
All**

**(2002/2003 – 2015/2016)**

*(This document was prepared in accordance with the model proposed by UNESCO)*

**Cairo**

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# **National Plan for Education for All**

**(Draft I)**

## **Background:**

In all societies, education is subject to comprehensive and flexible planning that delineates objectives, examines alternatives, designs programs, issues legislation, outlines procedures, and lays the foundations for measuring impact, in order to ensure that it is indeed a right to all human beings without discrimination. Planning is essential for education to provide the appropriate manpower, capable of integration into a productive social life and interaction, at the same time, with the fast-pacing world in all fields and equally qualified to compete in the era of globalization, while asserting its indigenous identity.

Since the beginning of modern education in Egypt in the early 19<sup>th</sup> century, the educational policy has been characterized by two parallel features. The first is the adoption of a planning approach, the second that education acts as a strong link to the requirements of social development, regardless of its suitability, validity or level of efficiency. Thus, the modern education system in Egypt fulfilled urgent needs imposed by the vision of Mohamed Ali<sup>1</sup> who ruled Egypt at the time, and believed that Egypt's most urgent national project was to form a strong national army. This required high quality human power in specific fields; thus, his concern began by focusing on higher levels of education, rather than middle and primary levels -known as the policy of the inverted pyramid. This narrow utilitarian theory of education still meant that it was used as an indicator of human development at the time.

Major turning points have characterized Egypt's educational policy, beginning with Article no. 19 of the Egyptian constitution issued in 1923 which stipulated that education is compulsory for children between the ages of 6 and 12. During the same year, another law was issued stipulating that compulsory education is free, then, in the year 1944 primary education was declared free. Later in 1951 the law no. 142 was issued declaring secondary

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<sup>1</sup> Ruler of Egypt as of 1806.

education free, as well. This peaked in 1952 when the 23<sup>rd</sup> July revolution declared all educational stages, including university education, free.

Up until this point, compulsory education was for six years. In 1981, the law no. 139 was issued, stipulating the responsibility of the Egyptian state to provide education to all Egyptian children aged 6 years, for nine academic years. From that time on, the Ministry of Education sought to increase the rate of enrollment of school children within this age group gradually, in order to reach full absorption. The result was a large quantitative growth in the educational system.

In the last three decades of the 20<sup>th</sup> century, more attention was directed to qualitative growth of education and numerous efforts were taken to improve the quality and appropriateness of education. These efforts were characterized by a future vision that sought to achieve a balance between allowing young people to live well in their societies, and qualifying them at the same time, to use their full potentials in the future of mankind.

During the 1990's, President Hosny Mubarak declared that education is Egypt's national project till the end of the last century. Within this framework, two major declarations were made: The first was that the 1990's is the national decade for eliminating illiteracy, and the second was that the 90's is the national decade of the child. Moreover, during the Dakar International Conference in April 2000, President Mubarak pointed to the need for diligent efforts to achieve a new vision, namely "education for excellence and excellence for all".

In order to achieve this national goal, the Ministry of Education focused on the need for a qualitative strategy for education to face the challenges of our era.<sup>2</sup> Within this context, the Ministry of Education designed the education five-year plan 2002-2007. The national plan of education for all 2002-2015 has been laid down, as follows:

### **Plan design and organization**

**First:** The National Committee for 'Education for All' examined the requirements of the plan design in the light of the following:

- a. The Educational component within the Declaration of the Second Decade for the Protection of the Egyptian Child (2000-2010) issued by the President of Egypt on 15<sup>th</sup> February 2000.

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<sup>2</sup> The Ministry of Education: Projects of the Five-Year Plan for Investments, 2002/2007

- b. The goals of ‘Education for All’ as approved by the International Forum on Education (Dakar, April 2000).
- c. The national plan for social and economic development (2002-2007) in Egypt.
- d. The Ministry of Education’s five-year plan (2002-2007).
- e. The Program of National Modernization – Egypt in the 21<sup>st</sup> Century – education as the basis for human development, and future modernization (2002-2012)
- f. Structural modeling of a national plan for ‘Education for All’, included in the manual for drafting the national plan for Education for All prepared by the UNESCO Regional Office in Asia and the Pacific, which was translated and issued by the Arab Education Office for the Gulf States in 2002.

**Second:** A technical committee was formed from the National Committee for Education for All, which was assigned the preparation of the first draft of the plan in light of the above, taking into account the planning vision of all competent sectors in charge of ‘Education for All’ (early and pre-school childhood, formal basic education, children and young people outside school, and eradication of illiteracy and continued education).

- a. The technical committee analyzed the sectoral plans of:
  - General directorate of pre-school education.
  - General directorate of single-class schools.
  - General Authority for Literacy and Adult Education
  - Central Directorate for the Inspection (Plan of Overall Quality).
  - Future development and modernization, the plan of 2002-2012 included in the program of the 21<sup>st</sup> century – Education as the Basis of Human Development.
  - Framework of the Childhood and Motherhood Plan within the fifth five-year plan for economic and social development 2002/2003-2006/2007.
  - Center Report for the development of Curricula and Instructional Materials on the development of school curricula in light of the new educational policy.
  - Document of the National Center for Examinations and Educational Evaluation entitled “Evaluation: An Approach to Educational Reform”.

- An experimental project for developing the system of educational evaluation in the primary stage.
- b. Upon drafting the plan, members of the technical committee agreed to take into account the interrelatedness between the State's plan for developing education, and the plan required by UNESCO, within the general framework of 'Education for All'. The technical committee discussed the division of labor, and two alternatives were put forward. The first is vertical work, with each member fully in charge of integrated planning for a set of the target groups (early and pre-school childhood, formal basic education, outside-school child and youth education, informal and continuing education with a focus on reading abilities); the second, is to work horizontally so that one member would be in charge of planning for a specific element across all three stages (enrollment, quality, administration) for all target groups. It was agreed to adopt the first alternative.

**Third:** The first draft of the plan was presented to the agencies responsible for all sectors of 'Education for All'; it has since been amended in light of their remarks and comments.

**Fourth:** The second draft of the plan was distributed to a diverse audience including: political officials, executives and representatives of civil society. A workshop was organized to discuss different viewpoints and the second draft was revised again in light of the workshop's feedback.

**Fifth:** The amended draft was presented to the Minister of Education, responsible for taking decisions related to pre-university education, and was modified in light of his Excellency's comments. It will soon be issued in its final form.

**Executive summary:**

1. This plan adopts the goals of 'education for all' as delineated in the Jomtien Conference of March 1990 and adhered to in the International Forum on Education held in Dakar in April 2000. The plan seeks to achieve progressive accomplishments in response to the prerogatives of the educational policy in Egypt.
2. Programs and their annual costs are outlined in the plan in order to accommodate different sets of regulations adopted by different agencies. According to regulations

followed by the Egyptian government, the programs are classified and included into five-year plans to be congruent with the system followed by the State's economic and social development plans.

3. The plan includes 24 programs addressed to the four target groups of 'Education for All', with a total cost of more than 117 billion Egyptian Pounds. They can be distributed as shown in Table 1 below.

*Table 1*  
**Programs of the plan and their costs distributed over sub-sectors**

Sector	No. of programs	Cost
<b>Early Childhood and Pre-School Education</b>	4	8,475,020,200
<b>Formal Basic Education</b>	6	103,484,472,272
<b>Out-of-School Children and Young People</b>	6	2,806,648,550
<b>Adults below reading Levels</b>	7	2,454,711,200
<b>Follow-up and plan evaluation</b>	1	140,000,000
<b>Total</b>	<b>24</b>	<b>117,360,852,222</b>

4. 'Education for All' program's costs within the fifth five-year plan (2002-2007) were estimated at LE 42,716,523,720. The estimates of the Ministry of Education for the projects of the same plan reached LE 24,450,375,000 for pre-university education (rather than for 'Education for All').

## *Part One*

### **Context of ‘Education for All’**

#### **Introduction**

The principle of ‘Education for All’ was consolidated in the 1990s at the international level, as a result of the steadily growing recognition that education is a human right, part and parcel of human development. Moreover, it is a requirement for the protection of marginalized groups and an investment, with significant revenue, for both individual and society. The philosophy of ‘Education for All’ is based on the following principles:

1. Education influences behaviors and trends with regard to productivity, environment protection, family planning, child care, the protection of the rights of minorities, tolerance.
2. ‘Education for all’, in particular, is a societal responsibility central to the development process.
3. Education is essential to address social challenges along with other changes which must simultaneously take place in the economic and social public policy structures, including the educational policy structures.

If providing ‘Education for all’ at a specific level is congruent with the age is, in fact, a challenge facing all states, the response to this challenge differs from one society to another according to each society’s socio-economic context. The response is also affected by the educational reality prevalent in each society either in terms of system, administration, nature or programs.

#### **Section I: The socio-economic context**

Following are the human and socio-economic development indicators in Egypt in the last twenty years as well as aspirations for the future:

- Egypt’s area covers 1002 thousand square km and it is one of the nine most densely populated countries in the world (66.4 people per square kilometer). Administratively, it is divided into 26 governorates in addition to the city of Luxor.
- Total number of population increased from 43,914 million in 1981/82 to 66,552 million in 2000/2001 i.e. at the rate of 51.4% during the last 20 years and a 2.57%

annual rate of increase in 2000/2001. The country's population is expected to reach 82,222 million, on average, in 2015.

- According to a 1996 census, males constituted 51.2% and females 48.38% of the population.
- In 1996, the rural population constituted 57.4% and the urban population 42.6%, compared to 56% of rural population and 44% or urban in 1986. These figures highlight the success of the integrated rural development plan adopted by the Egyptian state, which aimed to control the phenomenon of rural migration to urban areas.
- Average life expectancy for males increased from 58.1 in 1981/82 to 67.1 in 2000/2001 and from 60.6 in 1981/82 to 71.5 in 2000/2001 for females. At the same time, the rate of child mortality for less-than-one-year old infants declined from 71 per 1000 in 1981/82 to 29.1 per 1000 in 1998. Projections point out that the figure will continue to decline to reach 27.95 per 1000 for males and 27.4 per 1000 for females in 2021. Again, this highlights the success of the Egyptian health policy, which seeks to extend the health umbrella to larger sectors of the population.
- Size of manpower reached 18,779,000 in 2000 and is expected to reach 26,244,000 in 2015. The Egyptian government is committed to combat unemployment and recent statistics point out that unemployment has declined from 11.1% in 1994 to 9% in 2000.
- Unemployment has risen between educated people, particularly those with middle-level education, followed by individuals with above middle-level education, followed by university graduates. These figures highlight the need to pay more attention to education and training systems, in order to improve the quality of graduates and enhance their ability to find job opportunities in the labor market.
- The private sector is encouraged to participate in investment. The rate of private sector participation has risen from 20% of overall investment in 1982/83 to 67% in 2000/2001 and has reflected in the increase in private sector share in the gross national product during this period.
- Tangible progress has been achieved in the economic cooperation between Egypt and regional and international circles and economic blocs with influential weight in



foreign economic relations. Concerted efforts have been exerted and several measures undertaken to attract more direct and indirect foreign investments.

- Inflation has declined from 21% in 1991/92 to 3% in 2000/2001
- Tangible increase has taken place in the activities of the services sector and in agricultural production. The national industry has also witnessed expansion and modernization to fulfill development needs and increase exports, with special attention to information technology and services.

The number of Internet subscribers rose from 45,000 in 1996/1997 to 750,000 in 2000/2001. In addition, the Smart Village and the Electronic Government projects are now implemented, and electronic services are offered to citizens and businessmen within an integrated program to promote the use of technology.

Amongst the ambitions of the socio-economic development plan in 2000/2001 is to eliminate socio-economic discrepancies between regions and the urban polarization of Cairo and Alexandria, including: the concentration of economic activities in the two main cities, the focus on rural development policies in order to eliminate migration and reduction of the gap between rural and urban areas.

It is understood that conditions reflected by the socio-economic indicators of any society reflect, directly and indirectly the society's educational system - particularly efforts to achieve 'Education for All'. This also holds true for the Egyptian society. For example, the increase in population raises demand on education, particularly in its first stages. Moreover, economic changes, such as the increase of unemployment among the educated, giving attention to the private sector, and encouraging direct foreign investments, all necessitate a new type of education with new objectives, structures, contents and levels.

## **Section II: An analytical description of the education sector**

- Education falls under the direct supervision of the state so that it would ensure the minimum common level of enculturation and socialization as well as enhance national unity and the cohesion of the social fabric. Pre-university education is the responsibility of the Ministry of Education, while the Ministry of Higher Education is in charge of higher and university education.

- The two ministries, in cooperation with civil society and private and cooperative sectors are responsible for the establishment and management of educational institutions. Within this framework, formal, private, and foreign educational (based on special agreements with foreign educational institutions) systems operate, in addition to Al-Azhar educational institutions (those follow the same educational system and curricula, in addition to Islamic studies).
- The educational system in Egypt includes the stages represented in Table 2 below.
- Free education is guaranteed in all stages (pre-university and university) and decision-makers on the political and educational levels always assert that free education will continue to be one of our social gains.
- The state encourages civil society, represented in the private and cooperative sectors to exert more efforts in the area of education, both in planning (through the participation of civil society in national conferences that discuss plans for the development of education) and in making available educational opportunities (through setting up new educational institutions and other facilities provided by the state).
- Despite the above, the state still has the higher share of responsibility to ensure the availability of educational opportunities, as shown in Table 3.
- Table 3 shows that the participation of civil society in providing educational opportunities is still very limited and does not in total exceed 6.65%. The percentage increases remarkably in the pre-school stage, reaching 48.4% because the state, represented in the Ministry of Education, has only recently shown concern with this stage. The civil society does not take part at all in providing educational opportunities for individuals with special needs, or to residents of remote and deprived areas, despite the obvious link between these two types of schools and the nature and philosophy of civil society organizations.

Table 2

**Stages of Education**

Level		Stage	No. of years	Age group	Remarks
Pre university education		Pre primary	2	4-5	It is targeted to include this stage in basic compulsory education
	Primary education	Primary	6	6-12	Sixth primary has been restored to the stage and has become effective with the class joining 1 <sup>st</sup> primary in 1999
		Preparatory	3	12-15	It is predominantly general education. There is a small percentage of vocational preparatory schools and less of sports preparatory schools
	Secondary education	General secondary (3 years) and vocational secondary (3 and 5 years)	3 or 5	15-18 or 15-20	Within the general secondary education, there are physical education secondary schools and vocational education is divided into a three type industrial education: 3 year industrial, vocational industrial, five year industrial, agricultural education. Finally, there are two types of commercial education: three and five years. It is the ambition to consider this stage part of compulsory basic education for all
University education		Upper intermediate institutes	2	18-20	
		University or higher institutes	4 or 5	18-22 or 18-23	Education in medical colleges is for seven years including internship (one year of compulsory field training)

● Table 3

- Article 2 of the education law no. 139 for 1981 encourages social participation in planning for pre-university education by stipulating the establishment of a higher council for pre-university education in charge of educational planning (including general and vocational education). The council also designs plans and programs, and comprises representatives of various pre-university educational sectors, universities, Al-Azhar, the ministries of culture, planning, finance, production and services, manpower and other professionals concerned with education. Sub-councils are formed to address specific stages or types of pre-university education. Planning for university education goes through the same process, with the Supreme Council for Universities formulating policies, plans and programs.
- The Egyptian legal framework ensures the organization and administration of education according to the principles of centralization and decentralization. Law no. 139 of 1981 delineates the responsibilities of the Ministry of Education in planning, following up, evaluating, developing and making available educational materials, determining the efficiency levels of teaching staff, and providing technical assistance. At the same time, local councils are responsible for executing the educational policy and following it up at the local level, taking into account the conditions and needs of the local environment. Their efforts include encouraging individual endeavors in the area of education, and establishing local funds to finance educational projects.

***Part Two***  
**Plan of Education for All (2002 to 2015)**  
***Chapter One***  
**The current situation of ‘Education for All’**

**Section I: Description and analysis of the situation**

Since the early nineties of the 20<sup>th</sup> century, Education For All has been defined as the national goal of the educational policy. The following review shows that Egypt has made large progress in providing education for all to all target groups. Among the most important national goals delineated by Egypt in the area of education within 2002-2007 has been Education for Excellence and Excellence for All.

In the aftermath of the Jomtien Conference in March 1990, the educational process witnessed remarkable progress summarized in the following:

- The number of educational institutions has risen considerably from 1982 to 1991. In 1982 the number was 6092. From 1992 to 2001 around 11228 schools were built i.e. double the number of schools built in 100 years.
- The total number of pupils in pre-university education rose from 12,101,846 in 1991/1992 to 15,179,246 in 2000/2001, i.e., with 25.4% increase in the last ten years, as shown in Table 4.

*Table 4*

**Growth in the number of pupils in the last decade of the 20<sup>th</sup> century**

Stage	The academic year 1991/1992	The academic year 2000/2001
Pre-school	232051	383616
Primary	6541725	7142127
One Class	21732	55826
Preparatory	3593365	4427944
Special education	14428	30770
General secondary	572026	1087503
Industrial secondary	521670	894967
Agricultural secondary	132787	203433
Commercial secondary	455727	953060
Teachers' colleges	25335	-

- The rate of absorption in primary education rose from 75.12% in 1992/93 to 91.94% in 2000/2001. If we add the 7.72% percentage of absorption in Al-Azhar primary schools, the total figure for absorbing children in compulsory education reaches 99.66%.
- The rural/urban educational gap has narrowed. The number of pupils in the rural areas reached 7,560,418 and amounted to 7,618,828 in the urban areas, i.e., 49.8% and 50.2% respectively.
- Efforts to reduce the gender gap in education have yielded fruit. The number of females enrolled in pre-university education in 2000/2001 reached 7192051, while the number of males reached 7987195 i.e. 47.4% and 52.6%, respectively. These figures point to total enrollment. However, if we are to apply net enrollment, the gap will slightly increase. In all cases, if these figures are examined in light of the rate of male/ female enrollment to the total population of Egypt in 1996 (51.2 males and 48.8 females) we will reach the conclusion that in a very limited period of time, not exceeding two or three years, Egypt will achieve equality between males and females in pre-university education.
- The percentage of dropouts in the primary stage declined from 2.47% in the 1991/92 – 1992/93 academic years to 0.87% in 1999/2000 – 2000/2001 academic years and also declined in preparatory education from 6.86% to 3.13%.
- Rates of failure and re-exams have improved. While the figure for 1991/92 was 7.4% for primary education and 11.3% for preparatory education, they declined to 4.46% and 9.46% in 2000/2001, respectively.
- The number of pre university teachers rose from 568818 in 19991/92 to 795195 in 2000/2001. At the same time, the Ministry of Education enhanced the standard of primary stage teachers, so they would all enjoy university qualifications.
- The Ministry shows increasing interest in upgrading teachers' professional skills through training offered by the national training network or through internal and external fellowships in the different specializations.
- Community schools have been established in the governorates of Upper Egypt, such as Assuit, Sohag and Qena to provide education, particularly for girls, in areas

deprived of educational services, through establishing single-class and smaller schools to expand the opportunities of education for girls.

- With regard to curricula and educational content, 18 new concepts have been integrated into academic materials such as: Environmental protection, over-population, rationalization of resources, respect for work, human rights, women's rights, child's rights, globalization, religious tolerance, education for citizenship and others. Foreign languages have also been introduced in the primary stage beginning as of the 1994/95 academic year. A trend is now taking shape towards planning and preparing integrated academic and environmental curricula to achieve a unity of knowledge.
- Four national conferences were held on education development. These are the National Conference for the Development of Primary Education (February 1993), the National Conference for the Development of Preparatory Education (November 1994), the National Conference for the Preparation and Training of Teachers (November 1996), and the National Conference for Talented pupils (April 2000). Preparations are now underway to prepare for the National Conference for the Development of Secondary Education.
- In recent years, Egypt paid considerable attention to the secondary stage based on the importance of its role in human development. It was thus decided to begin to solve the problems of this stage, and render its development and modernization a national goal. Beginning in 1997, efforts were exerted to lay the foundation stones for the reform and development of the secondary stage. To begin with, goals and available alternatives were reviewed with emphasis on curricula and evaluation methods, preparation and training of teachers, use of modern technologies, and the administrative and organizational structure. Recommended changes in secondary education were reviewed seeking to eliminate differences between various types of educational systems, and open channels of cooperation to ensure smooth interaction. It is the ambition of the Egyptian state to provide secondary education to all, and include it within compulsory education.
- Consolidating the infrastructure of educational technology through the following:

- Making technological equipment, computers and Internet connections available in schools and educational directorates.
- Launching specialized educational TV channels as of November 1998 and supplying schools with equipment to receive these channels (channels for primary, preparatory, secondary, and vocational education, illiteracy eradication, languages and teacher preparation).
- Establishing technological development centers to produce educational software and follow up the introduction of technology in schools.
- The national network for training and distance learning through the establishment of a video conferencing network in 1996, which now covers 37 training centers in all governorates.
- Establishing Susan Mubarak Exploratory Center for Science and Technology, to enhance scientific discoveries through direct interaction.
- Adding computers as a subject of education in all stages of education as of the 2000/2001 academic year.
- Establishing Mubarak City for Education in order to enhance the role of technology in education
- Applying the principle of the Electronic Government in education.

The above measures seek to enhance the quality of education through directing the emphasis of the educational process from the teacher to the pupil, making use of multimedia, as well as making available good educational opportunities for the disadvantaged citizens living in remote and marginalized areas, in addition to accommodating the needs of students and teachers in terms of adequate time and place.

## **Section II: Challenges**

Despite the noticeable progress in the area of providing education for all and improving its quality, some unsatisfactory conditions still persist and more efforts are needed which require the cooperation of, and partnership with, all competent governmental institutions, businessmen organizations, civil society organizations –as well as securing foreign aid through international cooperation.



These problems can be summarized as follows:

### **1. The problem of funds:**

In the last 15 years, educational funds have come from diverse sources. Recently, two main sources of funds have been added to governmental sources, namely the Education Support Fund, and foreign aid contributions of funding agencies. And yet, government expenditures remain the main source of educational funds, which have steadily increased over the past years, as follows:

- The share of education in the General National Product (GNP) increased from 4.8% in 1990/91 to 5.5% in 1996/97. Since the rate of growth usually amounts to 5.4% in developed countries, 5.3% in middle range countries and 3.1% in developing countries, this shows that education in Egypt is indeed a state priority.
- Education expenditures as a percentage of total governmental expenditures have increased from 10.2% in 1990/1991 to 18% in 1998/99, a high rate by international standards.
- The pre-school education budget has increased last year i.e. between 2000/2001 and 2001/2002 by 9.13%.

However to address the accumulative problems, face the shortage of school buildings, and improve the qualitative dimension with focus on education technology, will require larger funds -something beyond the ability of the state to provide.

### **2. Expenditure imbalance:**

Despite the vital importance of external funds, the increase in their size does not guarantee, on its own, a parallel growth in efficiency and effectiveness in their use. What is important is the increase in the pupil's share in expenditure, rather than the simple increase of expenditures as a percentage of the GNP. Some indications of the expenditure imbalance lie in the following:

- The current expenditure (wages and allowances) constituted 88.09% of the total pre-university education budget in 2001/2002, while allocations for investment reached only 11.91%. Along the same lines, the increase in current expenditure between

2000/2001 and 2001/2002 reached 9.88% while the increase in investment allocations reached 3.85%. This is due to the following:

1. The state's commitment to provide new work opportunities led to an increase in number of education sector employees. There are indications that their number have doubled in the last decade of the 20<sup>th</sup> century.
2. Various measures undertaken by the Ministry of Education to improve the financial conditions of teachers have resulted in an increase in their financial allocations and allowances.
3. Education employees (who are not teachers) constitute 40.6% of the total manpower in the pre-university educational stage. In other words, administrators and administrative staff take up a large share of the current educational funds, and that is not directly reflected on the share of the pupil in real educational expenditures.
4. The imbalance in the allocation of resources:  
The share of pre-university education in the state budget does not correspond to the large responsibilities of this educational stage in comparison to higher education. Along the same lines, basic primary education for all does not receive the appropriate share of the budget to achieve its goals.

### **3. Information systems:**

Egypt exerted numerous efforts to cope with developments in the area of information technologies. Among these efforts was the establishment of the Center for Information and Decision Making affiliated with the Ministerial Cabinet, the modernization of information departments in all ministries and institutions, as well as establishing and activating the Electronic Government project. However, some shortcomings still persist. They are:

#### **a. The inaccuracy of data on which the information is based.**

This is manifested in two main areas:

- Some parents in remote and slum areas do not have birth records for their children. Although their number is limited, the situation creates problems in calculating the number of enrolled and registered children.

- There is no detailed population data on various population groups (*Al-Kafir, Al-Nag', Al-Ezbah* – as well as slum areas around the cities), causing problems in preparing school maps whose basic plans for expansion and growth of educational services are designed.
- b. **Lack of funds** to plan training programs, particularly enabling decision-makers to utilize results of various data systems in decision-making.

#### **4. Rise in the indirect costs of education:**

Despite the large and steady allocations for education provided by the state, which constitute the direct costs, the indirect costs of education are increasing steadily progressively. This is due to the proliferation of private lessons, which eat up, according to recent estimates, a large proportion of the income of the Egyptian family. The situation ultimately leads to school dropout since many of the poor families cannot afford these financial burdens. In addition, some families cannot afford to live without the additional income their children's labor brings to the family. This explains why the poor constitute 25% of total enrollment in primary education, and constitute only 14% of children enrolled in secondary education. Their percentage does not exceed 4% in higher education. A study on human development in Egypt undertaken in 1997/98 showed that 40% of the total government expenditures on education go to high-income groups, while the share of the low-income groups amounts for 7% only.

Factors contributing to the phenomenon of private lessons are:

- a. Current evaluation system depends on final examinations and enrollment at higher levels of education and is based on competition.
- b. Social motivation to obtain high grades in order to guarantee more attractive educational opportunities (general secondary after preparatory and particular stream of university education after general secondary).
- c. Increasing social trend towards establishing direct links between educational outputs and requirements of the labor market. Although the goals of education are much more comprehensive and important than being a source of supply for the labor market, educational institutions' task is to allow individuals to grow and integrate in social life at the national and international levels. The Ministry of Education exerted huge efforts to overcome this problem and improve the link

between education and the needs of socio economic development in terms of labor. To achieve this, the Ministry came up with new ideas to change the school structure by establishing a reciprocal relationship between education and training, through pairing theoretical education at vocational training schools with practical training in production institutions (Mubarak Kohl project).

Despite the above, a gap still persists between education and productive work, a critical consequence of which is the unemployment of the educated. The popular trend towards education and work may result in dropout at various stages of education.

- d. Although the gap between urban and rural areas has narrowed tremendously in terms of quantity, it still persists at the level of quality, i.e. providing high quality education in rural and remote areas. The Ministry of Education exerts efforts to narrow this qualitative gap particularly through the development and dissemination of education technology and the intensive activities for teacher professional development. In all cases, this gap has had two consequences. These are:
  - High rate of illiteracy in the rural areas compared to urban areas due to the cumulative number of illiterates from previous years. In 1996, among 17,646,025 illiterates in the above 10 age group, 12,337,067, i.e., 69.9% lived in rural areas, while 5,308,958 i.e., 30.08% lived in urban areas.
  - Increase in number of the poor in the rural areas compared to the urban areas (this is also a result of the gap). From a total of 13638000 in 1996
  - Increase in number of the poor reached 7817000 in the rural areas, i.e., 57.3% of the poor lived in rural areas while 42.7% lived in urban areas.

## *Chapter Two*

### **The Development of ‘Education for All’ until 2015**

#### **Section I: National goals and objectives of ‘Education for All’**

Introduction: The national goals and objectives of education for all can only be examined through a study of the legislative framework organizing the educational policy in Egypt as follows:

1. The constitution of 1971 defining Egypt’s current educational policy and promoting equal educational opportunities, as well as equality in rights and duties without any discrimination based on race, color, creed, or language.

Article 18 of the constitution also embodies the principle of ‘Education for All’ by stipulating that “education is a right guaranteed by the state; it is compulsory in the primary stage and the state seeks to extend this obligation to other stages...”

Article 21 states that “Eradication of illiteracy is a national duty for which all popular capacities must be mobilized for it to be achieved.”

2. Law no. 139 of 1981 on pre-university education was issued canceling all previous laws regulating education such as law no. 68 of 1968 on public education, law no. 16 of 1969 for private education, and law no. 75 of 1970 for technical education. As a result, only one law regulated pre-university education including its types and stages. In chapter one, the law defined the goals and general statutes of pre-university education. Objectives related to cultural, academic and educational preparation of pupils/students were identified. It stipulated amongst other things that education is a free right to all citizens; religion is a main subject in all educational stages; the Minister of Education has the right, following deliberations with concerned governors, to establish kindergartens affiliated with state schools. Moreover, the Supreme Council for Pre-university Education was established. Finally, the law outlined the responsibilities of all central agencies and governorates with regard to the establishment and administration of educational institutions.

Chapter II of the law addressed Basic Education. It stressed that the primary and preparatory stages are compulsory, together forming Basic Education. The goals of

this stage are the development of pupils' capacities and aptitudes and meeting their needs; as well as providing them with appropriate values, types of knowledge, technical and professional skills. The law outlined the objectives of this stage and elaborated the system of examinations and procedures to be followed by pupils who are not enrolled or dropouts from Basic Education.

3. Law no. 53 of 1999 was issued to amend some of the statutes of law no. 139 of 1981. It consists of three articles: the first article replaced articles 4 and 15 of law no. 139 of 1981 amended by law no. 233 of 1988. A new provision stipulated that Basic Education consists of nine years instead of eight: six in the primary stage and three in the preparatory stage, recognizing Basic Education as a right to all Egyptian children aged six. According to Article 2, the law was to be enforced for pupils joining the first class of the primary stage in the 1999/2000 academic year. Article three stipulated that the law be published in the official newspaper.
4. Law no. 8 of 1991 for Literacy and Adult Education consisted of 17 articles. It considered the eradication of illiteracy and adult education a national duty and stipulated the establishment of a General Authority for Literacy and Adult Education outlining its responsibilities and tasks, as well as resources that can be mobilized to finance illiteracy and adult education projects.
5. Law no. 12 of 1996 for the Protection of the Child covered aspects of child health, social and educational care. It also included provisions for child education, particularly the education and rehabilitation of handicapped children. It defined the objectives of child education as the scientific, cultural and spiritual formation of the child, as well as development of his/her personality, talents, and mental and physical abilities to the utmost. It recognized education as a free right for all children in state schools and considered pre-school institutions, as an educational system, essential for the comprehensive development of the children during the pre-school stage. The law subjected kindergartens to the plans, programs and technical and administrative supervision of the Ministry of Education.

Chapter 6 addressed handicapped children. Articles 75 to 86 gave the handicapped child the right to enjoy social, health and psychological care, as well as all forms of

rehabilitation services, and elaborated the role of the Ministry of Social Affairs in this regard.

Articles 87 to 93 of Chapter 7 dealt with the culture of the child and the role of the state in fulfilling children's cultural needs and the means to fulfill them.

### **Goals of the National Plan for 'Education for All':**

The following part reviews the goals and objectives of education for all at both national and international levels as outlined in official documents. It closes with an outline of the goals of the national plan for 'Education for All' 2002-2015 through integrating the national goals at all levels.

#### **First: The political Level:**

The Declaration of the Second Decade for the Protection of the Egyptian Child 2000-2010 issued by the President on 15 February 2000 outlines the goals of the decade related to education, as follows:

1. Resuming the successful policy for developing educational curricula in order to completely eliminate the gap in the quality of the educational product offered to Egyptian children.
2. Raising the absorption rate in all stages of education to include all children at the age of 6.
3. Offering talented children the opportunity to develop and enhance their talents, as well as scientific, literary, cultural and artistic abilities within the framework of programs that invest their potentials and promote their talents.
4. Exerting all efforts to achieve the principle of excellence for all.
5. Gradual expansion in the establishment of kindergartens to absorb 60% of children in the 4-6 age group, integrating them within free compulsory education, and making available resources to extend compulsory education to include the secondary stage.
6. Offering special needs children the opportunity to join formal and informal education as well as rehabilitation centers to absorb these children (100% in the systems that suit their situations). These special needs' children include working and handicapped children.

7. Continuing the current efforts to disseminate technology in schools, and enhance the ability of Egyptian children to use it in order to empower and provide them with the necessary expertise for the third millennium and global competition.
8. ‘The National Modernization Program: Egypt in the 21<sup>st</sup> century’ addressed the President’s directives for the development of education, as follows:
  - Development should take place within a national framework.
  - Development should take place within an international comparative framework.
  - The biggest challenge is to join the era of advanced technology
  - Education for excellence and excellence for all.
  - Achieving a qualitative leap in education.
  - Caring for early childhood.
  - Enhancement of children’s scientific capacities and skills.
  - Sustainable professional development to upgrade the level of teachers’ and administrators’ skills and capacities.
  - Improving the educational environment by ensuring cleanliness and constant development of educational institutions.

**Second: The strategic Level:**

1. The goals of education are outlined within the goals of Egypt’s economic and social development plans (2002-2017) as follows:
  - Building a developed, cohesive and self-confident society characterized by solidarity and common culture
  - Consolidating social justice
  - Improving individual productivity
  - Developing a democratic way of life
  - Establishing a rational technological and scientific culture capable of coping with future technologies and benefiting from these technologies.
  - Promoting environmental awareness in development activities



- Consolidating Egypt's role in the Arab and international world.

In light of the quantitative and qualitative evaluation of the educational structure, several dimensions must be taken into account in preparing the developmental plans until the year 2017. It is worthwhile to note that 'Education for All' is an important point of intersection where all these dimensions meet, as follows:

**a. Horizontal dimension:**

The educational system must offer education to children and illiterate adults regardless of family situation, social and economic status, rural or urban locations and gender, in order to reduce discrepancies between geographical regions and gender as much as possible.

**b. Vertical dimension:**

These points to the possibilities of raising the number of compulsory education years at the tertiary level (secondary, university and post university). It is planned to add the secondary level of education to the compulsory stage by the end of the seventh development plan, so that basic education would become 12 years.

**c. In-depth dimension:**

This emphasizes quality development which includes areas of: comprehensive knowledge; awareness of main concepts of epistemological systems; development of thinking; encouraging scientific research and learning through technology.

It is important to note the need for making use of recent education technology and distance learning since they can contribute to increasing educational opportunities, helping disseminate adult education programs and eliminating illiteracy.

- **Applying the international principles of excellence to all components of the educational system with emphasis on the future component.** This includes the establishment of the comprehensive, continuous, and accumulative evaluation culture to assess the educational system, the curricula and the children, based on international criteria for performance and excellence. Work should continue

towards the establishment of the Electronic Government through a giant computer network linking the Ministry with the educational directorates and all schools.

3. The childhood and motherhood plan within the five-year socio economic development plan (2002-2007) gave priority to a number of issues requiring the implementation of programs to break the cycle of poverty and discrimination between males and females on one hand, as well as fulfilling their special needs, and preparing children to cope with accelerating development in human knowledge on the other. In light of the above, the goals of the education sector have been outlined, as follows:

- Achieve Education for All by focusing on:
  - Full absorption of the 6-15 age group until the year 2005. This should include all deprived groups such as vulnerable children and children with special needs.
  - Offering the poor an opportunity for education
  - Limiting school dropouts and solving the problems of vulnerable children
- Eradicate the illiteracy of children in difficult circumstances: working children, street children, and delinquent children.
- Care for early childhood by absorbing 60% of the 4-5 age group by the year 2010 and 40% by the year 2007.
- Enhance the educational status of girls through narrowing the gap between males and females by the year 2005 and ensuring total enrollment by the year 2015.
- Promote the quality of education particularly curriculum development and teacher performance.
- Expand the establishment of educational buildings.

**Third: The international level:**

The conference held in Jomtien, Thailand, March 1990 outlined the goals and philosophy of 'Education for All', as well as plans of implementation and follow up. Commitment to the implementation of the goals was renewed during the Education International Forum in Dakar, Senegal, April 2000 as follows:

1. Expanding and improving education and care in the early childhood stage, particularly for deprived and at-risk children.
2. Empowering children to have solid, free and compulsory primary education by the year 2015 with focus on girls and vulnerable children, as well as children in deprived areas, ethnic minorities and children with special needs.
3. Fulfilling the learning needs of all children and adults through providing appropriate learning programs and acquiring life skills.
4. Reducing 50% of the current rate of illiteracy by the year 2015, particularly among women, and achieving equal opportunities for Basic Education, and continued education for adults.
5. Eliminating gender differences in primary and secondary education by the year 2005 and achieving complete equality in education by the year 2015.
6. Improving all qualitative aspects of education and ensuring excellence for all

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A comparative examination of the goals of Education for All in national documents on one hand, and the goals of Education for All reiterated in the international conferences, allows us to reach the following conclusions:

**First: There is an agreement between declared national goals and international goals in the following areas:**

1. Determining the target groups for the Education for All plan as follows:
  - a. Developing early childhood
  - b. Achieving full absorption in formal Basic Education, and commitment to eliminate gaps and improve the quality of education
  - c. Providing appropriate educational opportunities for children and adults
  - d. Eradicating adult illiteracy
2. Achieving a qualitative leap in the educational system to ensure excellence for all

**Second: National goals are characterized by the following:**

1. Quantitative goals and time plan for early childhood and pre school programs (absorbing 60% of the 4-6 years age group by the year 2010).

2. Organizational structure to extend the compulsory stage by including kindergarten and the secondary stage.
3. Emphasis on the principle of education for excellence and excellence for all, while elaborating factors that help achieve distinction (curriculum development, advanced education technology, sustained professional development for teachers, developing evaluation and examination materials).
4. Provision of opportunities for talented pupils so that attention would not be focused only on special needs children, handicapped and vulnerable children.

**Third: International goals are characterized by the following:**

1. Quantitative goals and time plan for adult literacy programs, i.e., 50% literacy improvement by the year 2015.
2. More focus on provision of appropriate educational opportunities for children and adults outside school, i.e., equal use of appropriate education programs and acquisition of necessary life skills.

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Based on the above and the current reality of ‘Education for All’, the goals of the national plan for education for all 2002-2015 in Egypt can be delineated as follows:

**General national goal:** Education for Excellence and Excellence for All

**Strategic goals:**

1. Continuing to provide all target groups with equal educational opportunities without any discrimination, and ensuring their enrollment and continuation, while taking into account the increase in numbers due to population growth.
2. Achieving quality of education in all stages according to international standards in order to ensure competitiveness of Egyptian pupils in the era of globalization

**Sub-goals:**

**In terms of quantity:**

1. Providing out-of-school children and adults in the 8-14 age group with the opportunity to re-enroll at schools without any kind of regional, religious, or ethnic discrimination

and providing them with the opportunity to acquire life skills and other opportunities for continued education.

2. Providing opportunities to eliminate 50% of the current adult illiteracy (above 15 years), while giving priority to younger groups, girls and women, residents of the rural areas and poor urban districts.

**In terms of quality:**

5. Resuming continued development of curricula for all the groups referred to above; focusing on curricula that consolidate the sense of loyalty and belonging to the nation; interacting with international changes; seeking comprehensive knowledge; focusing on the development of research capacities and advanced technology.
6. Developing the educational evaluation system to include the assessment of all components of the educational process including inputs, processes and outputs.
7. Upgrading the efficiency of school management, and ensuring sustained enhancement of the teachers' professional skills.
8. Improving the components of the learning environment through reducing classroom density, eliminating school shifts, improving the teacher-to-pupils ratio, promoting democracy and improving the general conditions in schools.
9. Increasing educational funds and diversifying their sources while rationalizing expenditures.
10. Activating decentralization in local planning, management and follow-up of education; and enhancing the participation of civil society in planning, financing, administering and following up on the educational process.

**Section II: Programs and Goals of Education for All Related to Early Childhood and Pre-school Education**

**First: Current situation:**

1. The first category of early childhood (0 to 4 years) does not fall under the supervision of any institutional educational framework. The majority of units that address this stage are kindergartens affiliated with Non-Governmental Organizations (NGOs) and the Ministry of Social Affairs.

Consequently, there are no accurate statistics or documented descriptive data that reflect activities in this domain. However, available information points to the availability of day care centers for children of women employees.

2. The picture is different for the second category of early childhood stage (4-6 years). Children in this age group have the opportunity to benefit from organized educational programs through two preliminary years within an institutional educational system under the name of pre-school (a stage before schooling).
3. Official concern with the pre-school stage began in Egypt through a ministerial decree in 1940 organizing the educational plan in the pre-school stage. In 1951, law number 143 was issued regulating primary education and determining the period of study as six years; with the first two years devoted to pre-school. In 1953, law number 210 was issued re-structuring primary education and eliminating pre-school, which now became a voluntary stage of education outside the compulsory educational system. This system continues until the present day.
4. Pre-school stage regained importance with the recommendations of the National Conference for the Development of Primary Education, in February 1993. The second recommendation stipulated the following:  
“The two years of pre-school education should be part and parcel of basic compulsory education. If due to lack of resources, this goal cannot be achieved, one year of pre-school education can be provided to male and female children in the rural, urban and desert areas”.
5. In response to this recommendation, a ministerial decree stipulated that all primary schools include two halls for the pre-school stage. Since then, pre-school education has been witnessing gradual growth in the number of children; particularly since, for a long time, enrollment in this type of school was limited to children of families who could afford to pay the school fees.
6. With the returning concern about the provision of educational opportunities for this age group in state schools, legislations and decrees organizing the pre-school stage followed, including Ministerial decree number 84 of 1993 defining employment in pre schools, Ministerial decree number 330 of 1994 amended by Ministerial decree number 65 of 2000 on the system of pre-school years education. The decrees

highlighted the separation of this stage from any study period, organization of work in pre-schools, as well as classroom layout, forbidding the use of mechanical games, compelling children to write or sit for examinations, allocating marks or asking children to do homework.

7. In 1996, the child law number 12 was issued. Article 56 stipulated that pre-schools are institutions that accept children below the age of 4. Article 58 stipulates; “Pre-schools are subject to the plans and programs of the Ministry of Education and its administrative and technical supervision.” The executive regulation identified their characteristics, the way they are established, and how work is organized within them in addition to enrollment requirements and fees.
8. Table 5 shows the quantitative picture of the current situation in pre-school education.

*Table 5*  
**Pre-school statistics (2000-2001)**

<b>Statement</b>	<b>Official</b>	<b>Private</b>	<b>Total</b>
Number of pre school institutions	2725	1194	3919
Number of halls	6545	5858	12403
Number of children	198130	185486	383616
Average classroom density	30,27	31,66	30,93
Total number of teachers	8507	8820	17327
Teacher to child ratio	1: 23,3	1:21,03	1:22,14

9. Beginning in 1989, special university colleges were opened to prepare pre-schoolteachers and new pre-school departments were founded in Faculties of Specific Education.
10. The Ministry established a center for the training of pre-school teachers and equipped it with technological equipment, including an observation monitor. The aim was to training all those associated with kindergarten child. In the meantime, a training session was directed through videoconference net to pre-school teachers and supervisors.

**Second: Challenges:**

1. Large funds are required to absorb the 4-6 years age group and enhance pre-school opportunities without discrimination based on geographical location or income level. The number of children in this age group in the year 2000 amounted to 3 million children. In the same year, only 13.1% of these children were absorbed in the pre-school stage.
2. Low-level official concern with pre-school years. Pre-school occupies a low position in the list of state priorities coming after all other stages of education, illiteracy eradication and continued education.
3. Pre-school fees are relatively high, particularly in schools affiliated with private and experimental schools, which results in low enrollment levels.
4. Low awareness of the importance of the pre-school years. Most people consider education at this stage a luxury, rather than a necessity.
5. The prevalence of misconceptions among the public about the role of pre-schools. Most people mistakenly believe pre-schools are required to follow a tough educational program of activities.

**Third: Goals:**

To determine the goals of the plan for this educational stage, it is important to examine the following postulates:

1. Early childhood has received marginal attention at the official level, based on the belief that it is the responsibility of the family. This is manifested in the low enrollment rate in pre-schools.
2. There is a general misunderstanding about the role of education at this stage in the growth of personality, particularly mental and psychological aspects.

In planning for this stage, it is important to bear in mind the following:

1. Scientists classify intelligence into 12 types: encyclopedic, linguistic, numerical, musical, emotional, practical, etc. All these types of intelligence must be developed in early childhood, which begins with birth, and not from the age of four. Thus, it is our



task to provide our children with educational care and mental development in the pre-school years.

2. Pre-school education is one of the important practical measures that ensure the success of children in schools and enhance their abilities, as citizens. Education at this stage is very important in forming the educational basis of the child and allows us to discover his/her early talents and special abilities.
3. Development of early childhood is linked to the reform in education, improvement of health status, elimination of poverty, and achievement of social equality, i.e., human development.
4. The responsibility of developing early childhood does not fall solely on the educational institution, but rather the whole society as represented by the family, mass media, civil society, etc. This is not achieved only through the establishment of pre-school institutions, but more importantly through participation in educational decision-making.
5. The majority of parents in Egypt are in need of intensive parent training programs in order to enable them also to play their role in the pre-school education.

In light of the above, the following goals are delineated:

**General objective:**

To render the pre-school stage an integral part of free compulsory Basic Education by the year 2020.

**Strategic goals:**

1. Expand gradually the establishment of free official pre-school institutions and give priority to rural and impoverished urban areas while, at the same time, increasing financial allocations to consolidate private schools so they can include pre-school education.
2. Improve the quality of educational services offered by official pre-schools and subject private pre-schools to the supervision of the Ministry of Education in order to monitor the quality of education.

**Procedural goals:**

**In terms of quantity:**

1. Stress the need for comprehensive school maps that cover the entire country and their importance in guiding officials to define priorities in the area of childhood education, by the year 2002/2003.
2. Specify special areas and spaces in already existing free public schools and new schools for pre-school education in order to absorb 60% of the 4-6 age group by the year 2010, and 75% of this age group by the year 2015.
3. Achieve full absorption of the slow learners in pre-school years by the year 2010.
4. Encourage civil society organizations and the private sector to invest in the area of early childhood, and management of pre-school institutions with particular attention to satisfying the needs of the disadvantaged areas.

**In terms of quality**

1. Determine the characteristics of the pre-school stage, components of the educational programs offered, and design of curricula in light of modern studies in the field.
2. Provide schools with equipment and facilities to undertake all activities required by the children.
3. Provide appropriate care for talented children and adopting educational systems that enrich their talents, while at the same time providing conducive, healthy and safe opportunities for handicapped and at-risk children.
4. Organize specialized training programs for teachers and administrators involved in pre-schools.
5. Provide children in disadvantaged areas with free educational materials.
6. Provide pre-school children with a meal, and offer it for free to children in disadvantaged areas.
7. Raise public awareness (including the awareness of parents and media personnel) about the importance of early childhood.

**Fourth: Programs:**

In the section below we review key data required to plan the executive programs and estimate their costs.

1. Table 6 presents the future population estimates prepared by the Cairo Demographic Center in September 2000.

*Table 6*

**Expected number of children in pre-school years in 2010 and 2015**

<b>Description</b>	<b>2010</b>	<b>2015</b>
Number of children aged 4	1672000	1720000
Number of children aged 5	1652000	1702000
Total number of children in the target age group	3324000	3422000

2. Data produced by the General Department of Information and Computers of the Ministry of Education for the years 2000/2001 and 2001/2002. Table 7 presents pre-school data for the years 2000 and 2001.
3. The targeted density, according to Ministerial decree number 398 for 1998, is 36 children per hall.
4. The high number of teachers (compared to the number of classrooms) is due to the presence of assistant teachers in pre-schools. Although it is legitimate to have assistant teachers, the current plan does not consider it a priority.
5. The Ministry of Education estimates the total costs of a child in the pre school stage to reach LE 450 annually including wages of teachers, and cost of educational materials to build a new classroom is estimated at LE 130.

Table 7

**Pre-school data for the years 2000 and 2001**

<b>Description</b>	<b>2000/2001</b>	<b>2001/2002</b>	<b>Rate of growth</b>	<b>Remarks</b>
Number of pre school institutions	3919	4312	10.03%	Although the year 2000 is the base year, the current plan will use the 2001/2002 data
Number of classrooms	12403	13504	8.88%	
Number of enrolled children	383616	413725	7.85%	
Number of teachers	17327	17551	1.29%	
Average density	30.93	30.64		

**Enrollment:**

In light of the above, the goals of the first program are to improve the enrollment rates through a plan for quantitative expansion in pre school education as of the year 2002/2003 through the year 2015/2016, as shown in Table 8 below.

**Table 8**

**Table 8: National plan to expand the pre-school stage**

In view of the data presented in Table 8, the additional cost of achieving the goals of the education plan for early childhood from 2002/2003 to 2015/2016, amounts to LE 8448210200 as of the prices of 2000. It is estimated that costs would reach LE 6125065200 over the remaining period till the end of the second decade of Egyptian Child Protection and Care, i.e., 2010/2011 and that the private sector and NGOs will shoulder around 25% of the costs. Yet, the additional cost that the state budget is supposed to bear, which is LE 6336157500, still remains high compared to available resources.

The second program in the area of enrollment addresses the enhancement of educational opportunities for special needs children, both talented and handicapped children, as well as vulnerable children (street children, displaced children and children under the poverty line). Reliable statistics on children in these groups are not available, however based on some indicators. The following remarks can be made:

1. The percentage of talented children among any people is 1%. This means that 29,570 children are considered talented in the 4-6 age group. In addition, the number of other children who have special abilities in certain areas is higher than this figure, and they too need special programs to address their abilities.
2. The percentage of handicapped children in Egypt in the age group 4-6 years amounts to 3.5%. Thus, specialized educational services must be offered to around 103495 children in this group in their early childhood.
3. There is no reliable data on vulnerable children in difficult circumstances. Nonetheless, this program will ensure the introduction of specific educational services for these categories, ensuring that the cost of these educational opportunities is included in the estimates of the first program.

**Quality and suitability:**

The third program addresses the quality improvement of educational services provided by pre-school institutions. These include the following two sub-programs:

- a. Continued development of curricula and instruction, the cost of which is estimated at LE 2,800,000 over the plan period (i.e. 14 years), at LE 200000 annually, for continued revision of curricula and instructional materials in view of new recent trends in education and global changes.

- b. Organization of media campaigns to raise public awareness of the importance of early childhood care and organizing training programs in parental education. The costs are estimated at LE 7 million over the plan period i.e. LE 500,000 annually.

**Administration:**

The fourth program seeks to improve the administration of the educational sub-system (pre-schools) through:

- a. Specialized training programs for the teaching staff, administrative staff, as well as supervision and follow-up staff in pre-schools estimated at:

- Training 6000 teachers + 500 principals and headmasters annually, the cost of which is:

LE 250 per person on the average.

$$6500 \times 250 = \text{LE } 1625000$$

- Training 300 supervisors annually, the cost of which is estimated at LE 300 per person on the average.

$$300 \times 300 = 90000$$

Overall annual cost of training = 1625000 + 90000 = 17150000

Overall cost of training over the plan period = 1715000 X 14 = LE 24010000

- b. Specifying an independent directorate for pre-school education due to its special nature. Specialized cadres should be in charge of this directorate and training should be provided in the context of modernizing this directorate.

**Finance:**

1. Due to the large number of target groups, and the limited infrastructure, the implementation of the plan programs requires large amounts of funds as shown in Table 9 below.

*Table 9*

**Costs of pre-school programs within the national plan for education for all**

<b>Program</b>	<b>Total costs</b>	<b>Fifth five year plan 2002-2007</b>	<b>Sixth five year plan 2007-2012</b>	<b>Four years of the seventh five year plan</b>
First	8448210200	3402814000	3186880200	1858516000
Second	Included in the costs of the first program			
Third	2800000	1000000	1000000	800000
Fourth	24010000	8575000	8575000	6860000
<b>Total</b>	<b>8475020200</b>	<b>3412389000</b>	<b>3196455200</b>	<b>1866176000</b>

2. In this regard, the total cost of early childhood programs (confined to pre-school stage) is LE 3412389000 in the first five year plan, which is very high. Despite the noble goals and the educational justifications - in addition to the support paid to these programs by the Official Declaration of Child's Protection and Care Decade, securing these kinds of funds requires un-conventional ways of establishing partnerships with the private sector and civil society, as well as attracting more contributions from foreign and donor agencies.

### **Section III: Programs and Objectives of Education for All to Develop Formal Basic Education**

#### **First: Current Situation:**

##### **Background:**

1. Since the first decade of the 19<sup>th</sup> century Egypt suffered a dual educational system when Mohamed Ali established the *Mobtadayan* primary school, which offered a more sophisticated education than the traditional schools (*Katatib*) of the time. Two systems of education were in operation: the first offering more popular education in the *Katatib*, and the second offering education to the elite. To upgrade traditional schools, a project to convert *Katatib* to 4-grade primary schools was introduced in 1916. In the meantime, a type of 4-grade upper primary schools was established with a curriculum including carpentry and metals work.
2. The first Egyptian constitution of 1923 stipulated in Article 19 that education is compulsory for children between 6 and 12. In 1927, the Ministry formally adopted compulsory education by establishing schools offering six years of compulsory education from the age of 7 to 13. The dual system of education continued. Within the move to expand compulsory education for all, the educational authorities in Egypt have been exerting efforts to achieve total absorption in the primary stage since 1923, i.e., 80 years ago.
3. In 1938, the Ministry of Education made its first attempt to eliminate the duality of education systems by unifying curricula in 1940/41. From that time on, decrees were issued to eliminate the gap between primary and compulsory education in terms of



school curricula, school fees, language of instruction, until law no 210 of 1953, which unified the educational system, was issued.

4. With the law no. 211 of 1953, preparatory education came to life. It consisted of four years of education starting at the age of 10. Compulsory education covered the primary and preparatory stages until Law 55 of 1957 was issued, considering the preparatory education an independent stage of three years, to follow the primary stage of six years.
5. Law 139 was issued in 1981 to regulate basic education. It stipulated compulsory education for nine years, including the primary stage (six years) and the preparatory stage (three years).
6. In 1988, Law 233 was issued to reduce compulsory education to eight years, five for primary and three for preparatory.
7. To rectify the situation within the framework of comprehensive educational reform, law no. 53 of 1999 made compulsory education nine years, and restored the sixth primary academic year. The new law applies to the cohort joining first primary in 1999/2000.

**To summarize, the above-mentioned facts represent a preliminary step before assessing the status quo of formal Basic Education for two reasons:**

**First:** For a long time, Egypt has been exerting efforts to generalize education and render it compulsory in the first stage. However, these efforts yielded satisfactory results only in the last two years thanks to the directives of the President.

**Second:** Obstacles that hindered full absorption are primarily due to lack of funds and the low priority given to education in the past. Egypt has exerted a lot of efforts to overcome these obstacles and placed education on the top priority position. In recent years, the president declared education as Egypt's national project, requiring the support of various international and local partners to provide necessary funds.

Data on the current situation:

1. Total enrollment rate in primary education at state schools from first to the fifth primary amounted to 98.3% and 98.38% in the academic years 2000/2001 – 2001/2002 respectively. Percentage of net enrollment, after adding Al-Azhar primary schools, amounted to 99%, which is an achievement in itself.

2. Percentage of total enrollment in the preparatory stage in the two academic years amounted to 99.2% and 99.35%. Total enrollment rates, including Al-Azhar schools, amounted to 86%.
3. Total enrollment in Basic Education from the first to the eighth grade in the same academic years amounted to 98.66% and 98.75%. Net enrollment rate including Al-Azhar schools, amounted to 95%

Table 10 presents the total and net enrollment in Basic Education during the academic years 2000/2001 – 2001/2002 distributed by gender and stage

*Table 10*

**Total and net enrollment in Basic Education in the academic years 2000/2001 –  
2001/2002 distributed by gender and stage**

4. Table 11 below shows that the density of the classrooms is still relatively high reaching 41 in the primary stage and 43.5 in the preparatory stage, while the targeted number is 36. The teacher to pupil ratio is generally good. Among the main achievements of the educational system in the recent years is the visible decline in the rate of dropouts reaching 0.61 in the primary stage last year, and 2.34 in the preparatory stage. Rates of failure have also improved, as indicated by the figures in the Table.

*Table 11*

**Quantitative data affecting the quality of education**

<b>Academic year</b>	<b>2000/2001</b>		<b>2001/2002</b>	
<b>Description</b>	<b>Primary</b>	<b>Preparatory</b>	<b>Primary</b>	<b>Preparatory</b>
<b>Condition</b>				
Density of classrooms	41	43.9	40.9	43.5
Teacher to pupil ratio	1:22,26	1:21,2	1:22,5	1:21,38
Drop out	0.87	3.13	0.61	2.34
Failure	4.46	9.46	3.88	8.39

5. In recent years, the Ministry of Education succeeded in totally eliminating the number of primary schools that apply the system of multiple shifts towards and moved towards applying the full day system, enabling pupils to practice various activities and develop their talents and abilities. Ultimately, this will directly lead to prolonging the learning time as indicated in Table 12 below.

*Table 12*

**Distribution of basic education schools according to school shifts in the academic years 2000/2001 - 2001/2002**

<b>Academic year</b>	<b>Description</b>	<b>Full day of single shift schools</b>	<b>Evening shift</b>	<b>More than one shift</b>	<b>Total</b>
	<b>Stage</b>				
2000/2001	Primary	13220	1734	592	15546
	Preparatory	5825	1163	784	7772
2001/2002	Primary	13360	1656	637	15653
	Preparatory	6000	1152	841	7993

6. Efforts to establish equality of educational opportunities succeeded in reducing the gap between the rural and the urban areas, as well as the gender gap in formal Basic Education as indicated Table 13 below.

*Table 13:*

**Distribution of pupils in basic education according to gender and place of residence**

Academic year	2000/2001				2001/2002			
	Primary		Preparatory		Primary		Preparatory	
Stage	No.	%	No.	%	No.	%	No.	%
Description								
<b>Boys</b>	3774009	52.8	2346666	53	3758391	52.63	2318243	52.77
<b>Girls</b>	3368118	47.2	2081278	47	3382912	47.37	2074968	47.23
<b>Total</b>	7142127	100	4427944	100	7141303	100	4393211	100
<b>Urban</b>	3833831	39.68	2004420	45.27	2824974	39.56	1954901	44.50
<b>Rural</b>	4308296	60.32	2423524	54.73	4316329	60.44	2438310	55.50
<b>Total</b>	7142127	100	4427944	100	7141303	100	4393211	100

7. Parallel to the quantitative achievements, progress has also been made in quality, as follows:
- Continuing development of curricula to produce an Egyptian citizen, capable of contributing to an advanced society and facing the challenges of the future. To achieve these goals, several new concepts have been added to the academic curricula such as: human rights, legal awareness, rights and duties, rights of women and non discrimination against women, child rights and child labor, national unity and combating extremism, education for citizenship, tolerance and education for peace, globalization, life skills, over population and development, rationalization of consumption, preventive and curative medicine, environment protection, good use of resources, respect of work and quality of production, drug addiction: reasons and measures, raising awareness of tourism and traffic.
  - Introducing computer science in Basic Education and teaching foreign languages starting from the fourth grade primary.
  - Increasing the number of textbooks and titles, and improving their quality, as indicated in Table 14 below.

Table 14

**Number of school textbooks distributed to pupils in Basic Education (2000/2001)**

Stage	Class	No. of titles
Primary	First	16
	Second	16
	Third	16
	Fourth	24
	Fifth	26
Preparatory	Sixth	48
	Seventh	48
	Eighth	43
Total		237

In light of the increasing numbers of pupils, the number of school textbooks amounted to 350 million.

- d. Continuous training of teachers, inspectors and administrators in the educational field
- e. Providing basic education schools with laboratories and computer units
- f. Training teachers to use advanced technologies in the classrooms

**Second: Challenges:**

Despite positive accomplishments in the educational system in recent years, particularly in the area of education of all and formal Basic Education, some problems still obstruct the social and political ambitions to improve education both in terms of quantity and quality in a comparative international framework. Amongst these problems are:

1. Some children are still out of school. New strategies must be adopted to attract them to join schools.
2. Despite progress achieved in narrowing the gender and regional gap, more work is needed particularly at the intersection of gender and location. In some governorates, gender discrepancy reached 30% in favor of boys. Moreover, over-crowdedness in towns and old villages led to the movement of some populations to other areas where they have formed new population communities, or to the peripheries of cities where they formed slum areas deprived of services and overburdened nearby schools.

3. Basic Education constitutes the base of the educational pyramid. It absorbs a very large number of pupils, thus requiring the reconsideration of financial allocations for education to reflect the relative weight of each educational stage.
4. Despite the great attention paid to teachers in recent years - particularly criteria of his/her employment (university qualification), sustainable professional development through various training requirements inside and outside the country (foreign missions), and the reconsideration of teachers' financial status - there is a dire need to reconsider the salaries of teachers (in light of the high increase in cost of living over the last two decades).
5. Despite the increase in educational funds in the last ten years, these allocations need to be increased and sources of fund need to be diversified.

**Third: Goals:**

The main orientations to identify the objectives of formal Basic Education within the framework of the National Plan for Education for All are represented as such:

- The basis for achieving the national goal of education, which is education for excellence and excellence for all.
- The basis for achieving democracy, not only in education but also in all fields of life in general.
- One of the main components towards achieving human development according to which countries are ranked.

**General goal:**

Full absorption of the 6-15 age group in Basic Education, without discrimination on grounds of gender, residence, socio-economic standard, religion, or race and ensuring a distinguished level of education for all.

**Strategic goals:**

1. Exerting efforts to provide for Basic Education to eliminate gaps and increase the compulsory education.

2. Introducing qualitative progress in Basic Education inputs, processes and outputs in the area of curriculum development, methods of teaching, use of modern educational technologies as well as evaluation and examination systems.

**Procedural goals:**

**In terms of quantity:**

1. Providing more educational opportunities in Basic Education towards full absorption in 2007.
2. Achieving efficiency and justice in the distribution of educational opportunities to completely eliminate discrepancies in school enrollment, particularly related to gender and regional gap, and the compound gap resulting from both.
3. Providing educational opportunities for children with special needs, both talented and handicapped.
4. Reducing the current classroom density to 36 from 41 in the primary schools and 44 in the preparatory stage and eliminating fluctuations that are not apparently represented by the overall averages.
5. Eliminating the system of multiple school shifts and applying the full-day system
6. Increasing the number of school buildings to achieve the above goals

**In terms of quality:**

1. Continue development of curricula, with emphasis on content and level, by the end of the 2005/2006 academic year to cope with international standards and achieve Excellence for All.
2. Provide new editions of the school textbooks and developing them with an eye on content and shape.
3. Offer on-site training opportunities for employees in the field of education, implementing new curricula and applying new technologies in the classroom
4. Apply new approaches to motivate teachers based on international expertise and the results of local research studies in this area
5. Develop methods and tools of educational evaluation
6. Expand the provision of learning sources to pupils (library and Internet, etc.)
7. Develop styles of school management on the basis of educational leadership



8. Enhance the efficiency of financial and human resources, increasing and diversifying the sources of funds.
9. Apply the concept of de-centralization in the management of educational system.
10. Enhance the role of civil society in educational planning, management and evaluation.

#### **Fourth: Programs**

Enrollment:

#### **Important remarks:**

The return of sixth grade primary will result in two important developments:

**First:** Starting from the 2004/2005 academic year, sixth primary will re-appear on the educational map. The increasing numbers of pupils in the primary stage will result in an increase in the number of classrooms, teachers and costs. Primary education will run for six years.

**Second:** Based on the above, the number of pupils enrolled in the preparatory stage will decline in the academic years: 2005/2006 – 2006/2007 and 2007 – 2008, because there will be no flow of pupils as a result of the return of sixth grade primary.

**First program:** Continuous expansion in construction of schools to provide the number of classrooms necessary to achieve full absorption, taking into account over-population and the return of sixth grade primary. Over the last decade Egypt has achieved a big lead in the area of educational buildings with 11228 new schools established (i.e., about double the number of educational buildings built over the last 100 years). Guided by this rational policy, the needs of this program were estimated considering two variables: density and teacher-pupil ration. Tables 15 and 16 present data of this program for primary and preparatory education separately.

*Table 15*

**Plan of expansion in primary education within the education for all plan (2002-2015)**

*Table 16*

**Plan of expansion in preparatory education within the education for all plan (2002-2015)**

**Second program:**

**Complete elimination of the gender gap in total enrollment of basic education.** Despite progress achieved so far, some gaps still exist particularly in rural, remote and distant areas. Consequently, efforts directed towards granting females equal right in education should be given a priority. This can be achieved through providing more appropriate educational opportunities for girls in terms of curricula and the learning environment so as to achieve total absorption of females in the primary and preparatory stages. This is indicated in figures given by following Tables 17 and 18.

*Table 17*

**Expected growth of number of girls enrolled in primary education**

*Table 18*

**Expected growth in number of girls enrolled in preparatory education**

**Third program: Providing the required number of classrooms to improve the educational milieu (learning environment).**

This program is based on the following facts:

- a. The infrastructure of school environment is represented in educational buildings. A good school building that is architecturally appropriate to the number of pupils and purposely built, that is beautiful and well equipped is a good setting for an educational atmosphere, especially the realization of education for excellence. New buildings must be constructed in order to replace old ones or those that do not meet specifications in terms of area, ventilation, lighting etc... New investments should target the building of 7000 new classes for Basic Education annually over the plan period.
- b. The density of classrooms affects educational performance. Pupils in high-density classrooms receive less attention and less care at the individual level and the group level. High density also had a bad impact on classroom management. The primary classroom density amounts to 41 pupils per classroom while the preparatory classroom density amounts to 44 pupils per classroom. Reducing density by one pupil in every classroom requires new classrooms to absorb 220474 pupils in the primary education and 104412 in the preparatory, or a total of 324886 over the plan period, namely, 8122 classrooms annually. Consequently, effective reduction of classroom density requires large funds that cannot be made available within the current plan covering 14 years. In turn, this program aims to realize three objectives as follows:
  - i. Freezing the current density rates
  - ii. Gradual reduction of classroom density whenever possible
  - iii. Giving priority to schools where density exceeds the general average.

To realize these objectives, necessary funds are required to add 1000 classrooms annually for the purposes of Basic Education over the plan period.

- c. The system of school shift was necessitated by the shortage of school buildings and yet, this system does not provide the best climate for education. The Ministry has taken large measures to reduce the number of multiple-shift schools. However, total elimination will require the building of new schools and classrooms. The current

program seeks to allocate investments to add 500 new classrooms annually, as indicated by the figures in Table 19.



*Table 19*

**Distribution of new classrooms, necessary to improve the learning environment in  
Basic Education within Education for All Plan**

**Fourth program: Providing educational opportunities to achieve full absorption of special needs children by building new schools and special classrooms in ordinary state schools.** Full absorption of this category will require the construction of 200 new classrooms annually over the three five-year plans, i.e., by 2017. This is indicated by the figures given in Table 20.

*Table 20*

**Plan of expansion to provide educational opportunities for special needs children in  
Basic Education**

### **Quality and suitability**

**The Fifth program:** Modernizing the curriculum development policy, as a means of achieving distinguished educational service. This can be achieved by placing the curricula within a comparative international perspective, applying international standards and formulating a forward looking vision, without neglecting national and cultural specificities.

The program includes the following:

- a. Undertaking a comparative study of the curricula of Basic Education in a selected number of educationally advanced countries. It is expected that the Center for Developing Curricula and Instructional Materials will undertake this task.
- b. Providing training for educational directors and curriculum development experts on application of up-to-date technical methods in designing curricula in light of international standards.
- c. Preparing educational curricula that target the appropriate age groups, through training and providing models and examples.

Costs of this program are included in the costs of First program.

### **Administration:**

**The Sixth program:** Enhancing the efficiency of administration of compulsory Basic Education through:

1. Training personnel on educational and school management.
2. Expanding the trend towards decentralization of educational management and ensuring its success.
3. Training teachers to use recent technologies in education while focusing on their use inside classrooms.
4. Developing evaluation tools and methods and expanding the number of those who conduct evaluation.
5. Rationalizing expenditure, not necessarily through reducing expenses, but through proper investment.
6. Enhancing the technology component in compulsory Basic Education.

Costs of this program are included within the costs of the First program

**Finance:**

In order to achieve the goals of education for all in the formal Basic Education sector, it is important to bear in mind the following:

1. Basic Education deals with a very large number of children, especially taking into account the special growth characteristics and that it is a socially critical and sensitive age group. It is also the base of the educational system and affects its overall outputs.
2. This group, without doing injustice to other groups, must receive the highest priority of the educational system.
3. Obtaining data pertaining to this sector is easier than data for other sectors.
4. The already existing infrastructure of this group is a base on which other work can be built.

Table 21 shows costs of the formal Basic Education programs within the framework of the national education plan.

*Table 21*

**Costs of programs of formal basic education within the framework of the national plan of education for all.**

<b>Program</b>	<b>Total costs</b>	<b>Fifth five year plan 2002-2007</b>	<b>Sixth five year plan 2007-2012</b>	<b>Four years of the seventh five year plan 2012-2016</b>
First	102,020,072,272	36,852,899,275	36,183,883,516	28,983,289,481
Second	Included in the costs of the first program			
Third	1428000000	510000000	510000000	408000000
Fourth	364000000	510000000	510000000	408000000
Fifth	Included in the costs of the first program			
Sixth	Included in the costs of the first program			
Total	103,484,472,272	37,375,899,275	36,706,883,516	29,401,689,481

## **Section IV: Education for All programs and objectives for caring for children and young people outside school**

### **First: The current situation:**

1. This group constitutes a non-homogeneous mix of children and young people: children who missed primary education (rules stipulate enrollment between the age of 6 and 8) children who dropped out of school before acquiring the necessary basic skills, young people who joined the labor market without obtaining any real education, as well as those who completed primary education but did not join the preparatory stage and have gone back to the ranks of the illiterate. More importantly, are street and delinquent children.
2. All aspects of injustice and gaps are embodied in this group: gender gap, rural/urban discrepancies, poor and rich, healthy and unhealthy, as well as victims of divorce and disintegrating families.
3. This group has been consistently disadvantaged. They could not join primary education (enrollment at the age of 6 to 8), and have not yet attained the legal age to join literacy programs (15 years and above).
4. Care for children and young people in this age group relied for a long time on personal and community initiatives undertaken mostly by NGOs, particularly Islamic and Coptic charity organizations. Their absorption capacity is clearly very limited.
5. Some government initiatives came to life but they were very limited as well. In the early 1970's, the Ministry of Education established training centers for children who reached sixth grade primary, but failed in the final exams of this stage and did not join the preparatory stage. However, these centers which also provided basic skill learning and vocational training were liquidated in the late seventies due to lack of seriousness and the limited number of children.
6. In the mid seventies, educational circles realized the critical nature of this group. Five thousand single-class schools were built within five years beginning 1975/76. However, the project did not meet with much success and was discontinued due to financial and administrative difficulties.
7. In the mid eighties, the Ministry of Education focused on securing financial resources to promote programs for this particular group in cooperation with the Ministry of

Finance, Ministry of Planning and Ministry of Social Affairs. The aim was to enhance programs for this age group organized by the public and NGOs.

8. Beginning in 1990/1991 academic year, immediately after the Jomtien Conference, the state stressed that improving the educational opportunities for this group and expanding their opportunities (particularly females and in the rural areas) was one of Egypt's national educational goals.
9. In 1993/94 academic year, two parallel projects were initiated. The first was the one-classroom project (2729 schools in the year 2001/2002) under the auspices of the First Lady and under the supervision of a general directorate for single-class schools; while the second involved the community schools (201 schools in the year 2001/2002). "Care Corporation" also provided 38 small schools and 123 single classroom schools, and Plan International set up five small schools.

All these schools share the following characteristics:

- Built in disadvantaged areas
- Wholly or mostly for girls
- Accept the 8-14 age group
- Offer an educational service parallel to formal schools
- Open channels with formal education
- Pupils are allowed to accelerate the pace of education by skipping a number of years to reach certain levels.
- Local communities participate in establishing and sponsoring these schools
- Offer high -quality educational service.
- Pay attention to vocational training in addition to theoretical education, etc...

Tables 22 and 23 present the current situation of the one-classroom community schools in accordance with the statistics of the academic years 2000/2001 and 2001/2002.

*Table 22*  
**Single classroom schools in the academic years 2000/2001 – 2001/2002**

<b>Description</b>	<b>2000/2001</b>	<b>2001/2002</b>	<b>Growth</b>	<b>Percentage</b>
<b>Schools</b>	2612	2729	117	4.48
<b>Pupils</b>	55816	58422	2606	4.67
<b>Teachers</b>	3694	3749	55	1.48

*Table 23*  
**Community schools in the academic years 2000/2001 – 2001/2002**

<b>Description</b>	<b>2000/2001</b>	<b>2001/2002</b>	<b>Growth</b>	<b>Percentage</b>
<b>Schools</b>	202	202	-	-
<b>Pupils</b>	6000	7525	1525	25.41
<b>Teachers</b>	460	460	-	-

A number of 2382 students graduated from these schools by the end of the academic year 2001/2002.

### **Second: Challenges**

1. The target group is very large. According to recent figures produced by the Cairo Demographic Center, the total number of population in the 8-14 age group is 10 million children, while only 8.7 million are enrolled in schools, which means that close to 2 million children and young persons are still outside schools.
2. There is no accurate database on the number of children and young people outside schools and there are no classifications for the age group 8 to 14, as well as no indication on where they are found, reasons for dropping out of school etc... All of which makes it difficult to draw an accurate school map at the national level in light of which educational services are distributed to this age group in the form of second opportunities, or within the program of continued education.
3. This age group has job opportunities and their wages are relatively high compared to the wages of educated groups.
4. The indirect cost of education and families' low income (particularly in the rural and marginalized areas) keep large numbers of children outside formal education channels.
5. Customs and traditions in some areas limit girls' enrollment in schools.
6. The circumstances of school environment discourage enrollment in schools due to: inappropriate treatment, a bias in curricula towards males and urban areas, as well as



inadequate school furniture, lack of good drinking water, and lack of water closets for girls in unisex schools, etc...

7. Over-crowdedness has pushed many families outside the villages and towns, forming population groupings in the fields and on the periphery of cities, which do not have adequate services and facilities. At the same time, the low number of children of a school age makes it economically unfeasible and unprofitable to establish schools there.

### **Third: Goals:**

In outlining the goals for this particular age group, the following must be taken into account:

1. Large numbers in this age group are already involved in income generating activities for themselves and their families. Whether these jobs are legal or illegal, it is impossible to pull the children or young people out of their jobs and send them to schools. Thus the following measures must be taken:
  - Programs must have flexible time schedules to enable the children to study and work simultaneously.
  - The programs must have clear vocational or skills component that is lucrative and attractive to the labor market at the same time.
  - Affiliation with educational programs must have material and spiritual returns.
2. Resistance to the educational programs is expected on the part of this target group, their parents or employers due to the following reasons:
  - The profits they make for their families and the low costs incurred by the employers.
  - The true or false social role this group believes it assumes and the resulting feelings of freedom, responsibility, maturity etc.
3. This category includes a variety of children and young people that must be addressed sensitively through the collaboration of educational, religious, social, media, and security organizations as well as the coordination of civil society institutions.

Thus, the goals of the plan targeting this group of people are as follows:

**General goal:**

Ensuring the enrollment of the largest number of cohorts in this age group in formal or informal educational programs motivated by ethical and national responsibility.

**Strategic objectives:**

1. Providing systems of education that are appropriate to the different cohorts of this age group.
2. Asserting the role of societal and governmental partnerships in the stages of planning, execution and follow up of the programs targeting this age group.

**Procedural goals:****In terms of quantity:**

1. Undertaking an organized campaign to list the number of children and young people in this age group (8-14) outside the school system, and find out their categories, nature of their activities, and locations in order to draw a map that can guide the provision of appropriate educational opportunities. This should take place in the first year of the plan i.e. 2002/2003.
2. Providing parallel educational opportunities to absorb the larger numbers of this category, through expansion in the construction of one-classroom and community schools.
3. Providing alternative systems of functional education to absorb the children and young people who are engaged in income generating activities either explicitly (in paid professions, hired by employers, domestic work etc.) or implicitly (those who work with their parents particularly in farmlands).
4. Providing appropriate educational opportunities for young people, children with special needs, children in hardships and children in disadvantaged areas, particularly girls.
5. Expanding the participation of various agencies in providing assistance to this age group through international cooperation, donor agencies and civil society.

**In terms of quality:**

1. Diversifying the school structure and the educational programs to correspond to the needs of this category and their work circumstances.
2. Following a functional approach that will achieve integration between learning on one hand and the acquisition of life skills (to integrate in society and professional skills to integrate in the labor market) on the other.
3. Providing incentives to encourage this group to benefit from this second chance for learning or continuing education.
4. Providing the necessary equipment to benefit from educational technology and training to enhance quality of work.
5. Mobilizing the mass media to encourage families of these young people to benefit from the educational opportunities offered.
6. Organizing more continuing education programs to create a learning community that promotes an atmosphere conducive to benefiting from educational opportunities and continued education.

**Fourth: Programs:**

**Enrollment:**

**The First Program:** Improving enrollment levels in one-classroom schools. In keeping with the steady increase in formal Basic Education opportunities, enough one- classroom schools will be built that will only eliminate existing gaps. It is planned to reduce the growth rates of these schools, as we approach the end of the plan as indicated by the figures given in Table 24.

*Table 24*

**The national plan for expanding the construction of one classroom schools**

**The Second Program:** Expanding the base of community and small schools. Although these schools currently address only 0.3% they are characterized by the following:

- High quality education
- Directly contributes to the elimination of:
  - The gender gap by focusing on providing females with more educational opportunities.
  - The gap between rural and urban areas, since these schools are established in deprived areas.
- They present an example of cooperation with other agencies to achieve the goals of education for all since these schools rely on the financial support of foreign donor agencies.
- They are keen on activating social participation in the management of educational processes.

Consequently, providing an atmosphere conducive for expansion in these schools is one of the current plan objectives.

No quantitative data is available on the plan of expansion till the year 2015/2016. However, UNICEF officials responsible for these schools stated that:

- a. Expansion within the next five-year plan will include the establishment of 100 new schools.
- b. The next few years will witness the project's focus on moving the items of teaching steps from these schools to formal Basic Education schools.
- c. The project emphasizes partnership in training Basic Education teachers over the 5-year plan 2002/2007, in addition to the training of 600 over the previous plan.

**The Third Program:** Providing new opportunities for special needs children (aged 8 to 14) through expanding the facilities of the current schools and establishing new schools to ensure full absorption by 2015/2016 according to Table 25.

**Table 25: The national plan to absorb special needs children (aged 8-14)**

**The Fourth Program:** Designing new educational formulas for children in difficult circumstances, ignored in planning for economic and social development projects. These include:

**The First Category:** Working children and young people.

**The Second Category:** Homeless and street children and young people.

**The First Category:** Working children and young people.

Statistics point out that the percentage of working children in the age group 10-14 amount to 9.2% of the total age group. Although some of these children are simultaneously enrolled in schools, the majority are not. The current plan embraces an experimental program to this age group that includes the following:

- a. Establishing 50 new training and learning centers along the lines of the Mubarak-Kohl program (supporting both theoretical education and vocational training).
- b. Distributing these centers in Egypt according to the needs of the governorates, and concentration on members of this age group. Each center comprises three educational stages and each stage includes three educational levels (similar to the formal educational system).
- c. Allowing pupils the flexibility to move quickly to upper levels and stages, and accelerate the learning process.
- d. In addition to ordinary academic subjects, a new subject on professional safety and another on worker's education (rights, duties, organizations etc.) have been added to the syllabi.
- e. It is obligatory that employers hiring members of this age group must enroll them in these educational centers, and offer them incentives to ensure their formal participation and attendance.
- f. Providing the centers with all the required technological equipment for learning and training.
- g. The state allocated LE 5 million for the establishment of the center. This sum can be increased or reduced depending on the center's location and its absorption capacity.
- h. The center falls under the supervision of a special agency including representatives of the Ministries of Education, Manpower and Migration, and



ministries of production, such as: agriculture, industry, electricity, oil, and the Ministry of Social Affairs and Media.

**Second category: Street children:**

Although no reliable data is available on the size and distribution of this category, ethical and moral responsibility necessitates that its members are provided with an appropriate educational system that caters for their needs and offers them the opportunity to lead a successful life at both the individual and social levels.

A pioneer program has been designed based on the following premises:

- a. Establishing five centers for education, guidance and vocational training.
- b. Distribution of these centers as follows: 2 in Cairo, 1 in Alexandria, 1 in Metrouh, 1 in Gharbeyah, 1 in Suez Canal region and Sinai, 1 in Sohag, 1 in the New Valley, and 1 in the Red Sea region.
- c. Each center should provide full-board accommodation for participants in addition to leisure facilities and sites for religious practice.
- d. Each center includes 3 sessions, each including 3 levels parallel to three grades in Basic Education re: level and not necessarily in content.
- e. Pupils are allowed flexibility to move up fast to higher levels and stages of education if they wished.
- f. Condensed courses in religious education and social studies should be added to ordinary school curricula with focus on vocational and safety components.
- g. Each center includes two departments at a high level of specialization and professionalization, one for psychological guidance and the other for social care.
- h. Community leaders and businessmen are invited to contribute to sponsoring these centers and assessing their performance.
- i. The center is held responsible for providing job opportunities for the pupils both during and after graduation.
- j. Each center includes a follow-up department to follow up graduates and provide them with counseling and assistance.
- k. Each center is allocated LE 10 million in addition to donations from both civil society and donor agencies.

**Quality and suitability:**

The fifth program is devoted to the improvement of education offered through the different systems targeting this group. This is accomplished through:

- a. Design of new teaching models that meet the needs of each category, maximizing the use of technological tools and advances; expanding the skills of active learning, and commissioning studies to learn about up to date methods used in teaching these groups. This is achieved over the 1<sup>st</sup> year of the plan at the total cost of two million pounds (one million for each category).
- b. Continuous development of the goals of the various educational systems, their methods and educational materials, and updating their equipment, in order to achieve the model of the productive school in the first three years, then the model of the investing school in the following five years, and finally implement the model of the competitive school by the end of the plan. This requires that schools be supplied with appropriate equipment and technological tools, the cost of which is LE 25,848,550 over the plan period 2002/2003-2015-2016.

Concerning one-classroom schools, the plan laid down by the General Directorate for One-Classroom Schools for Girls estimated the needs of these schools, as shown in Table 26.

*Table 26*

**Detailed costs of equipment and technological tools in one classroom schools**

Type	Number	Estimated cost per unit in LE	Total
Refrigerator	1066	1000	1066000
Stove	1066	800	852800
Sewing machine	1066	650	692900
Loom	530	25	13250
Computer	3286	3000	9858000
Cassette recorder	3286	4000	13144000
Projector	1108	200	221600
<b>Total</b>			<b>25,848,550</b>

With regards to the special needs schools, costs of equipment are outlined in table 25 above.

- c. Media campaigns should be organized to:
- Motivate the target groups to join the appropriate educational system;
  - Motivate parents and guardians to send their children to schools.
  - Invite businessmen to facilitate the enrollment of their employees in the appropriate educational system.
  - Activate the role of local society to provide a conducive atmosphere for the education of this target group.

The expenses of this campaign are estimated at LE 7 million, namely, 500.000 annually.

**Administration:**

The sixth program is devoted to improving the internal and external efficiency of school administration in institutions concerned with this group through the implementation of the following sub-programs:

- a. Continued regular training for teachers, administrators, and inspectors every three years over the plan in the single classroom and special needs schools. Consequently, estimated expenses of the training programs are as follows:

**For one-classroom schools**

Providing 36600 training opportunities X LE 250 = LE 9150000

**For Special needs schools**

Providing 50000 training opportunities X LE 250 = LE 12.500.000

**For other specific schools**

Providing 5000 training opportunities X 250 = LE 1250000

Total training cost = LE 9150000 + LE 12.500.000 + LE 1250000 = LE 22,900,000.

- b. Delegating authority to the administration units of these schools, due to the urgency and the sensitive nature of the issues under consideration.
- c. Asserting partnership between civil society organizations in planning, administering and following up these educational systems.

**Finance:**

1. Since this category of children have been disregarded or given scant attention in the list of priorities, the costs of these programs are huge, as presented in Table 27.

*Table 27*

**Costs of programs for children and young people  
aged 8-14 outside the educational system within the national plan for education for all**

<b>Program</b>	<b>Total cost</b>	<b>Fifth five year plan 2002-2007</b>	<b>Sixth five year plan 2007-2012</b>	<b>Four years of the seventh five year plan 2012-2016</b>
First	33480000	22680000	6360000	4440000
Second	UNICEF is financially responsible			
Third	2422420000	865150000	865150000	692120000
Fourth:				
a). First category	250000000	100000000	75000000	75000000
b). Second category	50000000	10000000	20000000	20000000
Fifth:				
a). First category	2000000	2000000		
b). Second category	25848550	24251425	724075	873050
Sixth	22900000	8900000	7000000	7000000
Total	2806,648,550	1032,981,425	974,234,075	799,433,050

2. It is worth noting that no funds have been allocated to this group within the Ministry of Education five-year plan investment projects (2002-2007).
3. It is imperative, however, due to the importance of this group that the state (not only the Ministry of Education) provide the required funds to enhance the situation of this group, either through governmental sources, or in collaboration with other local or international donors.

## **Section V: Adult literacy and continuing education**

### **First: Current situation:**

1. Since early last century, Egypt has exerted efforts at both official and public levels to eradicate illiteracy. These efforts usually rose with the currents of national liberation and struggle against imperialism.
2. Since the second half of last century, more attention has been given to illiteracy eradication, within the framework of Basic Education adopted by the UNESCO.
3. Despite these efforts, the results have been unsatisfactory and illiteracy rates remained high (total rate of 49.4% in 1986). The problem is further exacerbated by gender gaps and regional discrepancies between urban and rural areas.
4. The main challenges facing effective achievements in illiteracy eradication until the year 1990 were the following:
  - Insufficient funds.
  - Illiterates' refrain from enrollment in literacy classes, which experience a high dropout rate.
  - Insufficient number and poor quality of teachers as well as lack of continued and effective training.
  - Adopting traditional teaching methods in the education of the illiterates.
  - Inappropriate curricula and teaching materials for this target group.
5. A major step in Egypt's efforts to eradicate illiteracy came in 1990 with the president's declaration of the 1990-1999 decade as the decade of illiteracy eradication. Some of the main features of the declaration are:
  - Eradication of illiteracy is a national duty and responsibility that requires the collaboration of governmental, public efforts, political parties and all sectors of society.
  - Literacy programs should target the development of basic skills necessary for work, production and a successful social life.

6. In 1991 law no. 8 was issued to establish the General Authority for Literacy and Adult Education, which from that date onwards, has been responsible for: drawing literacy plans and programs, following up their implementation and coordinating between the different agencies working in this domain.
7. The national literacy campaign was launched in 1993 and succeeded in eradicating 48.5% illiteracy of the target number from a total of more than 9 million illiterates aged 10 and more.
8. Due to national efforts led by the General Authority for Literacy and Adult Education, the illiteracy rate declined to 39.9% in 1996 and 31.9% in 2001, which is a significant achievement compared to the previously referred to figures.
9. In addition to accomplishments of the national campaign in terms of quantity, other important advances were made as follows:
  - a. Narrowing the gender gap. Female enrollment rate in literacy classes amounted to 73% of the total rate.
  - b. Thirty three thousand literacy classes have been opened absorbing more than 660,000 individuals, in addition to providing new educational materials and formulae such as: distant learning, free contracts with teachers and literacy classes to individuals with special needs.
  - c. A large number of literacy teachers, amounting to 53400 teachers, have been trained.
  - d. Modernizing the literacy curricula and diversifying educational materials.
  - e. Developing the management of literacy programs and moving towards centralization of administration.
10. Parallel to these efforts, the campaign has also been active on the following fronts:
  - a. Providing opportunities for continuing education and facilitating procedures of enrollment.
  - b. Facilitating the acquisition of computer skills and learning of English.
  - c. Preparing appropriate reading materials for the post-literacy stage.
  - d. Building 100 libraries that contain reading materials for the post-literacy phase.

## **Second: Challenges**

Despite progress achieved in the domain of literacy promotion, which resulted in narrowing the gender gap and reducing illiteracy rates, some challenges still face these efforts such as:

1. The size of the target group and the wide gaps that need to be narrowed. In 1996 the number of illiterates over 10 years old, reached 38.6%. In the same year, the percentage of males among the illiterates reached 37.63% while the percentage of females reached 62.37%. The rural-urban gap has also been widening. Illiterates in urban areas constitute 30.08% of total illiterates and 69.9% in the rural areas.
2. The large variation in the characteristics of the target group and the lack of accurate statistics that point to the distribution of illiterates according to: age, gender, social status, dependency, socio-economic standard, and place of residence etc...
3. Illiterates' refrain from enrollment in literacy classes. In addition, a high drop out rate prevails in these classes due to poverty, social attitudes that do not support education in general and adult education in particular, lack of time, inappropriateness of curricula and educational materials, and non-objectivity and dullness of media messages targeting illiterates, etc...
4. Absence of ongoing objective evaluation of literacy programs and consequently the unavailability of accurate input and output measurements. This is something that reduces opportunities to benefit from necessary feedback to develop campaign procedures.
5. Non-participation of crucial agencies in the national literacy campaign because the law did not define their roles and responsibilities. For example:
  - a. Despite the existence of more than 15,000 associations in Egypt, only 930 have literacy-related activities.
  - b. Official and popular agencies did not effectively participate in awareness raising campaigns to promote the importance of literacy classes.
6. Non-adherence to the implementation of some of the articles of the literacy law no. 8 of 1991, such as:
  - a. Special funds for illiteracy and adult education activities (article no.12).
  - b. Applying negative incentives on illiteracy (article no.13).

- c. Applying the legal items of the General Authority for Literacy and Adult Education related to the provisions of the law (article no.14).
7. Despite the national priority attached to the eradication of illiteracy, the number of public servants in charge of this effort is very limited, only 4.8% of the total number of public servants.

### **Third: Goals**

#### **General goal:**

Providing sufficient opportunities to eliminate 50% of the current illiteracy rate (15 years and above) by the year 2015/2016, while giving priority to the younger groups, girls and women, residents of rural and remote areas as well as poor urban sites by the end of the plan (2015/2016).

#### **Strategic goals:**

1. Reducing illiteracy rate to 15% amongst adults (15 and above) by the year 2015 and eliminating gender and regional gaps.
2. Enhancing the functional component (social and professional) of these programs in order to enable the students to contribute to good citizenship.
3. Providing channels for different levels of continuing education in the religious, social, economic, cultural and political domains.

#### **Procedural goals:**

##### **In terms of quantity:**

1. Eradicating the illiteracy of about 10 million individuals (with special attention to women and girls as well as remote, poor and rural areas)
2. Implementing a remedial program beginning in the second year of the plan (2003/2004) to provide roughly 2.5 million learning opportunities to absorb potential dropouts or individuals who revert to illiteracy.
3. Opening 333,108 literacy and training classes for those who join the main program and 83277 classes for the remedial program beginning the second year of the plan.
4. Training a number of 89,225 teachers over the plan period.



5. Opening 66621 vocational training centers over the plan period, i.e. a center for each five literacy classes.
6. Providing specialized training for 66621 vocational trainers with a focus on dealing with adults.
7. Providing educational opportunities for illiterates with special needs to absorb 140,000 as well as opening 9338 classes over the plan period.

**In terms of quality:**

1. Ongoing development for literacy programs and educational materials for a variety of target groups with a view to:
  - Identifying and analyzing the educational needs of illiterates
  - Raising the level of attainment to enable illiterates to read.
  - Enhancing religious and social attitudes and values in different fields.
  - Taking into account international changes, particularly in the field of technology and communications.
2. Expanding continued education opportunities for individuals who complete the basic program requirements.
3. Providing more reading materials for new learners.
4. Achieving integration between the efforts of 'Education for All' in formal compulsory education and informal education.
5. Launching a new media campaign to support literacy efforts.

**Fourth: Programs**

Below are some necessary data upon which the planning process and the cost estimates of the executive programs depend:

1. Illiterates aged 15 to 60 years whose number is expected to rise to 20 million in 2015, can be classified into the following groups:
  - Group 1: 15 to 35 years (close to 5 million)
  - Group 2: 36-60 years (close to 13 million)
  - Group 3: 60 years and above: (close to 3 million)

2. Illiterates in the age group 15-35 are subject to compulsory illiteracy eradication. The aim is to eradicate the illiteracy of 50%, and 20% of the age group 36-60 (1285648) during the period 2002-2007.
3. Illiterates in the second age group 36-60 have second priority. The sixth five-year plan seeks to eradicate the illiteracy of 60% of this group whose number is 3856944.
4. The first four years of the seventh five-year plan see to eradicate the illiteracy of the remaining 20% of the 36-60 age group in addition to a significant number in the '60 and above' age group.
5. Ensuring the provision of opportunities to those who drop out or revert to illiteracy by implementing a remedial program aimed at 25% of the target group in the basic program.
6. The General Authority for Literacy and Adult Education estimates the total costs involved in the eradication of illiteracy for one person to be LE 180. LE 150 covers the cost of classrooms, teacher training, follow-ups and continued education, including reading materials development, while the remaining LE 30 goes towards vocational training of illiterates including opening vocational training centers and training vocational trainers.

**Enrollment:**

In light of the above, data of the **first program, seeking to expand basic and remedial educational opportunities to reach reading abilities**, are presented in table 28.

*Table 28*

**The national plan to expand adult literacy programs (15 and above)**

In implementing the plan, the following must be taken into account:

- a. 66.6% of the educational opportunities will be offered to girls and women.
- b. 70% of the educational opportunities will be offered to rural, remote and poor areas

The second program in the area of enrollment seeks to provide literacy opportunities to individuals with special needs aged (15 and above) as shown in Table 29.

*Table 29*

**The national plan for adult literacy for individuals with special needs (15 and above)**

<b>Year</b>	<b>No. of Students</b>	<b>No. of Classrooms</b>	<b>Cost</b>	<b>Remarks</b>
2002/2003	1000	667	3000000	*Classrooms accommodate 15 students only in order to fulfill the needs of each group separately depending on the nature of the handicap *Costs of providing literacy classes to handicapped illiterates amount to LE 300 compared to LE 150 for illiterates who are not handicapped
2003/2004	1000	667	3000000	
2004/2005	1000	667	3000000	
2005/2006	1000	667	3000000	
2006/2007	1000	667	3000000	
2007/2008	1000	667	3000000	
2008/2009	1000	667	3000000	
2009/2010	1000	667	3000000	
2010/2011	1000	667	3000000	
2011/2012	1000	667	3000000	
2012/2013	1000	667	3000000	
2013/2014	1000	667	3000000	
2014/2015	1000	667	3000000	
2015/2016	1000	667	3000000	
<b>Total</b>	<b>14000</b>	<b>9338</b>	<b>42000000</b>	

**Quality and Suitability:**

**The third program is devoted to enhancing the quality of the educational service** provided by the literacy programs. Quality is monitored through the review of curricula and educational materials, at least twice over the plan period, at the cost of LE 10 million for the 2002/2003 plan, and LE 5 million for the sixth year of the plan 2007/2008.

**The fourth program emphasizes the provision of varied informal educational opportunities** in the areas of parallel and continuing education, or specialized education or training and self-learning. A total of LE 140 million will be devoted to this component over the plan period.

**Administration:**

**The fifth program** focuses on **the training of teachers and their ongoing professional development** through providing 91,000 training opportunities over the plan period. Costs of implementing the program amount to LE 9 million.

**The sixth program** is devoted to **the improvement of vocational training returns** through the training of more than 66,000 professional trainers. The costs amount to more than LE 33 million.

**The seventh program entails implementing a long-term media program over the plan period** seeking to maximize enrollment rates and eliminate dropouts from literacy classes.

**Finance:**

1. The implementation of the plan requires funds presented in Table 30.

*Table 30*

**Costs of Literacy Programs within the National Plan for Education for All (2002-2015)**

<b>Program</b>	<b>Total costs</b>	<b>Fifth five year plan 2002-2007</b>	<b>Sixth five year plan 2007-2012</b>	<b>Four years of the seventh five year plan 2012-2016</b>
First	2248711200	770254020	854937000	623520180
Second	42000000	15000000	15000000	12000000
Third	10000000	5000000	5000000	-
Fourth	140000000	50000000	50000000	40000000
Fifth	Included in costs of first program			
Sixth	Included in costs of first program			
Seventh	14000000	5000000	5000000	4000000
Total	2454711200	8452544020	929937000	679520180

2. The total cost of the literacy plan in the first five-year plan amount to LE 845,254,020, while funds appropriated by the Ministry of Education amount to only 35.49% of the required amount. This necessitates the following measures:
  - a. Increasing financial allocations for the literacy plan in the budget.
  - b. Civil society should bear more financial responsibility.
  - c. Exerting more efforts to ensure international sources of funding.

## **Section VI: Evaluation Plan**

The objectives and mechanisms of any program evaluation should be unified in all educational sectors and among all target groups. Thus, the following review applies to all previous sections.

### **Objectives:**

Evaluate to what extent the inputs and processes have succeeded in achieving the goals of the plan in general and the specific goals of each sector, in order to correct and modify performance if needed.

### **Principles:**

1. Routine and comprehensive evaluations in accordance with international standards.
2. Adopting individual appraisal methods in all sectors of Education For All and in all educational institutions.
3. Encouraging the concerned international agencies to appraise the performance of Egyptian educational institutions.
4. Enlarging the circles of individuals and agencies undertaking the evaluation so as to include all: concerned parties, beneficiaries and educational directorates, teachers, schools and representatives of the civil society.

### **Evaluation mechanisms:**

**First:** Objectivity of the evaluation process necessitates the following:

#### **1. Internal evaluation:**

- a. Self-appraisal by the teachers, school administration and students.
- b. Continued evaluation (baseline, midline and end-line) for officials responsible for plan implementation.

#### **2. External national evaluation:**

- a. Evaluation programs implemented by the Central Department for Inspection Affairs.
- b. Projects, measurements and programs implemented by the National Center for Examinations and Educational Evaluation.
- c. Evaluation undertaken by any research agency or center with the approval of the Minister of Education.
- d. Evaluation undertaken by representatives of the civil society, such as parents' committees and associations and local communities.

### **3. International external evaluation:**

Inviting concerned international agencies to evaluate the performance of educational institutions within the framework of the plan objectives.

**Second:** A permanent committee is formed to discuss the results of the evaluation undertaken by the previous agencies. The committee makes suggestions for amending the executive measures and, if necessary, reconsidering the plan itself.

**Third:** After consultation with the Supreme Council for Pre-University Education, the Minister of Education takes the necessary steps to improve work towards the achievement of the plan goals.

**Fourth:** An independent program is devoted to the implementation of the evaluation program at the cost of LE 140 million, i.e. LE 10 million annually.

## *Chapter three*

### **SUMMARY**

#### **First section: Goals and Objectives of the plan**

##### **Education for All**

**The General National Goal:** “Realizing Education for Excellence and Excellence for All”.

##### **Strategic goals:**

- 1) Offer equal learning opportunities to all target groups without discrimination and ensure that they enroll in formal and informal institutions while taking into account the large numbers due to over-population.
- 2) Ensure that the learning services required to enhance competitive abilities in the era of globalization are of high quality, in accordance with international standards and expertise.

##### **Early childhood and pre-school sector:**

**General goal:** Integrating the pre-school stage within compulsory free Basic Education by the year 2020.

##### **Strategic goals:**

1. Gradually expand the provision of pre-school services, giving priority to rural, and poor urban areas, while increasing at the same time financial resources to support private schools in the pre-school stage.
2. Improve the quality of educational services provided by formal pre-school institutions, and subjecting them to the supervision of the Ministry of Education to monitor their quality and ensure their congruence with the recent trends in education and childcare.

##### **Formal Basic Education (6-15):**

**General goal:** Full absorption of children aged 6 to15 without discrimination on any grounds - gender, place of residence, socio economic status, or ethnic or religious background- as well as ensuring a distinguished and high level of education for all.



**Strategic goals:**

1. Continuing efforts to provide target groups with educational opportunities in formal Basic Education, eliminating gender and regional gaps, and extending compulsory education.
2. Achieve qualitative leap in the inputs, processes and outputs of the educational process, as well as in curriculum development; as well as maximizing the use of modern technology in education, and applying up-to-date examinations and evaluations systems.

**Children and young people outside schools (8-14 years)****General goal:**

Ensure the enrollment of the largest number of children and young people in formal and non-formal education.

**Strategic goals:**

1. Providing educational opportunities that are appropriate to the characteristics and needs of the various cohorts forming this group.
2. Asserting partnership between the government and civil society in program planning, implementation and follow-up.

**Adult literacy and continuing education (15–35; 35–60; 60 and above)****General goal:**

Providing sufficient and high-quality educational opportunities to eliminate 50% of the current adult illiteracy (15 years and above) by 2015/2016 and enabling the target group, giving priority to the younger groups, women and girls, and residents of the rural and poor urban areas.

**Strategic goals:**

1. Reducing the rate of adult illiteracy 15% by the year 2015, and eliminating gender and regional gaps.
2. Helping illiterates read and enhancing the functional component (social and professional) allowing beneficiaries to participate in public activities as full citizens.

3. Providing alternative opportunities and varied levels of continuing education to enable all groups to benefit, each according to their interests, needs and abilities.

## **Second Section: Summary of specific programs, costs and finance**

The plan includes 24 components, as follows:

### **First: Early childhood and pre-school**

1. Improving enrollment rates
2. Providing appropriate educational opportunities for special needs children.
3. Improving the quality of educational services in pre-schools
4. Improving educational administration in pre-schools

### **Second: Formal Basic Education:**

1. Increasing the number of school buildings to ensure full absorption (taking into account the increase in population and the restoration of 6<sup>th</sup> grade primary).
2. Eliminating the gender gap in total enrollment in Basic Education.
3. Providing a sufficient number of classrooms to improve the learning environment.
4. Providing educational opportunities to achieve full absorption of individuals with special needs.
5. Updating the policy of curriculum development.
6. Enhancing the effectiveness of compulsory Basic Education.

### **Third: Children and young people outside schools:**

1. Improving the level of enrollment in one-classroom schools.
2. Expanding the base of community and small schools.
3. Providing new educational opportunities for children with special needs (8-14 years).
4. Providing educational opportunities for children in difficult circumstances.
5. Improving the quality of education offered to this group.
6. Improving the internal and external efficiency of school administration in educational institutions targeting this group.

**Fourth: Adult literacy and continued education:**

1. Expanding basic and remedial educational opportunities to eradicate illiteracy
2. Providing literacy opportunities for individuals with special needs.
3. Improving the quality of educational services in literacy programs
4. Providing this group with varied informal educational opportunities
5. Preparing teachers and ensuring their further professional development
6. Improving the returns of vocational training
7. Implementing a media campaign over the plan period.

**Fifth: Evaluation**

A special program for procedures of internal and external evaluation.

**Cost and finance:**

1. Costs of implementing the programs' plan amount to more than LE 117 billion, over the period of 14 years, i.e. from the academic year 2002/2003 through the academic year 2015/2016.
2. Although the financial responsibility lies mostly on the government's shoulders, the following is needed:
  - a. Activating and motivating civil society to contribute to the government's efforts to implement the educational plan.
  - b. Reconsidering the philosophy and policy of some education-related sectors in order to reduce the costs (e.g. by reducing the number and size of school textbook in the Books Sector).
  - c. Providing accurate data to motivate donor agencies to participate in funding education efforts.