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Education for All 2015 National Review

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Arab Republic of Egypt
Ministry of Education

Education for All in Egypt 2000- 2015
A National Assessment

Prepared by NCERD
As Requested by UNESCO

Minister of Education
Prof. Mahmoud Abo Elnasr

Director of NCERD
Prof. Jihan Kamal

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The Report Team

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Prof. Dr. Jihan Kamal Mohamed	**General Supervision**
Prof. Dr. Salah ElDin Abdel Aziz Ghoneim	**Head of the report team**
Dr. Reda Mohamed Abdel-Sattar	**Member**
Dr. Amal Syed Masood	**Member**
Dr. Hanan Mohamed Rabie	**Member**
Dr. Amany Mohammed Salah	**Member**
Dr. Eman Mohammed Shawki	**Member**

Language Revision:

Dr. Akram Ibrahim Qahoof

Dr. Eman Ahmed Mohammed Hussein Elian

Writing and coordination:

Magda Al Maghraby

Hanaa Boles

"Whenever we make our children's lives brighter,

the brighter future of our country"

A young student at a school in Minya, Upper Egypt.

(photo: Sean Sprague)

Forward by:

Prof. Dr. Mahmoud Abo Elnasr

Minister of Education, Egypt

Chairman of the Board of Directors of the National Center for Educational Research and Development

Education is considered the greatest national project in Egypt and is on the top of national priorities. The education strategic plan (2014-2030) "**Together We Can**" has made education a right for all, in addition to making the achievement of this goal a collaborative, collective responsibility of all the society institutions in a frame of a decentralized system promoting quality education and creating the culture of participation.

Egypt is keen on promoting education through commitment to the principles and directives of the international community since Jometien Conference (1990) that started the EFA initiative. These principles were emphasized in Dakar Forum (2000) and the Declaration of Millennium Development Goals (MDGs).

MOE vision is based on some pivots, which are: an effective school that could provide a high quality education for all, preparing distinguished teachers with a high level of professionalism and expertise, could implement the learner-centered programs and curricula that mirror the local community needs, and support scientific and creative thinking, through an advanced technology included in the educational process, in a framework of community participation to enhance the quality of educational for all and a distinguished educational administration based on transparency, accountability, and informatics in a decentralized framework.

In the light of a clear educational view that emphasizes all the previous considerations, the goals of the educational policy have stressed the achievement of accessibility, quality of education and efficiency of institutional systems.

The Egyptian government, represented in the MOE and assisted by other ministries and other official and NGOs, is committed to the 'Provision of EFA. The MOE is also committed to providing education to deprived people. In this respect, cooperation with regional and international corporations is essential.

The constitution of 2014 ensured, through the articles concerned with education, the increasing importance of education and the interest by the State in education as it is an issue of national security and as a basic right for all like water and air, and that education is forefront of progress and prosperity. It ensured also that education is free and compulsory until the end of the secondary stage or its equivalent. The State is working hard to seek sources to finance and develop education.

Through persistent endeavors for disseminating Education For All in Egypt, MOE establishes the conditions suitable for providing real education for every learner focusing on ensuring the quality of education.

Based on renewing our commitment and striving to achieve EFA six goals, it is hoped we can fulfill our desired goals.

Dr. Mahmoud Abo Elnasr

Minister of Education, Egypt

Chairman of the Board of Directors of the National Center for Educational Research and Development

Preface by

Prof. Dr. Jihan Kamal

Director of the National Center for Educational Research and Development

The National Center for Educational Research and Development is pleased to give help for this issue of the report of the Education for All, in line with the goals of the Ministry of Education to prepare citizens for the knowledge society in the light of a new social contract based on democracy, and achieving educational opportunities for all. This issue of this report of the Education for All comes in line with the policy pursued by the Ministry of Education under the Education Strategic Plan (2014-2030), which is based on several pillars: firstly availability to provide equal educational opportunities for all by building new classrooms, achieving social justice and establishing schools and cooperation with the ministries, associations and donors.

The second pillar is quality assurance in the educational process through the reform and improvement of school buildings and school climate, curriculum development and improving the performance of teachers. The third pillar concerns with the management of education system to reconsider the laws and regulations, in addition to improving the quality and efficiency of the planning and evaluation and to maximize the financial resources to the education sector.

This report confirms what commitments made by Egypt to implement the recommendations of the World Conference on Education for All held in Dakar (2000) to achieve the EFA goals, through:

- Expanding and improving comprehensive care and education in early childhood.

- Enabling all children to attend free compulsory primary education by 2015.

- Meeting all the needs of education for all young people and adults.
- Removing gender disparities in basic education.

This report also provides monitoring of education for all in Egypt that can offer a picture of status quo, and the progress towards the achievement of the global goals in the field of education, adopted in Dakar (2000), as well as the it makes a strong case for the size of

currently education development and the major challenges facing the future.

In this regard, I'd like on behalf of Prof. Dr. Mahmoud Abul Nasr, the Minister of Education and Chairman of the center, and on behalf of all researchers of the center and myself to express my gratitude to everyone who contributed to the completion of this report and the special mention of Prof. Dr. Salah Eldin Abdel Aziz Ghoneim, the head of the educational planning research unit and the assistant team, for their professional performance that has a wonderful impact on this great achievement.

We ask God to guide us to what is good for our beloved Egypt.

Director of the National Center for Educational Research and Development

Prof. Dr. Jihan Kamal Mohamed

Introduction by

Prof. Dr. Salah ElDin Ghoneim

Head of Educational Planning Research Unit

National Center for Educational Research and Development

The report of the Education for All in Egypt is coming as a mechanism for monitoring efforts in order to achieve the six goals of Education for All at the national level. Egypt has adopted an education policy based on a holistic view that has been translated in the long-term strategic plan runs from 2014 until 2030. The confluence of visions and orientations between the policy of the Egyptian government in achieving education for all, and orientations and proposals of the global reports for monitoring for Education for All in previous years, confirms the will of Egypt to meet its obligations, and its steadfast determination to redouble efforts to achieve the goals of Education for All and through honest cooperation with partners at the international, regional and local levels.

For that reason, Egypt has a future strategy emphasizes that education is a human right and a necessity for the homeland and citizens together, and the need to provide human resources with growing capacity and efficiency, and the highest degree of quality and professional ethics, in order to build a society based on learning and knowledge-based economy. To achieve this vision, The Ministry of Education has a mission of leadership, management and development of the pre university education sector to respond to the needs of the social, economic and cultural rights of the Egyptian society and national identity in line with the global trends.

Hence, providing opportunities of basic education for all is not only in response to the decisions of the Jomtien Conference in 1990, and the subsequent announcements such as the Dakar Declaration in 2000, but it is an essential part of the process of development and modernization of education in Egypt, to achieve human development and meet the challenges of the future.

Modernization and development of basic education in Egypt is an ongoing process, and also ensure that the need to enhance the opportunities and work to expand its scope to include every human being

who wants and is able to embrace the continuing human development in every sense of economic, social and humanitarian implications State is also seeking to expand and extend the obligation to further stages, which has been achieved with the new Constitution 2014, which confirmed the extension of compulsory till secondary education.

I would like here to give my great thanks and appreciation to His Excellency Prof. Dr. / Mahmoud Abul Nasr, the Minister of Education for the genuine and continuing support to the National Center for Educational Research and Development, and the team preparing the national report of Education for All.

I am also pleased to express my, highly gratitude, appreciation and respect to Prof. Jihan Kamal Mohamed, director of the center, for not saving any effort or advice to provide for the team to prepare this report efficiently and professionally.

I also wish to express about my appreciation to the UNESCO Office in Cairo on the continuing positive support, and the adoption of several projects for the development of education in Egypt, and my special thanks to Dr. Ghada Gholam, Senior specialist of Education Programs in the UNESCO Cairo office.

Finally, I am pleased to extend my sincere thanks and appreciation to all my colleagues of the team preparing the report for their outstanding efforts to bring this work into the light, in terms of preparation and coordination, writing, directing, revision of language and translation into English and reviewing the translation.

Through issuing this National Report on Education for All in Egypt and the progress made in the period of 2000 to 2015, we ask God to prevail its benefit, serving our nation and the decision-makers, and others who are interested and working in the field of education.

Head of the report team

Prof. Dr. Salah ElDin Abdel Aziz Ghoneim

TABLE OF CONTENTS

LIST OF TABLES

j

List of Figures

n

Introduction

Introduction

The Ministry of Education (MOE) in Egypt is committed to provide of a high quality pre-university education for all as one of the basic rights of the Egyptian citizen. This is carried out in a decentralized system based on community participation. Besides, the MOE is aiming to prepare the citizens for the knowledge society, especially in a new era based on democracy, justice and equal rights for all and a vision aspiring for the future.

This vision is based on the following premises:

- An effective school able to provide a quality educational service in a non-traditional learner-centered school environment and benefit from active learning tools and use information and communication technology (ICT) with the hope to provide the learners with self-learning and creative thinking and life skills.

- A distinguished teacher with a high level of professionalism and expertise capable of educational leadership and good planning and being an effective change and development agent.

- Learner-centered programs and curricula that mirror the local community needs and aspirations and enhance scientific and creative thinking, problem solving, lifelong learning and citizenship.

- Inclusion of advanced technology in the educational process (school curriculum, textbooks, school management and educational system as a whole).

- Community participation in the enhancement of the quality of educational for all (EFA).

- Distinguished educational management based on transparency, accountability, informatics and accountable leadership that is aware of a vision for development in a decentralized framework.

Thus, the MOE mission coincides with and supports the advancement of the Egyptian society that is able to seek educational opportunities for all citizens to realize their abilities and develop their skills for the work market and help in the development of society and compete internationally.

The educational policy in Egypt is aiming to realize three essential objectives, as follows:

First: Availability: This means providing equal educational opportunities for all and in all stages through:

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- More support to early childhood (Pre-school stage).

- More opportunities for girls' education.

- Eradication of literacy.

- More attention to children with special needs.

- Provision of formal and informal education and habilitation to all children.

Second: Quality: This means reform and continuous improvement for the components of the educational process in accordance with the national quality standards for the sake of inducing a qualitative shift forward in education through:

- School-based reform and qualifying the school for accreditation.

- Using technology to enhance the educational process.

- Enhancement of the human capabilities.

- Developing curricula that are based on active learning.

- Caring for excellence and establishing centers for distinguished learners.

Third: Systems: This means development of systems to enhance their effectiveness and decentralized institutionalization so as to realize as effective environment through:

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- Building information systems, and monitoring and evaluation systems, things that provide support decision making process and sustainability of development.

- Establishment of school-based management.

- Establishing institutional decentralizations through roles and responsibilities allocation.

The strategy of EFA adopted by Egypt is based on a set of premises the most essential of which are the following:

- Widening the enrolment capacity of basic education to include all children as a response to societal demand.

- Enhancing and paying more attention to teaching and learning environment.

- Engaging all national political bodies and non-governmental organizations (NGOs) and directing their efforts towards the realization of the objectives of EFA.

- Provision of financial resources and using them appropriately side by side with seeking new funds.

- Setting an EFA strategy to be part of the National Strategy for Education.

- Benefiting from up to date effective methods of instruction that draws upon modern technology and distance education.

- Establishing new bridges and passages between the different cycles and stages of education and other programs of informal education.

- Professional development for all involved human resources through developing their capabilities and enhancing their proficiency and efficacy.

- Providing learners at all stages with essential life skills.

Thus, EFA encompasses all the above-mentioned objectives as explained below:

1- Horizontal dimension:

The educational policy provides equal opportunities to all learners regardless to family position or social and economic status or sex or place of living (the countryside versus urban areas) or to whether learners are normal or having disabilities. This is aiming mainly to narrow the gaps between different geographical areas and both sexes to the least.

2- Vertical dimension:

The EFA is aiming to increase the years of education following basic education (primary and preparatory = 9 years), i.e. prevision of free education to cover secondary and higher education. This hopefully will help produce a well-trained and qualified asset of manpower.

3- Depth-related dimension:

This includes the qualitative development of knowledge and concepts; thinking and scientific research capabilities; and making good use of technology in learning, things essential for all learners.

Based on the above, Egypt has been committed to the recommendations of the Dakar EFL International Forum (Senegal, April 2000), which stated the goals of EFA as follows:

Goal 1: Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

Goal 2: Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality.

Goal 3: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs.

Goal 4: Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

Goal 5: Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

Goal 6: Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

In this respect, the MOE has set a number of strategies that would help realize the above objectives. These include:

- Gradual expansion of free formal pre-school education and, at the same time, approving the financial support for private kindergartens.

- Promoting the quality of educational service presented by pre-school education (both formal and informal) and subjecting all the practices of kindergartens to the direct supervision of the MOE so as to ensure a high quality service that copes with the international trends in pre-school education.

- Sustaining efforts to provide educational opportunities in basic education so as to eliminate the gaps at both national and regional levels, and directing towards expanding compulsory education to 12 years, something that has been approved by the 2014 constitution.

- Inducing a qualitative jump in the inputs, processes and outputs of basic education in a way that matches the international level.

- Providing learning streams that match the different characteristics of learners.

- Emphasizing the role of community-government partnership in the various stages of planning, implementation and follow-up of the programmes targeting these children.

- Enhancing the level of educational achievements of literacy programmes so as to achieve a level of literal, professional and cultural literacy, things that would enable learners to participate effectively in society and become a good citizen.

- Provision of lifelong education streams at various levels starting with those newly freed from illiteracy. These streams would be in different specializations so as to enable all population sectors to realize an appropriate level of education and training that matches their capabilities.

These strategies included a number of programs as follows:

First: Pre-school education (Kindergartens)

- Promoting enrollment levels.

- Enhancing the educational service delivered by kindergartens.

- Enhancing educational administration at kindergartens.

- Providing appropriate educational opportunities for special needs kindergarten children.

Second: Basic Education (Primary and preparatory cycles):

- Expansion of school buildings with appropriate classrooms so as to accommodate all children at this age group taking into consideration the annual rise in population.

- Elimination of the gaps in total enrollment in basic education.

- Improving learning environment.

- Improving the efficiency of educational administration in basic education.

- Providing educational opportunities that achieve full enrollment for special needs children.

Third: Out-of-school children and youth:

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- Expansion of the one-class school, community schools, local small-size school and girls-friendly schools.

- Innovating new educational formulas that provide educational opportunities for children in hardships.

- Improving the quality of educational service directed to this age group.

- Improving both internal an external efficiency of educational administration at the institutions concerned with this age group.

Fourth: Adult literacy and life-long learning

- More opportunities for literacy.

- Improving the educational service delivered by literacy programmes.

- Providing a variety of opportunities of informal education.

- Providing more literacy opportunities for special needs learners.

- Improving the output of vocational training and life-skills programmes.

- Preparing and recruiting teachers and providing them with on-going professional training.

- - Launching media campaigns over the years of the strategic plan.

Main premises of the National Strategic Plan for Education (2014/2030)

First: Availability (at all educational levels)

- Adding more classrooms at schools so as to fulfill the demand on compulsory education.

- Social justice and equal opportunities amongst different areas (rural, sub-urban, urban etc.)

- Cooperating with local communities to build more schools so as to provide educational opportunities for out-of-school children.

- Recruiting a considerable number of managers, supervisors and other administrative staff in field of community-based education.

- Cooperating with the Ministry of Youth and Sports to make use of youth centres.

- Cooperating with all other ministries, societies, and other funding bodies to fill in the shortage in school building.

Second: Quality

- *Improvement of school buildings:* Making sure that school buildings and other available places and resources are at the level of national standards.

- *School Environment:* Improving the quality of school life at all levels.

- *Development of new curricula* that would help students to think creatively and do independent research, and provide them with analytical and life skills through integrating ICT with school curriculum.

- *Coping with international curricula of science, maths and foreign languages.*

- *Expanding literacy programmes and adding more support to teaching Arabic.*

- *Promoting the performance of teachers, supervisors and administrative staff so that the newly-developed curricula can be put into practice in a way that promotes active learning, comprehensive evaluation and ICT.*

- *Reducing the rates of absences and dropouts.*

Third: Educational administration

- **Legislative and structural context**

   o Reconsidering laws and legislations that coincide with the reform continuum.

   o Restructuring, whatever necessary, in the light of reform continuum.

- **Planning and Finance:**

   o Enhancing the quality and efficiency of planning, assessment and monitoring of plans at both central and local levels.

   o Adopting the average-term expenditure policy and monitoring public expenditure.

   o Maximizing financial resources and exploiting utilities and technical schools as sources of income

- **Assessment and Follow-up**

   o Adopting a system of comprehensive and ongoing evaluation.

- Monitoring teacher performance and teacher development in the light of a set of indicators that focus on critical thinking, analytical thinking and research and life skills.

- Monitoring school performance in the light of the national standards for quality.

- Accommodating schools to perform school-based management.

- Good governance through community participation and involving all stakeholders in the decision-making process at schools.

- Expanding the applications of ICT in planning, monitoring, evaluation and decision making.

Institutions responsible for implementing the 'Provision of EFA Initiative':

The Egyptian government, represented in the MOE and assisted by other ministries and other official and NGOs, is committed to the 'Provision of EFA. The MOE is also committed to providing education to deprived people. In this respect, cooperation with regional and international corporations is essential.

Article (19) stated that every citizen has the right to education. The goals of education are to build the Egyptian character, preserve the national identity, root the scientific method of thinking, develop talents and promote innovation, establish cultural and spiritual values, and found the concepts of citizenship, tolerance and non-discrimination. The State shall observe the goals of education in the educational curricula and methods, and provide education in accordance with international quality standards.

The same article stated that education is compulsory until the end of the secondary stage or its equivalent. The State shall provide free education in the various stages in the State's educational institutions according to the Law. The State shall allocate a percentage of government spending to education equivalent to at least 4% of the Gross National Product (GNP), which shall gradually increase to comply with international standards. This is one of the most important gains of the new constitution since it is clearly observed that despite the continuous increase in the MOE budget, which amounted to about 62 Billion Egyptian pounds, the budget is still not able to fulfill the requirements of education quality. This is because monthly salaries cut down about 90% of this budget. Yet, the MOE is working hard to seek other good sources to finance and develop education and achieve quality at all aspects. The same article also declared that the state shall supervise education to ensure that all public and private schools and institutes abide by its educational policies.

Article (20) stated that the State shall encourage and develop technical and technological education as well as vocational training, and expand all their types in accordance with international quality standards and in accordance with labor market needs.

Article (21) is concerned with universities and scientific and linguistic academies.

Article (22) stated that teachers, and faculty members and their assistants are the main pillars of education. The State shall guarantee the development of their academic competencies and professional skills and shall care for their financial and moral rights in order to ensure the quality of education and achieve its goals.

Article (23) is concerned with the freedom and encouragement of scientific research.

Article no. (24) is concerned with Arabic Language, Religious Education and National History, in all its stages, as core subjects in public and private pre-university education.

Article (25) stated that the State shall develop a comprehensive plan to eradicate alphabetical and digital illiteracy among citizens of all ages. The State shall develop its implementation mechanisms with the participation of civil society organizations within a definite timeline.

The 2014 constitution articles concerned with education refer to the increasing importance of education. This can be clearly observed from the interest in solving all the problems of education and developing it by adding more resources. The constitution does not disregard the illiteracy problem. The constitution realized that education is a national security case and it is a basic right like water and air and that education is forefront of progress and prosperity, things that require all stakeholders make all efforts to put these articles into actions and legislations so as to enhance national security and promote feelings of belongingness.

This adds to the articles concerned with the child. For example, article (80) stated that every child shall be entitled to acquire early education in a childhood center until the age of six. It is prohibited to employ children before completing preparatory education (six years of primary and three years of preparatory).

Article (81) stated that the State shall guarantee the educational rights of persons with disabilities and dwarves, strive to provide them with job opportunities, allocate a percentage of job opportunities to them, and adapt public facilities and their surrounding environment to their special needs. The State shall also ensure their exercise of all political rights and integration with other citizens in compliance with the principles of equality, justice and equal opportunities.

Article (82) stated that the State shall guarantee the provision of care to the youth and youngsters shall endeavour to discover their talents; develop their cultural, scientific, psychological, physical and creative abilities, encourage their engagement in group and volunteer activities and enable them to participate in public life.

All the above mentioned constitution articles are more or less concerned with education. They clearly indicate an interest by the State in education, especially because it is the key to development and economic, political and social reform.

The First Goal

Expanding and improving

comprehensive care and education

in the early childhood in favour

of the more deprived, disadvantaged

and vulnerable children

First Goal: Expanding and improving comprehensive care and education in the early childhood in favour of the more deprived, disadvantaged and vulnerable children.

Advancement and remaining challenges:

Early childhood is the most important stage in man's life. It is the stage of developing abilities, talents and future tendencies. It is the stage of determining the main dimensions of personality development, morals and human relations traits. Consequently this stage is the main base for child education and preparation for life in the future. At the age of between 4-6 is of utmost importance in personality, health, education and abilities formation. Enrolment in the kindergarten is a strong indicator for success in the following education stages.

The optimal investment in Egypt is investment in children. The extent of investment in children in a country is an indicator of its priority. Children in Egypt represent the major population category. Consequently their welfare reflects the country's welfare in the future. Children shape the future of Egypt and its way to progress and development. No investment in education is a big loss. Today's poor children are tomorrow's poor parents, which leads to continuous poor generations. This results in decrease in development rates in the country.

There is no doubt that education in the early childhood may have important positive influence, so the specialized programs show such different influences on children(Norris & Barnet :2010). Education at an early age represents good investment in Egypt since it contributes to improving some educational outputs such as academic achievement, dropouts, and failing. Education in early childhood has two forms: the nursery schools and the kindergartens. About 50% of the kindergartens are under supervision of MOE. The rest are under the supervision of NGOs, religious schools, and businessmen. The nursery schools are supposed to provide care for children under4, yet about 40% are aged 4-6 due to shortage of kindergartens. About one third of the nursery schools are under supervision of ministry of social solidarity, and the rest are under supervision of NGOs or the private sector (UNDP 2008).

The objectives of education in the kindergartens can't be separated from the objectives of education in general. Education aims to bring up good citizens who participate in building their nation. Stressing the importance of the

kindergarten reflects societal awareness and culture as it means stressing the importance of the society. Children today are tomorrow's youth and leaders. Child care and preparation for future is a cultural inevitability imposed by temporary scientific and technological advancement. Social development relies on the programs, laws and institutions devoted to bringing up children since the nation's future lies in the children's future.

The first kindergarten in Egypt was established in 1918, which signifies the Egyptian government's awareness of the kindergarten's importance. In the modern age law 50:1977 was issued for organizing the role played by the nursery schools under supervision of the ministry of social affairs and the MOE decree 154:1988 for organizing kindergartens in public schools and the characteristics of the buildings and staff members. Then a ministerial decree 65:2000 was issued concerning extra curricula, organizing work in kindergartens, rows banning, and not forcing children to write, to be tested or do homework.

The establishment of the Supreme Council for Childhood and Maternity by the ministerial decree 54:1989 added to the importance of early childhood. It is concerned with monitoring

And executing the decrees of protecting mothers and children, discussing related conventions, taking part in executing aid conventions, and stressing that spending on childcare and development is the best investment for our country in the future. Then the Egyptian childcare protection against chronic diseases document was issued in 1989. This document stressed giving priority to child projects in future plans, and exerting efforts for reducing children and mother's death rates. The document tries to create better life for our children. It also stated that basic education be provided for all children, illiteracy rates be reduced, and a fair share of culture be provided for the Egyptian child. Besides, social, health, and psychiatric care should be provided for the children with disabilities. It also stated that sports playgrounds and other places that enable children to be creative should be available in schools, and other surroundings.

In the year 1989 two colleges for kindergarten were established in Cairo and Alexandria. Besides new departments in the university were established to graduate women teachers specialized in kindergarten. At the beginning of the nineties, the MOE stressed the importance of allocating a number of rooms in

each new school for kindergarten. The conference of developing the primary education curricula 1993 recommended that the kindergarten stage (2 academic years) should be included in the basic education. If not possible one year may be enough for all children males, and females in rural or urban areas (Recommendation 2).

In the year 1996 the supreme committee for developing the kindergartens to conduct studies and research concerning the educational policy for this institution in these issues:

- Organizing the kindergarten in general, and developing all the children in particular.

- Determining the educational facilities needed by the children.

- Suggesting training plans at all levels and domains.

- Holding conferences and seminars and conducting researches in the field of kindergarten.

- Finding the best ways to extend educational facilities in the kindergarten to intake all children.

To achieve comprehensive care for the Egyptian child law number 12/1996 concerning child protection was issued. Its executive regulations were issued by a decree of the prime minister to extinguish between the role of the nursery school and that of the kindergarten. The law included the nursery school under the child social care, supervised by the ministry of social affairs, and the kindergarten under the child education as it is considered an effective educational system that achieves comprehensive child development in the pre-school stage. At the beginning of the year 2000 the second document for the Egyptian child care and protection was issued. It stated that the second document should be well used for the good of our children as part of our national developmental plans in education, health, cultural and social development. Preparation for a third document started in January 2011, but the revolution at that time hindered it.

Egypt stance on the conventions of child rights:

Egypt has always had the initiative to participate in the international conventions, or protocols concerning child rights, and making them legal by

issuing local laws and decrees in the context of the Egyptian identity and Islamic Shari'ah. Examples are : Child Rights Convention' issued by the UN General Assembly on 20-11-1989, signed by Egypt on 24-5-1990; the optional protocol for The Child Rights Convention concerning participation in military conflicts, issued by the International Labour Organization, Geneva on 26-4-2000, signed by Egypt on 13-6-2002, Agreement 182 concerning banning the worst forms of child labour and taking instant measures to put an end to them, signed by Egypt on 21-2-1999. Also the African Charter for Child Rights and Welfare, issued by the African Union in Addis Ababa on 7-7-1990, signed by Egypt on 9-5-2001, and the Arab Child Rights Charter issued by the Arab League on 4-12-1993, signed by Egypt on 11-1-1994.

Importance of the Child in the Egyptian constitutions:

Childcare in Egypt stems from the Egyptian constitution issued in 1971 which contained the protection of children who are considered the main component of society. Article 9 states that the family is the main foundation of society whose chief elements are religion, morals and patriotism. The government tries to maintain the genuine characteristics values and traditions of the Egyptian family, and strengthening such values in the Egyptian society. Article 10 states that the government is obligated to protect childhood and maternity, and provide care for the youth to develop their talents. Article 19 states that the government is obliged to support and protect maternity and childhood. Article 80 of the 2014 constitution states that a person under the age of 18 is considered a child. A child has the right to have a name and documents. A child should be provided with free obligatory vaccination, health, family or alternative care, basic nutrition, safe housing, religious education, emotional and cognitive development.

The government is obliged to provide the disabled children law to rehabilitate and include them in society. It is also obliged to protect the child against all forms of violence, maltreatment, sexual or commercial abuse. A child has the right to early education till the age of 6. Child labour is not allowed before the age of basic education. A child should not be exposed to dangerous work.

The government is obliged to establish a juridical system concerning the victim children and the witnesses. The child must not be criminally questioned or arrested without referring to the law. The child should be

provided with legal assistance. Special places should be allocated for children arrest. In general, the government should be in favour of the child.

Article 81: The government is obliged to ensure the disabled and the dwarf health, economic, social, educational, sports and cultural rights. They should be offered job opportunities, and they should practise their political rights, and included with others according to equality of opportunity and justice.

Article 82

The government ensures the youth care , explores their talents, develops their cultural, scientific, psychological, physical and creative abilities. They should be encouraged to practise group and voluntary work, and participate in everyday life.

Egyptian kindergartens objectives:

-Integrated and comprehensive child mental, physical, kinetic, emotional, social and moral care for all children, taking into consideration the individual differences in abilities, readiness and developmental levels.

-Developing child language, numerical, and art skills through individual and group activities and developing ability to reflect and analyse.

-Socialization and healthy life in the context of society values, principles, and objectives.

-Satisfying the needs of development in this stage to enable the child to self-realization and help him/her to build up sound personality to know how to interact with others.

-Preparing the child for school life in the basic education stage through graded transition from the family atmosphere to the school to be accustomed to the school life, and form human relations with teachers and classmates, and practise educational activities that suit the child interests and development rates in all fields.

-Training the child to deal with all institutions surrounding the kindergartens.

-Strengthening the relations between children, families, and society as a whole.

-Exploring the children with special needs, developing their skills, and guiding them to the different bodies that offer facilities to them.

Some activities that aim to achieve the previous objectives:

-Developing the children's kinetic system through practising kinetic training

-Helping the child's sensation system to acquire sound neurological mental associations through holding and passing around things, besides running, jumping and climbing.

-Protecting the children against body distortions resulting from practising incorrect kinetic habits.

Objectives of technical and manual skills activities:

 -The child's hand and fingers acquire flexibility and consistency required for holding things.

- Developing children's abilities to use some simple tools.

-Allowing children the opportunity to practise creative designing through constructing using cubes, matches, cut-and-paste…etc.

Developing language skills activities objectives:

-Helping children understand the meaning of sounds, verbal language and self-expression.

-Preparing the children for acquiring reading skills through stories and cards with pictures.

-Preparing children for acquiring the writing skills through drawing, sand, and painting, role play, and silent play.

Social activities objectives:

-Helping the children to be socially well adapted to the environment through visits and trips.

-Helping the children to express themselves and communicate with others through cooperation with peers, and training to understand his/her expected social role through organizing group work in which all children take part.

-Respecting the child's individuality through respect for his/her personality, listening to his/her questions and answering them.

-Following up the child health and providing an atmosphere of sympathy, and love in the kindergarten through celebrating children's festivals and different social and national ceremonies.

National and museum education activities objectives:

-National education helps children to belong to their country, and cultivate in them the political concepts.

-Museum education helps children to understand development around them, and encourages communication among generations.

Science activities objectives:

-Motivating children curiosity to explore their environment.

-Helping the children acquire facts and skills related to biological concepts of animals, birds, and plants through teaching him/her the method of cultivation, planting the garden, and barns.

-Helping the children to acquire facts related to climate, and time concepts such as weather forecast, temperature, water…etc.

-Developing the children's scientific interests through taste, touching, and watching to encourage him/her to be creative.

The Qualitative Development for the kindergarten in Egypt:

To achieve these objectives the MOE took a group of measures to enable the children to have the right to good education. Such measures followed the following steps:

The educational buildings:

- When designing educational buildings models, classrooms should be provided for kindergarten as it is considered part of the basic education.

- Expanding establishment of special education schools to intake children with different special needs.

Ensuring quality education for children:

Children curricula and programs should be developed continually. Children teachers education should be improved. Teachers education, pre-service and in-service training should be always updated. Many Kindergarten teachers should be sent abroad to attend up-to-date training courses. School festivals and celebrations will help create an atmosphere of love among children and staff. Providing and supporting social and educational activities will help develop children's creativity.

Care for children with special needs:

The MOE pays much attention to children with special needs, and provide them with a fair share of care to overcome disabilities through:

- Inclusion of children with hearing or speaking disabilities with their peers through participating in different activities.

- Increasing the number of schools and classrooms that offer educational facilities to children with special needs.

- Comprehensive medical examination for all children enrolled in the kindergarten to discover disabilities earlier.

Interest in child health and care:

The MOE directs its attention to children care through comprehensive and integrated health insurance based on sound scientific planning. Health services include:

- Comprehensive medical examination before enrolment.

- Vaccination.

- Spreading health awareness among children.

- Interest in developing children's cognition of the importance of personal cleanness and avoiding environmental pollution.

Children and the environment:

The MOE stresses the importance of the environment in the children life, and the positive relationship with the environment in particular, besides stressing the use of methods that achieve respect of the environment, and enjoying the

beauty of nature and keeping it clean through child art festivals to express interest in environment. Competitions on the environment in the eyes of children and training courses for teachers on environmental concepts and environmental education are of utmost importance.

Quantitative development of kindergartens in Egypt:

Table (1/1) enrolment in the kindergarten according to gender in the academic year 2012/2013

Statement	Male	female	Total
Newly enrolled	232064	213654	445718
Number of children at kindergarten age	910756	963844	1874600
Enrolment percentage in kindergarten	**25.48%**	**22.17%**	**23.78%**
Total Enrolment	505362	466716	972078
Percentage	**52%**	**48%**	**100%**

Source: General Department for Information and Computer, MOE.
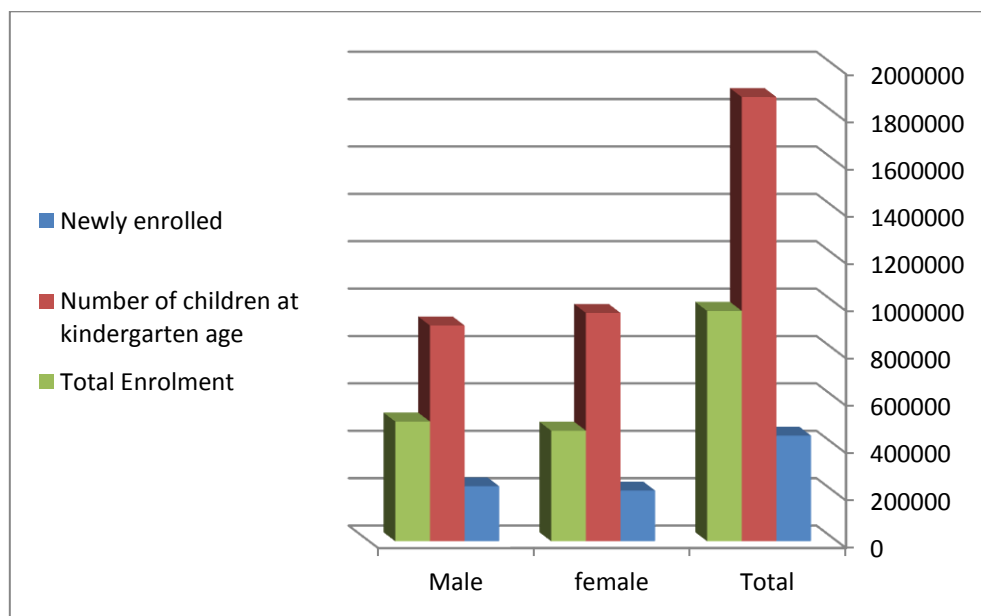
Figure (1/1) shows the enrolment in the kindergarten according to gender in the academic year 2012/2013

Total Enrolment

■ female ■ Male

%48

%52
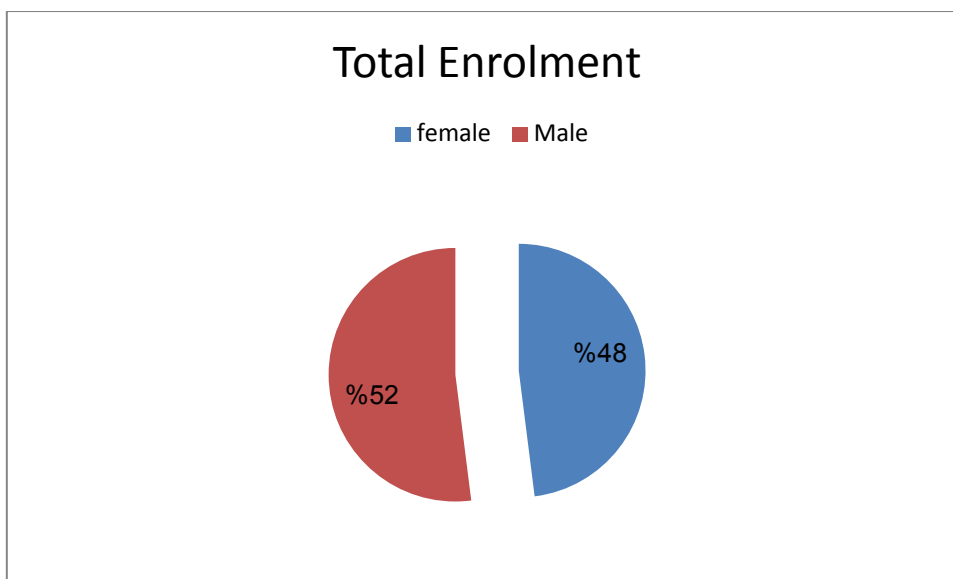
Figure (2/1) shows the Total Enrolment

The number of newly enrolled children in the kindergarten is 445718, which represents 23.78 % of the total number of children at the age of KG. There is steady increase in the number of enrolled children as the rate in the last ten years (2004-2013) was more than 8% (National Strategic Plan for Pre-university Education, 2014). This was reflected in the improvement of the pre-school education enrolment percentage (16.1 : 2004- 23.5: 2013).

Table (2/1) newly enrolled children in primary 1 who attended the early childhood program 2012-2013)

statement	number	percentage
Percentage of newly enrolled children in primary 1 who attended the early childhood program	391796	23.5

Source: Source: General Department for Information and Computer, MOE.

There is a significant increase in the percentage of children enrolled in primary 1 1 who attended the early childhood program (12% : 1998/1999- 23.5 % : 2012-2013). Yet the enrolment percentage is not in cope with international standards, since the the UNESCO report : 2004 stated that the average enrolment in KG all over the world is 48.6%, in the developing countries : 35%; in the developed countries : 100%.

Table (3/1)

Enrolment in the Public and private education in 2000/2001-2012/2013

statement		2000- 2001		2006-2007		2012-2013	
		number	%	number	%	number	%
Public	schools	2735	69.5	5259	78.6	7446	80.9
	classrooms	6545	52.8	12898	67.4	20149	70.6
	children	198130	51.6	407409	70.3	725835	74.7
Private	schools	1194	31.5	1429	21.4	1763	19.1
	classrooms	5858	47.2	6233	32.6	8374	29.4
	children	185486	48.4	173480	29.7	246243	5.3
Total	schools	3919	100	6688	100	9209	100
	classrooms	12403	100	19131	100	28523	100
	children	383616	100	579889	100	972078	100

Source: Source: General Department for Information and Computer, MOE.
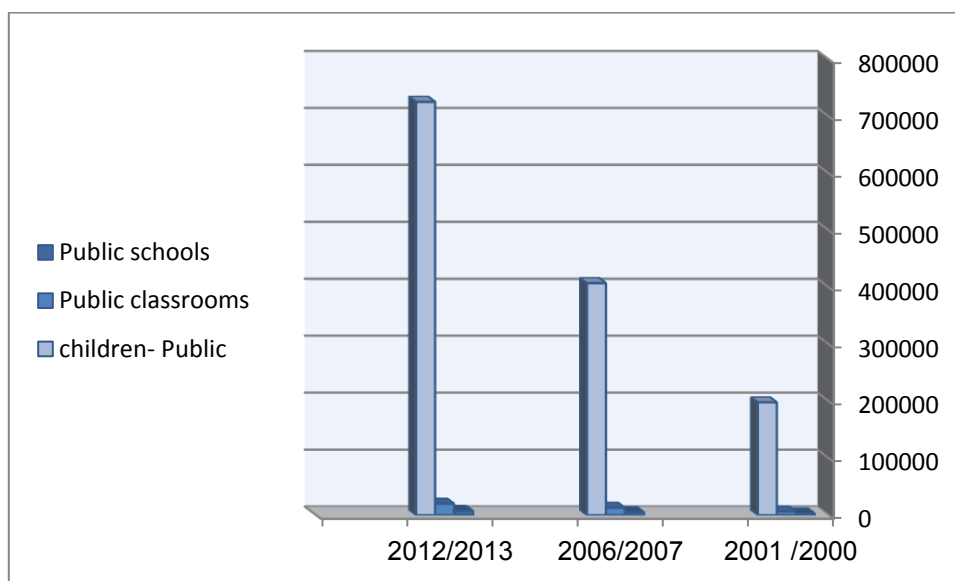
Figure (3/1) Enrolment in the Public education in 2000/2001-2012/2013
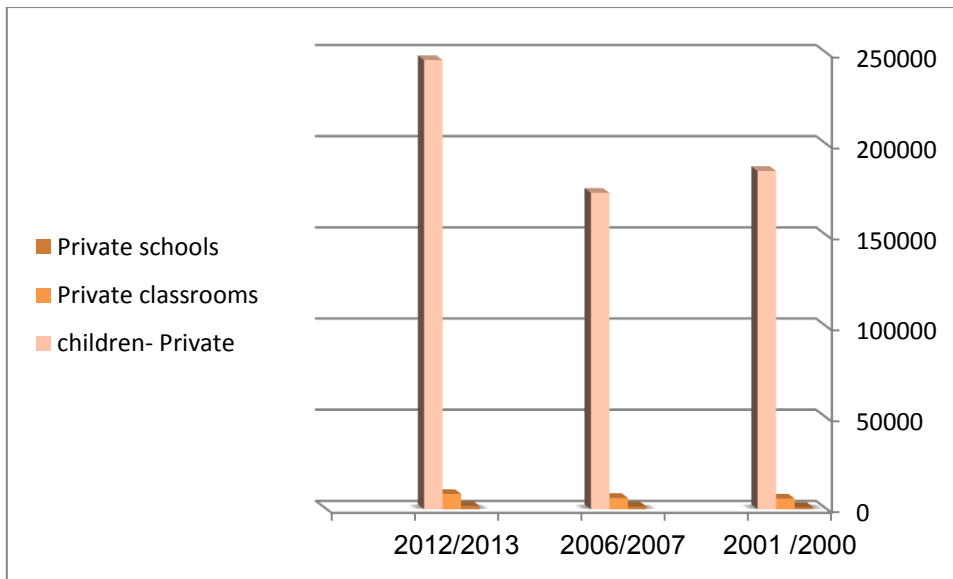
Figure (4/1) Enrolment in the Private education in 2000/2001-2012/2013

The table and Figures show:

- A steady increase in the total number of schools, classed and children in the public or private sectors in 2000/2001-2012/2013.
- A steady increase of the rate of the Public sector contribution; whereas there is a decrease in the rate of the private sector contribution in the same period, which was unexpected. This reflects the interest of the government in intaking a big number of the children.
- The specific gap reached 4%, and the equality of gender indicator 0.92 in favour of males.
- Increasing the number of teachers of KG:
- KG teachers are the backbone of the educational process. Since the number of children enrolled in the KG has steadily increased, there is need for qualified teachers to teach in the KG. Departments of KG were established in the faculties of education. Besides, two faculties for KG in Cairo and Alexandria, and KG departments were established in the faculty of specific education. This has led to an increase in the number of KG teachers.

Table (4/1)

Increase in number of KG teachers in 2000/2001-2012/2013

(Gender; Educational, non-educational; public, private)

Statement	2000/2001	2006/2007	2012/2013

	number	%	number	%	number	%
Female teachers	17179	99.1	23146	99	34419	99.4
Male teachers	148	.9	224	1	220	.6
Total	17327	100	23370	100	34639	100
Educational	11209	64.7	17397	74.4	27957	80.7
Non-educational	6118	35.3	5973	25.6	6682	19.3
Total	17327	100	23370	100	34639	100
Public	11209	64.7	13550	58	23945	69.1
Private	6118	35.3	9820	42	10694	30.9
Total	17327	100	23370	100	34639	100

Source: Source: General Department for Information and Computer, MOE.
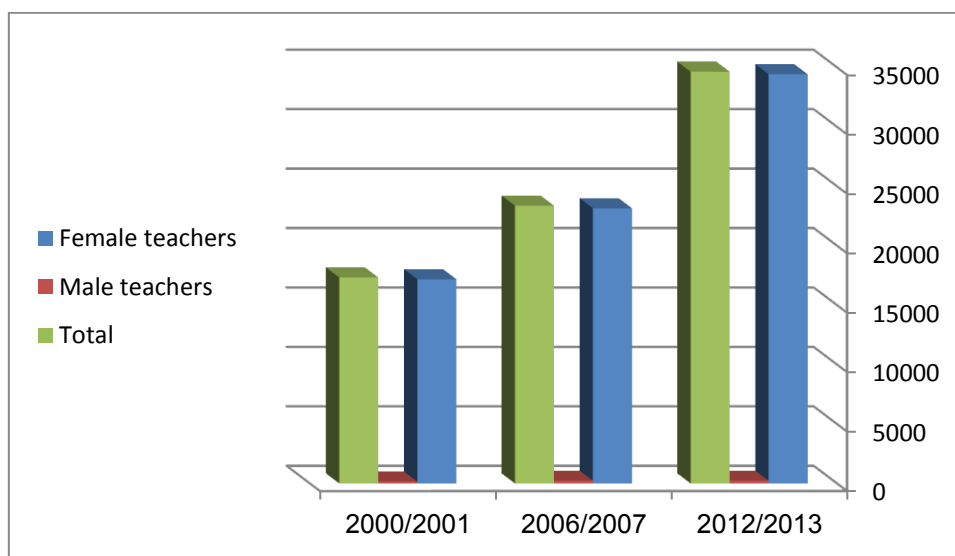
Figure (5/1) Increase in number of KG teachers in 2000/2001-2012/2013 according to gender
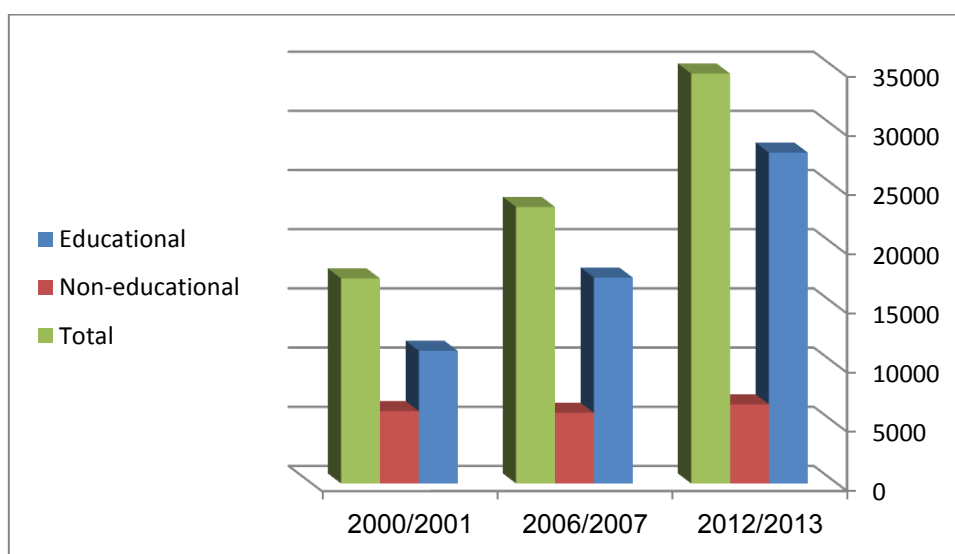
Figure (6/1) Increase in number of KG teachers in 2000/2001-2012/2013 according to Educational, non-educational
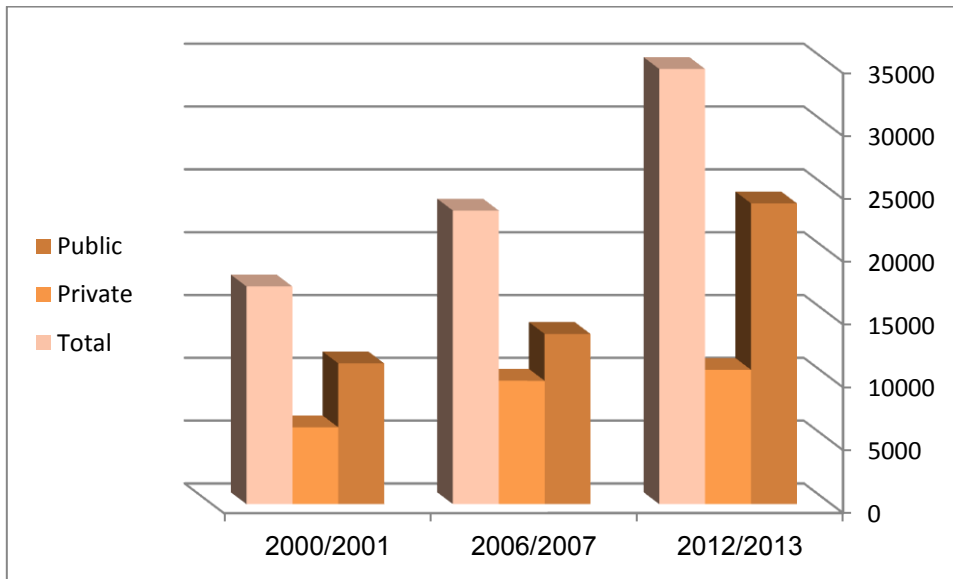
Figure (7/1) Increase in number of KG teachers in 2000/2001-2012/2013 according to public, private

The table and figures show:

- A steady increase in the number of female KG teachers (2000/2001-2012/2013), approximately 100% (17240).
- An increase in male teachers (.6 %), since it is an objective of the government to feminize the teaching staff in the KG.
- The percentage of female teachers in the public KG is 69.1, in private KG is 30.9.
- The MOE gives priority to the female teachers who are graduates of colleges of KG, and KG departments in the colleges of education. The percentage of KG female teachers is 80.7.

Table (5/1)

Percentage of trained teachers according to gender

Statement	Number	Percentage
Percentage of female teachers in the last five years	About 1700	About 50 %

We note that:

- The Teachers Professional Academy and the educational directorates offer programs and training programs for KG teachers to improve their skills and abilities.
- The MOE established 3 canters for KG female teachers' professional development, one in Mubarak Educational City at Giza, another in Nasr City, a third in Port Said.
- About 50% of female teachers from different governorates were recently trained.
- The schools as well as the educational directorates offer training programs.

Expenditure on early childhood programs:

- According to the ministry of finance expenditure is 3 % Gross Domestic Product (2007/2008-2012/2013). It is about 9% of the general expenditure. General expenditure on pr-university education is 70% (Strategic Plan for 2006/2007 on pr-university education).
- Expenditure on the child in KG education in 2005/2006 was about 1.78 % of Gross Domestic Product on education. In 2011/2012 it was 3.5 , which is not adequate .
- Expenditure rate on each KG child per year is LE 2803 (approximately 400 dollars). MOE tries to raise more funds from the private sector and civil society institutions.

Table (6/1)

Increase of the child/ teacher rate in 2000/2001-2012/2013

Statement	2000/2001	2005/2006	2012/2013
Child/teacher	22.14	23.26	28.06

Such increase is due to rapid increase in number of children enrolled in KG, with no equal increase in number of female teachers.

Table (7/1)

Density of kindergarten classes in the academic year 2012/2013

Statement	urban	Rural	Total	public	private	total
2012/2013	34.84	33.11	34.08	39.40	29.72	34.84

Some problems facing achievement of first objective:

Much money is needed to provide more enrolment in KG to reach 60% by the year 2017. It is necessary to establish about 10093 KG equipped classrooms, and appoint more than 20000 qualified KG female teachers.

Decrease of the majority of society, particularly in the villages, desert, and poor areas , awareness of the importance of KG importance.

Weak participation of the civil society in establishing KG, as a result the fees for enrolment in KG raised, which hindered enrolment.

Weak finance allocated for KG from MOE.

There is big difference between percentages of KG enrolments in governorates due to differences between urban, rural and poor areas, and differences in social and economic standards.

Class density in KG classes is 34.11 children, MOE tries to lower it.

Average years in KG is 0.3 year. MOE tries to raise it to 1.6 years like Latin America.

Buildings available do not fulfil the requirements of KG education, or cope with the standards that achieve the educational objectives needed at this age.

KGs are under supervision of a lot of bodies such as MOE ,the ministry of social solidarity, and civil society.

There is quantitative and qualitative shortage in qualified female KG teachers.

Chances available:

Increase in governmental, MOE, and parents awareness of the early childhood stage. It is expected that KG's and KG classrooms will be established. KG intake will be similar to that in primary education.

MOE began to develop suitable curricula for KG, based on international standards taking into consideration our cultural and religious values.

MOE tries to appoint 20000 female KG teachers to fill the gap in some areas (1 teacher/20 children).

Offering training courses for all KG green teachers to raise their standard, and performance.

Offering training courses for those non-educational graduates to be prepared to teach in the KG.

Obstacles that hinder achievement:

Government is unable to offer on-going support to KG, so establishing KGs will be left to the private sector, and this sector is not under controlled supervision.

A lot of children at the age of KG in rural and poor areas will be left behind.

Lack of finance allocated to the KG budget , as it is not enough to open enough new equipped KG classes and appoint the qualified teachers needed.

Challenges :

Egypt adopts the principle of achieving pre-school education, and planning for complete KG intake.

Generalizing the governmental supervision on KGs to ensure quality education in this stage.

Formulating clear-cut policy for planning for developing this educational sector so that intake reaches 60% (age 4-6) by the year 2017.

Future Vision:

Inclusion of KG stage in the education system, due to its importance.

Drawing a map for the KGs at the national level showing number and percentages of enrolled children, and the statistics of children aged 4-6. Great efforts should be exerted in rural, far away, and disadvantaged areas.

Developing KG programs according to national standards, and the children's physical, emotional, mental, and social needs.

Coordination and cooperation to operationalize the family role in children development in this stage.

Directing special attention to evaluating KG work using adequate measuring tools including different children development sides.

Bridging the gap between urban and rural areas, giving priority to poor and disadvantaged communities.

Supporting and encouraging the private sector and community institutions to invest in establishing new KG classrooms and schools. The MOE should provide these KG schools with qualified teachers under its supervision and follow up.

Providing buildings and facilities to intake 8% per year of the target children at KG age. It was planned to establish 3800 KG schools and classrooms where up-to date educational activities suitable for this age could be practiced.

Providing the teachers needed to be trained in the KG, and the first three primary grades. So unifying the education system of preparing KG teachers in KG and primary school.

A special cadre for KG teachers will help improve her social status. This will attract well qualified teachers.

Finding other non-governmental sources to increase the teachers' income legally.

Parental awareness is necessary to accept change in the development of teacher education and training.

Encouraging KG teachers to participate in social activities and contact children parents to enable them to participate in social life inside and outside KG.

KG supervisors should be trained on offering children proper care and developing their skills.

Mass media and NGOs should take part in family awareness of their children enrolment in KG.

Encouraging poor children to be enrolled in KG, by offering a balanced meal for them in poor areas.

Expanding establishing equipped KG classrooms.

Selecting the best educationalists to supervise KG teachers and staff.

Using educational cards instead of books, and forbidding the use of systematic education at KG, and stressing applying play and good conduct.

The KGs should be equipped with up-to-date technology (computer, TV, video, overhead projector).

Providing the KG with state-of-the art technology that help broaden the scope of children minds, and cope with the cognitive explosion.

Establishing equipped science clubs that suit KG children.

Training canters equipped with up-to-date technology should be established in KG.

Preparing KG programs in the specialized educational channels.

Providing the KG with social workers to solve child problems.

Providing the KG with specialized doctors to examine the children periodically for early exploration of any disease.

Establishing more KG colleges to graduate better qualified teachers.

Supporting the KG colleges and KG departments in colleges of education, besides ongoing updating of them.

Teaching aids and children toys should be available.

Teachers should be familiar with tools and materials used in manufacturing educational aids.

Preparing educational videos and cassettes.

Discovering talents through children follow up indicators.

Rethinking human abilities, organizational bodies, and sources of finance that are concerned with KG so as to ensure quality education.

Some successful experiments in KG in Egypt:

 Giza).-Early childhood development canter (October 6 City

It was established in Mubarak Educational City on 20-12-2003. During the 5th conference on Education for All in the nine overpopulated countries.

It consists of three units: the vocational unit for preparing KG teachers, a nursery school and an information canter.

The project objectives:

Improving quality education through:

A curriculum that stresses the child and is based on the KG national standards.

Designing programs to improve and develop KG teachers' skills and abilities.

Carrying out special programs for nutrition, and health of children.

Building KG institutional abilities through:

Executing a program aiming at developing a system for applying the KG national standards.

Supporting the MOE to achieve reforming KG sector.

Coping with educational, societal and technological innovations.

Establishing a data base including:

Number of schools, intake percentage, number of KG teachers (educational, academic), number of schools that don't include KG classrooms, and number of KG classrooms in governorates.

Early childhood improvement project:

The MOE in Egypt adopted this project with cooperation of international agencies. The project aims at increasing intake percentage at age 4-6 in the context of the general governmental plan to improve quality education through offering education that improves readiness to school particularly at poor and disadvantaged areas. The project is implemented in 152 poor areas in 18 governorates.

The MOE asked the governorates to provide a room in each village to be the basis of KG. The MOE will appoint teachers for this school from the same village, besides building two classrooms in each new school by the educational buildings authority.

Project of Comprehensive and integrated care for village children:

The Supreme Council for Childhood and Maternity initiated the project to raise the standard of health, educational, social and cultural services and facilities rendered to the children. The community should take part in the services rendered to the children through coordination with the council.

Project procedures:

Field visits to recognize the reality of places to begin with.

Determining indicators for the situations of children and women in the places selected.

Creating a strategy to execute the project to improve different services and facilities.

Educational Care:

It is integrated with other sides. The government is obliged to enrol all children in the basic education, and put end dropouts at this stage. Educational process should be promoted at all stages, and children nutrition should be considered. Besides educational buildings should be improved and equipped with educational facilities. Children illiteracy eradication at the age of 8-14 should be considered.

The project expanded to make full use of this successful experiment , as the Supreme Council for Childhood and Maternity will offer technical assistance only, and help in preparing and qualifying communication officers selected from the youth to play an effective role in the success of the project.

Developing a model center for early childhood:

Building up abilities of more than 630 trainers, and academic teachers in the field of early childhood care and development in Egypt and the Arab area, and other developing countries.

Preparing a group of documents:

-A model developed curricula.

-A comprehensive strategy for early childhood care and development.

-Teacher's guide.

-A comprehensive training guide.

The project worked as a regional training center starting in 2009. It was developed to become an international center to offer services to the nine countries, and support cooperation among the southern countries. The UNESCO office in Cairo poses the project document in context of the Agfand covention on extnding the project.

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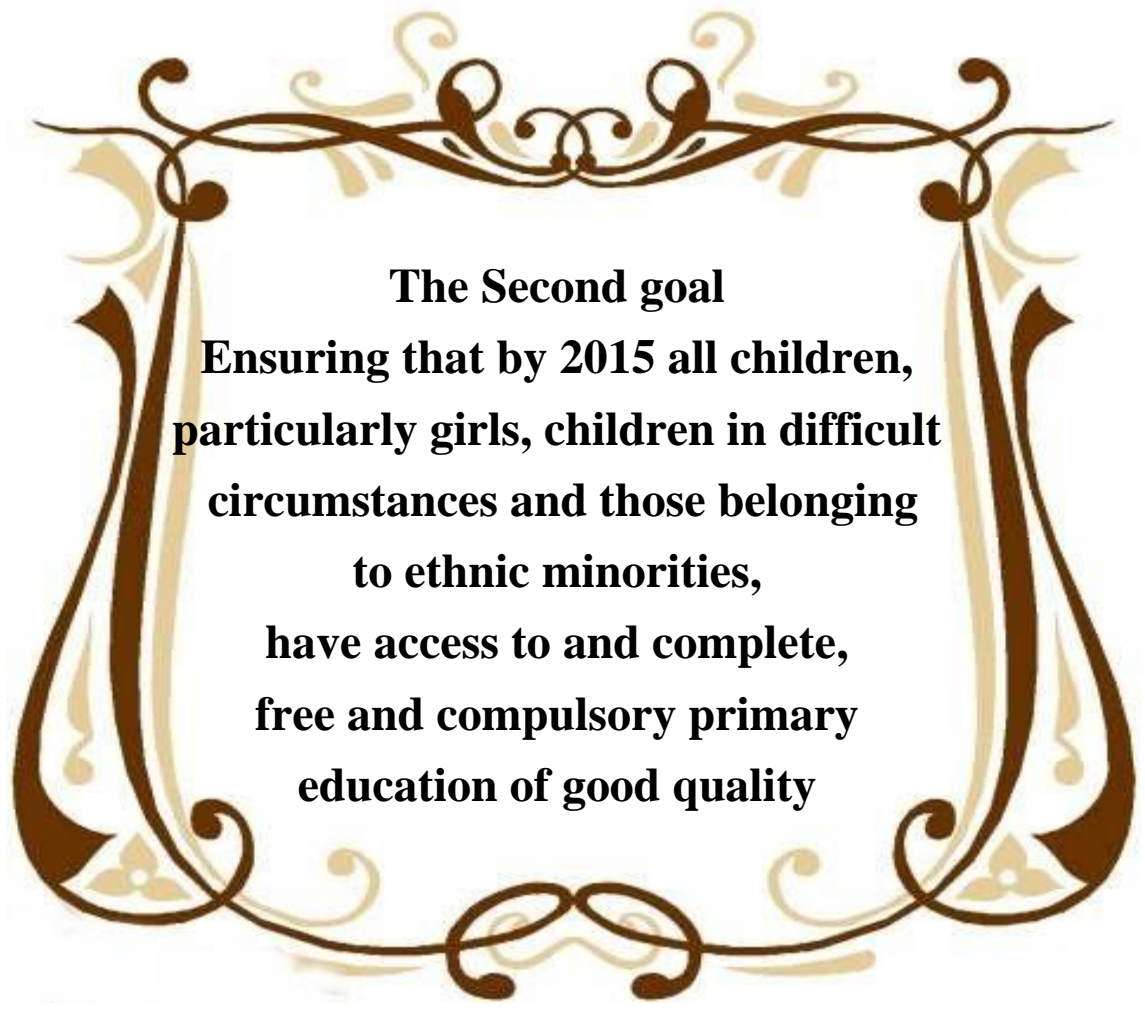
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The Second goal
Ensuring that by 2015 all children,
particularly girls, children in difficult
circumstances and those belonging
to ethnic minorities,
have access to and complete,
free and compulsory primary
education of good quality

The Second goal: Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality.

Human rights treaties have basically assured the importance of good and free primary education and combating inequity between males and females regardless of social status or gender. This is what the second of the six goals, that World Education Forum in Dakar in Senegal (2000) called for.

The interest in universal primary education goes back to many past decades. The World Declaration of Human Rights states that primary education is free and compulsory for all children. However, many of the world treaties and declarations focused more on the quantitative aspect than the qualitative one.

Now, we are about to reach 2015 and there is a great number of children who have no place or early dropout from school despite continuous progress achieved in kindergarten stage and both basic and secondary ones.

In fact universal primary education and its completion are not confined to children of official school starting age access to school. This is the first step in achieving universal basic education goal as one of the Dakar's goals (2000). Survival and completion of school education till the end of the cycle in addition to good learning outputs are matters of great importance.

Proofs refer that poor families' children enter education in less numbers than those of more advantaged ones. Besides, poor families' children get education of poor quality.

Despite being a developing country that suffers from many deficiencies and lack of resources, Egypt always cares about enhancing education through participation and commitment to international treaties and agreements particularly if the matter is related to providing a place for every child in compulsory education cycle and achieving equality of opportunities by providing equal opportunities for all (females / males, handicapped/ healthy, rural /urban). This is what the following pages clarify:

Legislation and acts of Arab Republic of Egypt 2014 constitution assure the necessity of empowering community members to compulsory education, in general, and the basic right to primary education, in particular. The education act No (139 for1981) amended by act No (233 for1988) states in the third article that education is a basic right to all

citizens in the public schools for free and pupils shouldn't be asked to pay fees for educational and instructional services offered to them.

According to the text of the act No (139 for 1981), The Egyptian Ministry of Education undertakes the responsibilities of planning, monitoring, evaluation, development and provision of resources. Municipalities are responsible for policy implementation and follow up on the local level according to context conditions in addition to encouraging self-efforts of financing education.

Egypt has realized good achievements in Education For All for the target groups. Education has become a national security issue. The national goal of Education in Egypt is realizing "education for excellence and excellence for all" to assure what is stated in the second decade declaration document of protecting the Egyptian Child. This document stated that the state is committed to raise enrollment rates in basic education cycle for children of official school starting age, develop curricula, expand the programs that nurture the talented and develop their talents, use technology continuously and provide opportunity for educating children in difficult circumstances . This group includes the handicapped, the working children and out of school children.

In light of the model that UNESCO proposed, a national plan for Education For All (2002/2003 – 2015/2016) has been devised. It included two strategic goals;

- Continuity of providing equal educational opportunities for all target groups members without any discrimination for any reason and guaranteeing their continuity in learning taking into account over population.

- Achieving the quality of education in all education cycles according to total quality criteria and in light of international standards of the experiences and abilities quality necessary for supporting the learners' competitive capacities.

Following that, the National Strategic Plan for Pre-University Education Reform in Egypt (2007/2008 – 2011/2012) was devised. It included many programs. Their number is twelve ones to assure that education is right to all. All should be offered the responsibility of its achievement through a wide range of partnerships supported by cooperation with regional and international agencies and institutions.

According the act text No (139 for 1981), the compulsory education cycle in Egypt includes nine years, six year primary cycle, and three year preparatory one. This was amended by the act No (233 for 1988) so that the compulsory years become eight years to decrease the study years in

the primary cycle to five years. To correct this status, the act No (23 for 1999) was issued and forced the return of the sixth grade primary to the map of the educational ladder in the school year (2004/2005). The basic education cycle is followed by the secondary education one with its two types, general and technical.

In this context, there is formal, private, foreign education as well as Al-Azhar education institutions called "institutes" that include all education cycles and follow the same educational ladder in Egypt and apply the same curricula in addition to some extra syllabi in Islamic studies.

According the most up to date statistics, the total number of students in pre-university education in the current school year (2012/2013) is (18,298,786) million students. The number of students in Azhar education in the same year is (2,045,034) million students. The primary cycle students in Al-Azhar institutes represent about half as they are estimated by (1,175,183) million students in the same year.

Although the following data is in the quantitative form, much of it has a direct output on the type and quality of education such as failure, dropout rates, survival in school, student/ teachers' ratio, the density of students in classrooms and other indicators that will be presented and analyzed in the following section.

The basic education reform program in the national strategic plan (2007/2008-2011/2012) states that the overall goal that the Ministry of Education seeks to achieve in collaboration with development partners is;

"Universal basic education for all and assuring the equality of providing high quality educational opportunities, empowering Egyptian children to basic skills in literacy, math and science, developing the creative and cognitive capacities and making them acquire the values of dialogue, citizenship, democracy and tolerance through achieving the following;

- Full enrollment of all children in the age group (6-14) years to be near the international rates.

- Improvement of the quality of school life of basic education cycle through providing healthy food system and hygiene for the students in this cycle in addition to improving social skills and life practice.

- Development of primary education curricula to be flexible, support active learning and include using instructional technology through decreasing the number of the text- books in (20%) in basic education cycle by 2011/2012 and training (100%) of in-service teachers on the new curricula.

- Completion of the continuous modernization of teaching methods and evaluation of learning outputs through following comprehensive evaluation styles for all learners in basic education cycle in addition to conducting standardized national achievement tests on (10%) of basic education cycle students from 2008/2009.

- Provision of remedial programs for low-achievers starting in 2007/2008.

- Solution of the problem of the shortage of teachers' number and their bad distribution according to every governorate circumstances through re-qualifying the administrators educationally to work as teachers in schools that have a shortage, redistribution of teachers in schools assuring that (100%) of teachers in every directorate have complete time table (number of periods weakly according the ministerial decree (250/2006) and improving learning circumstances inside high density classrooms.

- Raising community awareness of basic education reform issue through providing support for teachers and parents councils, re-activating, social worker's role, developing partnerships with Ministry of Education and non- governmental organizations.

Firstly, the quantitative dimension:

1- Number of schools, classrooms and students

The following table shows progression in the number of schools and classrooms and distributing them according to their location liability and students distribution in them from 2000/2001 to 2012l2013 by selecting some years as follows;

Table (1/2) progression of schools, classrooms and students' number in primary cycle in the interval 2001-2013

Comparison aspect	2001/2002			2006/2007			2012/2013		
	Schools	classrooms	students	Schools	classrooms	students	Schools	classrooms	students
Public	14359	158410	6570380	15047	185538	8160236	15587	200340	8959343
Private	1294	16041	570923	1490	21694	722561	1812	26813	873173
Rural	10599	-	4316329	11209	126053	5281906	10810	127970	5480092
Urban	5054	-	2824974	5355	81179	3600891	6589	99183	4352424
Total	15653	1744451	7141303	16537	207232	8882797	17399	227153	9832516

Source: General Directorate of Information and Computer, Statistics of the data shown in the table, Ministry of Education.
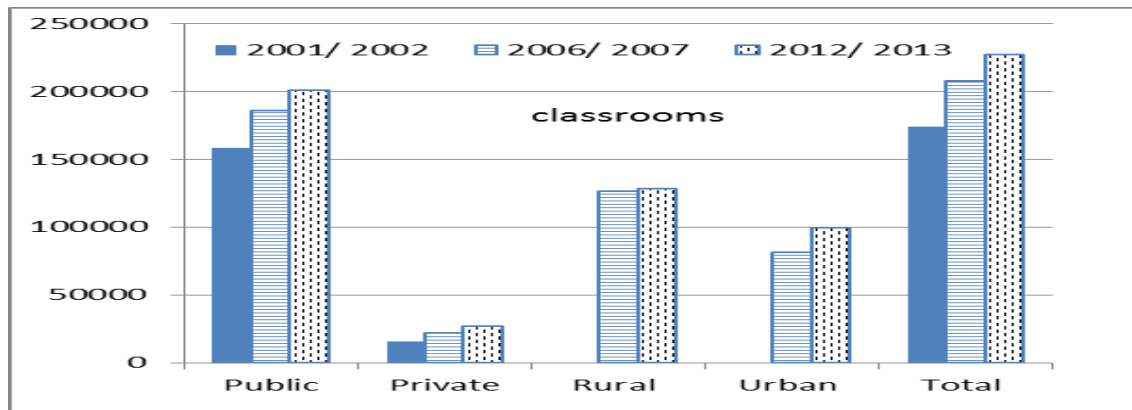
Figure (1/2) progression of schools, classrooms and students' number in primary cycle in the interval 2001-2013

The above table and figure show:

- Regarding education liability (public / private), we find that most students are enrolled in public schools owing to their interest in achieving the equality of educational opportunities according to the act and constitution texts. However, the private sector participates in a reasonable way. The table shows that students' number enrolled in public schools are increasing. This reflects that the government pays attention to this aspect. This agrees to schools and classrooms increase as mentioned in the table.

- There is an increase in students' number enrolled in private education. This gives a good indicator of the partnership between the public and private sectors. Besides, there is an increase in primary schools number in the period (2001/2006) in a ratio of (4.21%).The new classrooms number increased in (16.4%) in the same period. Then, the primary schools increased in the period (2006- 2012) in (5.2%) and number of classrooms increased in (9.6%).

- Concerning the place of students residence, (distribution of schools in rural and urban areas), we notice that most primary cycle schools are in the country and this agrees to population distribution. Beside the governmental sector role, the private sector role increases greatly in the urban areas.

2- Increase in number of full day schools:

Studies refer to the importance of the child's stay for a number of daytime hours in schools. This number differs from a country to another. However, there is an agreement to the importance of the school day length and increase of school hours. It is known that the school day in Korea ends in the sunset.

Despite efforts exerted by the Ministry of Education in increasing number of schools that work with full day system because of its importance in providing learners with an opportunity of practicing different activities and helping them develop their capacities and fulfilling their hobbies, there is a number of schools that works with shifts system at the time of writing this report. The following table shows this;

Table (2/2) The total of schools in the primary cycle (public + private) according to the school shifts through 2000-2013

statement aspect of comparison	Number of full-day schools	Number morning schools	Number of second shift schools(evening)	Number of the two shift schools	Total
2000/2001	5484	6473	1732	589	14278
2006/2007	6360	6955	1206	553	15047
2012/2013	6545	9005	864	985	17399
Increase ratio	19.3	39.11	50.1	67.2	21.9

Source: General Directorate of Information and Computer, Statistics of the data shown in the table, Ministry of Education.
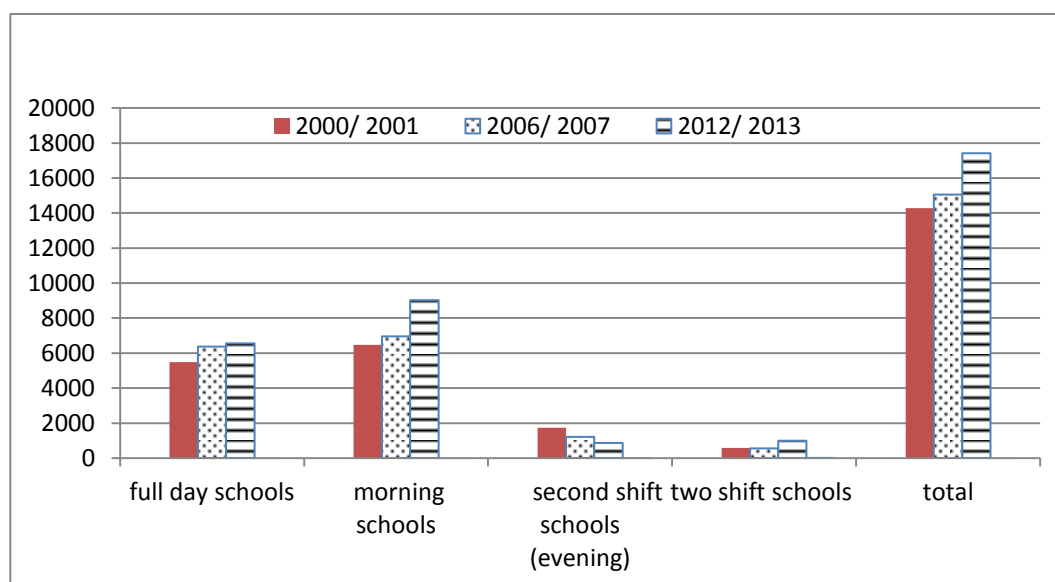
Figure (2/2) The total of schools in the primary cycle (public + private) according to the school shifts through 2000-2013

The reading of the previous table and figure shows that there is a gradual increase in schools numbers that work with full day system and a

decrease of school numbers that work with shifts system and second shift evening schools.

The table also shows that the increase in numbers of full day schools are in a ratio of (19.3%) that finish study at half past two and the increase in morning shift schools spread in the country in a ratio of (39.11%) that finish study at half past two in the afternoon. One of the advantages of these schools is that they allow the child to help his parents after finishing school.

It is obvious that there is a decrease in evening shift schools number in half owing to its danger particularly if the learners are females as they are liable to provocation and rape during their return from school to their home.

3- Access and enrollment ratios:

The efforts exerted by the Ministry of Education as the basic entity responsible for providing educational opportunities for all children aged six (the age of school entry)and realizing a high ratio of total enrollment in addition to the net enrollment ratio for both males and females as the following tables show:

Table (3/2) The total access of learners in the first and second grades primary, total and net enrollment ratio for years clarified in the table

Statement Year	Total access of learners in the first grade primary	Number of Population (6 years)	Total enrollm ent ratio %	Number of learners accessed in the first grade primary (6 years old)	Net enrollme nt ratio %
2006/2007	1502855	1624176	92.5%	1357360	83.6%
2012/2013	167976	1873445	89.7%	1594433	85.1%

Source: General Directorate of Information and Computer, Statistics of the data shown in the table, Ministry of Education.
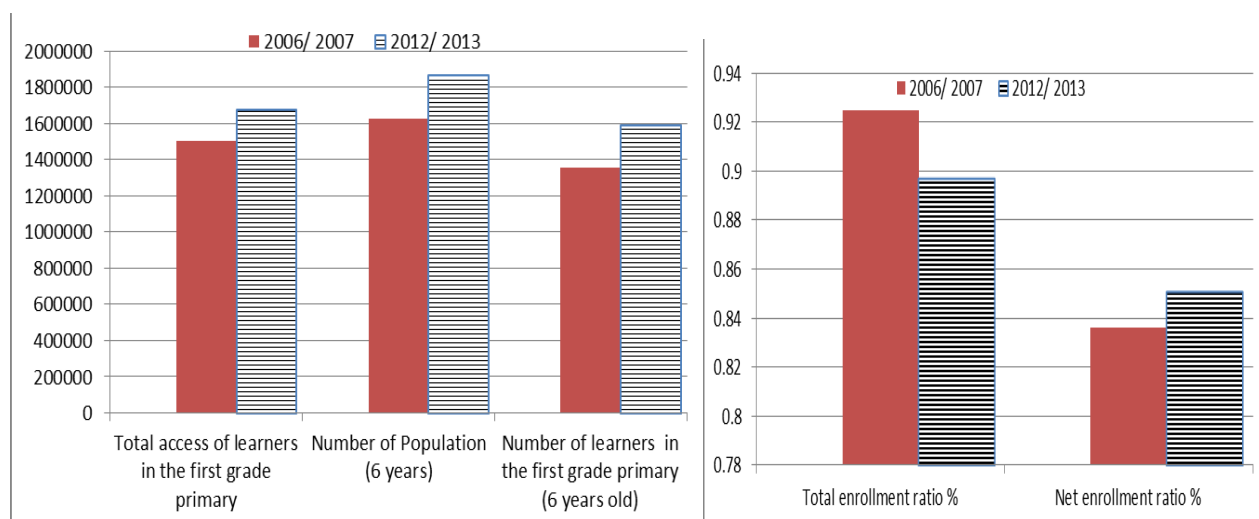
Figure (3/2) The total access of learners in the first and second grades primary, total and net enrollment ratio for years clarified in the table

The above table and figure show that there is a very low increase in net enrollment ratio and there is a decrease in total enrollment ratio from (92.5%) in 2006/2007 to (89.7%) in 2012/2013. This goes back to the current economic crisis that Egypt undergoes after 25th January Revolution in 2011. Net enrollment ratio is considered one of the most important ratios to clarify the educational system condition in any country. If the net enrollment rate is near the total rate, it is an obvious and real indicator that the educational system is in the right track.

- **Concerning the new students in the first and second grades primary:**

The following table shows that the students' distribution according to place of stay between rural and urban, their distribution according to schools possession between public and private and the total number of the years mentioned.

Table (4/2) The total of new pupils in the first grades during the interval 2001-2013

Statement Aspect of comparison	2001/2002	2008/2009	2012/2013
Public	1269795	1388239	1502838
Private	124553	139908	163240

Rural	-	907389	925321
Urban	-	620758	740757
Total	1394348	1528147	1666078

Source: General Directorate of Information and Computer, Statistics of the data shown in the table, Ministry of Education.
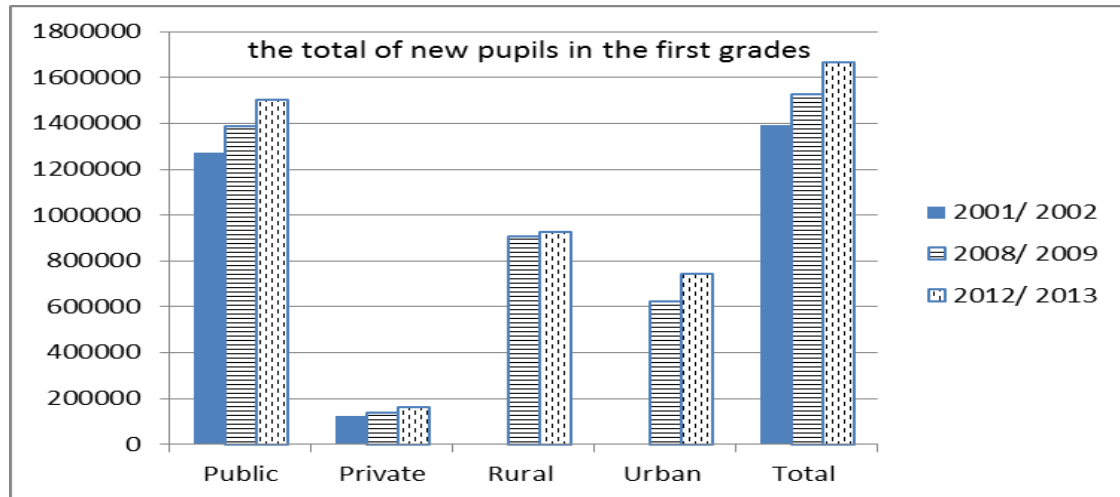
Figure (4/2) The total of new pupils in the first grades during the interval 2001-2013

Reading the previous table and figure shows that:

The majority of students are enrolled in public schools in addition to the private sector role in this field. This agrees to what the constitution stated that education is a right for every citizen, its goal is building the Egyptian personality, education is compulsory till the end of the secondary cycle, the state supports free education in all its cycles in the state's institutions according to law. Besides, the rural areas share is greater than the urban ones. This agrees to population distribution.

- **Concerning the net and total access**:

    Statistics refers to an increase in the net and total access of primary cycle students. This goes back that there are alternative models of the traditional schools such as community schools, rural and desert schools in addition to the development of female access rates as in the following table:

Table (5/2) The progression of the access number of the first and second grade secondary and net and total enrollment ratio of the years 2007-2013

Statement year	Total access of learners in the primary (6- 14 years)	Pupils aged (6-11 years)	Number of Population (6 years	Net enrollment ratio%	Total enrollment %	Qualitative gap
2007/2008	9051032	8219003	9504742	**86.5%**	**95.2%**	**1.9**
2012/2013	9832516	9464440	10143694	**93.3%**	**96.9%**	**-1**

Source: General Directorate of Information and Computer, Statistics of the data shown in the table, Ministry of Education.
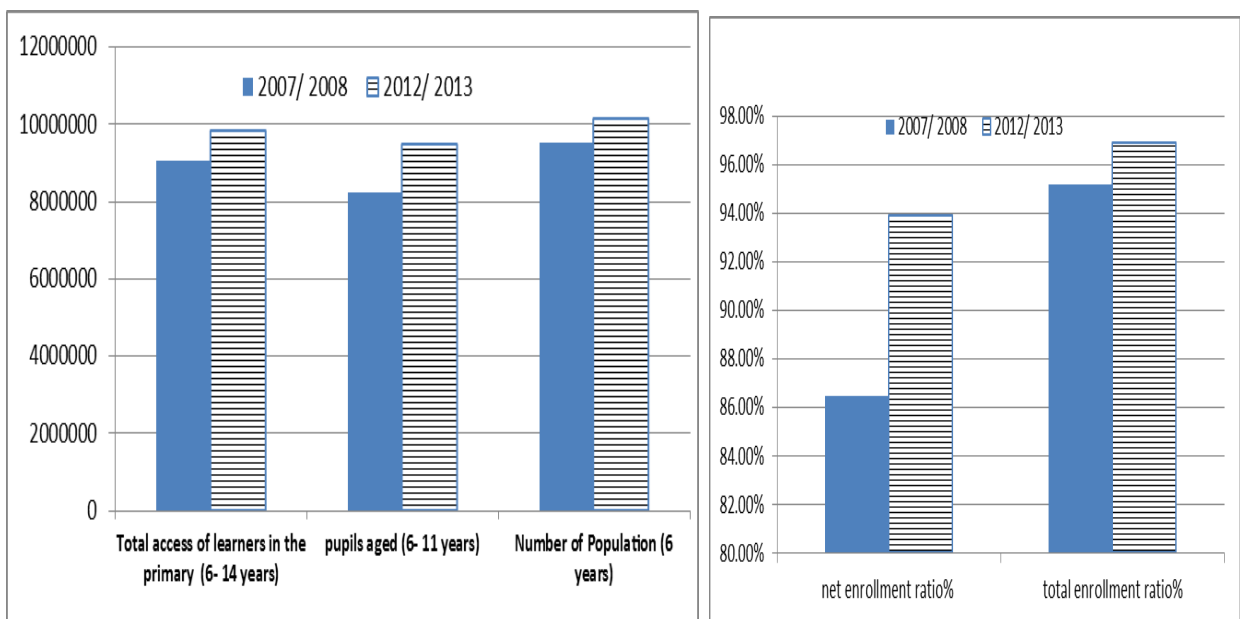
Figure (5/2) The progression of the access number of the first and second grade secondary and net and total enrollment ratio of the years 2007-2013

The above table and figure show the progression of the net and total access ratio of the students of the years mentioned in the table. It should be taken into account that community schools accept pupils aged (6-8) years. Consequently, pupils stay in them till the age of fourteen years old. So, the total access includes children aged (6-14) years and this clarifies the increase in its ratio. On the other hand, the

net access of children enrolled in this cycle includes children aged (6-11) years and this clarifies the decrease in its ratio. The table shows the progression of female access as the increase is in favor of girls in (1%).

4- Increase of female education:

The interest in female education is a reflection of the significance of the females' role in achieving the target human development, from one hand, and an expression of their right to getting equal educational opportunities to those of males which the constitution has given to them, from the other hand. In this respect, statistics refers to the efforts exerted to bridge this gap as the government has modernized new forms and models of schools that achieve easy use, low cost and taking into account the environmental and geographical dimensions. The following indicators in this respect show;

Table (6/2) Females' access ratios at the primary cycle from 2000/2001 to 2012/2013

Statement Year	Girls' access in urban areas schools %	Girls' access in rural areas schools	Total ratio of Girls' access at Egypt's level %
2000/2001	48.20	46.47	47.16
2006/2007	48.49	46.15	48.27
2012/2013	48.38	48.16	48.26

Source: National Directorate of Information and Computers, Statistics of the data mentioned in the table, Ministry of Education.
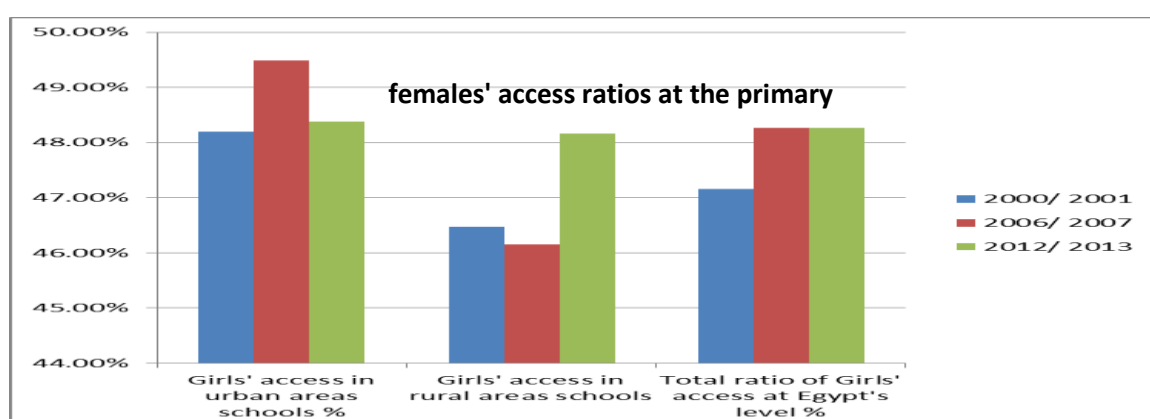
Figure (6/2) Females' access ratios at the primary cycle from 2000/2001 to 2012/2013

Reading the table and figure, above, shows:

- Girls' access ratio to the total of pupils in rural and urban areas doesn't reach (50%) and so does the ratio at the national level. However, access ratio in some governorates such as the Red Sea, South of Sinai, Kalubeyia and Monufeyia is in favor of girls.

- It is observed that there is a progression in girls' access ratio in urban schools and there is a simple increase in this ratio in them than rural ones. This may go back to poverty of some families, some inherited customs and traditions like early girls' marriage, far distance between home and school and there isn't a safe road for girls between agricultural land and bridges. This has led to exerting more efforts to provide a safe place for girls' education in the country and looking for new types of schools that suit the environment needs such community education schools that include;

- One-room schools established since (1993) .The ministerial Decree No (30 for 2000) organizes its system. Most of these schools learners are girls. In these schools, girls learn life skills and sewing in addition to school curricula. Ministry of Education is responsible for this kind of schools. Their number is (3299) schools up till now.

- Girls' Friendly schools established according to girls' education initiative in (2000). The initiative was implemented in (2003) through the Egyptian government allocation of a sum of money (157) million pounds in addition to (13.56) million dollars in partnership with a number of local community organizations and the United Nations' organizations under the auspices of UNICEF. These schools are fully free. Families aren't obliged to pay school fees or school stationery costs. Besides, the meal, that the girl has in school as well as supply material that takes with her to her home, are good to urge families to send their girls to school.

- Plans have been devised to implement girls' education initiative from 2000 to 2012 in (Sohag, Assiut, Minia, Beni- Suef, Giza, El-Behira, Fayoum, and North of Sinai) governorates. The initiative aimed at the following:
  - Decreasing the qualitative gap in the target areas in about (60%) by 2007. (This ratio differs from place to another).
  - Expanding girls' education initiative in the target governorates to decrease the qualitative gap in (60%) better than its value in 2009 in the new untargeted areas in the first phase of implementation (2003-2007).

- Extending the umbrella of friendly schools to include new governorates through expanding their establishment in partnership with Ministry of education up till 2012.
- Upgrading the facilitators' competence in active learning techniques.

- By the end of 2012, the time framework of the project, the following was implemented,
  - Building and operating (1167) girls' friendly schools for (1047) target school by the end of 2012 (achievement ratio (110.7%).
  - Access of (29,006) pupils for (31,410) target pupils in 2012 (achievement ratio (92.30%)).
  - Bridging the qualitative gap in the target areas in about (60%) compared to 2002 and in about (60%) compared to 2009. (The ratio differs from one place to another).
  - Training (2,400) teachers from the surrounding context.
  - Training (153) supervisors from the same context.
  - Graduating a number of (7,783) pupil from the sixth grade primary from 2009 to 2011.

- Community schools are schools established in cooperation with Ministry of Education and UNICEF since its beginning in (1992) in Upper Egypt, in particular, to accept (30%) males and (70%) females. Its number is (339) schools now.

- Small schools are schools established in co-operation with Ministry of Education, civil societies and international organizations. They started with (25) schools in Sohag, (13) schools in Fayoum and (5) in Cairo suburbs according to 2005.2006 statistics. Their number is (46) school now.

- Rural schools are schools that care about the environmental dimension. They don't cost much. Designing these schools should take into account its compatibility with learning needs of rural communities. They accept both males and females.

- Sub Saharan schools are schools that established according to the principle of "Education For All" .Ministry of Education has taken into account that the school building should be compatible with the desert nature and climatic conditions. These schools have many air outlets to cold air and have light outlets to provide light energy and exploiting clean solar energy. They are wide and aren't high much.

- Street children schools are (34) schools. Lately, the term of children in difficult circumstances, which the United Nations has adopted through UNICEF, has appeared. This term includes out of school children or those children excluded from the natural context of the community as a result of economic, social or family circumstances they have nothing to do with them.

Studies have shown that all or the majority of children, that nick- named (out of school children) in Egypt, come from very poor families and most of them come through emigration from the country. Most of these children lost one of their parents for death, divorce, travel or disability. It is noticed that out of school children are a male phenomenon in its beginning. However, there are indicators that indicate the increase of females among out of school children.

It can be noticed that this group of childsren has attracted the Egyptian government attention, donor agencies and community participation. For example, the project of educational acceleration of children in difficult circumstances and re-inclusion of them in education has adopted access of (300) pupils and opened (154) classrooms in Cairo, Giza, Alexandria, Assiut, Sohag, Fayoum, Dakahlia, Sharkia, Kalubeyia and Port Said governorates. These children are enrolled in primary schools, one-room schools or vocational and technical education.

The most important merits of these similar types of schools are as follows;

- Establishing them in disadvantaged areas.
- Allocating all or most of them for girls.
- Accepting the age group (8-14) year that hasn't opportunities to enrollment in main stream education.
- Participation of local communities in their establishment and nurturing.
- Caring about vocational training and small enterprises.
- Opening communication canals between them and main stream education.
- Implementation of acceleration system to shorten the number of school years for the learners who wish for that.

The following table shows the number of classrooms, learners and teachers in community education schools of all its types this year.

Table (7/2) Number of Schools, classrooms and learners in Community education in 2012/2013

Statement Comparison	School	Classroom	Males	Females	Total	Teachers	Non teachers
Urban	641	641	4790	1902	15692	1109	492
Rural	3973	3973	12522	7272	84594	7148	3128
Total	4614	4614	17312	82974	100286	8257	3620

Source: General Directorate for Information and Computer, Statistics of the data mentioned, Ministry of Education, November 2013.
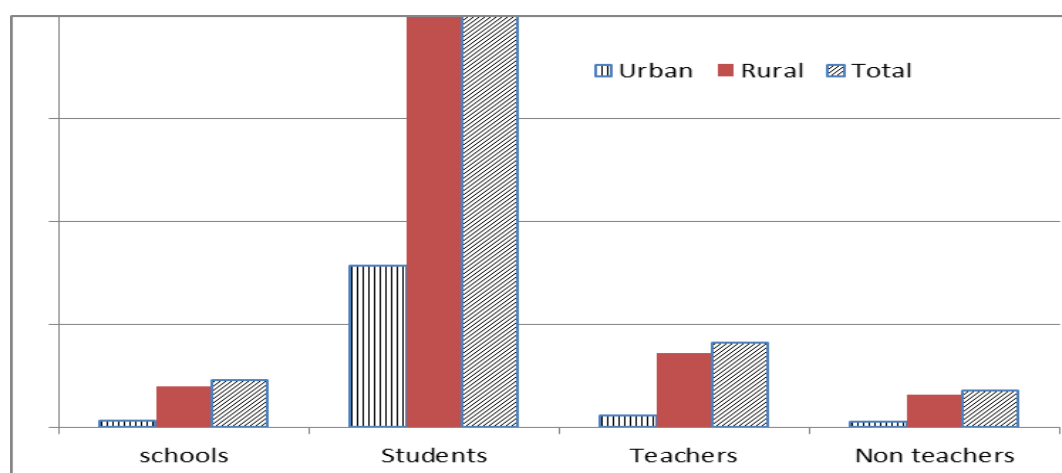
Figure (7/2) Number of Schools, classrooms and learners in Community education in 2012/2013

Reading the table and figure, above, shows:

The number of schools is equal to the number of classrooms because they are small schools that have one classroom only. Besides; there is an increase in number of rural schools than urban ones in six –fold because of the need of this type of schools in Upper Egypt and the Delta rural areas.

The number of girls benefited from this type of education is equal to seven -fold of boys because most of these schools were established especially for females who didn't find a safe road to main stream schools.

Most teachers, who are females (facilitators), are found in the country in the areas of classrooms in a rate of (2) facilitators for each classroom.

5- Caring about special needs children education

Special needs children education represents a right that the constitution has given to them. So, the real steps represented in continuous initiatives and efforts to develop and update special needs schools. The constitution

of 2014 states in article No (81) that, "the state should commit to guaranteeing special needs children and the dwarf's rights healthy, economically, socially, culturally, recreationally, sports, educationally, providing them with job opportunities, allocating a ratio of jobs for them, facilitating public utilities and surrounding context to them, enabling them to practise their political rights and including them with other citizens to implement the equity and equality principles".

Ministry of Education has adopted the following steps in the field of special needs education;

- Establishing specialized schools for educating this category of children.

- Education and qualification of the efficient teacher who is able to deal with this category.

- Providing them with certain technology suitable for their handicap circumstances.

- Preparing curricula and textbooks suitable for their needs and circumstances.

Beside special education schools, there is partial inclusion of special needs students who have simple handicaps. It was planned to prepare (5,040) schools for inclusion of (152,000) students who have simple handicaps by 2011/2012 provided that these school should have suitable technological facilities and equipment in their classrooms. Only (2,776) students have been included in (452) school all over Egypt. Perhaps, the goal was impossible or there is an error in the data shown. Ministry of Education cares about classrooms inclusion. These classrooms are special education classrooms at public education schools. They include (10%) ratio of simple handicaps students such as physical handicaps, learning difficulties, slow learners and simple visual and hearing handicaps.

It is noted that there is an increase in all types of special education schools and classrooms number (visual, hearing, mental, intellectual). This encourages parents to enroll their handicapped children in them instead of entering high cost private schools which a few number of parents can afford its costs. The following table shows this;

Table (8/2) Progression of the number of special education schools, classrooms and learners during the interval 2006-2013 (all cycles)

Aspect of Comparison School Year	Urban						Rural					
	Schools	Classroom	Males	Females	Sample Totak	Teachers	Schools	Classrooms	Males	Females	Sample total	Teachers
2006/2007	653	3410	20574	12267	32841	-	155	612	2827	1402	4229	-
2012/2013	720	3819	20236	12236	32472	8484	167	681	2969	1436	4404	1111

Source: General Directorate of Information and Computer, statistics of the data mentioned, Ministry of Education
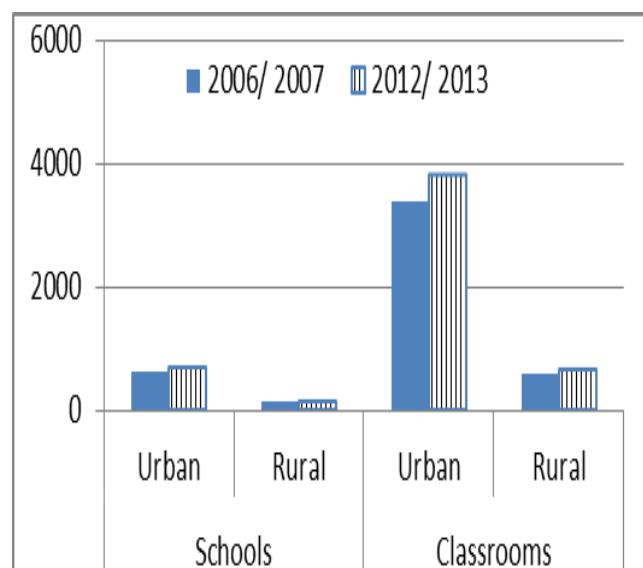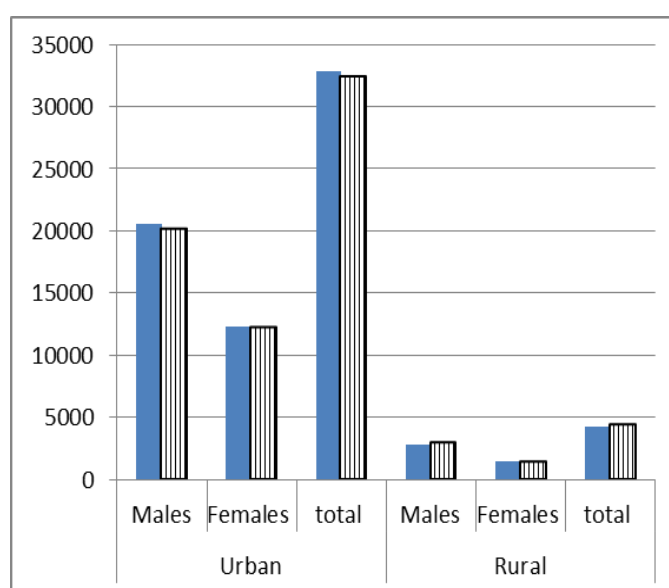
Figure (8/2) Progression of the number of special education schools, classrooms and learners during the interval 2006-2013 (all cycles)

Reading the above table and figure shows that in spite of the progression of the number of schools and classrooms, it is noted that special education schools, classrooms and learners are found in the urban areas owing to the working woman's need to this type of schools to educate her handicapped child different life skills to make it easy to deal with him/her. Besides, she fears leaving him / her alone at home at time of going to work. It should be referred that mothers in the rural areas don't prefer to send their son / daughter to school especially if the child is a female for fear of the girl's exposure to provocation.

Concerning furnishing schools, all special education schools are equipped with computer labs, CD, a sign dictionary for the deaf in addition to connecting schools with the internet. Each school includes classrooms, a

room for sign talk, a room for family reception, gym hall (according to the space of the place) and sometimes a kitchen and a restaurant.

Besides, new curricula for pupils have been devised such as partial sign dictionary, special text books that have big printing (Braille) for the blind, special text books for mentally retarded, amending the text books at deaf education schools to be like public education text books in addition to inserting the computer subject as a field of specialization for the deaf at the preparatory and technical secondary cycles.

Reports refer to implementing a co-operation protocol between Ministry of Education and Ministry of Communication and Information Technology concerning education enhancement initiative by using information technology in (4) schools in Cairo and Giza governorates (two schools for the deaf and two schools for the blind). These schools are equipped with (10 computers, 2 Braille printers for the blind,interactive board for the deaf schools, computers and air conditions).

Math and computer syllabi are copied incompact disks. Schools are equipped with these compact disks and a modern program of Ibsar for the blind schools (The eighth edition).

UNICEF is currently preparing (73) schools for inclusion in Giza, Assiut, Cairo, Sohag, Menofeya through furnishing resources room in these schools and training teachers ,social and psychological workers.

Moreover, special education teacher faces challenges represented in many, different and overlapping roles according to type of handicap, nature of school subject and strategy used. So, teachers in this field need special training to make them acquire necessary competencies for working, increase their productive competency and increase the qualitative competency of schools that they work in. The following table shows progression of special education teachers' number.

Table (9/2) Progression of special education teachers' number during the interval 2003-2013

Year Cycle	2003/2004	2006/2007	2012/2013
Teachers' Number	7904	8447	9595

Source: National Center for Educational Research and development, the National Report on the development of education in Egypt 2004-2008 –

Ministry of education, Statistics mentioned in the table, General Directorate for Computer.
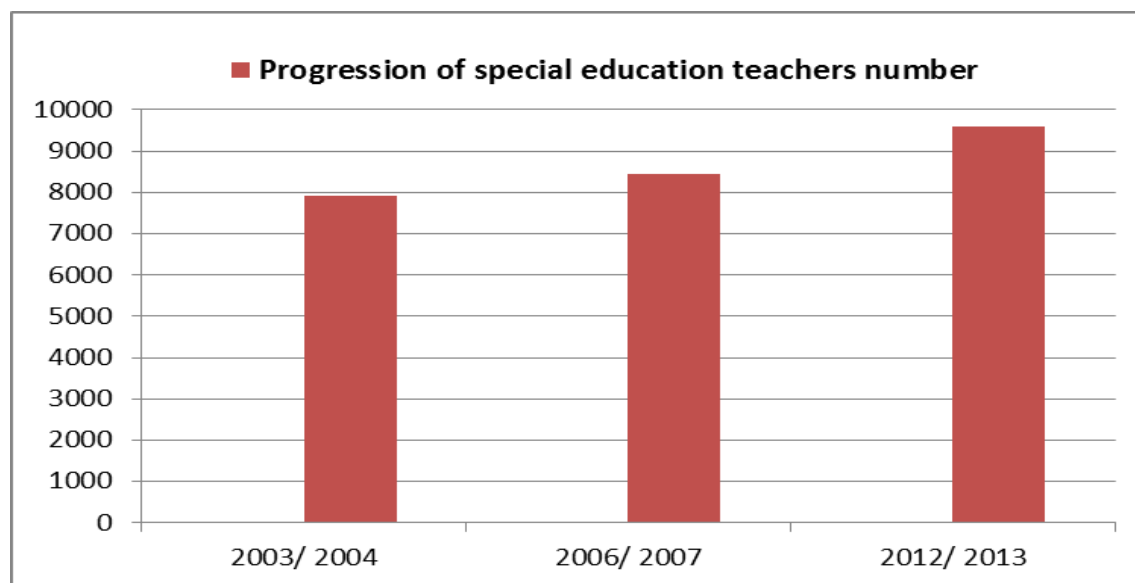
Figure (9/2) Progression of special education teachers' number during the interval 2003-2013

Reading the table and figure, above, shows progression of special education teachers' number for the years mentioned in the table in a ratio equals (21.4%). This expresses the increase of schools and classrooms number in spite of their high cost and the efforts exerted in this respect.

Special education teachers are trained by (14) training centers distributed on Egypt governorates in light of the annual plan of training needs of special education schools that prepared by the Central Directorate of Training. Technological Development Center also holds training programs through video-conference network. One of the programs trained on is (reactivating place inclusion experiment for intellectually impaired pupils enrolled in public education schools.

Many organizations also participate in special education teachers training such Caritas- Egypt Center, British Childhood Saving Corporation in three governorates (Cairo, Minia, Alexandria) in addition to co-operation with Center for Special Needs Care at the Institute of Post-Graduate Childhood Studies, Ain Shams University for training teachers, social and psychological workers on programs for treating learning difficulties. For that, resources rooms have been furnished in (Cairo, Giza, and Kalubeyia) governorates.

Besides, there is co-operation with Wayana Society for educational inclusion in (Fayoum, Beni-Suef, Aswan) governorates, co-operation with the UNICEF in training teachers at (20) inclusion schools in (Cairo and Sohag) and preparing a guide about inclusion and distributing it in

schools in addition to co-operation with Al-Aml Village Society in Alexandria with support from Sawiris Institution for training (70) assistant teachers in the inclusion schools in Alexandria.

A guide for examination paper specifications for included pupils from the second grade to the sixth grade primary is currently being prepared by experts from the National Center for Examinations.

6- Quantitative indicators affecting educational quality.

Educational For All (EFA, 2005) refers that there are six inputs that have more effect on students' performance. These inputs of resources are represented in students to teachers ratio, teachers' education, their experiences, their salaries, expenditure on the student and reform of school utilities.

Moreover, the number of years that the student spends in school indicates that there is improvement in education quality. These opportunities differ greatly from one place to another. It is expected that the child in Africa benefits from fewer five to six school years than his European counterpart.

The following tables include some of these indicators;

Table (10/2) Total access and repetitions in the primary cycle 2012/2013.

Statement Grades	Access			Repetitions		
	Males	Females	Total	Males	Females	Total
1st Grade	855425	810653	1666078	-	-	-
2nd grade	825819	785138	1610957	2205	1949	4154
3rd grade	865857	804101	1669958	22619	13314	3593
4th grade	848048	782689	1630737	52385	26767	79152
5th grade	837666	778258	1515924	47054	25089	72143
6th grade	854798	784064	1638862	83752	46094	129846
Total	5087613	4744903	9832516	208015	113213	321228

Source: General Directorate of Information and Computer, statistics of data mentioned in the table, Ministry of Education, November, 2013.
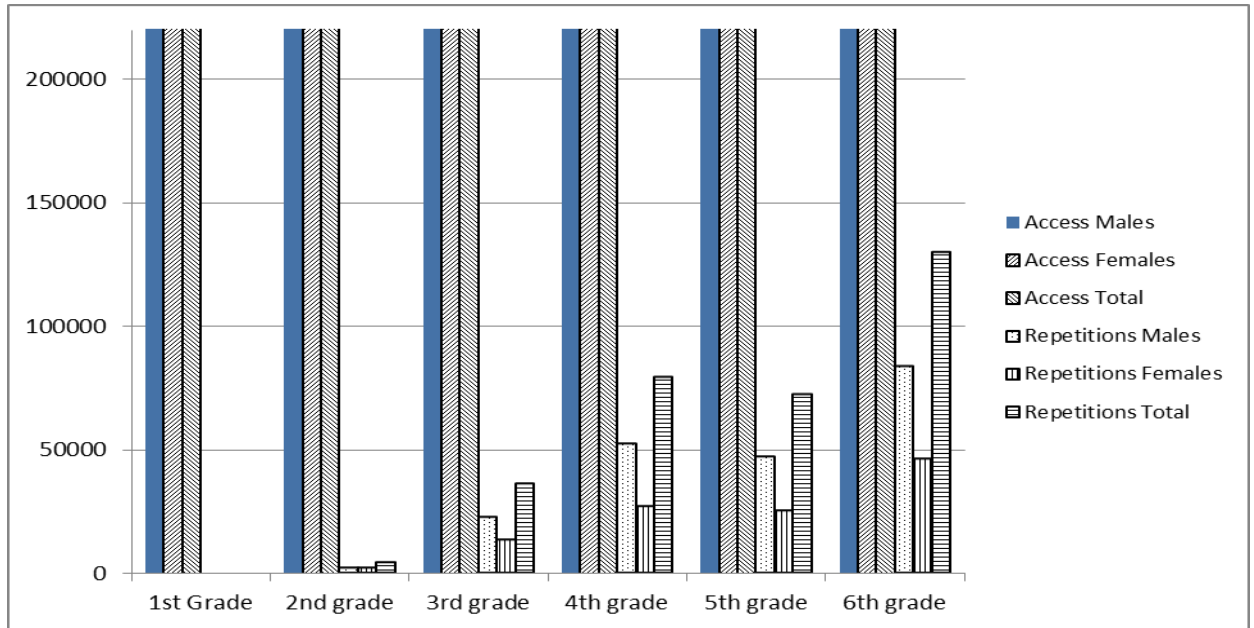
Figure (10/2) Total access and repetitions in the primary cycle 2012/2013.

The above table and figure show that there is increase in success ratio of females compared to males and there is also on increase in failure ratio in the fourth and sixth grades as public examinations because the four the grade examination is an the educational Directorate level while the sixth grade examination is on Egypt's level. The following table shows promotion rate of the preparatory cycle distributed according to gender.

Table (11/2)

Promotion rate from the primary cycle to the preparatory one between 2011/2012 and 2012/2013

Grade Location	Males	Females	Total
Rural	80.45%	89.21%	84.60%
Urban	90.56%	94.61%	92.50%
Total	48.89%	91.61	88.09%

Source: General Directorate of Information and Computer, Statistics of the data mentioned in the table, Ministry of education.
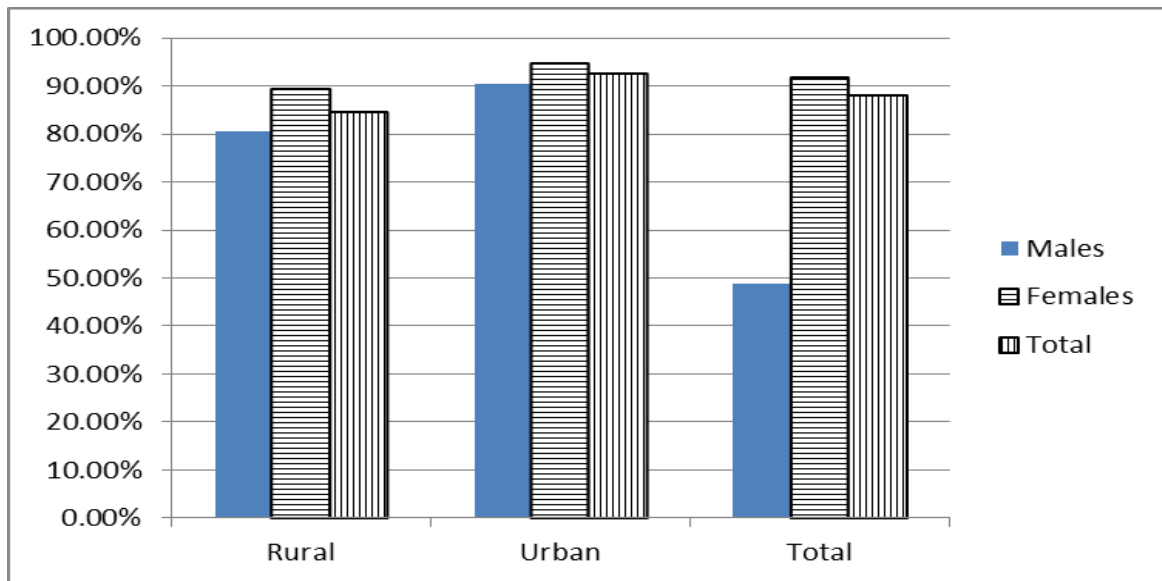
Figure (11/2) Promotion rate from the primary cycle to the preparatory one between 2011/2012 and 2012/2013

The above table and figure show that the progression of female success ratio compared to males because males are busy helping the family earn their living especially in rural schools and disadvantaged urban areas. The following table shows progression of preparatory cycle success ratio in many years.

Table (12/2)

Success ratio of the primary Certificate (Males + females) during the interval 2000-2012

Statement Year	Governmental			Private			Total		
	Males	Females	Total	Males	Females	Total	Males	Females	Total
2000/2001	83.1%	89.9%	85.9%	98.7%	99.3%	99%	84.1%	90%	86.8%
2006/2007	88.2%	93.1%	%90.5%	99.2%	99.6%	99.4%	89%	93.6%	91.2%
2011/2012	87%	92%	89.5%	99%	99.4%	99.2%	88%	92.6%	90.2%

Source: General Directorate of Statistics and Computer. Statistics of the data mentioned in the table, Ministry of Education.
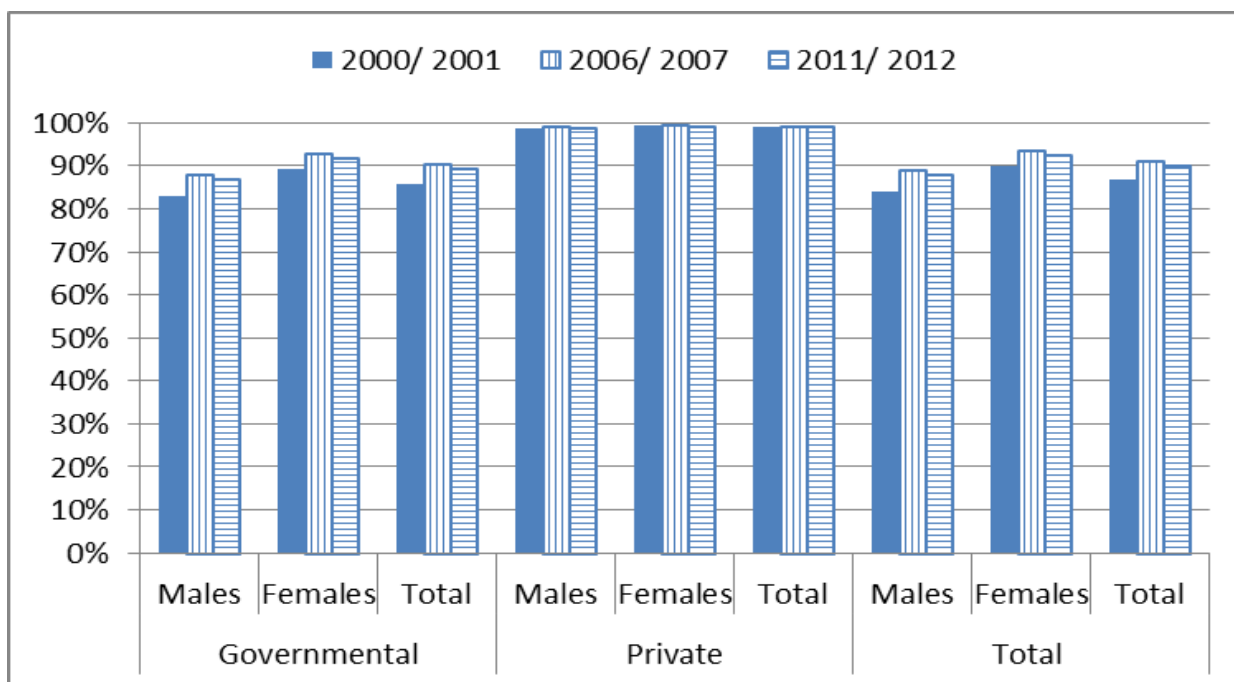
Figure (12/2) Success ratio of the primary Certificate (Males + females) during the interval 2000-2012

From reading the above table and figure, we notice that there is improvement in success ratio of 2006/2007 compared to 2000/2001. This reflects the qualitative progression of the system and functionalizing technology. Besides, we notice that there is decline of success ratio between 2006 /2007 compared to 2011/2012. This may go back to the effects of the 25th Revolution and what it caused of embezzlement and insecurity.

Moreover, the table shows an increase in success ratio in the private sector owing to the decrease of the classroom density, availability of equipment, and decrease in teacher's ratio of students. This is what the following table shows:

Table (13/2) Classroom density and teacher's ratio of students in public and private sectors in primary cycle

Statement Grades	Classroom Density			Student /Teacher Ratio		
	Public	Private	Total	Public	Private	Total
2001/2002	41.48%	35.59%	40.94%			
2007/2008	44%	33%	43%	28.21%	20.51%	27.37%
2012/2013	44.72%	32.57%	43.29%	25.15%	25.32%	25.23%

Source: General Directorate of Information and Computer, Statistics of the data mentioned in the table, Ministry of Education, November, 2013.
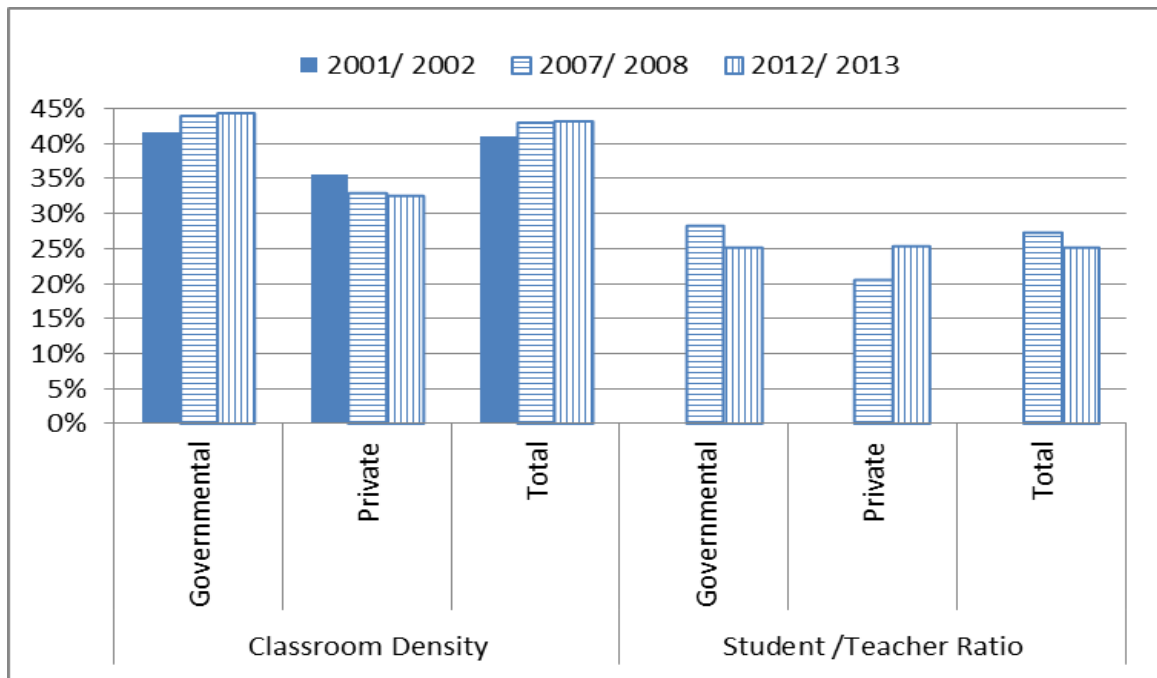
Figure (13/2) Classroom density and teacher's ratio of students in public and private sectors in primary cycle

The table and figure show the improvement of indicators in the private sector and high density in public schools. This reflects the need of other new building.

Secondly, the qualitative dimension:

This section includes what is related to improving school life quality in the primary education cycle represented in supporting community partnership, upgrading teachers' professional qualification level, increasing the beneficiaries of food programs, developing infrastructure and expanding use of technology.

Ministry of Education has redefined the priorities so that primary education occupies the first order in expenditure on education because this cycle is the basis of preparing the individual for life and life long-learning in the following cycles. This can be clarified as follows;

1- Upgrading the teacher's professional Standards:

Studies indicates that the success of any educational system depends on three factors which are; the ability to providing a great number of teachers, providing them with suitable and continuous training and evaluation systems of all levels to identify the extent of learners' progression. Ministry of Education in Egypt adopts this policy in its strategic plan by upgrading teachers' continuous professional support and providing financial allocation for that.

The teacher's participation in professional development programs whether on school level in school centered reform program or in the courses that are held on the Idyrra, the educational directorate or Ministry of Education as an obligatory condition of job promotion.

The new cadre correlates between skills, performance and promotion process. The teachers' cadre has been implemented according to Act No. (155) for (2007). A distinguished performance is granted for those who attain PHD or its equivalence and the Master Degree or its equivalence according to the decree of the head of the cabinet No. (734) for 2005.

Beside the interest and upgrading financial and professional teacher's level, Ministry of education also pays attention to increasing teachers' numbers as the following table shows;

Table (14/2) Progression of teachers' number in 2002 to 2013

Cycle	2002/2003	2006/2007	2012/2013
Primary	322961	331806	390749
Preparatory	210871	197587	240393
Special Education	7842	8447	9595
Community Education	3537	3655	8257

Source: National Center for Educational Research and Development, National Report on Education Development in Egypt 2004 - 2008. Cairo, 2008. General Directorate of Information and Computer, Ministry of Education.
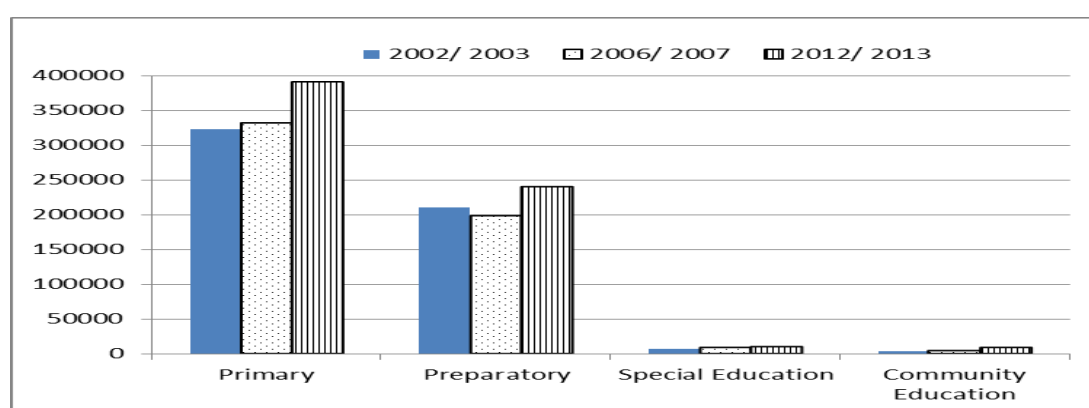
Figure (14/2) Progression of teachers' number in 2002 to 2013

The table and figure, above, show an increase in teachers' number owing to an increase in learners' number and increase in classrooms density. It should be known that some teachers work by recruitment system so there may be some mistakes in the total number of teachers working in private

schools.

The teacher's professional development process aims at adding new knowledge to the teacher, developing skills and focusing on supporting values. Up till 2005 /2006, the ratio of primary cycle teachers trained and attained higher qualification is more than (95%). This applies to rural and urban teachers in addition to private and public schools.

The ratio of educational primary cycle teachers is (85.2%) of the cycle total teachers in 2012/2013.

Training programs take more than one from such as direct training, distance training, internal and foreign scholarships as follow;

- Direct training:

Central Directorate of training undertakes this kind of training through (14) centers that belong to it in governorates. Programs are specified according to teachers' training needs. Beside these centers, there is a training directorate in every educational directorate. There are also training departments in every Idyrra in addition to teachers trained in training and evaluation units in schools.

Moreover, three new professional development centers were established for kindergarten female teachers in particular.

- **Indirect training (distance training):**

Ministry of Education used this kind of training owing to the great increase in teachers' number in all educational cycles in addition to providing training service for all governorates and a great number of beneficiaries at the same time.

Implementing this kind of training has started through the video - conference since 1996. It continued and the number of these centers has become (63) centers in 2008. The training capacity of the network was (8000) trainees.

-Internal scholarships:

They include special needs teachers. This program includes about (250) teachers annually to study special education programs of the categories (hearing - sight - mental).

- Foreign scholarship:

The best teachers are selected to benefit from training programs available for them in advanced countries. In 2007/208, scholarship system was developed to be six months instead of three. After that, the teacher obtains a diploma in his specialization from the university where be studies. Before travel, English language proficiency level is improved

through the teacher's attainment of a certificate from the British Cultural Institute in Cairo to achieve the most possible benefit.

Ministry of Education policy in this respect aims at the following;

- Implementing a mechanism of the ideal benefit from teachers after return and organizing workshops inside the educational institution to transfer experiences to their colleagues in co-ordination with educational directorates.

- Benefiting from modern trends such as information technology programs, modem teaching methods, management systems and guidance and counseling.

- Organizing programs for internal scholarships that aim at benefiting from available internal facilities in co-operation with institutions and directorates belonging to Ministry of Education and foreign organizations.

2- Increasing school nutrition allocations:

Ministry of Education tries to increase the budget allocated for school nutrition and increasing the number of beneficiaries in partnership between Ministry of Education and municipalities, civil society and private sector to present rich, complete food meal for the growth of the pupil's body in this important cycle, primary education cycle. School nutrition program in Egypt aims at;

- Increasing learners' achievement capacity and improving their growth to

  protect them from mal- nutrition diseases.

- Decreasing dropout rates and low truancy ratio through parents'

  encouragement.

Legislations related to nutrition in schools go back to Act No. (25) for1942 that obliged the government to present school nutrition at the early cycle. Following that, there were many conference recommendations and research issued by the National Nutrition Institute. Decision was taken in people's Assembly session held on 5/9/2007 to distribute meals to cover a limited number of pupils particularly in villages, poor and disadvantaged areas, Upper Egypt governorates and far governorates in addition to age cycles that need mental and muscle effort such as technical secondary cycle (agricultural – industrial) and experimental sports schools.

Food meal is presented supported by iron for treating anemia and other diseases such as thyroid disease where iodine salt is added to it.

Now, a safe, varied and fresh food meal is being distributed in the

primary cycle (6-12 years). Ministries of Education and Agriculture afforded the cost of this meal. Two million pupils benefit from this meal in some governorates as the following table shows;

Table (15/2) Progression of the beneficiaries number from school nutrition and financial allocations

School Year	Financial allocation in L.E. Pound	Pupils' number
2001/2002	293499000	9083448
2002/2003	333319000	9527413
2003/2004	353400000	10102597
2004/2005	353600000	11210358
2005/2006	354200000	11999544
2006/2007	354700000	10912387
2011/2012	395935000	6974130
2012/2013	792000000	10775591

Source: Ministry of Education, Central Directorate of Financial Affairs, General Directorate of Nutrition, Statistics of the Data mentioned. December, 2013.
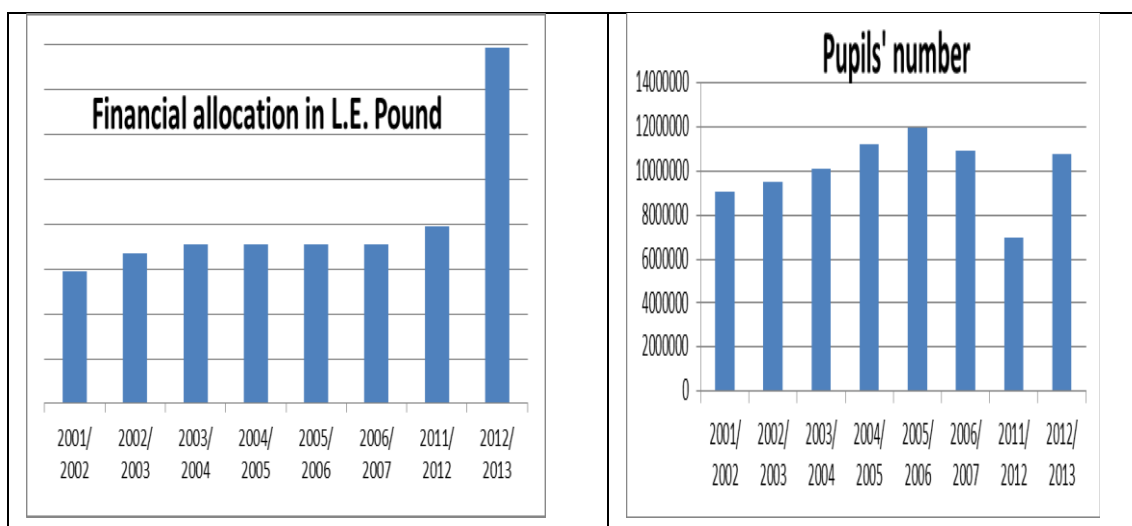
Figure (15/2) Progression of the beneficiaries number from school nutrition and financial allocations

The above table and figures show an increase in financial allocations through the last decade (2000 - 2010) in gradual ratio and their wiggle between increase and decrease because of shortage of allocated resources.

In spite of that, it is noticed that there is a great increase in financial allocations between 2011 and 2012 as it was two-fold.

It is also noticed that there is wiggle in pupils' numbers who benefit from food meal owing to costs increase particularly if the meal was fresh and not dry as it needs a kitchen in school. Specifications of the meal are put through co-operation with Ministry of Health, Ministry of Supply and nutrition experts as age cycle are taken into account. Beneficiaries' ratio in primary cycle is (83.7%) as the following table shows;

Table (16/2) Beneficiaries' ratio of Nutrition Program

Cycle	Access rate	Beneficiaries	%
Kindergarten	725835	725835	100
Primary	8959343	7497923	8307
Special Education	37030	37030	100
One -room School	100286	95709	95.4

Source: Ministry of Education, Central Directorate of Financial Affairs. General Directorate of Nutrition, Statistics of the data mentioned in the table, 2013.
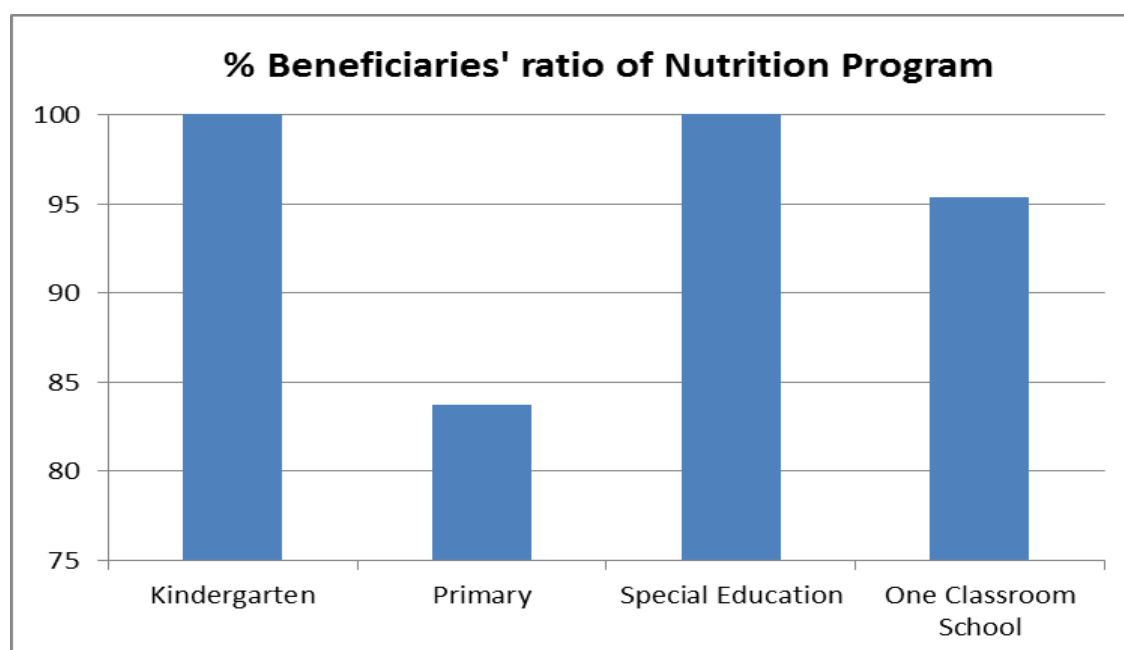
Figure (16/2) Beneficiaries' ratio of Nutrition Program

3-Support of Community partnership.

There is a correlation between community partnership and decentralization. Decentralization means delegating responsibilities of lower administrative levels of Ministry of Education as a central unit to directorates and schools as an executive unit in addition to giving a greater role of local community institutions, private sector and related institutions concerning finance, management and fellow-up processes, etc.

In supporting community partnership in the field of Education, the general Directorate of civil societies in Ministry of Education supports the educational process in three pivots as follows;

The first pivot: Supporting the learning job:

This includes upgrading educational process competence in the field of environment service, illiteracy, community and one-room schools, libraries support, rehabilitation and maintenance of furniture and equipment, land donation and establishment of schools.

One of the examples of this support is Education Nahda Society Project (improving reading and writing) to upgrade primary school pupils' competence to decrease dropout rates. The project is currently implemented in directorates of (Basateen, Dar El-Salam) in Cairo governorate.

The Second pivot: Supporting the educational job:

This includes assistance, symposia, lectures, conferences, meetings, camps, celebrations, trips, competitions, nurturing special needs pupils' the gifted and school as a productive unit.

One of the examples of this support is the project of Future Protectors for Care and Development Society (Think and Invent) that aims at supporting learners' capacities by using computer in Cairo and Alexandria governorates.

The Third pivot: Supporting relationship between school and family.

This includes kindergartens, protective programs of dropout, environmental and cultural awareness programs and teachers' professional training.

One of the examples of this support is Together Against Starvation Project which the Food Bank adopts in (25) schools in Cairo, Alexandria, Dakhleyia, Luxor, Beni Suef, to serve (1200) students and presenting fresh food meal.

The following table shows the achievements of the General Directorate of

Civil Societies established by the Ministerial Decree on 15/12/1998.

Table (17/2) Achievements of the General Directorate of Civil Societies since its establishment up till 31/12/2013

Domain	No. of Civil Societies	No. of Projects	Target Number						
			Students	Schools	Teachers & Parents	School Management	KGs employment	Land donation	other
Supporting learning job pivot	447	494	2257033	534	3600	12	827	16140	5320
Supporting educational job pivot	264	527	513693	777	1570	25	-	-	2600
Supporting relationship between school and family	286	541	654020	154	1050	15	-	-	2095
Kindergarten project (Canadian support)	313	1	38307	-	-	-	313	-	-
Total of pivots	1310	2018	3463053	1465	6220	52	1140	16140	10015

Source: Ministry of Education, General Directorate of Civil Societies, Statistics of the data mentioned, 2013

The table, above, shows an increase in number of beneficiaries of the first pivot related to supporting the learning job owing to its priority. It also includes land donation, establishing and managing schools. This appears in managing a number of (827) kindergartens through civil efforts.

4- Protocols and agreements contributing to supporting the educational process:

In addition to United Nations Organizations efforts such as UNESCO and UNICEF in developing the education system in Egypt, recent years have witnessed signing many protocols and agreements with many counties, local ministries and national institutions such as;

- Co-operation protocol with Germany signed in 1997 and extended up till now. Through this protocol, some students travel to Germany every summer.

- Co-operation protocol with the government of China to establish Egyptian Friendship School in the Sixth of October and another protocol

to establish the rural school in Menofeya.

- Co-operation protocol with Cuba to contribute to fighting illiteracy in Egypt.

-Co-operation protocol with Ministry of Culture to benefit from cultural palaces in practicing student activities.

- **Participation in international competitions and prizes**:

Evidence refers to Ministry of Education efforts towards developing learners' capacities and skills in light of the strong competition among students in local and international competitions, prizes and fairs. The following are references of some participation and prizes that the Ministry of Education took part in;

Firstly: Competitions:

-Eloquent Arabic Language Competition in Grammar, oratory and speech in its fourteenth year for Egypt, and its tenth year for Arab countries in (2006/2007).

- International Shankar Competition in India for Children's graphics and writings (2007/2008).

- International Emirates Competition for student creativity in drawing (14/2/2007).

- The annual competition organized by Spanish Corporation for peace and co-operation in co-operation with the Egyptian Institute for Islamic Studies in Madrid, entitled, "Water for All".

- The thirty eighth international competition for children's graphics in Czech Republic on 28/2/2010.

- International Biennale competition for drawing in 2011 organized by the Ministry of Women of Children's affairs in Bangladesh.

Secondly: Prizes:

- Participation in Hamdan Ben Rashed Prize in UNESCO for improving teachers' performance.

- Participation in creativity prize in the field of education that Qatar organized on 27/3/2011.

-Participation in school prize program of peace and co-operation corporation (2010) " Hafez Ali Kokbak" (Egyptian Institute of Islamic Studies).

-Participation in Education Research prize on Arab countries level that the general secretariat of Sheikh Hamdan Ben Rashed Al-Maktoom Prize organizes. .

- Participation in King Hamad Ben Essa Al Khalifa Prize for using information and communication technology (Kingdom of Bahrain).

Third: Celebrations:

-Celebration of the World Day of Eliminating Starvation on 17/10/2007 through art competition for designing a stamp.

- Celebration of the World Day of Peace and No for Violence on 21/9/2013 in the context of an instructional program for peace under the title, "Life- long Learning".

5- Foreign Student Fellowship and Scholarship:

In the context of supporting education process, a number of distinguished and gifted students is sent abroad annually to be aware of countries experiences in developing education and supporting learners. Besides, there is a benefit from some few fellowships that private universities present. The following tables show this;

Table (18/2) Student fellowships from 2000 to 2013

Year	Student Fellowships
2005	(15) students benefited from the American University in Cairo fellowships ,(5) students benefited from Modern Academy fellowship in Maadi, (45) students travelled to USA as a fellowship from the Egyptian Association for Cultural Exchange.
2006	(15) students benefited from the American University in Cairo fellowships and (5) students from the Modern Academy .
2007	(20) students benefited from the American University in Cairo fellowship, (5) students from the Modern Academy in Maadi, (40) students travelled abroad as a fellowship from the Egyptian Association for Cultural Exchange.
2008	(20) students benefited from the American University in Cairo fellowships, (5) students from Modern Academy in Maadi, (53) students travelled abroad as a fellowship from the Egyptian Association for Cultural Exchange.
2009 uptill now	(20) students benefited from the American University in Cairo fellowships

Source: : Ministry of Education, General Directorate of foreign Cultural Relations, December, 2013.

The table, above, shows that there is a low number of fellowship beneficiaries whether in Egypt or travel abroad compared to the number of school students in 2012/2013.

Table (19/2) Number of students' missions from 2000 to 2013

Time period	Country	Number of students' missions
2000-2013	America	123
2000-2013	Austria	120
2000-2013	Germany	118
2000-2013	Italy	80
2000-2013	France	58
2000-2013	Japan	47
2000-2013	Spain	14
2000-2013	China	10
2000-2013	India	6
2000-2013	Canada	2

Source: Ministry of Education, General Directorate of Foreign Relations, 2013.

The table, above, shows the continuity element and the wish for various experiences in spite of the few number, in total, compared to the learners' total in all education cycles.

- Improving the teacher's social and economic status and increasing number of beneficiaries of the special cadre project in spite of the few teaching hours (teacher's share of periods) compared to other countries. Besides, teachers' salaries increase has a great burden on the central government in providing it owing to the great number of the staff in the teaching profession who is about one million and half teachers (1.500.000). In spite of providing a convenient income for the teacher, studies indicate that more than (70%) of the total expenditure on education goes to salaries and not to infrastructure, capital costs or school equipment that are of a great importance.

- Technological development through providing up to date media, using

technology effectively achieving the qualitative shift from traditional education to learner centered education and making him / her acquire the ability to self-learning. It is noticed that the computer has become a basic subject in all education cycles from the school year 2000/2001. There are standards that curricula designers should take into account in the primary cycle to reactivate technology use. These standards represent in training students on how to exchange information via the internet, documentation and publishing rules, how to select the piece of information, etc. in addition to training teachers on them.

- On the local level, it should be referred to the Egyptian initiative for education development (May, 2006). This initiative aimed at empowering learners and teachers to rebuild their capacities. This initiative includes preparatory schools. It was proposed to implement it in primary schools in 2009. 15.995trainees were trained on Intel programs, 16.196 were trained on Microsoft Program and 4508 trainees in Technological Development Center in addition to providing schools with 7600 thousand computers.

The most significant challenges that impede qualitative and quantities development in primary education cycle.

It is obvious that Egypt suffers from economic resources scarcity, bad investment of human resources in spite of their abundance. It is remarkable that there is a bad distribution of these resources between urban and rural areas. This means their accumulation in a place and their scarcity in the other. Besides, there is a bad professional qualification, a clear scarcity in some specializations particularly activities teachers (physical education – music education – art education) .There is no a strong authority for inspection and supervision on the teacher during doing his work in the classroom.

As a result of traditional teaching and evaluation systems and a reflection of the length of school curricula, the plenty number of topics in them as the topics number increased in the primary education cycle from (96) titles in 2000 to (229) titles in 2005 with a rate of (138%), the private tutoring increased incredibly. This has a great burden on the Egyptian family especially if the family is poor or below the poverty line. Besides, private tutoring phenomenon has made a lot of teachers neglect doing their roles in school. So, the number of illiterates enrolled in school increases as there is a study conducted by inspection authority in Ministry of Education that stated that (30%) of basic education cycle students (primary – preparatory) weren't able to read and write well in 2004/2005.

It is also noticed the inflation of the administrative body in schools,

Idyrra and educational directorates. According to a study by the World Bank on performance evaluation, it has been found that non- teachers to teachers ratio is 1 : 1.26 in the school year (2005/2006).This ratio in other countries is 1:6.2 in the same year. Non teachers are vice – principals, head teachers and supervisors. According to 2012/2013 data, the number of primary education cycle teachers is (390.749) thousand teachers while non- teachers' number is (208.241) thousand. This means that non- teachers ratio to teachers is 1: 1.87.

One of the most significant challenges is the educational wastage represented in failure and dropout as Education Development Indicators indicate that measuring the whole progress towards achieving education for all is conducted through measuring the mean of four aspects as follows;

- Universal primary education is measured through net access ratio.

- Adult illiteracy is measured by adult literacy rate.

- Equivalence between males and females is measured by education indicator related to each gender.

- Education quality is measured by survival rate in education till the sixth grade.

Table (20/2) Increase in access number and decrease of dropout ratio in primary cycle from 2000/2001 to 2012/2013

Statement Year	Males			Females			Total		
	Access	Dropout	%	Access	Dropout	%	Access	Dropout	%
2000/2001	3774009	41739	1.11	3368118	20460	61	7142127	62189	87
2003/2004	3760893	21110	56	3453933	14017	41	7214826	35127	49
2006/2007	4594994	83122	1.8	4287803	52642	102	8882797	135728	105
2012/2013	5087613	Unavailable	-	4744903	Unavailable	-	9832516	Unavailable	-

Source: General Directorate of Information and Computer, A statement of the data mentioned, Ministry of education
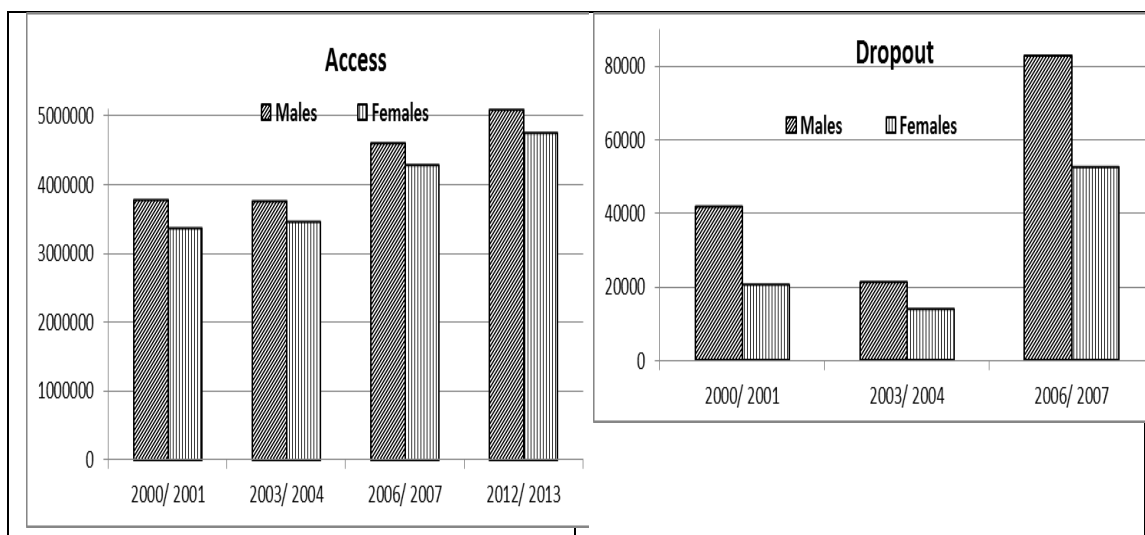
Figure (17/2) Increase in access number and decrease of dropout ratio in primary cycle from 2000/2001 to 2012/2013

Reading The above table and figures shows the increase of access number of males and females. It is noticed that there is an increase in learners' number in 2006/2007 compared to 2003/2004 owing to classrooms increase and the return of the sixth in 2005/2006.Consequently, there is an increase in learners' number of males and females in addition to increase in drop out number compared to the previous years. The dropout ratio is 1.8% for males, (1.2%) for females and 1.5% in total in 2006/2007. It is also noticed that 2012/2013 data on dropout number hasn't been calculated yet because of its calculation mechanism which forces the pupil not to enter the final year exam for two consequent years.

The National Center for Educational Research and Development studies and Research refer to the most significant causes of the child's dropout from school as follows;

- There is no space for practising educational activities in school.

- The Pupil who drops out wishes quick earning of living.

- The Pupil who drops out feels hungry during the school day.

- The number of pupils is great in the classroom, the thing that doesn't give an opportunity for identifying the gifted and low - achievers.

Youth and children's Survey Report, 2011 indicates that poor families children suffer from high failure rates in education that reach (23.4%) compared to (9.2%) for rich ones. The highest ratio of failure is found in poorer groups. In primary education, in particular, (6%) poorer children drop out compared to (0.3%) of rich ones.

The internal efficiency of any educational system is usually measured by success and survival rates in the cycle in addition to decreasing failure and dropout rates. In the field of pupils' performance evaluation, an exam is held in the sixth grade primary on the educational directorate level . These exams measure the cognitive aspect only. This aspect is related to memorization and recalling and lacking training on problem solving skills, critical and creative thinking.

In the previous years, it is noticed that there is an increase of the private sector role in the educational process particularly in Cairo and Urban governorates. This role decreases in the country and Upper Egypt owing to families' low incomes. It is also noticed that the most governorates that witness drop out, according to the Central Agency for Public Mobility and Statistics, are Upper Egypt governorates followed by lower Egypt ones in a ratio of 37.6%, 37.8% consequently in 2006 / 2007.

It is worthy of note that we have a successful experience in this respect as (700) children, who dropout, returned to school in Alexandria governorate because the educational directorate in Alexandria gave each student one thousand pounds, (700) thousand pounds in total. It also conducted awareness campaigns for their parents. This experience was within a study of dropout phenomenon and putting suitable solutions for it in co-operation with children at risk program that UNICEF organizes in partnership with Ministry of Manpower to follow-up pupils working in workshops.

Concerning the expenditure on education: In spite of the increase in government expenditure on education, as reports show, the quantitative extension and solving accumulated problems such as drop out, failure rates, rehabilitation and maintenance of school buildings and expanding technology use require great extra costs that the official governorate can't fulfill alone.

Data of 2005/2006 indicates that public expenditure on education in primary education cycle is (7969) million pounds in a ratio of (46.5%) of the gross expenditure on education. This ratio suits the importance of the cycle. Pupils' expenditure rate is (986) pounds in the primary cycle in the same year. This rate increased to be (2454) pounds according to 2012 / 2013 statistics so that the increase ratio could become (148%) during seven years. Ministry of Education budget has exceeded (62) milliard pounds in the current year 2013/2014 with an increase that equals ten milliard pounds compared to 2012/2013 as it was (49.984.982) milliard pounds .

Arab Republic of Egypt Constitution of 2014 stipulates that the state commits to allocate a ratio of governmental expenditure on education not

less than (4%) of the gross national product and increase gradually to agree with international rates. The state supervises education for guaranteeing all public and private schools and institutes' commitment to its educational policy. (Article No 19).

In addition to the previous challenges;

- Far distances between school and home in the country particularly in Upper Egypt and there is no safe road for walking. This represents a burden on families to protect their girls during going and returning from school.

- Learners' bad enrollment in education in border governorates. This causes wastage of resources as equipment, laboratories and classrooms become empty without benefiting from them.

- Violence in school and its forms (a pupil against a pupil-a pupil against a teacher – a teacher against a pupil – a teacher against a teacher – a parent against a teacher – an administrator against a parent, etc.) and there are no deterrent measures in dealing with violations.

- Children's labor in an early age and children in difficult circumstances because of families' poverty and increase of divorce rates. According to the Central Agency of Public Mobility and Statistics census (General Census of population, 2008), Egypt has about three million students at the age of basic education who are outside the education system with a ratio that reaches (15%) of the age cluster in spite of the efforts exerted and there is more than one initiative for changing the reality especially in disadvantaged areas that suffer from shortage of health and special services such as Minia, Sohag, Beni- Suef and Fayoum governorates.

The cause of children's labor increase goes back to rise of their wages level compared to learners' wages one and there is no commitment to laws specifying and organizing children's labor. Besides, there is no data base about their number, places and causes of their dropout from education. Consequently, it is difficult to make correct school map on the national level to distribute educational services for this category.

-Concerning school buildings as domain for supporting education infrastructure, Ministry of education efforts isn't restricted to the quantitative expansion only, but efforts continued to target the qualitative development of these buildings represented in design and equipment to keep pace with knowledge society demands.

In spite of building schools is one of the state priorities through the pervious and current five year plans after 1992 earthquake and the crisis it caused in school buildings, there are more than one thousand schools that are unvalid at all according to formal reports. So, Ministry of Education

has put a plan for building (7500) schools in the context of the third five year plan (1992 – 1997), (500) schools were built. From 1992 to 2006, (14000) schools were built by the General Authority of Educational Buildings in addition to designing a lot of schools according to specified quality standards that approach international standards.

In spite of the efforts exerted to provide more buildings in basic education cycle, there are some current problems such as;

- There is not enough maintenance in schools.

- Governmental schools buildings number doesn't suffice the enrollment

  of all pupils at the official school starting age.

- School buildings may be used for more than shift during the day.

- The cost of building a classroom is very high in addition to the increase of inflation and cost of building constructs. This has led to increase in the cost of building a school greatly as the constructs cost equals about (30%) of the cost of building a school.

The most important opportunities that can be made use of in improving the status quo:

- There are some pioneering projects on the local and international levels such as;

- Education enhancement program for the first three grades primary that Ministry of Education supports. This program is conducted through active learning strategies, providing a lot of facilities and equipment for improving education in schools in addition to training teachers and principals on modern teaching skills. This project was funded by the World Bank and European Union in Co-operation with Ministry of Education.

- Primary education support project funded by Canadian Agency for International Development in co-operation with Ministry of Education to support the Ministry efforts in implementing school centered reform from (2005 to 2010) in the Idyraa of Dairout in Assiut, Al-Monshah in Sohag, Qus in Qena in ninety schools in total.

- Electronic Learning project that started in 2001/2002. It aims at establishing high – quality educational sites on the internet that include diagraphs, video films, chat and TV channels.

- Co-operation with Ministry of Military Production that has a pioneering experience in providing schools that have no electrical powers sources with generators to use laboratories, technological sets and computers in addition to benefiting from the National Authority of

Quality Assurance and Accreditation of Education efforts, established by the Ministerial Decree No. 82 for 2006.

- Supporting the partnership with national councils and concerned ministries such as the National Council for Childhood and Motherhood, Ministry of Social Solidarity and Ministry of Supply to solve school children and their families' problems and provide the necessary things for developing the educational process.

- Benefiting from the Professional Academy for Teachers efforts established according to adding the Article No. (75) of the Act No (155) of 2007 that complements Act No139 of 1981 and reactivating its role in teacher's training and development in addition to the General Authority of Illiteracy and Adult Education efforts.

- Creating a kind of balance in educational systems and institutions management and between centralization and decentralization by delegating more responsibilities for municipalities to find quick solutions for some problems and crises keeping the Ministry of Education right, the real representative of the central management, to take necessary decisions and specify the suitable budget for that in addition to upgrading school self – capacity as the executive unit responsible for achieving education process goals.

- Caring about the talent and the talented and building more than one school such as Maadi Secondary School for the Talented, identifying and nurturing the talent in an early age in the primary cycle to the preparatory and secondary cycles in parallel with caring about the handicapped right to education.

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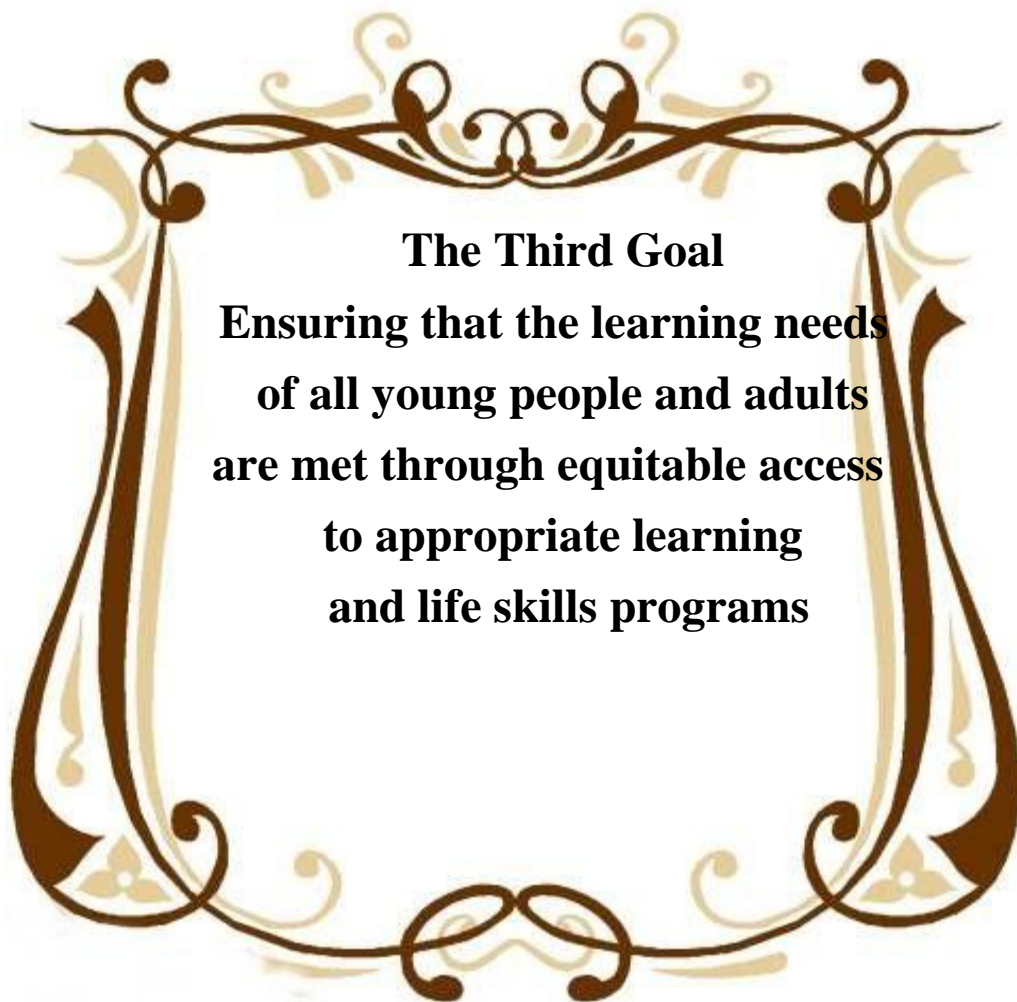
The Third Goal
Ensuring that the learning needs
of all young people and adults
are met through equitable access
to appropriate learning
and life skills programs

The Third Goal: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs.

Ministry of education tries to ensure that learners are able to get their possible capacities in each of the educational programs, expanding educational opportunities in different educational cycles, making the learner acquire useful knowledge, life skills and values.

Besides, there is a focus on learning life skills, developing the ability to read and write and empowering different population groups to obtain education that allows them to live a better life through achieving equal opportunities for education.

The constitution of 2014 has added the secondary stage to compulsory education (the age group from 15 to 17). So, secondary education, in its two kinds, general and technical, is included in basic education as compulsory one.

The following table shows youth literacy rate (those who can read and write) of the age group (15-24) years expressing it in a percentage of the total population belonging to the same age group. The individual is literate if he/she is able to read, write and understand an easy text related to his daily life. Males are better than females in a ratio of (7%).

Table (3/1) literacy ratio among youth (15-24) years (2005 – 2010)

Statement	Ratio %
Total Literacy Ratio	88
Males	91
Females	84
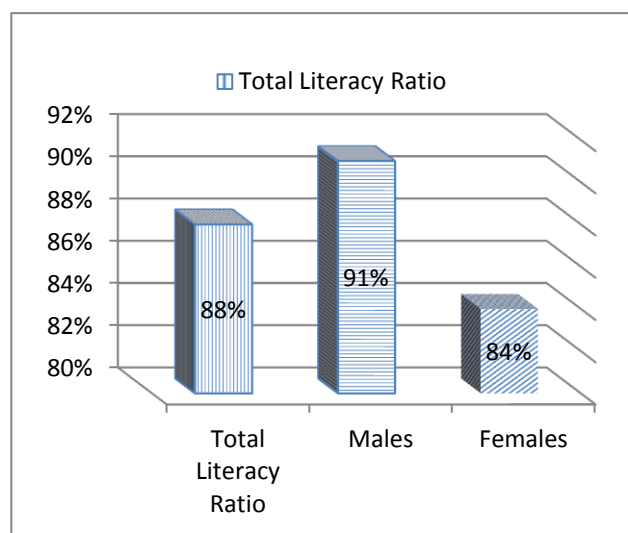
Figure (3/1) literacy ratio among youth (15-24) years (2005 – 2010)

The following table and figure show expected youth literacy rate (15-24) years in 2015

Table (3/2) The expected progression in youth literacy ratio in the age group (15-24) years

Statement/ Year	2010	2015
Total Literacy Ratio	88%	92%
Males	91%	94%
Females	84%	90%
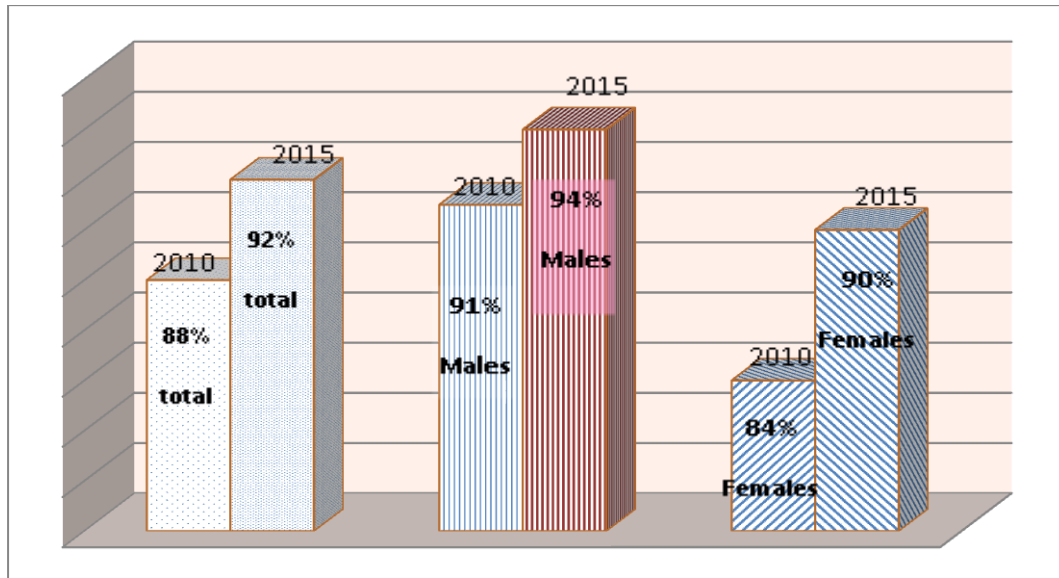
Figure (3/2) The expected progression in youth literacy ratio in the age group (15-24) years

Literacy project:

Owing to the lower standard of primary cycle students in pronouncing and writing letters and sentences, Ministry of Education has implemented literacy project since 2009. This project includes remedial programs in the first three primary grades in addition to a remedial program that depends on literacy and targets pupils from the fourth primary grade to the third preparatory one to improve their standards in reading and writing. Besides, it tries to close illiteracy as it is a remedial program in the subsequent grades in basic education and those enrolled in technical education.

It is an educational and instructional project that aims at developing Arabic language basic skills, as it is the mother tongue. It concentrates on Arabic language sound awareness, its forms and nouns. It aims at making the pupil master Arabic letters pronunciation and uttering them correctly. Teaching Arabic language is conducting through using two methods; sound awareness method (synthesis method) in which the child learns the sound of letters, their names and forms and then forms a word and finally a sentence. The other method is the whole analytical method in which the child analyses the sentences into words and then letters (Katateeb method

through technology use).

Ministry of finance provides a financial incentive for literacy teachers as there is teachers' reluctance to teach in the first grades in spite of the necessity of selecting the best elements to teach in this stage. Support and Projects Finance Fund provides the financial and the budget of this project in light of fruitful vision and goals that help in preparing a child who is able to learn basic skills in the first three grades. This project has achieved success that parents have felt. It has contributed effectively to improving literacy rate, attracted the pupil to school and empowered him/her to read and write fluently. The teacher has also become more positive and interactive inside the classroom.

The Professional Academy for Teachers had trained Faculty of Education graduates on how to implement literacy project and hold many training programs for teachers working in this project.

Training of trainers statistics on Egypt level indicates that (3190) trainers were trained from September, 2009 to September 2013 in addition to (83) thousand teachers, (290) senior inspectors, (4500) inspectors, 616) thousand principals, head teachers and vice- principals. (17) thousand teachers' guides of school subjects in all Egypt schools. These guides were prepared by high experienced cadre. They were experimented in the field. Besides, the Professional Academy for Teachers accredited (1250) literacy trainers. It was aimed at training of (10010) teacher by the mid 2013. Moreover, literacy training plan was included in the Central Directorate of Training, preventing the transfer of literacy teachers after training in addition to motivating them. There is also a demand that the National Center for Examinations should include literacy strategies within exam paper specifications, amend the third primary grade textbook, give interest in follow up in the sense that there should be literacy coordinator to work with Arabic language inspection in each educational directorate and communicate through video conference to exchange experiences.

Literacy directorate in the organizational structure of the Ministry of education was established to facilitate communication with educational directorates and Mudryia and train cadre so that it could form a unity in all the project period and finish by its end. This contributed by (70%) ratio to upgrade Egypt level in International Competitiveness Report from order No (142) to order No (73). Literacy directorate includes (27) literacy units in all Mudiryia and (270) units in educational directorates level. Besides, there is a continuous communication with businessmen and civil societies that realized the project success and look forward to upgrading pupils' standards.

Relative distribution of population (more than ten years) was estimated according to educational state and gender in 2006. This is the last comprehensive statistics of population according to the decimal periodical census as follows;

Table (3/3) Relative distribution of population (+10 years) in 2006

Educational State	Males		Females		Total	
	No.	%	No.	%	No.	%
Illiterate	6549518	22.8	10473999	37.1	17023517	30.1
Read and Write	3932148	13.7	2938932	10.6	6549518	12.1
Pre middle qualification	6109773	21.2	5045050	18.2	11154823	19.7
Middle Qualification	8263098	28.3	6553468	23.2	14816566	25.9
Post Middle Qualification	828095	2.8	626070	2.3	1454165	2.6
University Qualification	3165673	10.9	2205791	7.9	5471464	9.4
Post University Qualification	93765	0.3	46503	0.2	140268	0.25
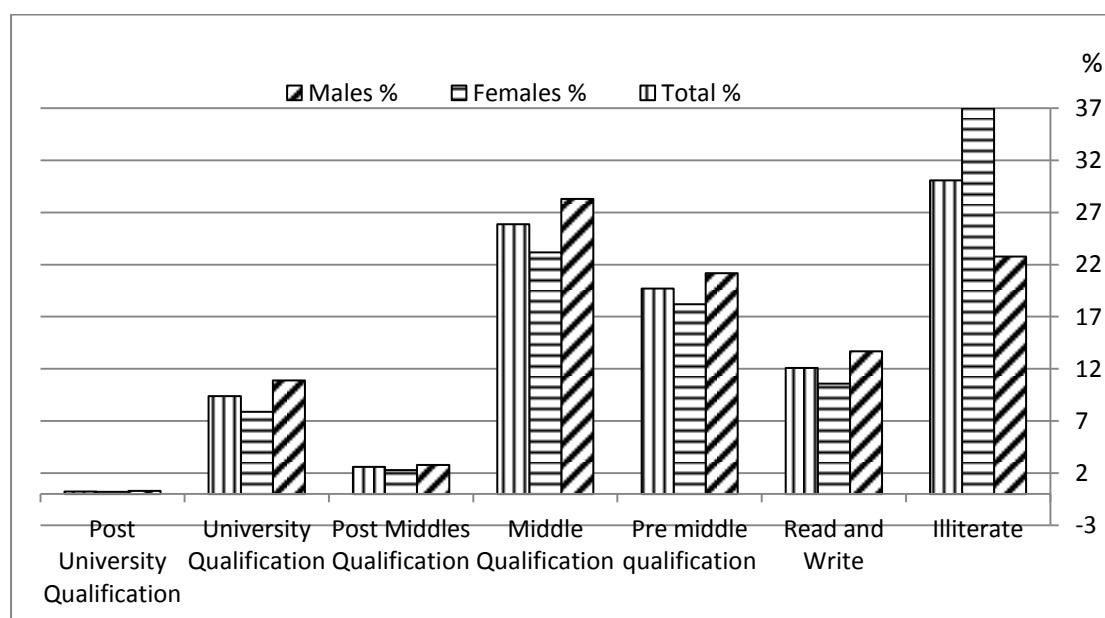
Figure (3/3) Relative distribution of population (+10 years) in 2006

Vocational and Technical Training and Education:

Ministry of Education pays a clear attention to technical education because of the grate number of students who enroll in it. So, the Ministry

of Education tries to provide it with teachers, trainers, educational buildings and equipment necessary for workshops, machinery and sets.

Ministry of Education aims at developing technical education through some strategic goals to achieve the following;

- Training for employment.

- Expanding opportunities and modernization of technical education specializations in Egypt and the Sudan.

- Providing a complementary program for those who wish from general secondary education certificate graduates to prepare them for the labor market.

- Providing facilities and education technology to suit the type of technical education and number of students according to specified standards.

- Connecting technical education with services and production institutions in the surrounding context to train students in these productive institutions.

- Developing curricula in light of up to date requirements to keep pace with the labor market and local context reality in addition to implementing a new system for comprehensive assessment and evaluation.

- Upgrading legislation and structure of permanent capital project in light of dual education and economic outcome.

- Cooperation with firms and businessmen for developing technical education to keep pace with the great challenges that international competeveness imposes now and in the future and provide employers with skilled graduates and qualifications that the labor market needs.

  - Supporting governance and accountability systems in technical education management on all levels.

Table (4/3) progression of numbers of students and schools of technical education in Egypt

Type	2000/2001		2006/2007		2012/2013		Remarks
	Schools	Students	Schools	Students	Schools	Students	
Professional Preparatory Schools	266	157446	281	114350	269	125094	MOE aims to decrease this kind of schools
Industrial	792	933875	874	910383	947	856123	+19.57% (schools)

Secondary							
Agricultural Secondary	169	225311	174	185499	188	179013	+11.24% (schools)
Commercial Secondary	921	990222	753	697727	794	651220	A number of commercial schools were transformed into hoteling schools
MubarkKhol Schools (Dual education and training)	35	6000	44	16000	48	20660	They were included in dual education and training.
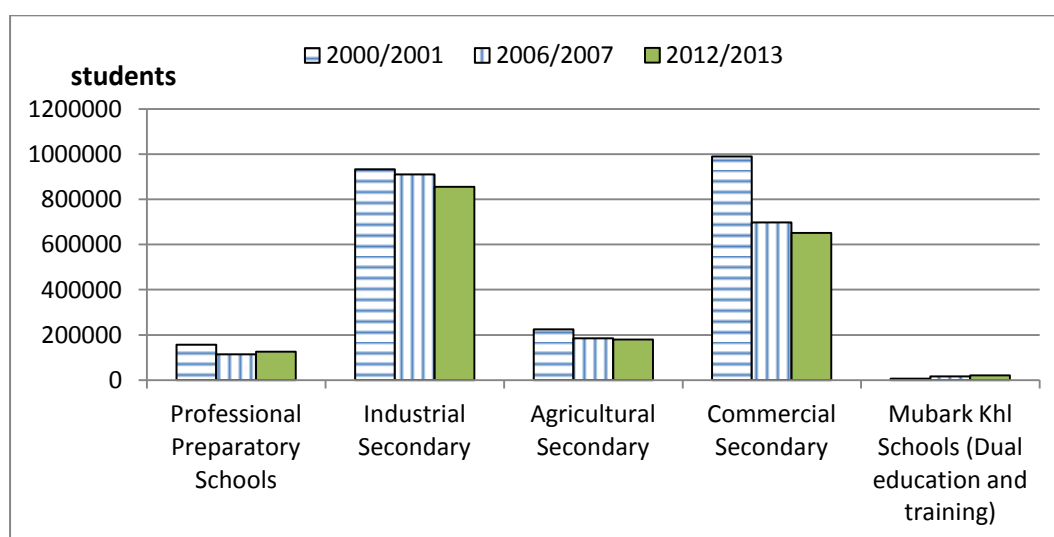
Figure (4/3) progression of numbers of students of technical education in Egypt
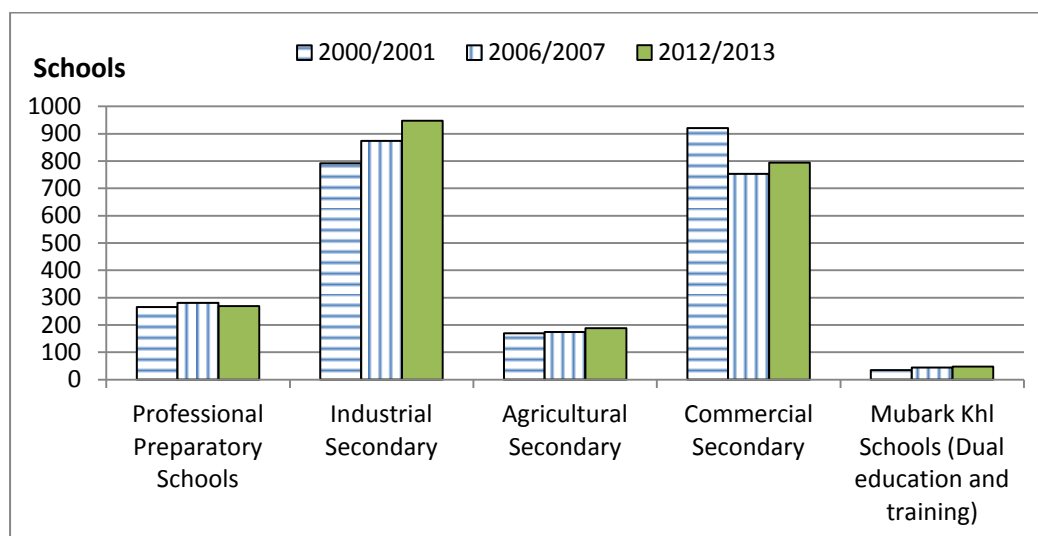
Figure (5/3) progression of numbers of schools of technical education in Egypt

It is noted from table (5) and diagrams (5, 6) that in spite of technical

education schools increase, there is a decrease in technical education students' number between 2000/2001, 2006/2007 and 2012/ 2013. This indicates that classroom density is affected. It also indicates the increase in demand and enrollment in general secondary education instead of technical education. This proves the success of expanding the policy of options opportunities for preparatory cycle graduates as there is a decrease in students' enrollment in technical education in a ratio of (8%) in six years from 2006/2007 to 2012/ 2013.

Table (5/3) Total types of technical education students according to gender, public, private, rural and urban in 2012/2013

Technical education	Total		Public	Private	Urban	Rural	Total
	Males	Females					
Industrial secondary	550101	306025	853111	3015	695088	161038	856126
Agricultural secondary	145779	33234	179013	-	137600	41413	179013
Commercial secondary	255627	396093	537425	114295	473535	178185	651720
Technical education total	951507	735352	1569549	117310	1306223	380636	1686859
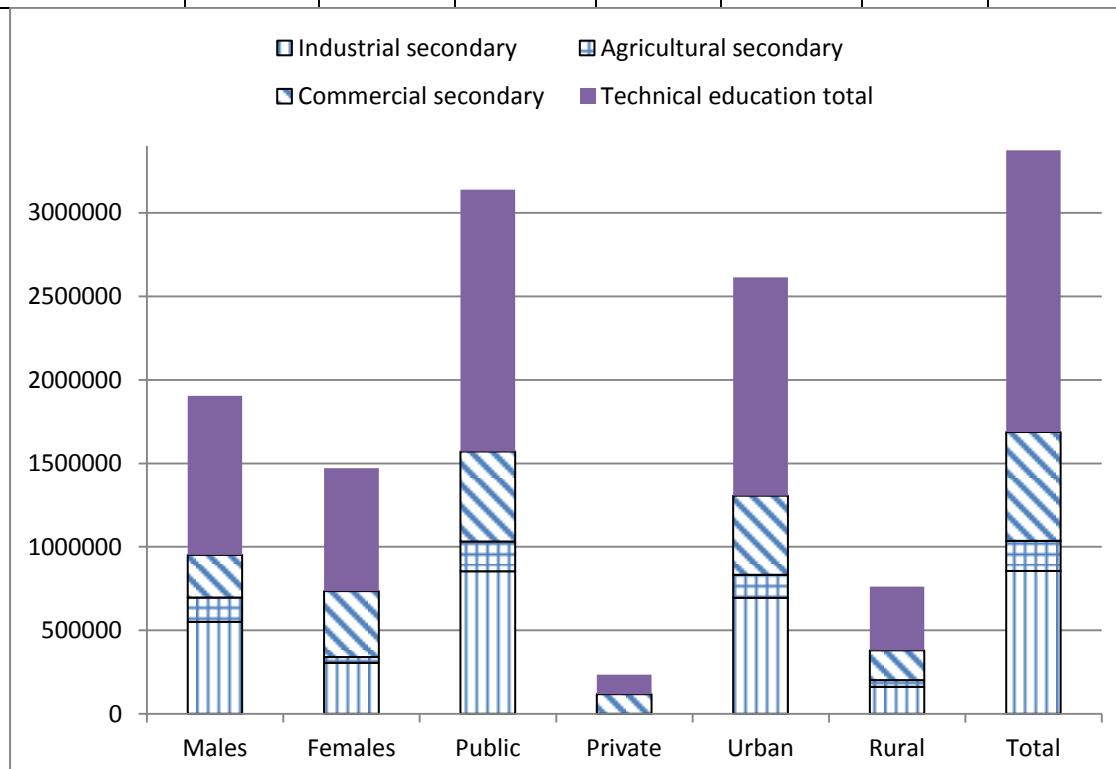
Figure (6/3) Total types of technical education students according to gender, public, private, rural and urban in 2012/2013

Table (6/3) Total and net access ratio of secondary education students' two types

Technical education	Net access ratio		Total	total access ratio		Total	
	Males	Females	Net access	Males		Female	Net access
Industrial secondary	18.6	12.3	15.5	23.1		13.7	18.5
Agricultural secondary	4.7	1.3	3.1	6.1		1.5	3.9
Commercial secondary	8.5	15.2	11.7	10.7		17.7	14.1
Technical education total	31.8	28.8	30.3	39.9		32.9	36.5
General secondary	24.8	31.2	27.9	26.9		33.4	30.0
Total	56.6	60.1		58.3	66.8	66.3	66.5
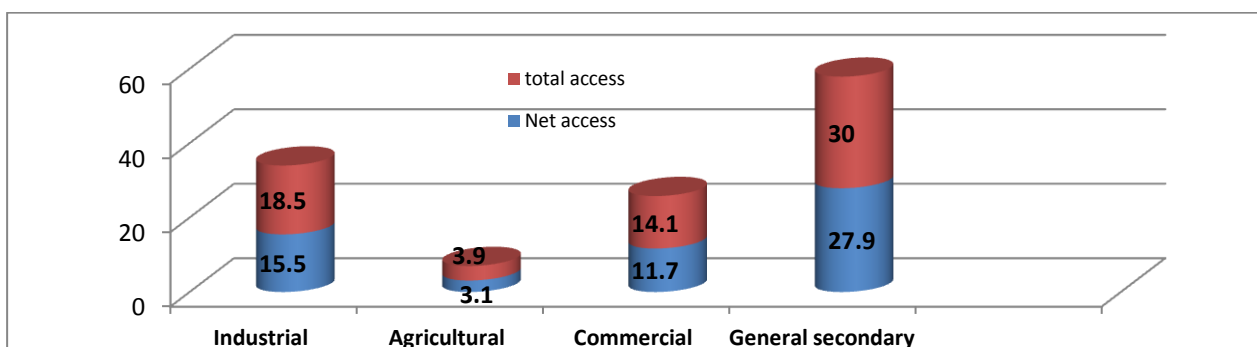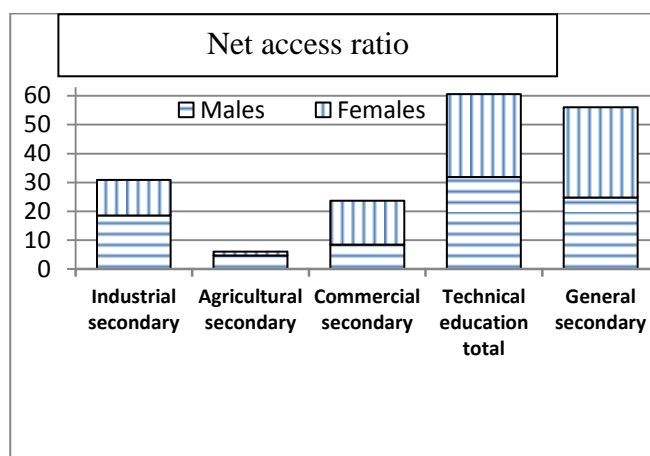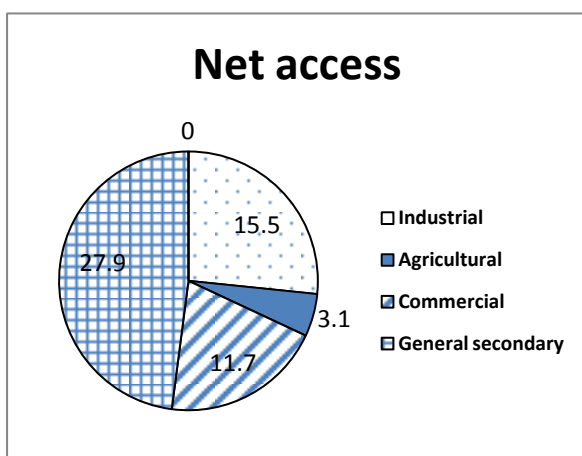
Figure (7/3) Total and net access ratio of secondary education students' two types

- It is noted that there is a similar number of technical education students (males and females) because of the increase of females'

number in commercial education than males and vice versa in industrial and agricultural education. Females have got higher ratios than males in both general and commercial education and vice versa in industrial and agricultural education.

- The total number of technical education students in public schools exceeds greatly its counterpart in private technical education in a ratio of (93.5%) owing to its high cost and there is not private agricultural education.

- The total number of technical education students in urban areas increases in a ratio of (77.44%) than rural ones.

- The total access rate in secondary cycle exceeded (66%) and general secondary education has got (45%) of students enrolled in secondary education two types.

Table (7/3) Industrial secondary diploma result in 2011/2012

Three year system 93.7%				Five year system 98.15%			
Males		Females		Males		Females	
No.	%	No.	%	No.	%	No.	%
180189	90.0	98601	97.4	1379	97.3	192	99.0

Table (8/3) Agricultural secondary diploma result in 2012/2013

Three year system 91.95%				Five year system 92.3%			
Males		Females		Males		Females	
No.	%	No.	%	No.	%	No.	%
44559	87.7	10563	96.2	33	84.6	6	100

Table (9/3) Commercial secondary diploma result in 2012/2013

Three year system 85.7%				Five year system 95.85%			
Males		Females		Males		Females	
No.	%	No.	%	No.	%	No.	%
68357	81.2	115125	90.2	962	95.2	411	96.5

Ministry of Education established many developed technical and vocational schools such as;

- **Technical school for maintenance technology**:

It includes eleven specializations to prepare students, train them scientifically and practically and make them reach a distinguished technical standard to implement advanced maintenance arts. The school was equipped with twenty workshops and laboratories, amphitheatre for (800) hundred students, buildings for students' stay provided with all services, various playgrounds, yards and green areas.

- **Vocational preparatory schools:**

  They are schools that enroll students who failed in primary education cycle completion examination in addition to those who failed in preparatory education cycle or those who have interests to enroll in this type of education. Although, it was aimed at decreasing the number of these schools in (50%) ratio, they were decreased in (13) schools only. The number of these schools is (296) schools in 2011/2012. They include (2568) classrooms that have (125094) seats and there is almost no presence ratio.

- **Private sector contribution to preparatory education:**

  The ratio of private schools to public ones has increased from (11.5%) to (13.4%) during the last five years. It is actually a small ratio because of the state encouragement of the private sector to expand private schools. Private sector contribution in rural areas is very weak. Private schools are distinguished by decrease in their classrooms average density in general compared to public ones as the density ranges from (25 to 30.2)students/classroom in rural and urban areas subsequently while it ranges from (8.5-35.2) students/classroom in (South of Sinai-Luxor).

- **Al-AzharKatateeb**:

  Al-Azhar contributes through readings institutes and The Holy Qur'an memorization schools (Katateeb) that give an opportunity to those who memorize the Holy Qur'an and their age exceeds 12 years to join them after passing a program equivalent to primary and preparatory cycles subjects in Al-Azhar institutes. This gives an opportunity to students who drop out to return to Al-Azhar education.

  Table (10/3) Transfer rate among educational cycles and access

Transfer rate from primary to preparatory cycles	Transfer rate from preparatory to secondary	Transfer rate from preparatory cycle to industrial secondary	Transfer rate from preparatory cycle to Agricultural secondary	Transfer rate from preparatory cycle to commercial secondary

	cycles	education	education	education
88.9	37.17	19.68	4.63	16.39
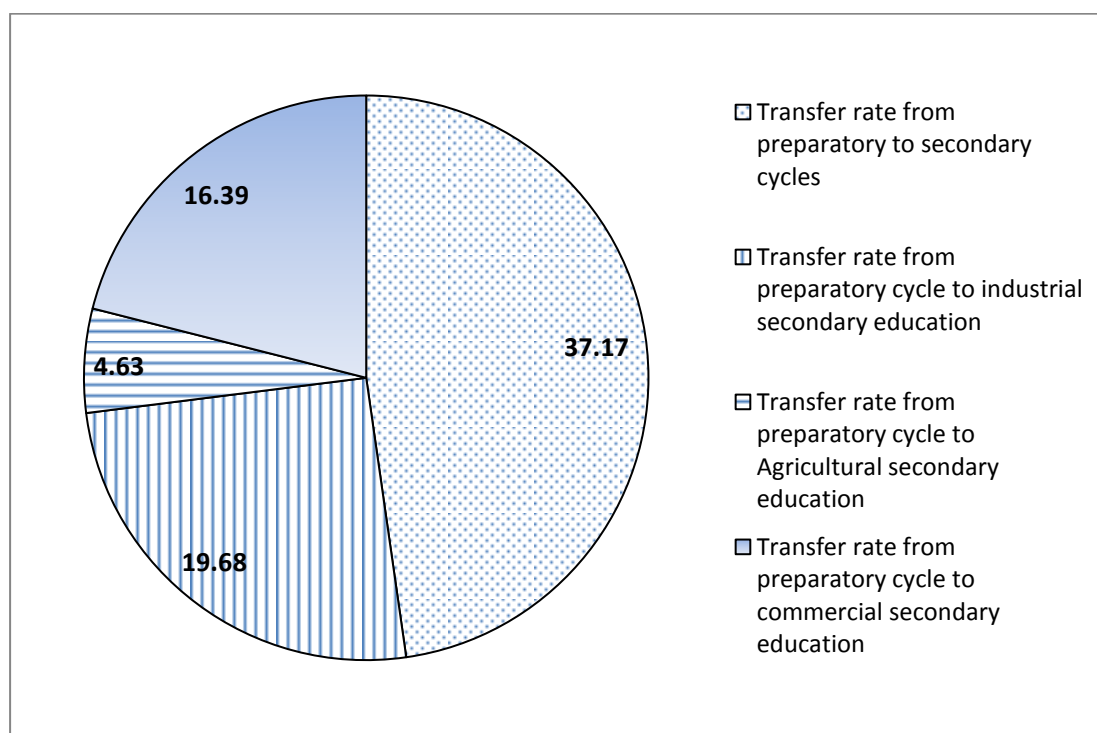
Figure (8/3) Transfer rate among educational cycles and access

Access in preparatory and secondary education:

The Egyptian government has continued to provide equal educational opportunities for all pupils at the age group (4-7) during the last two decades. As a result, there is a great increase in number of schools all over Egypt.

Egypt has committed to preparatory education access and completion for both males and females at the age group (6-14) by 2015 within the millennium goals in front of the international community. This is also one of the Education For All goals (All United Nations members, including Egypt, have signed these two initiatives). In spite of continuous efforts in this respect, the financial gap has been the main obstacle that impedes achieving the complete access goals for all children at the official age of basic education, as the net enrollment doesn't reach its target in spite of its continuous improvement.

Access challenges:

Total access rates during the last ten years have differentiated. After the total access was (98.4%) in 2001/2002, it decreased in (96.9%) in 2005/2006. It returned to increase again to reach (103%) in 2011/2012. This refers to improvement in more students' enrollment in the same age

group of the cycle. The increase rate in the number of preparatory public schools is (8%) during 5 years (2007-2012).

Table (11/3) progression of total enrollment rate in preparatory education cycle in 2007-2012

Statement	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012
Total enrollment	98.4	96.3	95.2	92.5	96.9	102.5

Total enrollment rate in preparatory
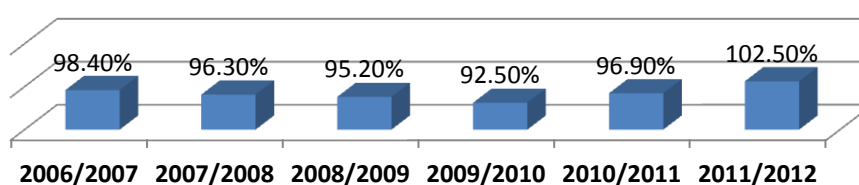
Figure (9/3) progression of total enrollment rate in preparatory education cycle in 2007-2012

Higher education and its public and private types:

Table (12/3) Higher education and its public and private types

Type		2005/2006	2011/2012
Number of public universities		17	23
Number of students	Total	1880460	1627339
	Males	981302	836211
	Females	899158	791128
Number of private universities		8	19
Number of students	Total	83108	86784
	Males	52127	51923
	Females	30981	34861
Number of public technical institutes (post-middle)		7	8
Number of students	Total	145620	79580

	Males	77266	45981
	Females	68354	33599
Number of private technical institute (post-middle)		10	11
Number of students	Total	19633	7957
	Males	6086	3634
	Females	13547	4323
Number of higher institutes/ academies		13	13
Number of students	Total	371814	332814
	Males	232003	239416
	Females	139811	93458
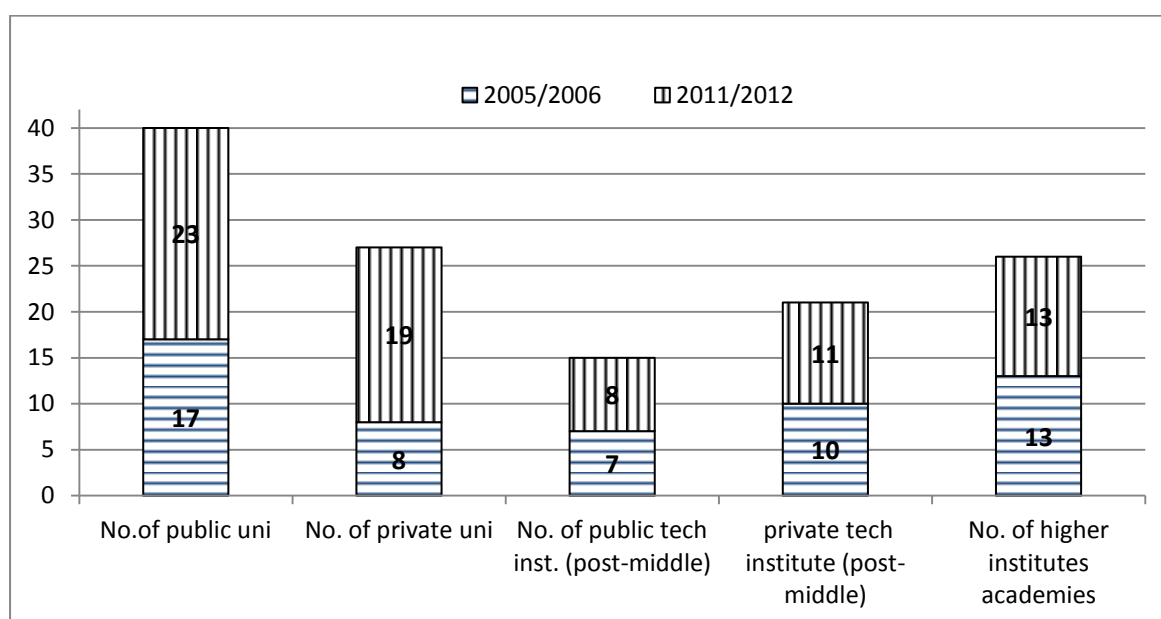
Figure (10/3) Higher education (no. of institutes)
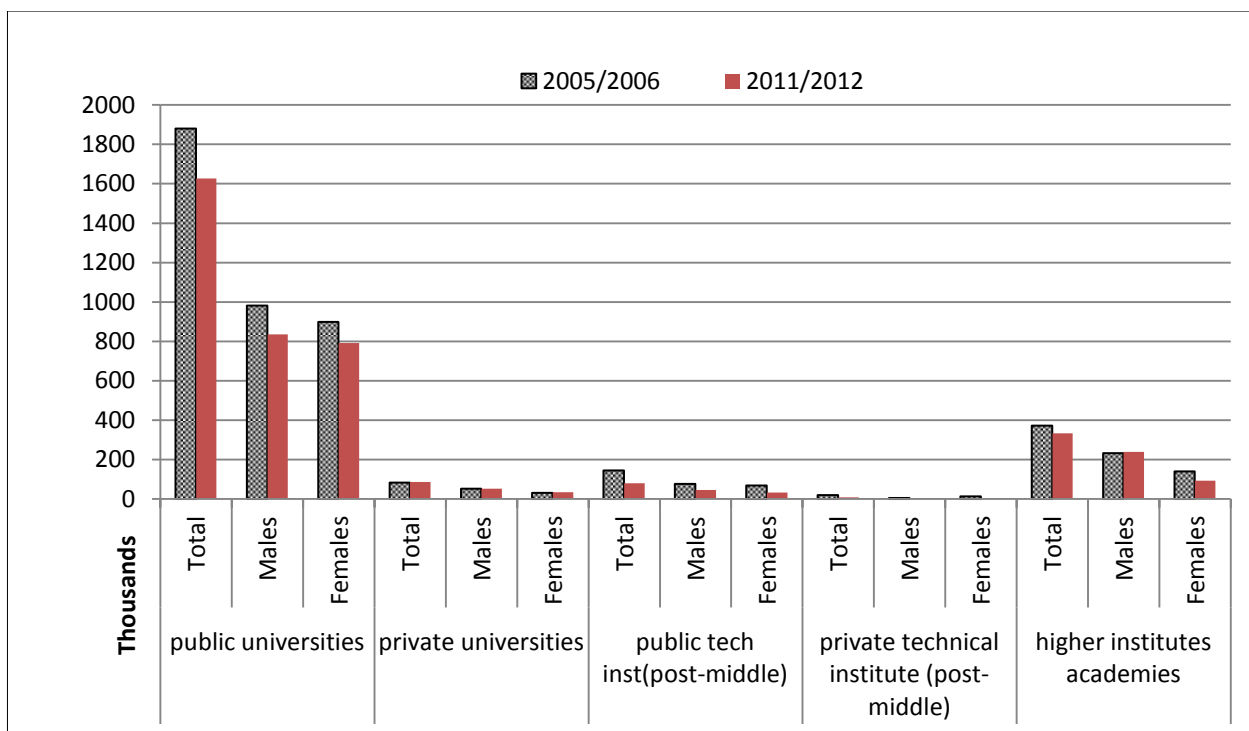
Figure (11/3) Higher education and its public and private types

In spite of the increase of private universities in (70.4%), it is obvious that students enrolled in them are fewer in a great ratio (5.3%) than those enrolled in public. Besides, the number of private technical middle institutes is greater in a ratio of (58%) than public ones but the number of students enrolled in them is fewer in a great ratio as (10%) only of the numbers enrolled in technical post middle institutes have access to them. It is worthy of note that these private universities and institutes have given great opportunities for accepting different types of technical education graduates. It can be noted that there is a decrease in numbers of students enrolled in private and public universities and institutes in 2012 compared to 2005 as a result of the general secondary education space year in 2010 after returning the sixth grade primary to basic education cycle.

Projects, programs and initiatives in the field of technical education:

Mubarak Khol project for technical education:

This project is a result of cooperation with Germany. Through it, some students travel to Germany every summer. There is cooperation between Ministry of Education and Ministry of Industry. The number of participating factories has exceeded (1800) factories in addition to (300) construction firms. The number of careers trained on is (29). The number of governorates where the program is implemented is (22) governorates.

Dual vocational training and education system:

Dual vocational training and education system is based on systematic vocational education (theoretical, cultural and technical subjects inside school) and training (practical application inside the training institution) as a preliminary and basic preparation of the career in light of the following characteristics;

- Qualifying a category of technical trained labor scientifically and practically on means of production and advanced modern technology to keep pace with labor market needs.
- System implementation(to apply and reactivate community participation principle) through;
  - The governmental sector represented in Ministry of Education.
  - The private sector represented in the qualitative union of investors' associations or any other economic and service establishment in coordination with the qualitative union of investors' associations.
- The target categories to join this educational cycle are those who completed basic education cycle in the same year.
- In case of availability of good training opportunities during the school year, the following categories can be accepted;
  - Those who completed the first technical term successfully in the same career (the first grade).
  - Those who completed the first technical term successfully in the same career (the second grade).
  - Those who want to transform at the beginning of the first technical term in the same career provided that they are transferred to the second grade.
- There should be a contract between the student's parent (the trainee) and the training institution (a firm, a factory…) .Its items organize all rights and commitments of the two parties during training periods.
- The theoretical study should be for two days in one of the technical industrial schools and the practical training for four days or its equivalent of cumulative education and training in a way that it doesn't affect practical training and theoretical study hours in one of the training institutions.
- Training year length is twelve months starting with the beginning of the school year.
- The study length in schools that apply this system is three years. After that, the graduate obtains technical secondary diploma certificate in the dual system in addition to a local certificate from the institution supervising practical training.

The most significant partnership efforts in contributing to supporting technical education are as follows;

- Cooperation with Ministry of Information to qualify trained technical labor in electronics.
- Cooperation with Ministry of Petroleum to qualify trained technical labor in petroleum technology.
- Signing an agreement with Miser Al-Kheir that aims at qualifying technical schools graduates and helping them financially to establish and manage small projects in the field of their study specialization in addition to improving school management, technical inspection and teachers in technical industrial education.
- Signing cooperation agreement with Faculty of Engineering at Suez Canal University to train teachers, students and inspectors in the governorates surrounding Suez Canal University.
- Cooperation with Ministry of Man power and Immigration through preparing standards for measuring unqualified technical workers' skills in careers related to craft, career and industrial field. Technical education sector specialists prepared these standards.
- Cooperation with Ministry of Electricity and Energy to qualify trained technical labor in dual training and education system in the following fields; electric measurement and control apparatus, power mechanics, power electricity, transport lines maintenance, transformers stations maintenance, protection and communication sets maintenance, operation and maintenance of electric distribution networks as well as electric networks.
- Cooperation with the National Authority of wire and wireless communication to qualify trained technical labor in the following fields; electronic telephone exchanges, coorrespodence, network communication technician, electric power communication technician, air-conditioning, computers.
- Cooperation with Ministry of Industry to qualify trained technical labor in the following fields; forgings and thermal transactions, hydraulics, transportation and distribution units, printing, the offset, petrochemicals, plastic, weaving mechanics, ready-made clothes, Electronics and mechanical automatic control, weaving mechanics, dyeing, printing and textile processing.
- Cooperation with the Ministry of Culture to graduate trained technical labor in the two fields: (architecture restoration- accurate restoration).
- Cooperation with the Ministry of Military Production to graduate trained technical labor in the dual education and training system in

the following fields; mechanical operation, industrial Painting - Cooling and air-conditioning - Metalwork and welding – Furniture carpentry - Mechanical maintenance - E-Calculators - Industrial Chemistry -Electricity- Equipment – electrical installations technician)

- Cooperation with the Ministry of Health to graduate trained technical labor in fields of prosthetic devices and limbs.
- Cooperation with General Organization for Government Printing Offices in Imbaba to graduate trained technical labor in fields of (Photo Collecting - Mechanical photography – Lithographic printing - Offset Printing - Binding and underlining)
- Cooperation with General Authority for the development of High Dam Lake to graduate trained technical labor in the dual education and training system in the field of fish catching technology.
- Partnership with My Way company in Kalubeya governorate, Egyptian Jamma International Company in Kalubeya governorate, Sweedy Electric company in Sharkia governorate, Al-Amel Factory for Manufacturing Cars in Sharkia governorate
- Cooperation with private sector in many companies including Ahmad Arafa Company for Textile and Ready –made clothes in Tenth of Ramadan city, BTM company for Ready –made clothes, Fotex company, MVC company for Mercedes Buses Industry Sweedy and Al-Amel companies .
- Holding cooperation protocols in partnership fields in leather, ready–made clothes, food industry and printing.

Technical and Vocational Education and training reform project (TVET):

The aim of the project is to focus on training based on demand, curriculum related to the needs of the labor market distinguished training centers and training based on quality system .Technical education sector in coordination with Project Management Unit established joint committees between technical education sector officials and the project responsible to maximize the benefit from all project activities to conform with the sector plan . The sectors that have partnerships are; ready-made clothes industry, engineering industries, wood and furniture industries, construction material industry, food industries, tanning leather industry, printing and media industries, chemical and pharmaceutical industry, construction and building industry, infrastructure and civil work and tourism (hotels - restaurants -cafeterias - marine sports - antiques - diving centers -travel agencies - bazaars)

Technical and Vocational Education and Training Reform Project (TVET 2):

- The system is applied in cooperation between the Ministry of Education and the European Union. It is a reciprocal training system as the careers are divided into jobs. For example, ready –made clothes technician career consists of several jobs, including advanced sewing, ironing, cutting and packing, wrapping and other jobs contained in the career itself.
- The number of jobs varies depending on the nature of the career. If the career contains five jobs, for example, two of them are studied in the first year, two in the second year and one in the third year. If the student completed three years of study successfully, he/she gets a diploma, along with certificates of the five functions obtained. It is worthy of note that the experiment has been applied in 41 schools, in 15 governorates, in addition to two training centers belonging to the Authority of Productive Efficiency.
- Moreover, there is a local partnership between the private sector and the governmental one in each governorate. This partnership has two committees: the policy committee headed by the governor and one-third of its members is businessmen, and the last third is a governmental sector, (education, workforce, social solidarity, the Ministry of Trade and Industry, and the executive committee or the partnership committee.
- There is also a system in the Ministry of Education called the employment system, where students can study to complete his study during the company's work so that work is a kind of training, and have a number of days to study in school.

Field experiences of support organizations in technical education:

There are many experiences of the supporting organizations represented in companies and businessmen in the development of technical education in Egypt and upgrading it such as:

1-The experience of the Arab Contractors Company:

- The partnership between the Arab Contractors Company and institutions of technical education has been for facing the problem of unemployment in addition to the need for convenient technical education graduate for the needs of the company through training students in workshops and locations of the company according to a set of protocols of cooperation between the Arab Contractors

Company and the Ministry of Education that included a number of industrial schools since 2008.

- The board is formed by the chairman of the Arab Contractors or his representative, the director of technical education, and three workers in the Arab Contractors. The mission of the board represents in the periodical follow-up and decision-making through supervising the students during the period of practical training by the Ministry of Education and the Arab Contractors Company. Besides, the Arab Contractors and the Ministry of Education take part in students' assessment.

- Students are selected through a committee of the Ministry of Education and the Arab Contractors Company to select the students participating in the experience in the light of specific criteria represented in the written test and medical examination.

- The Arab Contractors Company affords part of the cost of education and training within the framework of the partnership, and supporting the school with some equipment in order to benefit the students. Teachers are paid bonuses for supervising students in addition to a monthly pay for students' trainees.

- Working groups of the Ministry of Education and specialists from the Arab Contractors Company are formed to modify the curriculum to suit the requirements of the company. After that, students are trained according to the new curriculum and the location of company workshops.

2-The experience of the Holding Company for Water and Waste Water:

- The partnership between the holding company and the institutions of technical education is to meet the needs of the company's future applications of modern technology that don't exist in traditional technical industrial education. With regard to the curriculum, theoretical subjects of the ministry are taught as well as specialized subjects of the company. Saturday is allocated for the practical training in addition to summer training. The Ministry provides the teachers and the school principal, while the company provides teachers for specialized subjects.

- Students are selected according to the highest total of marks among applicants along with a personal interview for students to identify the level of qualification.

- The company affords the costs of building and equipping laboratories and workshops, printing of books, teachers' and students' bonuses to motivate students to enroll and stay in school.

- The Holding Company for Water and Waste Water devises specialized curriculum with the approval of the Ministry of Education, provides books and prints them. The Ministry of Education is concerned with cultural subjects curricula.

3-The Experience of the local partnership in the industrial zone in Qwesna:

- The partnership between the industrial zone in Qwesna and technical education institutions is to meet the needs of the industrial zone in Qwesna of employment in addition to the development of technical education and vocational training system through raising the efficiency of trainers, the transformation of the training based on offer to the training based on demand, the shift to decentralization in determining the required specializations, connecting curriculum of technical education with the needs of the labor market, and overcoming the weakness of the training facilities in technical education schools through distinguished practical training in factories.

- The experience of partnership in Qwesna includes several factories. A tri-contract is signed among the school, the factory and the student / parent. The partnership process is governed by protocols of cooperation among the Ministries of Industry, Commerce, Education, and the Manpower. As for the school system, the student spends six theoretical weeks in school and spends a month and a half practical training in the factory as well as the summer training.

- Students are selected by the project team specialized in guidance and counseling in the governorate through written, oral and intelligence tests to identify the capacities and skills of the student related to industries and crafts which he will gain after graduation. Based on the results of these tests, the students are distributed on educational programs that suit their abilities, interests and skills.

- Factories fully afford the cost of training with pay incentives for teachers and students. Factories can take part in the expenses of printing textbooks.

- The process of determining the specializations and curricula is conducted within the framework of identifying the needs of factories and is approved by the Ministry of Education in addition to the coordination between employers and educational institutions to ensure the appropriateness of the curriculum. The national level of skills is taken into account in the curricula taught in the framework of the partnership.

Americana experience:

- The partnership between Americana and technical education institutions is to meet the requirements of Americana from the high technical and behavioral skills suitable for the field of restaurants as well as taking into account the discipline and high productivity in the following fields:

  - In the field of restaurants in cooperation with technical colleges, and the Faculty of Tourism and Hotels, Helwan University.

  - In the field of agriculture in cooperation with the Faculty of Agriculture, Monufeya University.

  - The protocol of cooperation specifies the responsibility of Americana in devising specifications for students' selection to enroll in the division and the mechanism of selection, the participation in students' selection, providing a syllabus for practical training to be reviewed by specialists in education to evaluate and integrate it in the specialized division curriculum, providing places for practical training, skilled trainers, the follow-up mechanism, the periodical assessment, and the authority to issue the certificate.

  - The Company affords monthly bonus of students' training.

  - Students are selected to participate in the program in light of the behavior and personal readiness to work in the restaurants career, the ability to teamwork, communication skills, and commitment and discipline in addition to the application of TMRI Test.

  - A team member of the technical secondary alumni is appointed but the supervisor and the assistant restaurant manager is appointed from the Faculty of Tourism and Hotels alumni, division of restaurants under the umbrella of open education. In this program, the student is enrolled to work in restaurants. It is planned to link between the student career and educational paths to allow the student to study during employment and promotion according to the academic and professional performance provided that outstanding students are directly selected for admission in higher education.

5- Arafa Holding Company experience:

- The partnership between Arafa Holding Company and technical education institutions is to graduate an appropriate technician for the needs of the company from labor through the cooperation protocol with the Ministry of Education and the dual education program (Mubarak - Khol) by establishing schools next to factories. The

blocks system is followed through dividing the students into two groups: a group studying the theoretical part, and the other group being trained on the practical part in the factory for an entire semester subsequently. Students are trained on the practical part by the factory engineers within the factory, and the theoretical part is taught by teachers seconded from the ministry or from outside the ministry in the case of the deficit to meet some specializations.

- Arafa Company affords all expenses for students' training, the establishment of the school, pays teachers' salaries recruited from outside the ministry, pays mandate bonus for teachers seconded from within the ministry and provides a monthly bonus for students.
- Curricula of the Ministry are taught after being checked by specialists from Arafa Holding Company. At the end of the year, the ministry is informed of practical training program, which is taught to each student, and on its basis, the Ministry devises the practical exam for the students.
- Moreover, all the students are appointed in Arafa factories after graduation. The student has the right to join the university in case of getting the appropriate marks. Then, he can join a better job suitable for his higher qualification in factories after graduation from higher education.

Community Education:

Community Education is the educational activities based on effective and positive community partnership and its institutions. These activities rely on the efforts of civil and governmental organizations to provide material interventions and non material contributions to bring about improvement in the quality of the educational process for females and disadvantaged children and groups that are difficult to reach to assure that these children have access to primary education in high quality and completing it through equal programs to integrate them in public education.

One Classroom School:

"It is a form of education parallel to formal education in the primary cycle. Its goal is bridging the gap of illiteracy among girls. The enrollment age is (14) years. These girls are taught by female teachers only. It teaches the same elementary school syllabi in addition to vocational training projects" .The duration of the study is five years. It teaches them the cultural syllabi as well as vocational training and production projects. It is an ended stage except for some gifted girls that can join vocational or public preparatory school followed by general or technical secondary school. Teaching is limited to female teachers only.

Multi grade classroom system:

It is a system where the teaching and learning processes are centered on female learners themselves that makes them able to take responsibility, work independently, and cope with the curriculum, according to their special capacity. The teacher teaches several classes at one time.

Vocational Formation:

The vocational training or vocational education is an aspect of gaining knowledge and scientific and practical experience in many occupational and career fields. It enables the learner to enter the world of work

Vocational networking:

It includes the exchange of visits between peer teachers in neighboring schools in a way to enable teachers to observe the models of teaching in neighboring schools, reflect on such practices and learning teaching styles followed.

The constructs of community education:

1 - The shift from government responsibility for education to social

 one to assure support of all sectors of society.

2 - making learners acquire life skills.

3 - Learner-centered learning to improve the knowledge, skills,

 attitudes, and values.

4 - Connecting education with society and its needs.

5 - Extending educational service to the most disadvantaged

 areas especially villages and hamlets.

6 - Attraction to education through the development of programs

 suitable for the abilities of female students and their circumstances.

Community education bases:

1- Implementation of Ministry of Education curricula by using up to date methods, new and distinguished styles.

2 - Work through the partnership between the Ministry of

Education and some international organizations such as

UNICEF.

3 - Learning and teaching processes rely on following multi-grade

classroom system as learning is centered on learners

themselves, making them able to take responsibility, work

independently and cope with the curriculum according to their own abilities.

Community education target learning outcomes:

- There are several learning outcomes represented in teaching knowledge associated with set curriculum, the knowledge associated with the local environment as well as interest in life skills, especially skills related to dealing with the local environment, which include tools, apparatus, prevention of disease, and pollution.
- Preparation of programs for forming attitudes towards desired behavior, modifying habits, and traditions, which are not suitable for human rights as well as making female students acquire social skills which include communication skills with others, expression of opinion and one classroom schools learning outcomes . They also acquire vocational skills to help them develop their abilities, interests, and marketing their products in addition to preparing them to deal with life situations through the practice of self-management.

The most important outcomes are;

1. Reading, writing, and numeracy skills.
2. Communication skills.
3. Life skills.
4. Planning skills.
5. Higher-order thinking skills.

The learning environment in community education schools:

1 – **The learner centered learning and teaching and** the emphasis on self-learning, cooperative learning, and peer learning.

2 – **Multi-grade classroom management,** through an emphasis on flexibility, individual differences, and working groups, and an integrated approach integrated curriculum, educational sides, self-management and enjoyment.

3 - **Active learning,** through an emphasis on educational activities, projects, activity groups, interaction, participation, integration, multi-media education, use of equipment, low cost tools and benefit from the environment material to achieve the joy of learning.

4 - **The development of mental abilities** throug**h** emphasizing the mental processes, critical thinking, and creative thinking.

5 - **The development of life skills** through the emphasis on behavior, social and interpersonal skills to deal with confidence in themselves, in others and in society.

6 - **Optimal investment of time** during the school day through the distribution of roles, responsibilities, planning, periods of the day and assignments in order to achieve the best time for exercise.

7 – **Personality aspects development**: physical, emotional, mental, and social development.

8 - **Community participation and empowerment** to achieve universality, continuity, effectiveness and the formation of positive attitudes towards school.

Forms of community education:

Community education schools have several types including:

(A) Community Schools:

They are dynamic model of what should be adopted and developed to express the reform that includes many ideas and initiatives which leads to improve education and learning by linking learning with life skills and self-learning.

These schools work according to key aspects including:

- **The field of education quality** through the provision of curriculum activities at a high level and a foundation that enables children to meet the challenge of achievement levels using the resources of the local community as resources for education.

- **The development of young people** by providing them with knowledge, developing their talents, their skills, and giving attention to health, personal and social aspects.

- **Helping families' aspect** through family services centers, programs of caring about early childhood development, delivery of health, social services and programs to improve the lives of families.

- **Linking families with society** through active participation of family members, and community residents in the design and setup of programs, monitoring, and support of distinguished activities in school and the community.

Under difficult circumstances, which prevailed in the local communities where there are community schools, these schools have taken into account;

- Non-compliance with the specifications defined for the school building.

- The existence of two facilitators in the school provided that they are from the local community.

- Learners are not obliged to pay expenses or commit to school uniform.

- Flexibility in hours of study to allow learners to exercise their agricultural, commercial and home activities.

(B) One classroom school:

They are multi-grade primary schools that are based on community education thought. They include learners belonging to more than one level of education in one place. They aim at providing an opportunity for girls' education who have not enrolled in primary education, or drop out from it.

These schools have been established under the Ministerial Decree No. (255) for 1993 to achieve the principle of equal opportunities in low population density and disadvantaged areas. They are characterized by the following:

- Duration of the study is six years, but it is a multi-grade standards. The duration can be shorten to less than six years through the educational acceleration according to female learners' capacities and skills.

- Providing syllabi of vocational training and productive projects for all grades by (15) periods weekly to suit the local environment (representing 44% of the total study plan in the first three grades, 38% for fourth, fifth and sixth grades). Productive projects cover fields of environment resources investment, vocational agriculture formation, home economics and art education.

- Choosing subjects of the study and presenting them to be suitable with the local environment, the circumstances of students and the time available for study.

- Providing opportunities for one-classroom graduates for the further cycles in public education.

The vocational component in one- classroom schools:

These schools are committed to the curricula of primary education as well as vocational training curricula and productive projects to help learners to find a source of income for them and their families. The vocational training should be in the form of productive projects to

increase the income of girls and develop their environmental skills. Examples of projects that are implemented**;**

✓ **Home Economics projects** (sewing- tailoring - embroidery - cooking and food preservation).

✓ **Projects related to agriculture,** such as drying, and storage of vegetables, fruit, poultry and other projects that suit specific environments.

Vocational formation curriculum includes basic and practical information. This is done at the nearest vocational training center of the school; aiming at bridging the gap which often exists in primary education, practical life, support girls to respect the vocational work, and provide better job opportunities for girls.

(C) Girls' friendly schools:

They are primary schools based on community education. They encourage the enrollment of girls. They also accept the boys, and adopt active learning methods and the learning processes in them are centered on learners themselves to make them able to take responsibility and cope with the curriculum according to their abilities. They also consist of several grades in the same room.

Certain criteria have been devised to choose school locations:

(1) It should be located in the extension areas, inhabited by not less than 1,500 people.

(2) To be far away from noise.

(3) To have access to electricity.

(4) To have a toilet / bath near it.

(5) To be not less than 110 square meters.

(6) The building should be equipped with adequate ventilation and lighting.

(7) Not to be located less than two kilometers from the nearest primary school.

(8) Not to be located in the center of the village or hamlet that has a number of girls less than 25 girls or more in the age group (6 years to 14 years) who don't enroll in any school.

D) The children in difficult circumstances friendly schools:

These schools are aimed at children who dropped out from the education system to the labor market, or those who have lost family shelter and they are exploited now by criminal gangs, or live in the

streets. The study age has been specified to start in (9-14) years. This is a critical age stage which needs special care by the stake holders. However, this type of schools has a special nature in its form, its curriculum, the course of the school day, and the teacher's style ... etc.

The school is unconventional as it starts and finishes by dates depending on the circumstances of each group of learners enrolled in these schools and according to the environmental circumstances. The school day may start with agreement between learners and teachers who work in the school at the beginning of the school day. They specify the form of the school day which varies among cultural subjects, activities, and vocational subjects in addition to an hour for having lunch.

As for the curriculum, integrated (modules-units) of school curricula have been prepared. Their number is fifty integrated units that are divided into categories; the first represents the learner who doesn't not start the study completely, or the drop out learner who doesn't not start regular primary education cycle as well as the craftsmen who want to complete education from the beginning, the second represents learners wishing to complete their studies after the first category, or who wish to leave it for a while. A placement test is conducted for them before enrollment. The third represents the craftsmen wishing to learn a craft, master it such as carpentry, weaving, cars, and decorations.

The classroom is newly equipped with video, computer, and accompanying teaching aids. Clothes were handed over to the school and others for physical education for each learner to encourage them. World Food Organization provides a meal for some of the families of these children.

(E) Small schools:

They are one of the school models developed by the Ministry of Education as part of its interest in girls' education. They were established through the cooperation of the community. For example, with the support of CARE and coordination between local community development associations and the Ministry of Education, the number of small schools has reached (46) schools in the three governorates (Cairo, Sohag, Fayoum). Expansion of these models in collaboration with NGOs authorized to establish schools to access education for all groups. This type of schools targets girls especially those who don't not attend school at the compulsory age. Boys are also accepted in (25%) within each school. With regard to the location of the small school, it is provided by the board of directors and providing an alternative location for the school in case of any problem that impedes the continuation of the school. The task of teaching the curriculum is by the Ministry of Education through

two facilitators. The ministries with the international organization pay salaries. These schools are self- managed to achieve the high quality levels of achievement.

- There is about 30% of the total children and youth enrolled in the compulsory education cycle (Final Report of the Children and Youth Survey in Egypt, in January 2011, the cabinet and the International Population Council), to achieve equal opportunities and free citizen from ignorance and bridge the gap of illiteracy.

✓ **Programs and projects in basic education:**

- **Broad Band Schools Project** in collaboration with the Ministry of Communication and Information Technology. It targets technology univesalization for Broad Band Internet Access and computer technology in all sectors of civil society.

- **Competitiveness Schools Project** in collaboration with USAID .It aims at increasing students' skills in the use of information technology to acquire skills for scientific research to reach the global level through;

  - Qualifying teachers by integrating information technology into the curriculum to improve teaching methods.

  - Transforming school into a community educational center.

  - **Smart Schools Project** in collaboration with the Ministry of Communication and Information Technology and UNDP.It aims at integrating information and communication technology in schools, developing the capacity of teachers and students in search for innovation and creativity, converting school into a productive unit and a community education centre in addition to mobilizing the community to achieve the national goals of education, link the family with school and the school to community.

  - **Academy project (Oracle)** in collaboration with the Ministry of Communication and Information Technology and Oracle Company. It aims at providing students with the skills of cooperation and design of databases, the development of database applications and programming language (Java) and the field of business and communication that increases competitiveness merits in achieving their career aspirations in the future.

  - **Nepad Schools project i**n cooperation with all of the NEPAD community and Oracle Company, HP Company. It aims at ;

- Integration of information and communication technology in schools on a global level.

- Increase of knowledge, research and educational access to creativity and innovation.

- Spread of health awareness through several programs designed to find out the latest means of prevention of common diseases such as AIDS, malaria, tuberculosis and malnutrition.

- **Think Com Project** in collaboration with the Ministry of Communication and Information Technology and Oracle Company. This program aims at developing special educational community for students and teachers through a site secured by all means of available electronic protection, allowing them to exchange e-mail inside and outside school, as well as designing sites for schools on the internet, and participating in collective projects. It also helps use the technology in dealing with the curriculum electronically.

  - New schools project in 100 schools in collaboration with the U.S. Agency for International Development (USAID).

  - Effective school project in 300 schools.

  - Education Reform Program (**ERP)**

  - Education decentralization experience

  - Technology and improvement of the educational Performance project (TILO)

- E-learning Project

- Establishment of the infrastructure for information technology.

- Generalizing the integration of technology in basic education schools .

- Education program for the future(INTEL)

- **Production of developed educational software by** video films (enrichment, historical, documentaries and records), animation that are published on the Internet /educational laser.CD s).

- The development of the national network for distance training (video conference: VC) through updating network equipment."It will be dealt with these programs and initiatives in detail in the sixth goal"

☞ **General secondary education:**

Projects, programs and initiatives in pre-university education:

- **Egyptian Education Initiative (EEI):** The signing of the Egyptian Education Initiative aims at enabling students, teachers, principals and administrators in pre-university education to use applications of education technology, increasing the ability of teachers to deal with information technology, training of leaders and managers through changing management style, increasing infrastructure of information technology components and developing the scientific content of e-learning.

Board of construction trustees:

Board of developing skills levels of building and construction trustees was established in 2008 and is chaired by the Minister of Housing by his job, the Minister of Education as a member by his job, the Minister of Manpower by his job, the Secretary General of the Social Fund and the chairman of the Federation of Contractors, and Chairman of the Holding Company for waste water. It focused basically on national skill levels of construction occupations. National skills levels have five levels currently. The Council is currently working on three levels; the ordinary worker, and the skilled worker, and implementation supervisor. The fourth and fifth levels are high qualifications. They have not been worked on up till now. Work has been embarked at the Ministry of Housing Training center (productive training organization) and the General syndicate training center for construction and wood in Katameya.These centers have equipped workshops.

Technological education colleges:

- **Foundation system**: the partnership between the National Committee for technological education with the private sector (employers) under the supervision of the Ministry of Higher Education.

- **Objective**: Preparation of technicians in the field of education technology.

- **The time schedule**: The period of study is two years.

- **The study system**: four to five weeks are allocated in each semester for the training process and the rest of the week is devoted to the study of the theoretical subjects in addition to the allocation of six to eight weeks in the summer vacation between the two years for the summer training.

- **Qualification**: Diploma in Education Technology.

Productive Efficiency Authority:

- **Foundation system**: signing a protocol between productive efficiency authority and the client (a factory, or an industrial enterprise)in the specialization it needs of technicians according to its requirements

- **Objective:** Preparation of technicians (skilled workers) according to the annual needs of factories as the training plan is updated annually according to these needs.

- **The time schedule**: The duration of the training program is three years.

- **Academic Qualifications**: Certificate of apprenticeship, which is equivalent to a diploma of technical education (in addition to the certificate of passing skill level trained on, in case of passing this skill. About ten to twelve students are graduated annually.

- **Some life skills programs implemented by the ministry:**

1. **Horizons program:**

Target group: girls in the age group of 9-25 years.

- The program allows the enrollment of educated and illiterate.

- **The program aims at** increasing girls and young women's awareness and skills in three main pivots:

- Gender.

- Basic life skills.

- Reproductive health.

The program includes: topics to raise awareness among girls in the following:

- Adolescence, family planning and sexually transmitted diseases, pregnancy, motherhood, violence against women, marriage, the environment, small projects, the child's rights and education, public health, the first aid, nutrition and women's rights and duties and the girl and her entity.

- Teaching in this program is by volunteers who have middle qualification at least (secondary / diploma), and should preferably be from the region and her age is between 25-35 years. They should be fully aware of families. They preferably have experience in the field of awareness and literacy .They should have the ability to collect 25-30 girls(learners).

2. **Second chance programs:"let's work" program**

Sawiris Foundation supports the skills of young people in gaining work skills in Egypt since 2001through **"let's work program"** (Education for Employment) in the field of ready-made clothes where youth, the unemployed and disadvantaged people are trained for a period of 18 months .The graduates are granted certified qualifications.

Second chance programs to address discrimination: **the "sunshine" program** in Egypt represents a positive example in increasing the opportunities for developing the skills of young women since 2001.It gives the young Egyptian women a second chance to learn. It also works with parents, boys and community leaders to let the girls act with greater freedom in demand of science and enter the world of work. 92% of participants, who underwent governmental examination literacy, have passed it. 69% of participants who completed the program reentered the formal education.

3. **New visions program:**

The program aims at increasing the awareness and skills of boys and young men in three basic pivots:

1 - Gender.

2 - Basic life skills.

3 - Reproductive health.

Target group: boys and young men in the age group of 12-20 years (Educated, and drop out) in rural and urban in need of the program.

Topics of the program: The program includes topics to increase awareness among boys in the following:

First aid, planning for the future, the legal and civil rights, community and work, nutrition, life skills and reproductive health, the environment, marriage, physical health and personal relationships, values , human feelings, self, communication, gender, public health, human rights and family.

Teaching in this program is by volunteers who have post middle qualification at least. The age of the volunteer should be from 22-35 years old. He must have completed military service or exempted from it. He should be from the region, and are fully aware of families. He should preferably have experience in the field of awareness and literacy. He should have the ability to collect from 25-30 learners or beneficiaries.

4. **E-health project** (**WHO**) in collaboration with the Ministry of Communication and the World Health Organization. It aims at:

- Development of awareness among a group of students in the age group (12-18) years through e-learning in schools.

- The development of technology skills to raise health awareness among the school community.

- Communication between school and family and making dialogues between them.

5. **Microsoft Training Project** in collaboration with Microsoft. It aims at:

- Training a number of specialists from various departments in the ministry in engineering systems and development of application for six months.

- Training of teachers on the latest methods to use information technology in teaching and production of educational software.

- Preparation of a generation of cadres trained in the different fields of information technology.

- The Ministry of Education seeks to provide a learning encouraging environment for learners that provides them with what they need from nutritition(**meal**) for all of them, provides them with health care to encourage them to effectively participate in education they receive and take advantage of it to the fullest extent as follows:

School nutrition:

Ministry of Education gives much attention to school nutrition because of its positive effects on students' health and consequently on the level of academic achievement. Therefore, the ministry has cared about providing it in rural and desert areas and slums in urban areas as well as the age groups that require exerting mental and muscular effort like a technical secondary cycle(agricultural - industrial) and the experimental sports school. Ministry of Education affords the cost of the meal while the Ministry of Agriculture affords the value of construction, equipment and machinery as well as the cost of packaging, wrapping and transport. This meal is provided for five days a week for 100 days. Two million students benefit from it daily. The food bank contributes to equipping some schools with kitchens to provide hot meal .The following is percentage of the beneficiaries from the meal:

Table (13/3) the percentage of the beneficiaries from nutrition in each type of education in the age group (15-24 years)

The percentage of beneficiaries and expenses for every type 2012/2013			
type	**enrollment**	**beneficiary**	**%**
Preparatory	3858897	1953204	50.6
One classroom	100286	95709	95.4
Technical Education	1569549	479 310	30.5
Secondary general education	7096	7096	100
Secondary education	1226639	52 979	4.3
Vocational	140 729	45443	32.3
Total	6903196	2633741	52.18

Expenditure on technical education student:

While the proportion of public expenditure on pre-university education to public spending as a total is 11.9 million pounds in 2012/2013**,** the total allocations of pre-university education at all its educational cycles has ranged from **10.1% to 11.4%** during 2008 / 2009 to 2011/2012 of the budget total. The student's proportion in technical education has reached 1395 pounds in 2005/2006, (2013) pounds in 2011/2012 and (4341) pounds in 2012/2013.
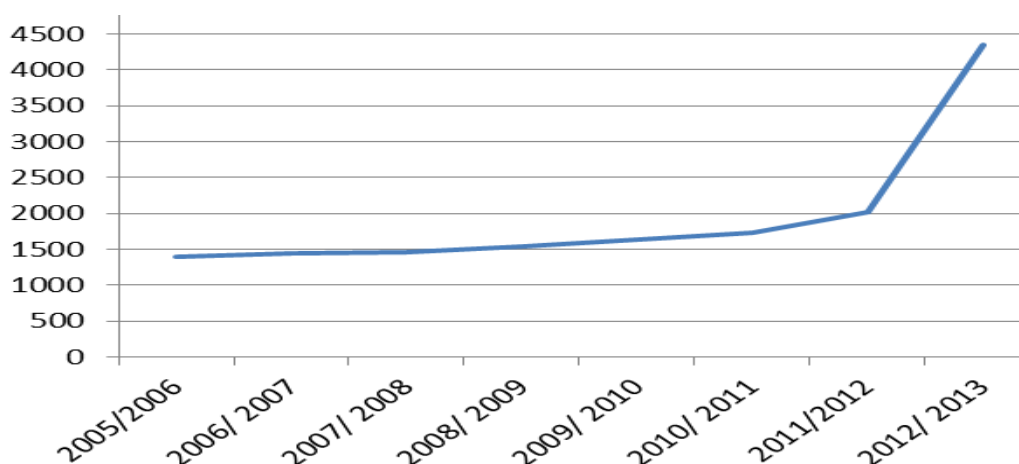
Figure (12/3) progression of expenditure on technical education student in (2005-2013)

It is clear that technical education student proportion in the Egyptian pound has doubled in 2012/2013.

Challenges:

There is no balance between the education outcomes and the needs of the labor market. The continuing increase in enrollment rates at the cycles level, with the stability of the type of jobs in the labor market has always collapsed education output in a steady way during the period from 1998 – 2006.The reasons are that the education system does not provide the learner with the knowledge and tools necessary for developing and upgrading his skills according to the labor market needs. The result of the accumulation of low-quality teaching and learning processes throughout the graduates' learning cycle has made nearly two thirds of university students enrolled in theoretical and humanities specializations since primary, preparatory and even secondary schools don't support students' guidance toward the scientific path in science, engineering, physics and other scientific subjects. Employers think, according to the survey conducted by the International Labor Organization (ILO) in2006, that young workers do not have the ability to learn and have a lack of practical training. The following table shows that the skills evaluation of young people (education system outcomes) reflects the low extent of their technical skills level according to their specializations as only 18% have very good technical skills required, since 31% of them have weak skills, while the level of the ability to apply school information gained reflects that 22% of young people have a very good ability to apply and.41% of students cannot employ them.

Table (14/3) Distribution of young workers' skills according the research of "the transition from school to work" in 2005

The percentage of workers' skills	Very good	Average	Weak
Technical skills required	18.2	50.5	31.3
Practical school training	10.1	42.4	37.5
Communication Skills	38.6	49.4	12
The ability to write	39.2	41	19.8
The ability to apply school information gained	22.4	37	40.6
Commitment and discipline	62.9	28.9	8.2
Public readiness	5.13	66.1	20.5

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The Fourth Goal

Achieving a 50 per cent improvement

in levels of adult literacy by 2015,

especially for women,

and equitable access to basic

and continuing education for all adults

The Fourth Goal

"Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults".

The World Education Forum, during the Dakar Framework for Action in Senegal 26-28 April 2000, gave a clear space to achieve this important universal goal.

In light of the global commitment to achieving Education for All (EFA) goals, and a commitment from Egypt at the national level, a broad strategy was set where all partners are involved to ensure the achievement of this goal. The Adult Education Agency (AEA) takes the responsibility of adult literacy in Egypt, and as an independent body established in 1993 by the Law 8 of 1991, it takes responsibility for the planning of literacy programs, following them up, implementing them and coordination between the concerned parties. In spite of efforts to tackle illiteracy, the final return is still below the desired level .

We have to realize that we should strive to achieve the EFA goals through continuous evaluation. Data and information about achievements had been collected, with an attempt to monitor the current situation of literacy through the presentation of these achievements, and the successful and pioneering initiatives in the field. In addition, we will show the difficulties that led to the failure to achieve the objectives of the plan, the challenges facing the implementation of the programs, and the future vision to achieve this goal.

Achievements and analysis of the current situation:

The concrete gains since 2000 until the preparation of this report are modest in its entirety. Achieving the goal of adult literacy still faces many challenges despite efforts. Progress is not enough, where literacy rates are still below the target.

The following table shows the percentage of illiteracy of the total population in the age group +10 during the period 2000 - 2012.

Table (1/4)

The percentage of illiteracy of the total population in the age group +10 years during the period 2000 - 2012

percentage of illiteracy 2000				percentage of illiteracy 2006				percentage of illiteracy 2012			
Male	Female	Illiteracy %	Number of illiterates	Male	Female	Illiteracy %	Number of illiterates	Male	Female	Illiteracy %	Number of illiterates
22.91 %	44.75%	33.46%	17.2 Millions	17%	40.6%	29.33%	16.8 Millions	15.2 %	29.3%	22.1%	14.49 Millions

Source: Adult Education Authority statistics, and CAPMAS.
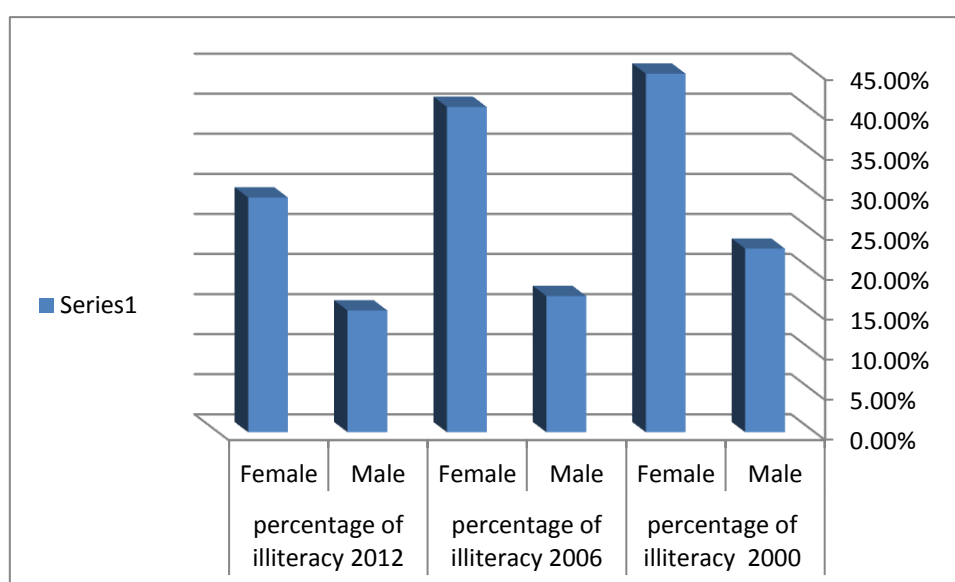
Figure (1/4) shows percentage of illiteracy of the total population in the age group +10 years during the period 2000 – 2012.

From the above table and figures, we can see that although percentage of illiteracy reduced in the interval 2000- 2012, but it was very slow; where it decreased between 2000 and 2006 at a rate of 4.3%, and between 2006 and 2012 at a rate of 7.23%. This means that through 12 years the percentage of illiteracy decreased at a rate of 11.36%.

It is noticeable that the number of illiterate people did not reduce at the same rate, despite population growth, estimated at 1.9 million people a year, the number of illiterates in (2000) was 17.2 Millions, in (2006) was 16.8 Millions, and in (2012) was 14.49 Millions. Again, this means that only 2.89 Million had been liberated from illiteracy in twelve years;

which is very slow compared to the targeted by 2015. We have to put in consideration that more illiterates are added annually due to dropping out of education (primary and preparatory), or non-enrollment or bouncing back to illiteracy.

It is noticeable that the percentage of illiteracy among females is about twice that of males. As indicated in official statistics of the (AEA) that the percentage of illiteracy among females is more than that among males in all Egyptian governorates, but it is getting higher in the countryside than urban areas in general, and increase in Upper Egypt than in other governorates.

The following table shows the number of enrolled and number of liberated from illiteracy in literacy classes during the period 2000- 2013.

Table (2/4)

Number of enrolled and number of liberated from illiteracy in literacy classes during the period 2000 - 2013

Year	number of students enrolled in literacy classes	number of liberated from illiteracy	%
2000/2001	663388	236342	70%
2005/2006	1082829	448293	41.4%
2012/2013	707866	233931	33.5%
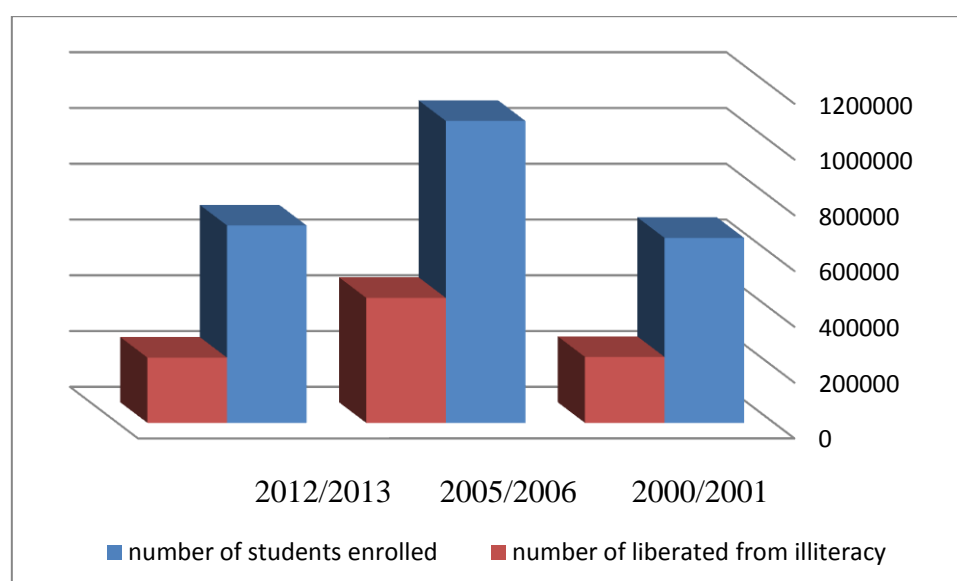
Figure (2/4) shows the number of enrolled and number of liberated from illiteracy in literacy classes during the period 2000-2013

It is observed from the above table and figure that the percentage of liberated from illiteracy is very slight during this period compared to the number of students enrolled in literacy classes. This means a waste of resources, and represents a challenge to: the development, the achievement of social justice and to improve the quality of life, and to move forward towards achieving this goal.

Achievements in the field of expansion of opportunities for continuing education the liberated from illiteracy:

To encourage the liberated from illiteracy to continue their education, MOE raised the age of enrollment in preparatory education to 18 years, and secondary education to 20 years old. The number of students enrolled in preparatory and secondary education in 2000/2001 was (18714), and (15358) in 2005/2006.

The AEA is opening preparatory classes for the liberated from illiteracy, and it prepared instructional materials in the following subjects (Arabic Language - Mathematics - Science - Social Studies - English - Computer) that are suitable for them to continue their studying in preparatory schools .

Achievements in the field of training and qualifying adult education teachers:

A dire need has arisen to train literacy and adult education teachers due to a number of factors including: teacher is the basic pillar of the education process and yet there is no high institute or college for graduating literacy and adult education teachers. Moreover, a great portion of them have intermediate degrees in addition to the sensitivity of dealing with adult illiterates, the matter that requires presenting various education training programs to literacy and adult education teachers to be conducted at two levels:

- Before starting work: to be well prepared for good communication with students and society and for the methods of applying developmental approaches in education that depend on active and effective learning techniques.

- Promoting training programs to enhance points of strength and improve the points of weakness in their performance, which become evident during the technical monitoring in classes. Moreover, they are monitored and trained continuously in-service by educational inspectors from the MOE to improve their performance.

Developing the Training of Trainers (TOT):

The (AEA) adopted an ambitious program to prepare professional trainers in the field of adult education through a certified mechanism of according to the methodologies of UNESCO, to be implemented by the Regional Center for Adult Education in Sers Allayyan. The number of (231) professional trainers and (154) assistant trainers were prepared until now.

Development of human resources of workers at the AEA and branches:

Interest in developing the human resources is considered an effective tool to develop performance at the different institutions. The Agency in coordination with the specialized training centers, the private and governmental, has presented various training programs fulfilling the needs of workers therein and achieving the expected objectives in addition to promoting the performance level.

Accordingly, the interest is focused on measuring the impact of the administrative training of the workers after returning to work to assess output of training on work.

Achievements in the field of advocacy and media:

In order to be communicating with the target groups of illiterates, the AEA activated media convoys aiming at raising awareness of the illiterates about the importance of education. It provides also healthy, veterinary, cultural, and artistic services to citizens through these convoys that roam the different governorates. The AEA is organizing also entertainment trips for students in literacy programs as an incentive for them to increase their motivation to continue learning in literacy classes .

Achievements in the field of adult literacy curriculum:

There are diversification of the educational curricula and teaching aids according to different environments. "I learn, so I become enlightened" was the first curriculum used in 1996, and it includes a teacher guide, and was developed in 2009. There are also some other curricula such as: "Read in the name of thy Lord", the "British project style" used in Upper Egypt, the "Reflect style", "you and your life", "Systematic approach", and "Concentrated Language Encounter program (CLE)", merging health and environmental content with literacy curricula oriented to women in particular (health messages, reproduction health messages and environmental messages).

Achievements in the field of community partnerships to support adult literacy programs:

The role of the (AEA) is very clear in facilitating partnerships at all levels in cooperation with the civil society, the private sector, non-governmental organizations, communities and individuals, and houses of worship in order to meet the educational needs of illiterates. In addition to achieve the goal of adult literacy, and the Millennium Development Goals for the local community, and at the national level for our beloved Egypt.

Partnership of civil society in literacy programs:

•It was agreed between the AEA and "Unified Group" company to open literacy classes in poor areas using health messages, and means of reproductive health as well as traditional literacy curriculum.

•A protocol of cooperation was signed between the AEA and the German gas exploration company (RWE) to bear the cost of printing the health curriculum for a number of (600) classes in the governorates of Kafr El-Sheikh and Sohag .

•A protocol of cooperation was signed between the AEA and the Foundation for Life Makers within the initiative "Knowledge is Power" adopted by "Vodafone mobile" company for the development of society through opening literacy classes nationwide. Volunteers from universities and graduates will teach in these classes.

•A protocol of cooperation was signed between the AEA and the Commission on Literacy and Education Development at Rotary to open literacy classes in the Rotary clubs.

•A protocol of cooperation was signed between the AEA and the General Authority for Cultural Palaces to open literacy classes in the palaces and houses of culture to train the illiterates professionally on some crafts, environmental, and engage the liberals from illiteracy to work with those workshops, art and craft in culture palaces, with the included Created literacy activities in the palaces of culture, and the number of printed brochures Simplified backed illustrations to offer an educational curriculum for students literacy, literacy is as materials for free from illiteracy to help them to continue learning .

•A protocol of cooperation was signed between the AEA and the Foundation of "Misr elkheir" to open literacy classes in the governorates of Minya and Beni Suef in Upper Egypt .

•The NGOs also played an active role through their direct contacts with the target groups of illiterates. The participation of the NGOs is almost

25% of the total number of students in literacy classes, and 15% of the total number of successful .

Successful initiatives in the area of literacy:

•Launching the initiative of "villages without illiteracy", includes a partnership agreement between the AEA and the Egyptian village Development Authority to implement the initiative in the villages of the governorates of Minya and the El- Beheira governorates. The experiment will be generalized in the rest of the governorates .

•Launching the initiative of forming Board of Trustees to challenge illiteracy in Giza governorate, in coordination between the AEA and the civil society organizations to address the problem of illiteracy and follow up the implementation of the plan of illiteracy eradication.

•Launching the initiative to engage workers of the information centers in villages in literacy programs in nine governorates, by utilizing capabilities of youth workers of the information centers in villages in literacy programs. This project has resulted in liberating (33) thousand people during the year 2008/2009 from illiteracy .

•launching the project " learn the knowledge and skills for the purposes of agriculture and rural livelihoods in 30/09/2013," with the support of the International Fund for Agricultural Development (IFAD). It is a project that targets young farmers, especially women.

National Campaign for Adult Education and the renaissance of Egypt, "together we can"

The National Campaign for Literacy and the Renaissance of Egypt "Together We Can" was launched in September 2011 by UNESCO Cairo and Beirut Offices and concerned partners as a response to the growing number of illiterates at the national level, who are reported to exceed 17 million. UNESCO launched the Campaign as in integral part of its commitment to promote literacy and lifelong learning to all segments of society as a human right and a national duty. The Campaign aims to mobilize resources and build partnerships in order to accomplish goal 4 of Education for All (Dakar, 2000) which aims to achieve a 50% decrease in levels of adult literacy by 2015. The Campaign's efforts will extend until 2020 to reach an internationally acceptable literacy rate below 10%.

The methodology of the campaign is working in two sides: preventive side, and the therapeutic side. So many ministries, universities, associations and charitable organizations, and international and regional donors are participating in this campaign.

Field classes of adult education:

The idea of the field classes is based on combining efforts of civil society organizations, non-governmental organizations, the natural leaders, and opinion leaders, with the efforts of government agencies in rural areas to provide a literacy program in the nearest place to the illiterates (home or field). The program provides also agriculture guidance and environmental awareness services for the students in order to develop their life and functional skills, which will contribute to the dissemination and application of new agricultural techniques, and then the success of the process of rural development.

The program began in Fayoum governorate in 2003/2004 in collaboration with the Agriculture Directorate, the Dutch project for Development, and Community Development Associations in the villages of the governorate. This experiment was generalized on the branches of AEA in the governorates in the year 2005/2006 based on it success in increasing the motivation of students to learn, and to reduce the dropout rates, where the percentage of attendance reached 80%.

This program is currently being applied in ten governorates, which are: Dakahlia, Al-Sharqia, Al-Gharbia, Menoufia, Al-Beheira, Ismailia, Fayoum, Beni Suef, Minya, and Qena. It is intended to be generalized in the future on the rest of the other branches of AEA nationwide.

Home Classes:

The (AEA) encourages establishment of these classes, especially in rural areas, in order to eliminate female illiteracy. The (AEA) encourages the female university graduates to set up these classes in their homes. After confirming the participation of an appropriate number of females, the (AEA) will provide the required tools and means of education.

This type of education is one of the most suitable means to overcome female illiteracy in rural areas, especially among older ones. It is also the most convenient way to encourage rural women to be educated.

The Initiative of University Students' Participation in Literacy Programs:

The national plan used university students in literacy programs, depending on the success of UNESCO project "UNLED". This project was carried out in Egypt and showed positive results. In this context, a leading project was implemented to carry out the experiment in an Egyptian university. A protocol for cooperation with Zakazik University, in collaboration with UNESCO, was signed. It stipulates that "each

student of the third year (basic education) will educate 5 illiterates in the village or district where he/ she is residing". This is included in the requirements listed by "Adult Education" Article, which assigns 5 marks and fifty pounds per student for every illiterate he/she has freed from illiteracy.

The universities of Helwan and Minya were in the forefront of universities in contributing in these literacy programs. The students of Helwan University liberated three thousand illiterates from illiteracy. The number of liberated from illiteracy from the rest of Egyptian universities was about 23 thousand.

Recent trends in adult education:

The use of information and communication technology literacy:

With the considerable progress in using computers, Egypt has started an advanced program to employ this distinguished technology, which is attractive to young people, in the field of literacy and adult education.

Literacy program was fully developed by electronic media. An experimental project was implemented and succeeded largely in attracting students, decreasing the percentage of their leakage, besides increasing the percentage of their success.

On the grounds of this success, it was decided to expand the implementation of the initiative by using computers in IT clubs set up by the State, to provide such technology services to all citizens. There are 2000 clubs distributed across all governorates of the Republic.

Weekly Activity Day:

It is considered one of the means of educational activities that support the educational process, and that contributes to increasing the capacity of students, help them to achievement and excellence, and contribute to the development of positive attitudes and values.

The weekly activity day is a modern trend adopted by the AEA during 2007/2008 - 2008/2009 in two administrations for adult education in the governorates of Beni Suef, and Al-Beheira.

The weekly activity day includes: recreational activities chosen by the students, and art and sports competitions between classes supervised by teachers. Indicators of field application showed a reduction of the dropout rate in these classes ranging between 25% in Al-Beheira and 5% in Beni Suef. Therefore, officials in the AEA increased the number of these classes to 50 classes in 2008/2009 in both governorates. The results

confirmed the earlier results of the application of the year 2007/2008 from a decrease in dropout rates, and high rates of success. This encouraged officials to disseminate the results of the experiment on the branches of the AEA to encourage similar experiences that could contribute to increase the motivation of students to participate in literacy programs.

Transform literacy classes to clubs for adults:

This initiative focused on the results of studies conducted and students' opinion polls about overcoming the challenges faced by adult education programs. The idea depended on transforming literacy classes from a learning space into a place where adult illiterates or literates met and obtained all services offered by governmental and nongovernmental organizations. Moreover, there were diversified lessons to focus on life and job skills, in addition to sport, social and cultural activities.

The importance of an integrated look to the social circumstances of female students and their care for their children was put into consideration.

Services and activities included:

• Health services like field examination and offer of health education.

• Agricultural extension services and practical and theoretical education.

• Veteran services and practical and theoretical education.

• Religious cultivation services in education and guidance.

• Earning a bonus of 200 pounds for each successful student.

• Free examination and treatment for all literacy students in health units.

• Issuing national number ID for each student who does not have it.

• Evaluating the heads of districts, cities and villages in terms of literacy.

•Organizing classes to supervise female students' children by a percentage of those charged with public service in order to teach female students' children and help them in their studies.

•Veteran program: free education, guidance and treatment.

• Religious program: education and religious contests.

• Social program: conducting studies for low-income people together with immediate aids.

• Sport program: sport activities and fieldtrips inside and outside the governorate.

• Agricultural program: agricultural education and provision of pesticides and chemical fertilizers.

Service packages were accompanied by other activities like:

• Issuing health and veteran card for each student.

• Facilitating loans from associations and paying for immediate aids toward chronic diseases.

• Carrying out surgical operations at half price.

• Organizing sport tournaments for all sports.

• Making fieldtrips inside and outside the city for the students.

It was also agreed with the local eighth channel in the Egyptian Television to broadcast episodes about the educational program and the trips.

Programs in partnership with other countries and international institutions:

UNESCO project in 2006:

It is the UNESCO project of enhancing national capacity building and creative program development in adult education and non-formal education.

Among the objectives of this project there are:

•Developing policies in the field of adult education and non formal education.

•Planning, implementing and managing educational programs.

•Benefiting from the leading national and international experiences.

The methodology of working in the project is as follows:

• Planning with the participation of UNESCO offices in Beirut and Cairo, and the Agency, besides setting up a committee for directing the project.

• Work at various levels: national - the Agency - governorates.

• Focusing on processes with outputs through setting up a task force to implement the project activities.

• Continuous and temporary planning and evaluation of the project activities to ensure achieving effectiveness and to ensure the sustainability.

• Partnership with the international bodies working in the field of literacy and adult education.

Difficulties that led to the failure to achieve the goal of adult literacy:

- The reluctance of illiterates to participate in literacy classes, where the majority of them are poor, and work as day laborers.

- Decline in addressing the problem of illiteracy in the media at the national level.

- Lack of databases that can provide a good picture of illiteracy in Egypt.

- Weakness of the performance level of the literacy teachers.

- Low participation in executing literacy programs by all ministries, government, and private sectors.

- The decline in the budgets allocated to literacy programs to achieve the objectives of the Plan of literacy at the national level.

- Dropping out of illiterates from the literacy classes, where studies indicate that the dropout rate is approximately 30%, which represents a waste of resources and time.

The challenges and opportunities facing the adult programs:

There are many challenges facing the efforts to achieve the goal of literacy, which are:

- Increase of the number of illiterates, which represents a challenge to achieve the goals of education for all.

- The high dropout rates from basic education, which helps to bounce to illiteracy.

- The poverty and the conditions of the poor in Egypt now are closely linked to shifts of economic, social and political changes, which led to the increase of size of poverty in the Egyptian society to about 25 %. Studies confirm this relationship between poverty and illiteracy. Most of the poor people are illiterates. The poverty is concentrated in Upper Egypt, where the percentage of the poor in rural Upper Egypt is 51.4%, and 29.5% in the cities of Upper Egypt, the percentage of poor people in rural Lower Egypt is 17%, and 10.3% in the cities of Lower Egypt. This impedes the progress towards achieving the objectives of Education for All.

Moreover, the deprivation of the right to education prevents the achievement of other rights.

- The gender gap between male and female represents a very dangerous challenge, where the percentage of illiteracy among females is 29.3%, and 15.2% among males, i.e. it is about twice that of males. The studies and researches confirm that females suffer from deprivation of education either because of customs and traditions that not prefer female education, or because of lack of schools in villages and countryside either Upper or Lower Egypt, where 80.4% of those who did not attend school at all are girls.

- The need to have effective mechanisms that are characterized by transparency and confidence to establish effective partnerships with the civil society to design, develop, implement, follow-up, and evaluate plans for education for all at the local level according to the social, cultural and economic context.

- The biggest challenge in ensuring sufficient, fair and sustainable resources for education for all, to ensure the provision of free and of good quality basic education, for not preventing any child from education because of his poverty.

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The Fifth Goal
Eliminating gender disparities
in primary and secondary education
by 2005, and achieving gender
equality in education by 2015,
with a focus on ensuring girls'
full and equal access to and
the achievement in basic
education of good quality

The Fifth Goal: "Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and the achievement in basic education of good quality".

The Elimination of gender disparities in education can help in building a broader basis of gender equality in the long term, and reflects inequality in educational participation in general rates of inequality in society, including the social customs and traditions that create strong motivations that guide people's behavior and to the men and women of their roles in the family and society.

Includes full gender equality in education is given the same opportunities to go to school (for boys and girls and enjoy teaching, curriculum and academic guidance and counseling is not affected by the tendency of gender, equality of results in terms of: length of study and educational achievement and academic qualifications, and all of them wanted to promote gender equality.

In order to get all children free compulsory basic education of good quality, it is necessary to make students across educational ladder easily and efficiently and to complete a phase to the end. Therefore, efforts should be made to reduce repetition rates and repetition rate the rate of enrolment of girls in primary and secondary education only if the ratio of absorption in the first row near (100%). According to the net assimilation rates is a useful indicator of one aspect of the progress towards achieving the Millennium goals .

To achieve gender parity in the absorption rates is necessary but not sufficient to reach parity in participation and completion of basic education by the year (2015) must reach the absorption rates in the first row (100%), and even boys and girls in attendance The rates of inequality due to geographical reasons interact with socio-economic status, while the urban areas more distinct from rural areas, but also clear inequality in urban areas (particularly in the informal settlements and slums).

Table (1/5)

Rate of male and female enrollment 2001-2013

Statement		2001-2002		2006/2007		2012/2013	
		Male	Female	Male	Female	Male	Female
Governmental	Numbers	120842	106755	215671	191738	377718	348117
	%	53.1	46.9	52.9	47.1	52	48
Private	Numbers	96344	89784	89500	82980	127644	118599
	%	51.8	48.2	52	48	51.8	48.2
Urban	Numbers	160355	150768	190810	176703	288071	269417
	%	52	48	52	48	51.7	48.3
Rural	Numbers	53635	45771	114361	98015	217291	197299
	%	54	46	53.8	46.2	52.4	47.6
Total	Numbers	434372	393078	610342	549436	1010724	933432
	%	52.5	47.5	52.6	47.4	52	48
Absolute gap		41294		60906		77292	
Size of the specific gap		5%		5.2%		4%	
Gender parity Index		0.90		0.90		0.90	

Source: General Department of information and computer education, percentage and absolute gap and the size of the gap in quality and parity index have been calculated by the researcher.
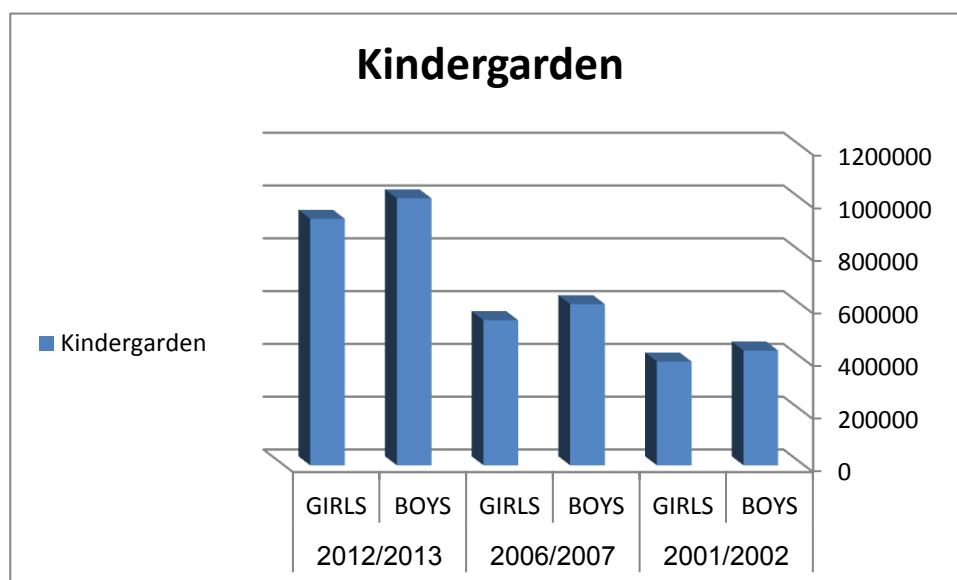
Figure (1/5) Rate of male and female enrollment 2001-2013

Reading the above table and figure shows that the size of the gender gap year (2001/2002), which reflect the actual fact of preparing boys and girls (5%) and their parity index (0.90) for males. It also continued in the year (2006/2007) then I took the decrease year (2012-2013) with the quality gap to 4%, and gender parity index 0.92 for males.

This shows the lack of interest of Egyptian families, girls in kindergarten and they prefer to append the account said, this demonstrates that there is no equality between boys and girls through the year 2012/2013.

As regards primary education, the following table addresses the evolution of the numbers of pupils.

Evolution of the number of boys and girls in primary education

Statement		2001/2002		2006/2007		2012/2013	
		Male	Female	Male	Female	Male	Female
Government	Number	3462815	3107565	4220778	3939458	4633439	4325904
	%	52.7	47.3	51.7	48.3	51.7	48.3
Private	Number	295576	275347	374216	348345	454174	418999
	%	51.8	48.2	51.7	48.3	51.7	48.3
Urban	Number	1463478	1361496	1854764	176127	2246724	2105700
	%	51.8	48.2	51.8	48.2	52	48
Rural	Number	2294913	2021416	2740230	2541676	2840889	2639203
	%	53.2	46.8	51.9	48.1	51.8	48.2
Total	Number	7516782	6765824	4594994	4287803	10175226	9489806
	%	52.6	47.4	51.7	48.3	51.7	48.3
Absolute gap		750958		307191		685420	
Size of the specific gap		5.2%		3.4%		3.4%	
Gender Parity Index		0.90		0.93		0.93	

Source: General Department of information and computer education, percentage and absolute gap and the size of the gap and gender parity index calculated by the researcher.

Figure (2/5) Evolution of the number of boys and girls in primary education

It is clear from the above table and figure that the quality gap size (2.5%) And gender parity index in 2001/2002 were 90 year 0 for males in 2006/2007 for quality gap 3.4% gender parity index was 0.93 males hold the same values until 2012/2013. This reflects the lack of equality between the sexes, families, especially poor ones prefer to male primary school believing that education of boys is more important.

As for community education the following table addresses the evolution of the numbers of pupils:

Table (3/5)

Development of boys and girls to set up community education

Statement		2001/2002		2006/2007		2012/2013	
		Male	Female	Male	Female	Male	Female
Governmental	Number			4864	74396	17312	82974
	%			6.1	93.3	17.3	82.7
Private	Number			-	-	-	-
	%			-	-	-	-
Urban	Number			153	1116	4790	10902
	%			12	88	30.5	69.5
Rural	Number			4711	73280	12522	72072
	%			6	94	14.8	85.2
Total				9728	148792	34624	165948
				6.1	93.9	17.3	82.7
Absolute gap				-139064		139064	
Size of the specific gap				-87.7%		65.4%	
Gender Parity Index				15.3		4.8	

Source: General Department of information and computer education, percentage and absolute gap and the size of the gap and gender parity index calculated by the researcher.
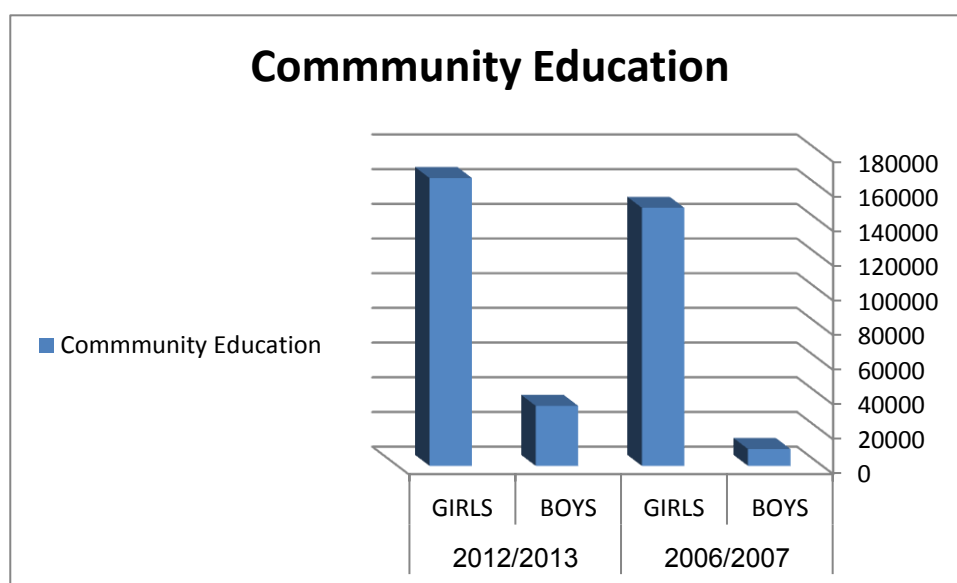
Figure (3/5) Development of boys and girls to set up community education

It is shown in the above table and figure that the size of the gap in quality was 87.8% and gender parity index was 3 of 15 in favor of females in the school year 2006/2007, the year 2012/2013, the size of the gap in quality also with 4 of 65% of their parity index was 4.8 for girls, that girls are

much larger than males, due to the fact that this type of education was established specifically to accept girls and, in the case of non-arrival of educational services in remote areas it can accept male but After the consent of the parents of girls.

THE PREPARATORY STAGE was the evolution of the numbers of boys to girls, as illustrated by the following table:

Table (4/5)

Evolution of the number of boys and girls in PREP

Statement		2001/2002		2006/2007		2012/2013	
		Male	Female	Male	Female	Male	Female
Governmental	Number	2216837	1985551	1419694	1320895	2018524	1984612
	%	52.8	47.2	51.8	48.2	50.4	49.6
Private	Number	101406	89417	73634	63819	149512	127261
	%	53.1	46.9	53.6	46.4	54	46
Urban	number	1010716	943185	636909	586167	1028721	971921
	%	51.7	48.3	52.1	47.9	51.4	48.6
Rural	Number	1306527	1131783	856419	798547	1139315	1139952
	%	53.6	46.4	51.7	48.3	49.99	50.01
Total	Number	4635486	4149936	1493328	1384714	4336072	4223746
	%	52.8	47.2	51.9	48.1	50.7	49.3
Absolute gap		485550		108614		112326	
Size of the specific gap		5.6		3.8		1.4	
Gender Parity Index		0.90		0.93		0.97	
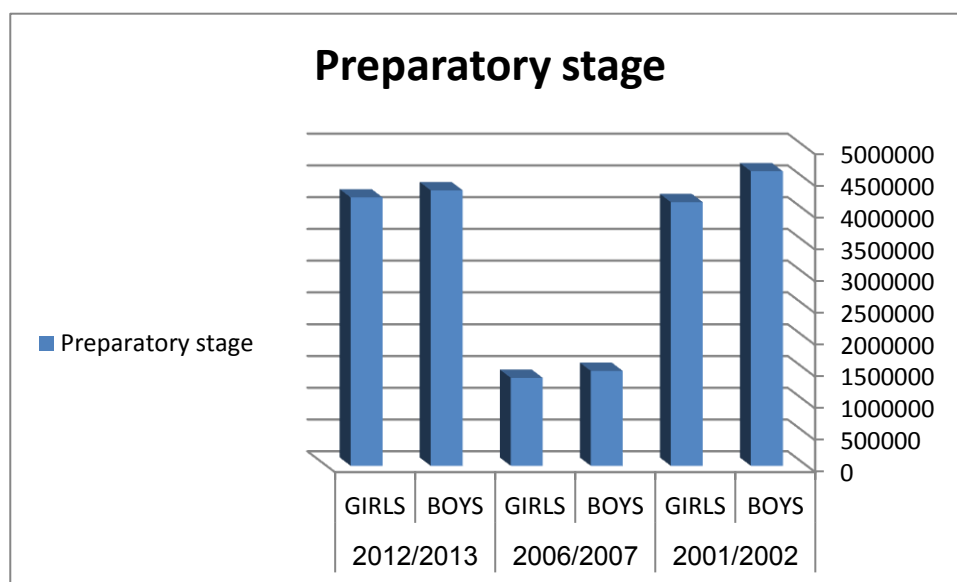
Figure (4/5) Evolution of the number of boys and girls in PREP

From reading the previous table and figure, we find that the size of the gap in quality between the two was 5.6%, their parity index was 2.90 for males in 2001/2002 - 2006/2007 of the quality gap to 3.8% and the index equal to 93 of 0 narrow gap between them continued until the year

2012/2013 for the quality gap to 1.4%, parity index 0.97 for males but was not achieved gender equality but there was improvement, narrowing of the gap is due to the establishment of one-room schools And friendly girls and others.

For secondary education the following table shows the evolution of the numbers of boys and girls are as follows:

Table (5/5)

Evolution of the number of boys and girls in General secondary education

Statement		2001/2002		2006/2007		2012/2013	
		Male	Female	Male	Female	Male	Female
Governmental	Number	516647	541287	514388	567596	558673	671552
	%	48.8	51.2	47.5	52.5	45.4	54.6
Private	Number	55916	49029	47101	44726	84442	75595
	%	53.3	46.7	51.3	48.7	52.8	47.2
Urban	Number	428398	452485	395046	439618	172924	204460
	%	48.6	51.4	47.3	52.7	45.8	54.2
Rural	Number	144165	137831	166443	172704	470191	542687
	%	51.1	48.9	49	51	46.4	53.6
Total	Number	1145126	1180632	561489	612322	1286230	1494294
	%	49.2	50.8	47.8	52.2	46.3	53.7
Absolute gap		-35506		-50833		-208064	
Size of the specific gap		-1.6%		-4-4%		-7.4%	
Gender Parity Index		-1.3		-1.9		-1.16	

Source: General Department of information and computer education, percentage and absolute gap and the size of the gap and gender parity index calculated by the researcher.
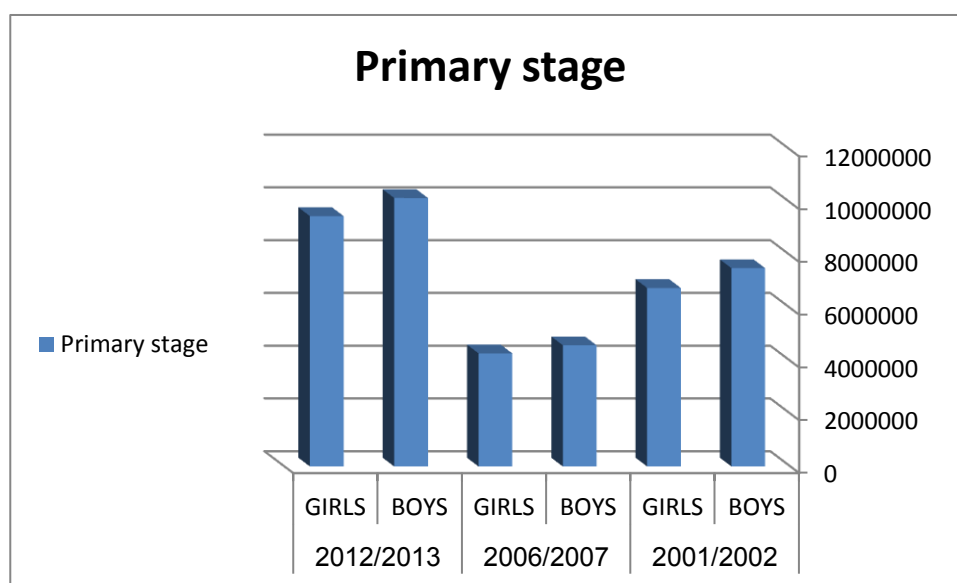

Figure (5/5) Evolution of the number of boys and girls in General secondary education

The previous table and figure show that the quality gap size was - 1.6% and gender parity index was 1.03 for girls has increased somewhat to reach quality gap – 4.4% and parity index arrived to (1.09) for females, and the gender gap has continued to grow to the size of the gap   (- 7.4%) and parity index in 2012/2013 (1.16) for females, and this shows that the number of   boys enrolled in secondary school year less than females, due to the involvement of males in the labor market before the end of this phase to support the family financially, leading to increasing gender gap.

As for technical industrial education was the development of boys and girls, as illustrated by the following table:

Table (6/5)

Evolution of the number of boys and girls schools industrial technical

Statement		2001/2002		2006/2007		2012/2013	
		Male	Female	Male	Female	Male	Female
Governmental	Number	611900	318259	557296	350302	548371	304740
	%	65.8	34.2	61.4	38.6	64.3	35.7
Private	Number	1734	1982	1460	1325	1730	1285
	%	46.7	53.3	52.4	47.6	57.4	42.6
Urban	Number	537626	273791	470067	282204	452457	242631
	%	66.3	33.7	62.5	37.5	65.1	34.9
Rural	Number	76008	46450	88689	69423	97644	63394
	%	62	38	56.1	43.9	60.6	39.4
Total	Number	1227268	640482	558756	351627	1100202	612050
	%	65.7	34.3	61.4	38.6	64.3	35.7
Absolute gap		586786		207129		488152	
Size of the specific gap		31.4%		22.8%		28.6%	
Gender Parity Index		0.52		0.63		0.56	

Source: General Department of information and computer education, percentage and absolute gap and the size of the gap and gender parity index calculated by the researcher.


Figure (6/5) Evolution of the number of boys and girls schools industrial technical

Reading the above table and figure, we find that the size of the gap in quality of 2001/2002 was (31.4%) to reach in (2006/2007) (22.8%) Then it took to rise again to hit the (28.6) in 2012/2013, and is affected by the gender parity index terms (0.52) for males in 2001/2002, say in 2006/2007 to (0.63) for males and increased the quality gap in 2012/2013 for up (0.56) for boys, girls and their families to believe this quality of education fit only for males resulting reluctance of girls, and that gender equality was not achieved.

This is while the agricultural technical schools were the evolution of the number of boys and girls, as illustrated by the following table:

Table (7/5)

Evolution of the number of boys and girls in technical education in agriculture

Statement		2001/2002		2006/2007		2012/2013	
		Male	Female	Male	Female	Male	Female
Governmental	Number	178971	46340	140527	44972	145779	33234
	%	79.4	20.6	75.8	24.2	81.4	18.6
Private	Number	-	-	-	-	-	-
	%	-	-	-	-	-	-
Urban	Number	139059	40325	105781	37579	111377	26223
	%	77.5	22.5	73.8	26.2	80.9	19.1
Rural	Number	39912	6015	34746	7393	34402	7011
	%	86.9	13.1	82.5	17.5	83.1	16.9
Total	Number	357942	92680	140527	44972	291558	66468
	%	79.4	20.6	75.8	24.2	81.4	18.6
Absolute gap		265262		95555		225090	
Size of the specific gap		58.8%		51.6%		62.8%	
Gender Parity Index		0.26		0.32		0.23	

Source: General Department of information and computer education, percentage and absolute gap and the size of the gap and gender parity index calculated by the researcher.
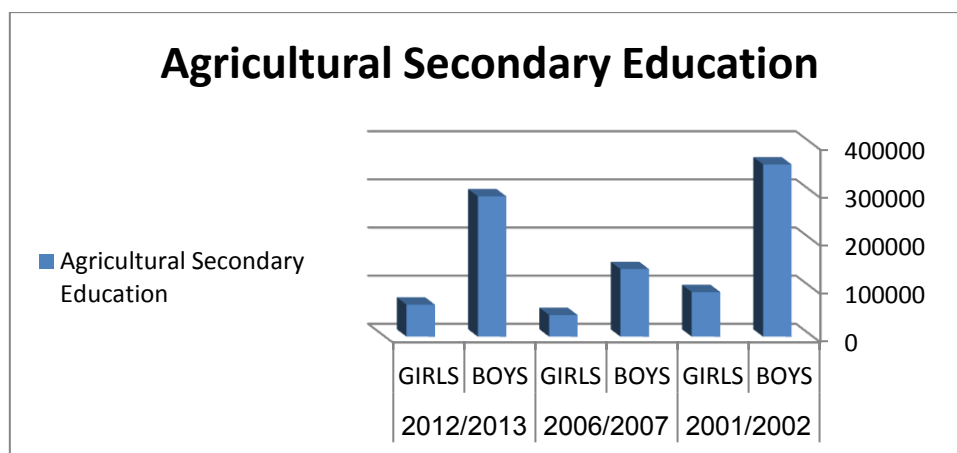
Figure (7/5) Evolution of the number of boys and girls in technical education in agriculture

The previous table shows the size of the gap in quality during three years it took on the decrease and increase and decrease again, gender parity index also fluctuated between decreases and increases and decreases with (0.26), (0.32), (0.23) for males during the years (2001/2002), (2006/2007), (2012/2013) respectively, because of the magnitude of the gap between the two to believe girls inadequate agricultural education for nature girl or singled out the difficulty of obtaining employment after graduation, leading to low enrolment Girls' education thus increasing the gender gap.

The following table shows the evolution of the numbers of boys and girls in technical trade schools as follows:

Table (8/5)

Evolution of the number of boys and girls in technical trade schools

Statement		2001/2002		2006/2007		2012/2013	
		Male	Female	Male	Female	Male	Female
Governmental	Number	312796	560424	189346	394887	190682	346743
	%	35.8	64.2	32.4	67.6	35.5	64.5
Private	Number	51496	65506	46553	66941	64945	49350
	%	44	56	41	59	56.8	43.2
Urban	Number	233748	418309	151332	347211	174634	298901
	%	35.8	64.2	30.4	69.6	36.9	63.1
Rural	Number	130544	167776	84567	114617	80993	97192
	%	43.8	56.2	42.5	57.5	45.5	54.5
Total	Number	728584	1212015	235899	461828	511254	792186
	%	37.5	62.5	33.8	66.2	39.2	60.8
Absolute gap		-483431		-225929		-280932	
Size of the specific gap		-25%		-32.4%		-21.6%	
Gender Parity Index		1.66		1.95		1.54	

Source: General Department of information and computer education, percentage and absolute gap and the size of the gap and gender parity index calculated by the researcher.
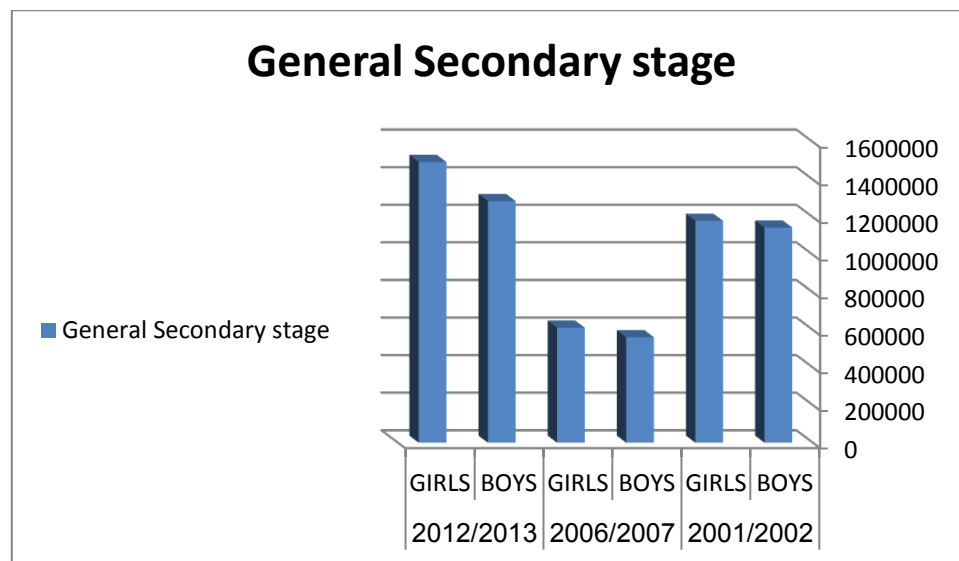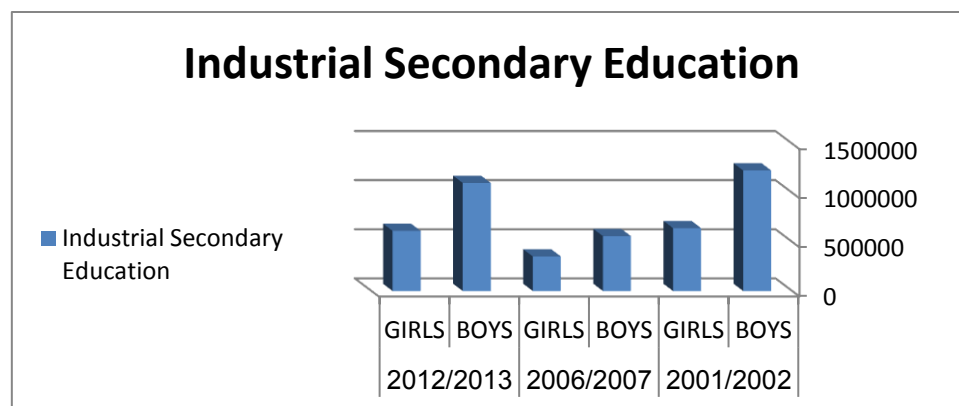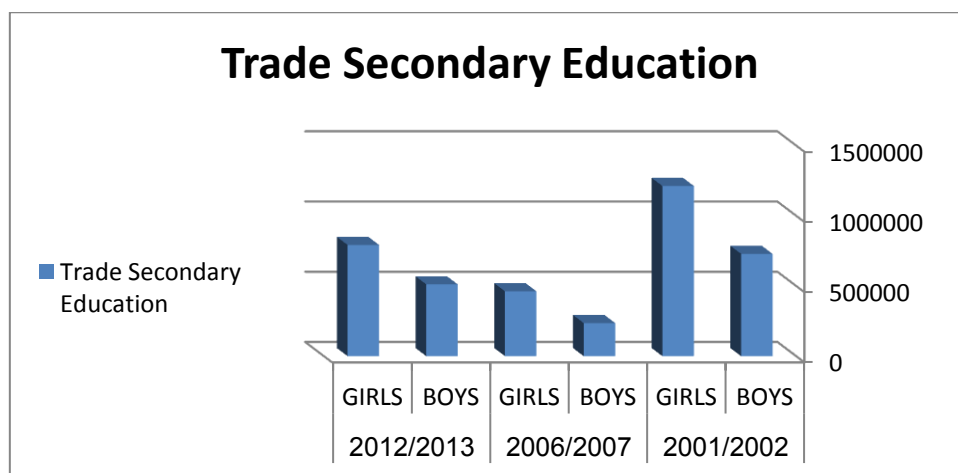

Figure (8/5) Evolution of the number of boys and girls in technical trade schools

From the preceding table shows that the size of the gap in quality was somewhat (2001/2002) and continued to increase until the year (2006/2007) and then declined slightly in the year (2012/2013) (1.54) and the same for gender parity index which is the spin three years for girls is because business education predominantly theoretical easy that attracts girls such as secretarial and administration services, and purchases and transactions, and Legal Affairs and others, and for this The reason was the huge gap between the sexes.

To narrow the educational gap between men and women and to eliminate discrimination between types (sexes) Ministry has taken a number of actions are:

- Achievement of equal educational opportunities for both types, with a focus on females.

- Remove obstacles to getting girls to basic education and achievement of full absorption.

- Expansion of one-room schools and girls friendly schools and community schools.

- Focus on female education in rural areas and slums and poor and disadvantaged and educational service.

- Encourage the girls and their families to attend various educational stages through the provision of economic incentives and social media campaigns.

- Build bridges between the Ministry and the institutions of civil society in order to bridge the gap in female education.

- A strong partnership between the Ministry and among regional and international organizations to achieve the free basic education of good quality, and formulas developed for girls:

(1) One classroom schools:

One classroom schools were established to educate girls by Ministerial Decree No. 355 of 1993, and to reduce disparities in education between girls and boys and the following table shows the number of schools, classes, boys and girls are as follows:

Table (9/5)

Evolution of the numbers of (schools-classes-students) community education)

YEARS	SCHOOLS	CLASSES	MALE	FEMALE	TOTAL
92/93	253 -	603 -	10888 58.6%	7684 41.4%	18572 100%
2000/2001	2612	2612	1804 3.2%	54022 96.8%	55826 100%
2006/2007	3184	3184	3446 5%	65007 95%	68453 100%
2012/2013	4614	4614	17312 17.3%	82974 82.7%	100286 100%

Source: Ministry of Education; statistical annual book for various years.

These schools have helped to increase educational opportunities for girls, where statistics indicate how successful this school in achieving its goals, started in 92/1993 (7,684) pupils, has increased up to (54,022) pupils in 2000/2001 and continued to increase to up to (65,007) pupils in 2006/2007, (82,974) pupils in 2012/2013.

2. Community schools:

These schools aim at providing education in disadvantaged and deprived areas of education with community participation, and also to accommodate dropouts or never attend school, and the school includes children of different ages and the schools flexibility.

Community schools began in 1996 with the creation of (4) schools, the number of this type of schools was (497) in 2007/2008, and (9247) students.

3. Girls' friendly schools:

The main objective of capacity development to identify and resolve problems and self expression and literature of positive values and dialogue, notice the girls love and attention, which follow the National Council for childhood and motherhood.

Has been running most of these schools as of 2004 arrived overproduce in 2006/2007 to (386) school, the number of studies (10807) students.

4- Small schools

They are aimed at providing educational opportunities in disadvantaged areas of education services and community participation within the framework of cooperation between the Ministry of education and NGOs, international organizations and the quality of schools with community participation through community education committees consisting of people interested in the cause of education in local communities, civil society, and business. And this initiative can be seen to contribute to narrowing the education gap between boys and girls; they also contribute to narrowing the education gap between poor and rich regions.

It was agreed to create four schools-above-to accommodate female students dropped out or never-education chapter girls of different ages and different educational levels and take account of flexibility:

Location

Building the origin of educational buildings or building Donation ware is a room in a house or a suitable place until the establishment of the school building.

As for community schools and small schools, the places are provided by an NGO or community in the region and have an active role in attracting students and encourage parents to send their children to school.

School admission system:

•This accepting students ages 8-14 years but can bypass and get off at 6 years of age in places where there are primary schools in remote areas.

•The acceptance of male students in areas not reached by educational service but after the consent of the parents, so that the decision to accept girls only.

•This procedure test for students dropping out and offer the appropriate grade level study.

Scheduling

This is adapted to environmental conditions, so that they do not conflict with the conditions of the students and the nature of the activity in the school's residence subject to the table.

Curriculum:

Focus on reading, writing and arithmetic, religion and general information. They match the curricula of primary, along with productive projects which are a means for the rehabilitation of girls and prepare them for the labor market to provide them with the life skills needed as their

future, has been a priority in the establishment of such schools in the hamlets, villages and places of service.

5- CFS's are for the education of children in difficult circumstances:

This was done in agreement between the Ministry of education and UNESCO International and the world food organization and civil societies, and is aimed at children who have dropped out of the educational system to the labor market or who have lost a family shelter, so the project had objectives directly:

- Reintegration of children out of school education.

- Raising the enrolment of children from disadvantaged groups in education.

 - The basic education needs of children in difficult circumstances.

- Choose a flexible educational model provides formal education for fugitive categories of education.

 - Pursue the integration of children in their families and their community.

It starts in such schools from 9-14 years old and is a non-traditional school start and finish dates according to the circumstances of each group of students to study, with pupils and teachers, the ones who determine the shape of the school day and is diversified among cultural materials and activities and professional materials and with an hour for lunch, and associations of health care for these students and the curriculum was circulated to these groups by the Ministry of education and the number of classes of these schools are (27) with 688 students distributed over 23 societies.

There are some the availabilities given by the Ministry of education for students to attract those education schools such as:

- Free study.

- Comprehensive health insurance to students free of charge.

- To provide a meal.

 - Provide raw material for vocational trainings.

 - Provision of part of the profit on the studies to motivate them to keep going.

 - Distribution of some products of professional studies.

 - Educational studies distinguished ISRA, so can shorten school years for female students.

- Organizing trips for sightseeing of the country, as well as summer camps.

 - Continuation of them desires to complete their education in the higher grades, with exemption of fees.

 - Raise the age in the next stages, as appropriate to the circumstances of graduation from the school.

These schools have helped to increase educational opportunities for girls, and allowed under continuing study in lower secondary and secondary schools, and has raised the age of consent for them until the age of 20 years of lower secondary, 22 years of secondary school, to enable them to stay in school. If increased age reported is exempt from the requirement to age with the consent of the Minister.

Restrictions to the enrolment of girls in education:

There are some constraints to the enrolment of girls in various stages of education, which can be divided into the following:

First: family constraints hamper the achievement of gender equality:

- The low level of family income.

- Direction to manual work to help the family.

- Family conditions and needs her mother at home and work in the field.

- Lack of financial incentive to encourage families to educate girls.

- Low social level and social problems of divorce, polygamy and the father to travel abroad, or death.

- Frequent reproduction.

- Early marriage of girls.

- Lack of awareness of health and disease in some societies.

-Illiteracy among some families which hampers follow-up on their daughters ' education.

-Families fear their daughters from mixing with males not wanting their education.

- Lack of awareness in some families in the education of girls.

- Customs and traditions that inhibit girls ' education.

- Give priority to education for boys in poor families.

- The unwillingness of parents in action girls make them reluctant from their education.

- Not being native girls.

Second: educational restrictions

- Lack of education for girls.

 - The failure to involve girls in many school activities.

 - Low level of some teachers, especially at the primary level.

- Evening doesn't fit girls, so reluctant parents for their daughters' education.

 - After some schools for girls ' accommodation and lack of adequate transportation.

 - The failure of schools to teach the girls the craft enables them to live.

 - Cruel treatment of faculty for children especially in rural areas.

 - Double potential of educational process and inadequate performance.

 - Absence of reward and punishment to attend or drop out.

 - Not to activate the role of the social worker, especially in the follow-up to the girl drop-outs.

 - Increase the size of classes.

 - Difficult approaches.

 - Weak link between what you learn in school and the demands of everyday life and operation.

- Weak link between community and school and lack of cooperation in some societies.

 Third: Community restrictions

- Lack of outreach to rural and remote areas to teach girls.

 - The low cultural level of the family.

 - The educational disparity between boys and girls for boys.

 - Unemployment and lack of job opportunities after graduation.

Challenges:

Despite efforts by the Ministry of education to achieve gender equality in the various stages of education, but there are still some challenges that prevent Nations achieve this goal and these challenges:

- There is a significant proportion of females are enrolled in basic education.

- The spread of slums and remote and populated by a few people and away from school buildings.

- Poverty and the low level of family income, especially in the rural and marginal areas in return for the high direct and indirect costs of education makes many families back to their children's education. Expenditure on basic education has a mismatch between the financial resources available and the requirements of expenditure on basic education has a mismatch between the financial resources available and the requirements of education and shortage of rationalization of expenditure and financial cost of remote and marginalized groups and weaknesses in the budget.

- Significant increase in population in the age group 6-15 percent according to the Census of 20 of the Central Agency for public mobilization and statistics. a slice of pupils in basic education.

- Teacher's occupancy rate remains high, especially in the countryside, beside the small number of parameters, which affect teachers in low enrolment of girls in education.

- Poor performance of the teachers, many of whom are not keen on education, or to obtain additional services, often go out for ways to increase income.

- The time devoted to education remains short, where there are no schools full-time, there are other schools operate two shifts affecting the academic achievement and quality education.

- Increased rates of repetition and dropout of girls, especially in basic education, which leads to increased rates of illiteracy.

- Slowly increase the net enrollment rate of girls in basic education.

- A few years schooling, or average years of schooling of pupils aged 15 years and over in education, which is one of the indicators of the quality of education.

• Poor quality of primary education, where students acquire mental skills such as: the ability to think and solve problems, and also life skills required by contemporary societies: poor communication between organs and organizations, international and Arabic, weak interactions to achieve equality in the neediest countries.

-Lack of interest in the application of laws and legislation on the education of girls.

- Lack of coordination between the Ministry of education and the Ministry of information to achieve the qualitative importance of girls' education.

- Lack of interest in girls ' school environment some professions and trades useful and productive.

- Lack of interest the authors of course with topics such as: reproductive health, nutrition, and family safety, and as secondary subjects.

- Prevalence of adult illiteracy, which does not allow the interest to families in the education of girls and of refuge for early marriage, or their inability to follow up their daughters in the study.

- Intermediate qualifications Yen ENTCHA unemployment more than spread among the illiterate.

- Some parents birth registration which does not reflect the real size of the gap in quality between males and females.

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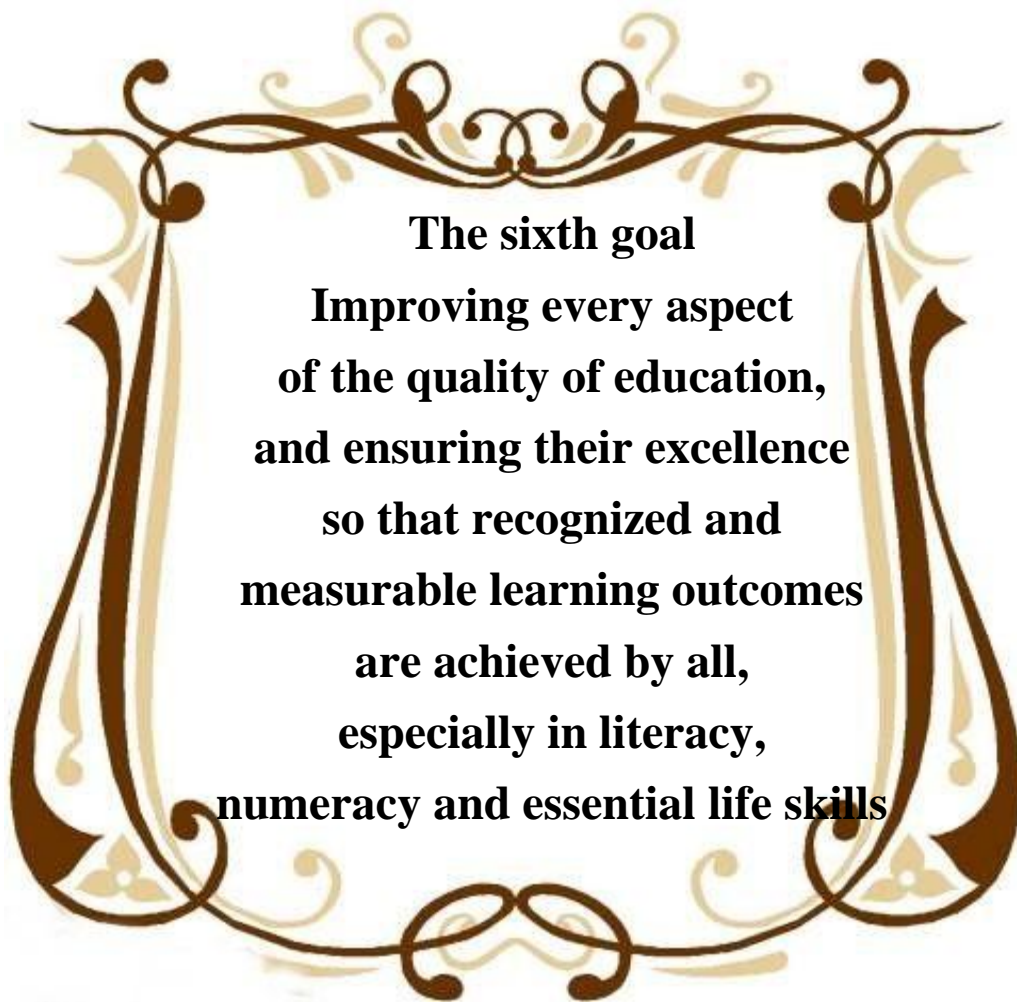
The sixth goal
Improving every aspect
of the quality of education,
and ensuring their excellence
so that recognized and
measurable learning outcomes
are achieved by all,
especially in literacy,
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The sixth goal:

"Improving every aspect of the quality of education, and ensuring their excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills".

The focus of attention has turned from quantity achievements in the field of education in Egypt to the qualitative aspects of education, and ensuring excellence for all. Keeping up education efforts in Egypt with the sixth goal, where State is making unremitting efforts to improve and develop education. In spite of that, the qualitative aspects of education in Egypt face great challenges making them in need for further support and attention. The quality in education poses a major impact on the low levels of students. Schooling quality, which include quality in teacher performance, and quality in school and administrative reform, plus the quality of the curriculum and teaching methods, is considered one of the most important determinants that affect the rates of attendance for students and teachers, and the degree of academic achievement and students behavior, and also on the levels of job satisfaction and professional development for teachers. The results of Egypt's interest in the quality of education caused it to jump from last place in the global Competitiveness Report 2013, to the position 73 of the 142 countries in the global ranking of innovation.

The quality of education in the legislations and law:

The quality of education in Egypt gains great importance, as in the text of the Egyptian constitution, which was approved in January 2014 in Article No. (19), that education is the right for every citizen is provided by the state, according to the international quality standards. The state is also committed to allocate a proportion of government spending for education of not less than 4 % of GDP and rising gradually until it agrees with the rates of education. The state has issued a number of laws and decrees that are interested in the establishment of the National Establishment for Ensuring Educational Quality and Certification and determine their own laws, as well as that are interested in the quality of the school and qualifying for the adoption of educational, and improving the quality of the teacher, and curriculum development, and improve the quality of school activities and evaluation methods, and raise the quality of education provided to people with special needs. The exposure to these laws will be discussed in detail later.

The concept of the quality of education in Egypt and criteria and indicators:

The concept of the quality of education in Egypt indicates that "the ability of the educational process to develop the knowledge, skills and abilities of the learner". Egypt has set the concept of ensuring the quality of education in Egypt, according to the law establishing the National Authority to ensure the quality of education and accreditation in a "meet the quality of all the elements of the educational

process of the curriculum and institutions, students and teachers and various activities that are related to the educational process". It is linked to the quality of education in Egypt the accreditation of educational institutions in Egypt, and is intended to: "the recognition granted by the National Authority to ensure the quality of education and accreditation of the institution if they can prove that they have the institutional capacity, and verify the effectiveness of education and in accordance with the standards adopted and published by the Commission, and has the advanced systems that ensure the improvement and reinforcement of continuous quality". It has identified in the body of the document the standards of quality assurance and accreditation of the pre-university educational institutions in two main areas, namely institutional capacity, and effectiveness of education. It also placed the basic criteria and indicators for each of them, as issued documents dealing with standards of quality assurance and accreditation of education institutions in the various stages of education.

Accurate measurement of learning outcomes in reading, writing and life skills:
Egypt has participated in the International Examinations for reading, mathematics and science, such as TIMMS, it also prepared the national codified tests in reading and math and applied them to students of the third primary grade and the second preparatory to achieve accurate measurement of the output of the educational process and to take corrective steps in the light, and will be dealt with this matter in detail in the methods of evaluation.

Educational policies in place to achieve the quality of high-quality education:
The Ministry of Education is working to achieve the strategic goal to achieve comprehensive quality through several tracks as follows:

First: curriculum reform centered on school and preparing for the preparation for educational accreditation:

Quality Assurance does not happen only if the circumstances of the school, which makes it an ideal environment to have the ability to adapt to changing circumstances and possess the flexibility and autonomy in which we can implement this school for many of the self- reform programs, so the Ministry has moved on several tracks:

1 - Building national standards for education in Egypt:

The Ministry of Education launched an ambitious project to develop and build national standards for education in Egypt (2003), an investigation of the principle of total quality, as the national standards defined quality levels desired for all

elements of the educational process (effective school, and the teacher, and excellent management, community participation, and curriculum and outputs learning). It re-drafted and revised national standards for education in the period (2008-2011), and these are the standards that are in the light of which the adoption of the schools.

2 - The establishment of the National Authority for Quality Assurance and Educational Accreditation:

The President issued the decree No. (82) for the year 2006 on the establishment of the National Authority for Quality Assurance and Accreditation in Education, a corporate body belonging to the Prime Minister. It is considered one of the main pillars of the national plan for education reform in Egypt, as it is the entity responsible for the dissemination of a culture of quality in educational institutions and society, and the development of national standards that keep pace with the international standards, to restructure the educational institutions and improve the quality of its operations and outputs as a lead to earn the trust of the community, and increase their competitiveness both locally and internationally, and serve the purposes of sustainable development in Egypt.

In light of this, the Commission is seeking the continuous development of education and ensuring its quality according to a set of principles and values that emphasize transparency, objectivity and justice, and concern for the help educational institutions to adjust their situation and improve their total performance in order to qualify for and obtain accreditation. The Authority is not considered a regulatory entity, but is on the accreditation of educational institutions that are able to meet the requirements of national standards, and then it is keen to provide all forms of advice, guidance and direction for these institutions, including help on continuous improvement of the quality of its output through the mechanisms of objective and realistic self-assessment and accreditation.

To achieve this, the Authority made a number of visits to schools for accreditation, and determines the level of quality in their performance, as evidenced by the following chart.
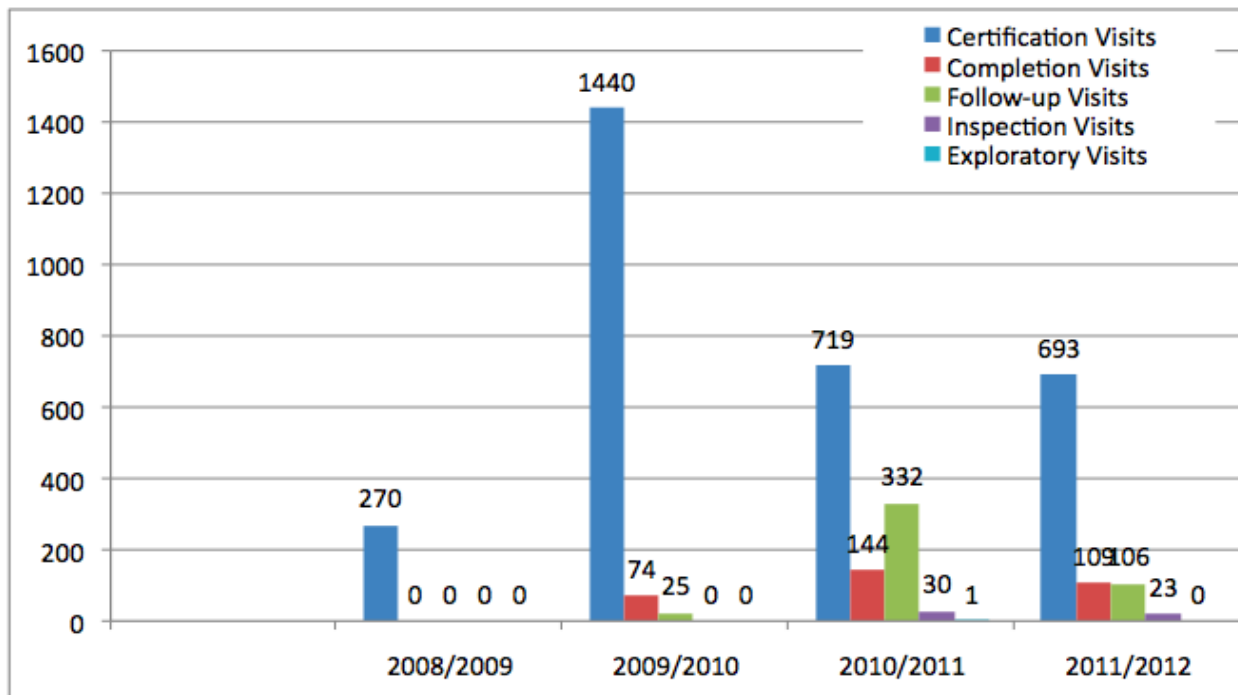
Figure (1/6)

showing the total visits carried out by the Authority to schools from 2008-2012

The numbers of schools, which released her decision to adopt or continued adoption from 2008 and until 2013 are 2912 schools while 1124 schools did not meet the requirements for accreditation. The province of the New Valley was the highest in terms of the ratio of the number of schools that applied for accreditation where the percentage reached 26% from the total number of schools, while Marsa Matrouh Governorate was in last place by 2.9%.

3 - Projects and programs for developing schools:

The Ministry of Education is implementing a number of projects and programs to develop schools that are applied to improve the entrance to the school based on national standards for education, namely:

− **Improving education program:** This program began in 1997 and lasted until 2006, where it presented several projects focused on training principals and managers of basic education schools and teacher training on modern skills of teaching, and rehabilitation of new teachers in conjunction with the colleges of education , and provide many of the capabilities and equipment to improve education . The program is funded by the Ministry of Education and the World Bank and the European Union, and managed by the unit for planning and follow-up.

− **Active learning Mainstreaming Interactive Learning project:** has been applied in 90 schools, in collaboration with the UNICEF in three governorates: Fayoum, Qena and Assiut, and the achievements of this project: developing

frameworks lists to activate the self-management, and building educational setups for the application of active learning, and preparation ToTs group of trainers in this field .

– Project for new schools in 100 schools: in collaboration with the U.S. Agency for International Development, USAID, The project started with the beginning of the academic year 2004/2005 in the three governorates, Fayoum , Minya, Beni Suef , and then joined by Alexandria Governorate , was building plans for the development of schools, according to improving education in the light of national standards for education.

– Project Effective School: is one of the projects carried out by the Ministry of Education in 300 schools, including 150 primary schools, 150 intermediate schools, in collaboration with the World Bank and the European Union, has implemented this project in ten governorates: Minya, and Sohag and Qena, Qalubia, Kafr El -Sheikh, Ismailia, Sharqia, Dakahlia, Gharbia and Beni Suef. The project has implemented the effective school model from vision, mission and through social climate of the school and the teaching methods and learning environment. This has allowed the project to transform the school management to decentralized management involving teachers and parents, in order to convert all basic education schools to being effective schools, in accordance with the national standards for education in Egypt

- Educational Reform Program: has been implemented by the Ministry of Education and funded by the U.S. Agency for International Development in seven provinces by 30 primary and intermediate schools in each province, and these provinces are: Fayoum, Minya, Beni Suef, Aswan, Qena and Alexandria, and Cairo, and is this project: building institutional systems that support the process of the sustainability of the reform and expansion in the light of national standards for education, and the completion of measurement tools, calendar and lists note that support the process of self-evaluation, and the development of operational plans to improve the school and configured for the adoption of educational.

– Technology and improving educational performance project TILO: It is a program designed to improve the quality of teaching and learning as well as school management through the effective use of technology in schools. The U.S. Agency for International Development and the project team "technology and improving educational performance" operates closely with the Ministry of Education and the Ministry of Communications and Information Technology, the private sector and some elements of society in seven provinces to employ technology in the development activities for school education to benefit the community by improving student learning outcomes. The time limit for the project: from September 2007 to September 2011, the goal of this project was to: improve the

quality of teaching and learning through the effective use of technology in the educational process, the participating schools nationwide were distributed as follows:

- 186 primary schools in seven provinces, namely: Cairo - Alexandria - Fayoum - Beni Suef - Minya - Qena - Aswan.

− 85 junior high schools will be transformed into a pilot smart− schools in the provinces of: Cairo - Helwan - Giza - October 6th - Alexandria - Beni Suef - Fayoum.

The main axes of the project were identified as follows:

- Improving the quality of teaching and learning by training teachers− and mentors on how to employ technology to improve educational performance, as well as the activation of the active teaching methods and technology to raise the cognitive abilities and critical thinking skills and problem-solving among students. - Working closely with the Ministry of Education, schools and the community to build a cadre of management of technology in the educational process. - Follow-up and evaluation of the results of the project using valuation models supported by the Ministry of Education.

− **Project Literacy:** is one of the important national projects because it contributes effectively to improving reading and writing skills for first grades of the primary stage, as it works to close illiteracy as it is a preventative program for first grades and treatment for the following ranks. This project began in June 2008 after the results of student learning showed that there is a 35% or more of pupils of the preparatory do not know how to read and write

− **Rewards fund for simple maintenance of schools SMAF:** is an additional mechanism to promote the decentralization of school management in the field of simple maintenance has been certified by the Ministry of Education with the German Reconstruction Bank. The fund aims to reward schools that did outstanding work in the field of minor maintenance and cleanliness in an institutional and systematic manner and participating with the Board of Trustees of the school. The targeted schools are government primary schools in nine provinces (Aswan - Qena - Sohag - Assiut - Minya - Beni Suef - Fayoum - Eastern - the Behaira). The duration of the Fund's work: three academic years starting from the academic year 2013/2014, and the number of schools benefiting are 800 schools annually with a total of 2,400 schools during the period of work of the Fund. The Fund has identified competitive standards for schools to win the reward fund, estimated at an average of 7,500 pounds for each school, and the school has the right to spend the bonus according to their needs and to serve the objectives of the simple maintenance and cleanliness of the school.

4 - Building support systems to ensure the quality of education and accreditation:

The Ministry of Education did the following:

- Building the Policies and Strategic Planning Unit (PSPU) in the ministry to propose policies and strategic plans for the development of education, as well as providing technical support to the provinces. This unit relies on the participatory support entrance policies and plans (local levels, donors, and the relevant ministries, and the civil society).
- Establishment of quality unit at the level of each educational directorate, associated with it is quality units at the level of education departments.
- Support of the training and correction units within schools to serve as an institutional unit within the school to manage the self-evaluation, and building operational plans for the development and continuing professional development for members of the school.

- Building professional development systems and institutional capacity building for training units at the level of the school management and the directorate.

- Establishment of a Department of NGOs in the ministry in order to create more community schools and semester schools, in collaboration with some international organizations under the coordination of communal coordination.

- The application of the national program for health-promoting environment schools in some governorates of Egypt, in collaboration with some international organizations.

5 - Declaration of a competition to improve schools and improve education (STEAP):

- This has been through the school of excellence awards program funded by the U.S. Agency for International Development USAID a guide has been prepared of Egyptian schools to achieve quality in the light of national standards for education.
− This program has chosen from 25% to 30% of primary schools and provided them with the required training for teachers and other stakeholders to develop plans for improvement and quality education.

6 - Decentralization as a tool to improve educational service:

− Establishment of the public administration to support decentralization: In light of the Egyptian government support towards decentralization in the pursuit of high quality educational; the Ministry of Education established a unit to support the decentralization through the Ministerial Resolution No. 286 in July 2012, which structurally evolved into the public administration to support decentralization in order to support and enable all educational levels of directorates, departments and schools to perform their roles effectively and efficiently.

- Restructuring of monitoring and evaluation systems in the ministry– in order to reach a single integrated structure capable of evaluation and follow-up in the context of decentralization, and support coordination and harmony between centralized and decentralized levels in the development efforts.

Second: the professional development of teachers and sponsorship:

The quality of the educational process depends firstly on the efficiency of the teacher role, which evolved today to become the driving force for the energies of the students who should learn on their own to acquire the skills of self-learning. The path for the Ministry of Education in Egypt, as a part of its strategic policy associated with an increased continuous professional support for teachers and increased financial support, is illustrated through several paths:

1 - The application of the new cadre of teachers:

The president issued resolution No. (155) of 2007 for the private cadre of teachers, as the President of the Council of Ministers Resolution No. (2840) for the application of Law No. (155). The career progression is in six professional levels representing a career path, and Table (6-1) is the equation for education jobs.

Table (1/6)
Equation and Education Jobs

Educational function	Equivalent financial grade	Intermediate periods	Accreditation Allowance
Great teachers	High	————————	150%
Expert teacher	General manager	5 years	125%
First teacher (a)	First	5 years	100%
First teacher	Second	5 years	75%
Teacher	Third (two years seniority)	5 years	50%
Assistant Teacher	Third	3 years	————————

To get the advantages of the cadre of teachers one must obtain a license to practice the profession of teaching, and links between staff skills, performance and promotion operations. The requirements include validity of teacher's license to practice teaching, and passing certain professional tests, in addition to providing what refers to the level of performance as evidenced in the record of professional accomplishment. The sharing of the teacher in the professional development programs, both at the school level within the reform program centered on the school or courses to be held at the level of the department or directorate or the ministry necessary for career advancement. The ministry embraced a distinct trend in transforming the teaching profession from a routine one that can many do without being armed with knowledge, skills and attitudes necessary to a specialized career with need to acquire the latest knowledge, skills and attitudes in

the field of education. This leads to that the teaching profession is gaining the professional status necessary to raise the educational quality of the product.

2 - Improving the material conditions of teachers:

The ministry has taken several steps to accomplish this among which the most important is:

– The application of Article 89 of the Law of a new cadre of teachers starting from 1/7/2007, which states that " the workers of the functions of educational jobs referred to in Article 70 of this Law, who in the service date of this section or who would be recruited in the future a teacher's allowance of 50% of the basic wage, as well as the annual premium increments, and every increase in wages given to workers of the state administration".

– The workers of the functions of the teachers referred to in Article 70 of this law according to the decision of the Ministry of Education in accordance with the preceding paragraph are granted adoption rates between 50 % to 150% of the basic wage as set forth in the previous table and when transferred to functions referred to in the table after they fulfill the requirements of the job prescribed to them, while retaining in a personal capacity the wages they receive even if it exceeded the end of the scheduled wage jobs they are transferred to, so that the application starts no later than 1/7/2008 .

- Outstanding performance incentive is granted to those who hold a doctorate or– equivalent degree and Master's degree or equivalent, according to the decision of the Chairman of the Board cabinets No. (734) for the year 2005, as follows:
• 200 pounds per month for those with a doctoral degree or its equivalent.
• 100 pounds per month for those with a master's degree or equivalent.

- Article 85 and Article 86 of Law No. (155) of 2007 describe private cadre of teachers system grants the above-mentioned addition to that article (85) in the law describes the system of granting versus the duties of the job and for overtime and the return for promoting the work functions or areas and the performance of certain expenses incurred by the incumbents in order to fulfill the educational work of this job.

– The Prime Minister issued Decree No. (57) dated 14/1/2014 to give an allowance against the burdens and functional efforts for teachers stating "the educational incumbents are given an allowance against the functional burdens for teachers to match the effort throughout the school year and burdens on their shoulders in various educational stages according to the following table".

Table (2/6)
Allowance versus functional burdens for teachers according to their grades

Educational function	Prescribed premium amount (EGL)
Chief teacher and equivalent	300
Expert teacher and equivalent	325
First teacher (a) and equivalent	350
First teacher and equivalent	375
Teacher and equivalent	400
Assistant teacher	425

3 - Teacher training:

There is a strong need for attention to the training of teachers in Egyptian schools because the Ministry of Education appoints teachers not educators as well as teachers educators, as there was still in primary schools teachers hold medium qualifications such as diploma teachers, in addition to the teaching of the English language on the part of some non-specialized teachers. Consequently, teachers need continuous educational and academic training.

For the Education Strategic Plan 2007/2008-2011/2012, the Ministry of Education is reconsidering the professional development programs for teachers and activation of the modules of primary education, as the teachers of this stage are characterized by diversity and difference. To a great extent the education system does not pay the assumed importance due to worker training. During the early years of the Strategic Plan 2007/2008-2011/2012 preparatory teachers did not get the appropriate amount of training programs. The equivalent of only 7% of the total teachers received the training program in 2008, and their equivalent during the following year. Among the reasons for this unsatisfactory situation, is that the educational leadership are not convinced of the importance of training, in addition to inadequate financial allocations for teacher training, both directorates and departments of education or the ministry's headquarters where the teacher receives training opportunities every 5 years

(A) Internal and external missions:

The Ministry of Education as from 1992 started to send teachers to some foreign countries such as the United States of America, the United Kingdom, France, to raise their scientific and professional level, and to acquainted to their educational systems and to be trained on the use of modern teaching methods and advanced technology.
The proceedings for nominating teachers of Ministry of Education to travel to the missions for the academic year 2010/2011 has been stopped due to the January 25 revolution and then training missions for teachers abroad has returned in 2012/2013 to India - Japan - and the United States in three groups in the year,

where the number of teachers who have been sent this year (34) teacher and all of them secondary school.

The ministry implements annually an interior mission program to prepare special education teachers and educational computer, in order to take advantage of the available in-house possibilities, in cooperation with the competent departments of the ministry as well as cooperation with parties outside the ministry, in the year 2012/2013 a number of (8) secondary school teacher have been sent internally for study grants provided to the ministry by the Demographic Center for Special Diploma in population and Development and master's degree in demography .

The ministry's aims from these missions are to:

- Implementation of a mechanism to optimize the envoys after returning and organize workshops within the institution to transfer the experience gained to their colleagues and in coordination with the educational districts.
- Orientation programs, foreign missions about recent trends such as: software technology education - teaching methods - advanced systems in the administration - guidance and career guidance and other programs aimed at upgrading vocational teacher, thus contributing to the achievement of quality education.

(B) Attention to training in technology:

The following was completed:

- Training for all personnel on the use of computers and networks.
- Training of teachers and mentors for science for all stages.
- Training managers and school principals on the use of modern applications and enrollment management.

- Training on equipment e-learning and e-government.
- Training teachers to integrate technology and computer skills in the subjects they teach, a total of (27079) teachers, (education program for the future).

- The completion of what has been agreed with the Ministry of Communications and a schedule of the plan included the convention for the training of teachers.

- Training for ICDL computer and vacationed with a total (14408) trainees.

- Training of teachers on the expansion in the use of ICT technology in the preparation and management of the lesson.

- Training teachers to use the method of discussion, assigning groups of students to set up joint research, rather than the method of memorization of one side.

(C) Career Academy for Teacher Development:

The Career Academy for Teacher Development was established in 2008. It serves teachers in terms of providing training programs required for education according

to national standards for education, as well as providing an achievement file for each teacher, containing his qualifications and experience, and his career history, and the programs he should get to be promoted. This Academy step is a very strong step if properly utilized and exploited optimally to achieve a satisfactory amount of professionalism for teachers, which is reflected on the performance of pupils in general.

The Academy is to hold tests for teachers that include tests of educational efficiency, and the Arabic language, and the substance of specialization. In 2013 the teacher training centers were included under the umbrella of the Career Academy for Teacher Development in the new structure of the Ministry of Education.

Third: the development of curricula and teaching methods:

In the year 2000, the Egyptian education curricula were regarded as traditional curricula, as it was not able to follow up and follow local and global events and changes, and were not consistent with the need of the student, because it does not reflect the reality, does not take account of scientific progress and social and political   change.
So the Ministry of Education began starting from 2003 the implementation of a comprehensive educational plan whose one of its the main components is to develop new curricula of high quality. The development of the objectives of the curricula was done, and the reforming of the content of textbooks in the light of national standards for education, as well as the adoption of the new curricula in basic and secondary education in 2004.

In 2008, a comprehensive evaluation study was conducted to determine the extent to which the curricula and new textbooks realized the educational development goals, and the results showed some of the strengths and weaknesses in the curricula. It is still the knowledge and information element is prevailing in the educational process at the expense of other elements related to performing skills. As the diversity of sources of knowledge is limited, and the textbook and the teacher remained the main sources of knowledge for students, despite the availability of other sources such as school libraries and the Internet

Basic education stage:

(A) start teaching English from the first grade in 2003/2004, in response to contemporary global developments.

(B) The rebuilding of the curricula of the first three years of the primary education: A development plan was implemented, involving concerned parents from the start of the academic year 2006/2007, and its features are as follows:
 - Easing subjects and limiting them to four basic materials, which is the Arabic

language and the foreign language, mathematics, religious education. The curricula are distributed on two semesters, which reduces the burden on student at this age.

− Preparing a clear activities guide to the teacher, to assist him in the preparation of activities in each subject as well as other educational activities.

(C) Developing curricula of the last three years of the primary education according to the following:

 - In the academic year 2008/2009 has seen the development of the Arabic language curricula, math and science studies for the fourth grade primary.
 - In the academic year 2009/2010 has seen the development of the Arabic language curricula, math and science studies for the fifth grade primary.
 - In the academic year 2010/2011 has seen the development of the Arabic language curricula, math and science studies for the fourth grade primary.

(D) The application of active learning strategy: This strategy is concerned with the interaction between the teacher and the learner, and the emphasis on student performance for a variety of activities during the learning process, through:
 - Application the periods system instead of the class system on an average three times daily, and the duration of each period is 90 minutes, with an interval of between 10-15 minutes, and the school day ends at half past one.
- Allow more time for the student to renew his activity, and reduce the number of subjects studied per day.

− Provide an opportunity for the teacher to provide a variety of activities while teaching the material, and provide a period to meet with teachers to identify the difficulties and problems that interferes with the progress of the school day.

(E) The process of continuous development of the curriculum for the preparatory education:

Having been developed national standards for education in Egypt in 2003, and revised in 2007 for all levels of education, the Ministry of Education produced a Criteria document in 2007, and upon which the National Authority for Quality Assurance and Educational Accreditation NQAAA issue a standard document for the levels for pre-university education graduate in 2009, and the impact has been modified and curriculum development cycle secondary education. According to it there was curriculum development for (Arabic - Science - Mathematics - social Studies) for the three years of preparatory education during the years 2009 to 2011 in order to achieve the targets of the Strategic Plan 2007/2008-2011/2012, in light of the new standards. But even though the process of continuous development of curricula, we find that the curriculum still supports the conservation and memorization skills without focusing on higher mental problems as a solution,

creativity, critical thinking, which is one of the most important skills that should be focused on.

• **Secondary education:**

- The Ministerial Decree No. (273) of 2012 was issued on the system for the study system of first year of the general secondary level, which provides for the division of subjects on the two semesters as follows:

1 - Subjects taught throughout the year and their subjects are divided between the first and second semesters, and the student is not examined in the second semester in what has been studied in the first semester and is divided into:
• Subjects examined-in and the grades are calculated within the total at the end of the school year: (Arabic - the first foreign language - the second foreign language - Mathematics).

• Subjects examined-in and the grades are not calculated within the total: (Religious Education - National Education - Computer).
2 - Subjects studied and expires at the end of the semester, and are divided into two groups, each group with three subjects examined-on by students and grades are calculated within the total

Group 1: Biology - Chemistry – History

Group 2: Physics - Philosophy – Geography

- The Ministerial Decree No. (274) of 2012 was issued on the system for the study system of second year of the general secondary level, which provides for the division of subjects on the two semesters as follows:

1 - Subjects taught throughout the year and their subjects are divided between the first and second semesters, and are divided into:

• Subjects examined-in and the grades are calculated within the total at the end of the school year: (Arabic - the first foreign language - the second foreign language - Mathematics).

• Subjects examined-in and the grades are not calculated within the total:

 (Religious Education - Citizenship and Human Rights - Information and Communication Technology).

2 - The student chooses at the beginning of the school year one of the two divisions (science or literary) according to his abilities and inclinations, so studying Specialty Materials Division selected in accordance with the system of the two groups as follows:

Science Division: specialized subjects ending by the end of the semester in which the student is examined and grades added to the total, namely: Chemistry - Biology

- Physics - Mechanics, and is divided into two groups: (Chemistry - Biology) and (Physics - Mechanics).

Literary Division: specialized subjects ending by the end of the semester in which the student is examined and grades added to the total, namely: History - Psychology and Sociology - Geography - Philosophy and Logic, and is divided into two groups: (History - Psychology and Sociology) and (Geography - Philosophy and Logic).

3 - The student chooses one of the vocational education subjects to be examined in it in practice and in writing at the end of each semester, that is (Industrial Technology - Agriculture - Business Administration and Projects). It is a success or failure subject.

 - The Ministerial Decree No. (323) for the year 2013 concerning− the Matriculation (General Secondary Certificate) and its minister has decided it to be a one year and not a two year examination and courses are taught in the following order:

1 - General Materials: All student sections should study them and requires the student to pass and is not to be added to the total. Those are (Religious Education, and the National Education, and Economics and Statistics).

2 - Specialized materials: materials are success and failure and are added to the total. It is distributed for different sections as follows:

• Science Division (Physics): (Arabic language, and the first foreign language, and a second foreign language, Biology, Geology and Environmental Science, Chemistry, and Physics).

• Science Division (Mathematics): (Arabic language, and the first foreign language, and a second foreign language, and Pure Mathematics, Applied Mathematics, Chemistry, and Physics).

• Literary Division: (Arabic language, and the first foreign language, and a second foreign language, History, Geography, Philosophy and Logic, Psychology and Sociology).

Fourth: supporting the use of technology in schools:

The ministry has developed a comprehensive plan to support the use of technology in schools, whether in education or administration based on the integration of technology in the educational process and the availability of education through the use of various technological means such as the Internet and distance education and e-learning, and the technological development in schools is done through:

1 - Developed laboratories: The aim of this laboratory is to develop the sense of science and instill the love of experimentation and conclusion at such an early age,

and include laboratories in the primary education group of units, including the basics of experimentation, and scientific awareness, measurements, and a library lab. These laboratories should cover all primary schools.

2 - Multimedia laboratories: This includes the establishment of computer laboratories equipped with multi-media programs, which is the latest trend in education by using the computer as a learning tool and these laboratories contain:

 - A computer and a projector (Data Show).

 - A television and a video recorder and an overhead projector.

 - A satellite receiver.

3 - the integration of technology in the subject: to be considered as a major component, which leads to the development of the student's ability to think critically and creatively, problem-solving and information gathering and its analysis and interpretation and taking appropriate decisions.

4 - Create the infrastructure for information technology:

 - Increase the capacity of the World Wide Web of the Internet of the ministry to allow the largest number of homes to enter the site of the ministry, and to take advantage of Internet services in the ministry and a particularly E-Learning.

 - Expansion of equipment to link the network to exchange information between schools and educational departments and directorates, and the Headquarters of the Ministry.

 - Expansion in the use of ADSL Broad Band and direct link Leased Line in addition to the currently available of Dial-Up for the school to enter on the Internet and intranet.

- Included in the Internet service: E-Learning, e-mail, the Internet and student creativity, and the live video broadcast.

5 - Production of advanced educational software:

 - 305 curricula have been prepared as well as 160 video films (enrichment– historical documentaries and documentaries), 110 animated films, and 60 educational materials on cassette tapes 45 curriculum on the Internet.

– Software is produced in the Technological Development Center of the Ministry as well as encouraging the private sector for this production. Those are issued in the form of: educational laser discs, and videos, and educational sites on the web, and cassette tapes, and animated films.

6 - National Network for distance training (Video Conferencing):

This has been developed and updated through:

- Updating equipment for the national remote training network.

- The use of the direct visible broadcast (Video Streaming) to include school classrooms.

- The use of Interactive Distance Learning IDL to test the level people present at the training sessions in the videoconference halls, measuring their interaction with the teacher.

7 - Providing E-Learning Service in schools:

E-Learning Project aims to:

- Creating a learning environment that provides outstanding education services.

- Activating the principle of self-learning and assessment, and the self and mutual collective assessment.

- Providing an opportunity for students to conduct educational dialogues with their peers and their teachers.

- Giving students the basic skills of technology.

− Supporting school Internet services through E-Learning LMS, and e-mail, and live video broadcasts, and the announcement of results of certification exams for all stages.

Among the achievements of the e-learning system:

- Enter a number of 7700 primary schools in the e-learning system.

- Downloading a number of 27 curricula of basic education on the Internet.

- Downloading a number of 55 educational toys.

- Downloading a number of educational enriching materials.

- Training more than 5,000 specialists in schools to run virtual classrooms and accommodate e-learning system on the Internet.

- The number of broadcast studios for classes became 9.

8 - Pilot projects to support technology in schools:

   (A) **Broad Band Schools project:** in collaboration with the Ministry of Communications and Information Technology, aims to mainstream technology for high-speed Internet Broad Band Internet Access, and Computer Technology in all sectors of civil society.

(B) Schools Competitiveness Project PFCE: in collaboration with USAID and aims to increase students' skills in the use of information technology; to acquire the skills of scientific research and access them to the global level, and teacher training to integrate information technology into the curriculum to improve teaching methods, and the transfer of the school to the social educational center.

(C) Smart Schools Project: in collaboration with the Ministry of Communications and Information Technology, and UNDP, the project consists of two phases: the first phase pertaining to basic education and continue for a period of 5 years starting from the 2002-2003 and the second phase pertaining to secondary education, and the aim of this project is to:

- The introduction of information and communication technology in schools on a global level.

 - Increase knowledge, research and educational access to innovation and creativity.

 - Participate in bringing about a paradigm shift in education.

 - Develop the capacity of teachers and students.

 - Transform the school into a productive unit and Community Education Center.

 - Mobilize the community to achieve the national goals of education.

 - Linking the family to school, and the school community.

The Ministry of Education decided in 2014 on a plan for the development of Smart Schools aiming to raise the general level of government education in Egypt and the provision of better education through complete dependence on the computer. The use of smart classroom interactive boards, with the presence of Wi-Fi available to all students at school for free, as well as the teachers and the school administration, which everyone can access on the Internet in real time is one of the most important elements of the Smart School. The dependence of the school on Computer Applications in all its aspects, such as the educational system including electronic lessons system and electronic tests for students, and multimedia for curricula is an important part of the plan. Also the system includes the administrative management of Student Affairs, and human resources management, library management system, and attendance, and follow-up scores and results, and follow-up transfer, financial management and accounts, schedules of school, in addition to an interactive site for the school to the Internet.

(D) European Union Project:

The strategic objective of the project is the introduction of teaching and learning methods and the use of modern information and communication technology to reach the Computer Learning and learning through the computer. The Ministry of Education and the EU implementation of the project of a network of schools developed in basic education in primary and preparatory schools to increase the number of hours allocated for student interaction with the computer in order to be able to learn computer skills, and major expansion in the number of computers and its use in the educational process to approach the level of his peers in the developed world. The project aims to:

- The introduction of technology and its applications in the educational process to the number (1150) School.

 - Using technology effectively in the classroom/school in order to improve the level of education.

 - Enhancing opportunities for student participation by using information technology.

 - Encouraging teachers to work collaboratively and solve problems and to participate in the correction.

 - The application of the Egyptian national standards in information technology.

(E) Intel Teach to the Future program:

The program (Intel) "Education for the Future" is a part of (Intel) initiative for Innovation in Education, which aims to collaborate with educators in different countries around the world to improve the quality of teaching mathematics, engineering, science and technology, in order to prepare students for the requirements of tomorrow and helping them to develop the capacity of the analytical thinking that they need to succeed in the knowledge based economy, and the number of hours of training program are 80 hours, as the program consists of 10 modules.

An joint cooperation agreement was signed between the Ministry of Education and Intel Corporation to implement the program for a year ending 30 April 2005 for the training of teachers on how to encourage learning based projects and integrate the use of computers effectively in the curriculum, during which 7,500 teachers were trained.
As a result of the successes achieved by the program in the first year and the increased enthusiasm of teachers to participate in the program, it was agreed between the Ministry of Education and Intel Corporation to extend the application of the program until 2010 to train a number 65000 teacher on this program.

The achievements of the training were:

- Trainees of the Intel learning for the future program "Intel Teach" reached a total of (322,653) trainees as of November 2004.

- Trainees in the introductory program for teachers and junior mentors "Getting started" on computer skills totaled (38,132) trainees as of January 2009.

– Trainees on the program (Intel Learn) for students to use technology in projects that serve students and the community totaled (21,690) trainees as of November 2009.

- The number of trainees on the (Intel Elements) disc with effect from January 2010 until now were (59,914) trainees.

9 - EEI Egyptian Education Initiative:

This initiative for the development of education has been signed during the World Economic Forum, which was held in Sharm El -Sheikh in May 2006 and the aim of this initiative is to increase the effectiveness of public education through the use of information and communication technology, and enable students, teachers and school administrators of the preparatory stage of the following:

- Increase the use of educational technology applications E-content, E-learning.

- Increase the ability of teachers to deal with information technology and employing it in education within schools.

Participated in this initiative, 29 local companies from the private sector as well as to the Ministry of Communications and Information Technology and the Ministry of Education and the British Council and UNDP and a number of international companies such as, CA - Cisco - HP - IBM - Intel - Microsoft - Oracle – Siemens.

The results of this initiative in terms of infrastructure:

- 39,000 computer were provided to schools.

- 6000 classes were equipped in schools.

- 900 schools were connected to the high-speed Broad Band Internet. In terms of electronic content:

- Launching the first electronic portal SKOOOL for the Egyptian curriculum in both Arabic and English.

– Promoting the application of the use of technology in the classroom learning through project-based learning to enable students to acquire the skills and with the

active participation of teachers in view and understanding of the subjects they teach and their applications in the environment around the school.

– Entering online training system **Intel Essentials Online.** This system is developing a solution to the problem of providing training time and place to ensure the continuity and regularity of the educational process in schools while increasing the preparation of the trainees at the same time. The total number of teachers who have been trained from the beginning of the implementation of the program so far is more than 240 thousand teachers.

(A) Think.com project

Based on the protocol of cooperation between the Ministry of Education and the Ministry of Communications and Information Technology and Oracle Think.com project was implemented in a number of experimental preparatory schools nationwide. The agreement was signed on 29/12/2003. This project aims to develop a special learning community of students and teachers through a secure site with all means of electronic protection available, allowing them to exchange e -mail inside and outside the school, as well as web design for schools on the Internet, and to participate in collective projects, and help dealing with curriculum electronically.
Implementation began in a number of 30 schools from preparatory schools affiliated to the Ministry of Education in 2003 and reached 1789 schools.

- The company Oracle trained (15-20) teacher or specialist from schools.

- The Ministry of Education trained 100 teachers and specialists.

- Think.Com site was created by the Ministry.

 - The number of teachers using of the site were 7204 and the number of students were about 12672 students.

(B) Oracle Academy Project

An agreement was signed between the Ministry of Education and Oracle Egypt to implement the initiative Oracle Internet Academy in April 2004. Through the study in the Oracle Academy secondary students acquire skills to deal with database design and development of database applications and programming language Java and the field of business and communications that increase their competitive advantages in achieving their career aspirations in the future. The number of academies (schools) 554 were, and the number of students about fourteen thousand and in 2010 about 250 teachers were trained on SQL, and about 200 teachers on SQL /PL.

(C) NEPAD Schools Project, in collaboration with the each from the NEPAD group and the Oracle Corporation and HP company and aims to:

- The introduction of information and communication technology in schools on a global level.

 - Increasing knowledge, research and educational access to reach creativity and innovation.

 - Health awareness through several programs designed to find out the latest means of prevention of common diseases such as AIDS, Malaria, Tuberculosis and Malnutrition.

(D) Electronic Health Project in collaboration with the Ministry of Communications and the World Health Organization (WHO), aims to:
 - Development of awareness among a segment of students in the age group of 12-18 years through E-Learning in schools.

 - The development of technology skills to raise health awareness among the school community.

 - Communication between the school, family and create dialogues between them.

(E) British Council Project: in collaboration with the Ministry of Communications and the company INTEL, and aims to:
 - The development of the strategic vision and policies of information and communication technology ICT in education.

 - Preparing new teachers through the central education and support of human resources capacity.

(F) (CATC) Cisco Academy Training Center is the competitive center of e-learning, which is based on the control of all affiliated local academies and is considered a (regional academy).

The establishment of local academies in the Local Academics technological development centers within the directorates of education and preparatory school, according to what is planned in the Egyptian Initiative for Education.
 - Each Local Academy teaches after its inauguration the e-content of Cisco Company. The teaching method is based on the distance education technology. Contact and study and performing examinations are through the Website which achieves the increase in the ability in handling and taking advantage of the Internet for the benefit of the educational process 2007-2010
• Project objectives:

 - Dissemination of information and communication technology among students at all levels of education.

 - Rehabilitation of trainees to implement maintenance procedures for computers.

(G) Microsoft training project

An agreement was signed between the Ministry of Education and Microsoft Corp. in 12/12/2002 aiming to:

- Training a number of specialists from various departments in the Ministry on systems engineering and application development for six months.

- Teacher training on the latest ways to use information technology in teaching and production of educational software.

- Preparing a generation of cadres trained in the different fields of information technology training.

- Provide software packages the number of 160 original copies of 5-10 CDs.

The achievements of training were:

The number of trainees of the Microsoft Project totaled (124,964) trainees as of July 2006, distributed over the following training programs:

- Training teachers - Deputies - Managers - Principals - Administrators on basic computer skills.

− 51806 teachers have been trained to integrate technology in education through active learning strategies based on the use and employment of technology in the educational process. They have been trained on the production of technological lessons (Virtual Classroom Tours).

− Training of 4601 from the leaders of education in the schools of the Egyptian Initiative for Education (Mentors - Managers) on a specialized program aiming to develop a program to prepare leaders for the training of supervisors of various subjects on the leadership skills suited to the needs of the twenty first century including the provisions of technological skills and special programs for professional sustainable development.

- Young programmer's program to train students to deal with the Microsoft Expression Web in addition to the basic skills of the programming language C.

- Young programmer's program (instructors preparation course) to prepare trainers capable of training students on the software Young programmer's program.

- Technical specialist training program Microsoft Office Specialist− (MOS) to develop the skills of teachers of Computer and their rehabilitation for international certifications in the area of specialization.

- Training program for parents to raise the awareness of technological development, in addition to the basic skills to deal with their own computers.

10 - Plan of the Ministry of Education to implement the project «Tablet» in the governorates of the republic:

The Ministry of Education plan to implement the project «Tablet» the governorates of the republic, in phases, starting from the fiscal year 2013 - 2014, and continue until the fiscal year 2015 - 2016 are as follows:

 - The first phase began in 6 border governorates, and benefit 2225 classes and 35 thousand students, has been complemented by 4 governorates for 3600 classes, and 177 thousand students.

 - The second phase was initiated in 3 governorates, and ending at the end of the fiscal year 2013-2014. It will benefit first-grade students of secondary school. A total of 126 thousand and 983 students in 483 schools and 2876 classrooms will benefit.
 - The third phase, include 6 governorates during the fiscal year 2014-2015, benefiting 360 thousand and 247 students in 1272 school and 9514 classes.
 − The fourth phase is in 8 governorates, ending by the end of the fiscal year 2015-2016, benefiting 254 thousand 509 students in 926 schools and 6914 classes.

The costs of this project will be covered over three years during its application to first-grade students of the secondary school, the student can use the same device during the phase of secondary school, thus saving the expenses of printing books, where the cost per student for the ministry is about 360 pounds per year to print his books. Calculating the cost in 3 years it is 1080 pounds, which will be covered over a three-year period.

Fifth: interest in educational activities

 - A cooperation protocol was signed with the Ministry of Culture to take advantage of the culture palaces for the student to practice activities.
 − The ministerial decree No. (313) for the year 2011 considering artistic and physical activity an educational activity essential in the primary stage and become activities of success and failure. Also to consider the artistic activity and computers in the preparatory stage as essential educational activities where success and failure are added to the total in the first and second grades only. The learner chooses, in the light of his inclinations and interests, two activities of the other educational activities available in school, they are success and failure subjects and are added to the total. The third year preparatory the artistic activities and the optional activities are success and failure but are not added to the total.

 - Approval of the Ministry of Education on doing the learner 's educational activities in some places available in the environment around the school, including stadiums, clubs, theaters and palaces of culture, factories, universities, and this is in

case of the lack of adequate equipment and means of the school to practice activities.

− The issuance of laws No. (273&274) for the year 2012, and No. (323) for the year 2013 that considers the sports activity a subject of success and failure studied by all students at the secondary level in all years, and subject to practical tests but its degrees do not count within the total.

− Laws No. (273&274) for the year 2012, and the number (323) for the year 2013 dealt with educational activities at the secondary level, and identified it with an optional one of the following activities: (Art Education - Music Education - Practical Vocational Activity - Home Economy - Scouts and Guides - Theater and Acting - Broadcasting and Press - Community Service and Environmental Development - Information and Communication Technology - Scientific Creative Activity - Libraries and Research Skills). It is practiced and tested-in practically at the end of each semester but grades are not add to the total, but the subject is success and failure.

- Competitions are held in each school the end of each academic year for educational activities in all sectors and outstanding students are honored. These activities that are characterized by creativity and innovation are kept through a permanent exhibition of the work of students in school.

Sixth: evaluation methods

Students are subject to the process of continuous evaluation as the Ministry of Education has applied the Comprehensive Educational Evaluation starting from the academic year 2005/2006 in the primary stage, and the academic year 2008/2009 in the preparatory stage. The beginning of application was in the first grade preparatory, ending by the application on the third grade preparatory in 2010/2011. The system is currently applied on all ranks of the primary stage and the first and second grades preparatory stage.

• **Basic education stage:**

1 - Comprehensive Educational Evaluation:

Comprehensive evaluation is a system measuring all aspects of the personality of the learner (knowledge, skills and emotions), to identify strengths and weaknesses and its treatment so as to introduce to the society a balanced person being able to deal with the demands of society with high efficiency, and being able to face challenges and problems with vision. The aim of this system is to build a sophisticated correction system and trendy for the basic education stage to the various aspects of the educational process, in the framework of the educational goals of basic education. This is in order to achieve a balanced construction of the

integrated character of the pupil, and the Comprehensive Educational Evaluation depends on several pillars among the most important are the following:
- Employing the national standards for education in Egypt as a reference for this project.
- It is important that inherent correction depends on real activity. In light of this the Ministry of Education focuses on the use of learning styles based on the activity of the student, in order to develop multiple skills. The success of that depends entirely on the use of the comprehensive evaluation of all aspects of the student's personality. Comprehensive evaluation is composed of several elements used to correct the student, and these elements are in the classroom activities associated with the educational and extra-curricular activities (basic and optional) for the student besides written tests.

Comprehensive Calendar items:

(A) Completion of the learner's file: Portfolio means the aimed assembly for the learner's work under the supervision of teachers both inside and outside the school; to provide a realistic picture of his performance and is integrated throughout the school year, and includes:

- Written work (15% of the total score).

- Oral performances and classroom discussions (15% of the total score).

- Activities associated with the material (15% of the total score).

- Behavior (5 % of the total score).

(B) End of the semester tests (50% of the total score).

There were some of the problems faced by teachers, students and parents during the application, which led to the failure to achieve the goals of the comprehensive evaluation and made activities on paper and not real, so the Ministry of Education in 2011/2012 started the process of redevelopment of the Comprehensive Educational Evaluation for the prevention and treatment of these problems and has issued the Ministerial Decree No. (313) on 7/9/2011 on the reorganization of the comprehensive evaluation of the basic education stage, primary and preparatory. Together with the renovation process there was an extensive training for teachers and supervisors of Basic Education to confirm the deployment of the concepts of comprehensive evaluation, and through field visits, and through a network of video conferencing. The ministry has prepared a guide for the teacher to help him apply the system of comprehensive evaluation and allowed this guide at the electronic gate of the ministry. (National Strategic Plan 2007-2011, the teacher's guide in the comprehensive evaluation - and the Ministry of Education).

2 - Comparative International Correction:

Egypt participated in 2007 in the Global Competition for Science and Mathematics TIMSS second grade preparatory, and among 48 joined states, ranked 38 in math and 41 in science. In general, the performance of the vast majority of pupils was low at less than the international low level of 400 degrees by 45.4 % in mathematics, with a ratio of 40 % in science. The results show that the performance of pupils in the Delta was better than in the South, and in urban areas better than the countryside, and this means the disparity attention to the quality of education between these areas. Egypt did not participate in TIMSS tests in 2011 because of the outbreak of the revolution in January.

3 - Rated National Correction:

The Ministry of Education holds a national codified test in the preparatory stage called SAT. It was held for the first time in the academic year 2009/2010 was not held again until now. The ministry has decided to hold it to equip students for the TIMSS tests. The SAT tests aims to determine the level of the collection of eighth graders from the basic education in subjects (Arabic - Science - Mathematics). The results of the schools that applied the test showed the average pupil achievement is less than 50%, though the performance of pupils in the test of the Arabic language was the better, followed by their performance in the test of science, mathematics The difference between the governorates and even within the governorates and departments themselves is wide in math and science. The results of the governorates of Lower Egypt was better than the performance of Upper Egypt where results were higher than the average in the three tests (National Indicators of Education in Egypt 2010). Results did not show the real reasons behind the low level of achievement of students in accordance with the national test. Further studies are still needed to identify the causes.

• Secondary education:

There is a difficulty in applying the comprehensive evaluation system, and the current evaluation system depends on the final exam, which only focuses on the cognitive aspects of memory and culture and overlooked aspects of skill and compassion.

Seventh: Gifted people and those of special needs

The ministry's efforts in this regard are aimed at the early detection of talent and nurturing it, on the grounds that talented people in any society are the real asset to it, they are the pillar upon which the country depend for the progress and prosperity, and the following are the ministry's efforts in this area:
- A card is to be designed to follow the kindergarten children, and the first three grades of primary education to discover talents. The card also includes a summary

to determine the areas of apparent excellence of the child in various fields.
- Preparing tests for discovering talent children.

- Training kindergarten teachers on discovering and nurturing talents.
- Coupling all subjects at the primary level with enriching activities and the application of deep enrichment curriculum for the outstanding (academically gifted).
- Conducting many competitions at both the local and Arab.

- Allocating incentive marks for students excellent in sports for the general high school general exam and diplomas for technical schools.

- Preparing enrichment programs for the gifted.

- Establishing an association for gifted to make use of their opinions, and create communication between them. The top ten of high school graduates every year should be included for membership.

- Reconsidering the methods of evaluating students, allowing the discovery of talent, not only on their grades only, and accordingly the comprehensive evaluation of the first three grades of primary education has been the introduced.
- Participation in the World Olympics of Mathematics and Science as well as some festivals and international World competitions in various technical fields such as: the Indian contest "Shenikr" for painting, and the International Nile Festival for the song of the child, and Sharjah contest of children's drawings.
- An Egyptian mission of the students in the Eighteenth Arab School Sports, which was held in Beirut (Lebanon) during the period from 25/7/2010 to 5/8/2010 in the games swimming, table tennis, athletics, badminton, and football.
– Establishment of excelling secondary schools in science and technology (academically gifted) from the start of 2011, and supplying those schools with special curricula designed to take care of those excelling in science, mathematics, engineering and technology and attending to their abilities. Ministerial decrees are issued, regulating their work in terms of the conditions of admission of students, and the terms teachers' selection and their performance evaluation, curriculum, and methods of student assessment, and educational activities. A school was setup for excelling girls in Maadi, and another school for high achievers from boys in the Sixth of October.

- The ministerial decree No. (313) for the year 2011 required the teacher to take into account during the implementation of educational activities of basic and optional level of learners with special needs in the class by selecting activities with appropriate level in terms of time and effort and the capacity of teachers. This is done in coordination with the psychologist and sociologist of the school.
- Assigning teachers responsible for the activities of groups of gifted learners in each activity and to help them develop and hone their talents and prepare them to

participate in contests and educational exhibits through the design and implementation of a creative work project or a survey creative research. – The Ministerial decree No. (325) for the year 2013 was issued concerning the rules of procedure of preparatory and secondary sports schools.

- Taking charge of the international competition ISEF of science and engineering to solve scientific problems and to participate in the inventions races between students of the world. Egypt was represented and 3 projects globally won globally.

Eighth: The care of people with special needs:

The ministry attaches great importance to these groups, for many of the humanitarian legal, educational, and economic, considerations, in addition to the interest in these groups and work to integrate them into mainstream schools will lead to improving the quality of the educational process. In this context, the ministry has adopted the following strategy: 1. Activating the role of the regular school in the field of education and the education of pupils with special needs.

2. Expanding the role of special education schools for other additional roles to play.
3. Reviewing existing legislation of ministerial decrees and regulations, and the development of what may be a requirement to meet the needs of these pupils legislation and decisions, and to reconsider the situation in the educational position, so as to ensure that persons with disabilities in the merger during the regular school.

4. The development and preparation of specialized human cadres to work with groups with special needs.

5. Adapting modern technology to serve these children, enabling them to benefit from it, and deal with capability and effectiveness.

6. Preparation of curricula and textbooks to suit their needs and circumstances.

7. Planning to set up 5040 schools to integrate the 152000 pupils with special needs and simple retardation by the year 2011/2012 that include appropriate information technology facilities, but only 2776 pupils were merged in 452 schools all over the country.

Evolution in Special Needs Schools:

8. There was an increase in the number of schools and classrooms (Visual - Auditory - Intellectual - Kinetic). Statistics have highlighted the steady increase in the number of students and classes, and table (6-3) shows that as follows:

Table (3/6)

Growth in number of schools and classes and school children with special needs from 2000/2001-2012/2013

School year	Schools	Classes	Students
2000/2001	488	3076	30770
2006/2007	808	4022	37070
Percentage increase	65.57	30.57	20.47
2012/2013	887	4500	36876
Percentage increase	9.77	11.88	0.05-
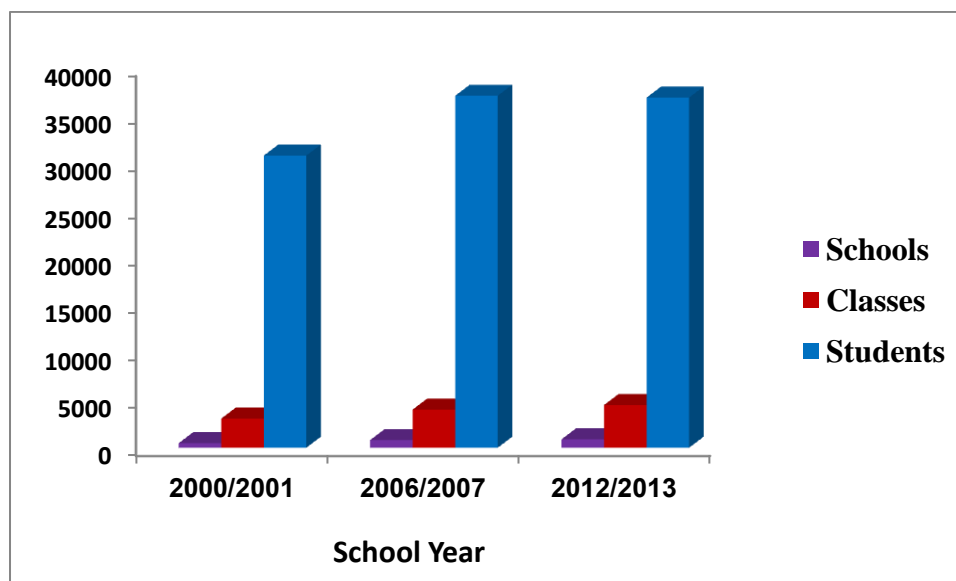
Figure (2/6)

Growth in number of schools and classes and students with special needs from 2000/2001-2012/2013

Challenges:

First: the school

Reform programs centered on the school faces a set of challenges as followed:

(A) High densities of classes:

− It is noted from Table (6-4) the increase in the average density of pre-primary education from 30.93 to 34.08 pupils per class during the period from 2000/2001 until 2012/2013, probably due to the demand for pre-primary education and the increase in the number of students admitted and not absorbed by the current classes, which requires the provision of new classes to accommodate the increase in the number of students admitted at this stage.

– In spite of the higher average density of primary schools that increased slightly from 41.11 to 43.29 pupils per class during the period from 2000/2001 until 2012/2013, but the densities may even reach from 60 to over 100 students in the class in some governorates such as Giza, Alexandria and Cairo, and some densely populated areas such as Marg and Boulaq Dakrour and Montazah.

– There is a lowering of average density of preparatory schools from 43.89 to 40.73 pupils per class during the period from 2000/2001 until 2012/2013, but there are very large disparities with respect to density, as in the neighborhood of Giza in some schools, as an example it reached 140 pupils per class, which requires conducting a survey to find out the problems of the different governorates on the density and find quick solutions to them, and put a priority to build in governorates with high pupil density.

- The average density in secondary schools between 45.5 and 55.6 students per class in some governorates and some educational departments, despite the decline in the average density of the year, 40.80 to 37.66 students per class during the period from 2000/2001 until 2012/2013.

Table (4/6)
the evolution of the class density for all grades from 2001/2002-2012/2013

Stage	Pre-primary education	Primary Education	Preparatory Education	Secondary education
2000/2001	30.93	41.11	43.89	40.80
2006/2007	30.31	42.86	38.36	38.36
2012/2013	34.08	43.29	40.73	37.66
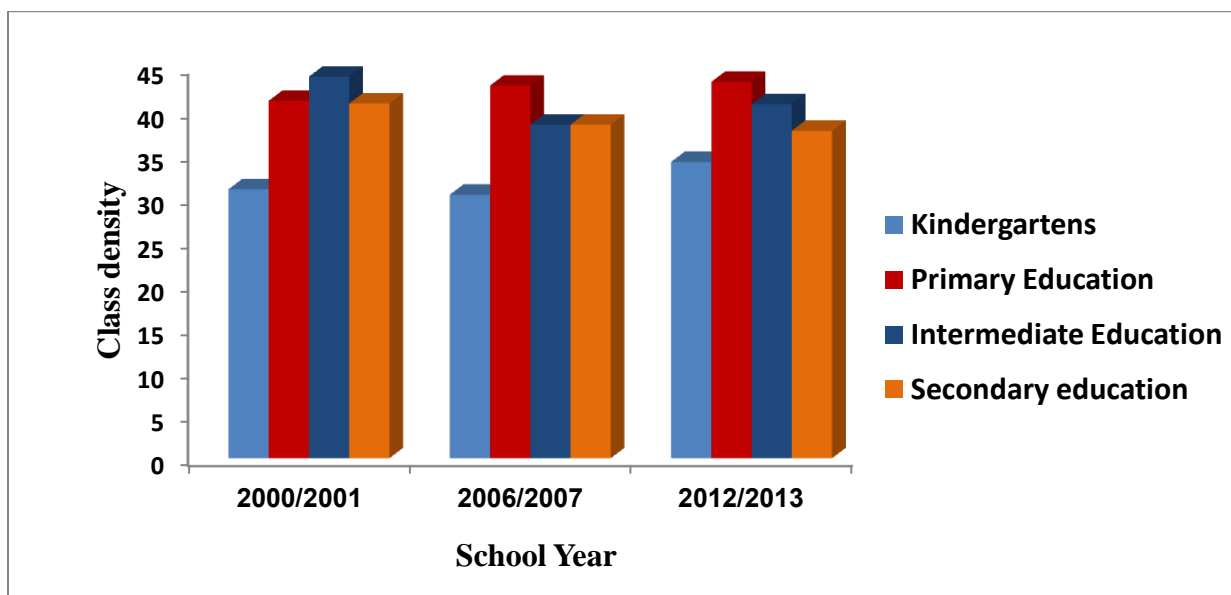
Figure (3/6)

The evolution of the class density for all grades from 2001/2002-2012/2013

(B) Periods of the school system:

− The proportion of schools that work full-time has diminished in comparison to those that are working double shifts or a period of one morning or evening, where the proportion of schools that are running full-day is 40.14%, while the percentage of schools that operate in the morning is 50.88%, and the proportion of schools working a second afternoon shift is 4.53%, and the percentage of schools that operate two or more periods is 4.45%. No doubt that it affects the quality of the educational process as a result of the lack of time for students to practice activities, and the short duration of the class dramatically. The following figure shows the proportion of schools according to the number of periods.
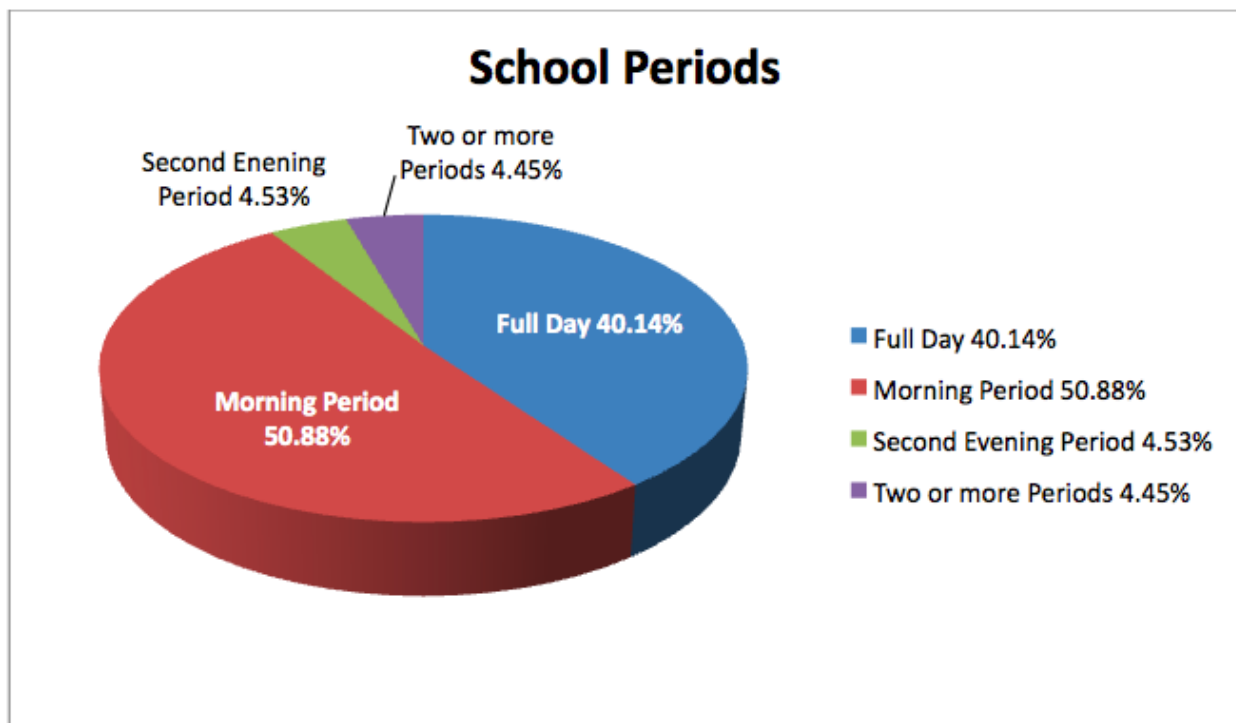
Figure (4/6)
the percentage distribution of schools by the number of periods in the academic year 2012/2013

Second, the teacher
Despite the great attention to the teacher and his welfare there are a number of challenges facing the ministry in this area:

(A) the inability of teachers:
− There a deficiency in the number of teachers of primary schools of up to 86116 teacher covering all disciplines. The data shows that there is a deficiency in some provinces, compared to an increase in other provinces at the level of each discipline, so the problem is associated with the poor distribution of teachers due to the inaccuracy of the data and poor planning, as well as to the political and social reasons.
− There is a need to plug the gap in the preparatory education teachers in some provinces, although there is an increase in the gross numbers as a whole, but there is poor distribution of them resulting in the emergence of a deficiency in the teachers in some provinces, which requires taking into account the methods of achieving a balance between these needs carefully, and between governorates and territories.

(B) The ratio of administrators to teachers:
− The ratio of administrative/teacher is still high, and we note that this ratio rose from 2005/2006 until 2012/2013, in all grades, and this reflects the inflation in the administrative work force in schools and a lack of their employment in an efficient

186

manner. Perhaps the increase is due to a rise in the number of teachers who are heading to work in school administration. Comparing this ratio to other Arab countries such as Jordan, it is clear that the ratio is relatively high in terms of the rate in Jordan 0.125/1, while it ranges between 0.65-0.68/1 in Egypt. The State has taken a good path to reduce the number of administrators in schools by stopping the appointment of new administrators.

Table (5/6)
the evolution of the rate of teacher/administration for all grades of 2005/2006-2012/2013

Stage	Primary Education			Intermediate Education			Secondary education		
School year	Teachers	Administrators	Ratio Administrators / Teachers %	Teachers	Administrators	Ratio Administrators / Teachers %	Teachers	Administrators	Ratio Administrators / Teachers %
2005/2006	337842	215066	64	200549	158869	55	101135	53129	66
2012/2013	390749	208241	65	240393	143336	63	102235	47287	68

(C) The proportion of qualified teachers to educationally unqualified educators:

– The proportion of educationally qualified teachers in education is between 85.2 % and 71.06 % in public and private schools in 2012/2013. The proportion of educator teachers to non-educator teachers has not improved satisfactorily during the past years, and this percentage is higher in the public schools. This reflects the interest of the ministry to utilize educationally qualified educators unlike private schools who employ predominantly by non-qualified personnel. This is supposed to reflect negatively on the performance of pupils in classes, which is favor of the public schools. Although there have been voices calling that with increasing years of experience in education, teachers acquire the skills and competencies required, which qualifies them already to practice educational work, especially because they have access to training courses from the teacher professional academic development as a condition for them to be fixed in their work and for promotion. This requires a diagnostic study to determine the merits, and to the extent they need specialized training programs to raise their competence to perform well in the work.

Table (6/6)
the evolution of the rate of teacher educator/non- educator for all grades
of 2001/2002-2012/2013

Stage	Pre-primary education			Primary Education			Intermediate Education			Secondary education		
School year	Educator	Non-educator	Ratio educator / non-educator %	Educator	Non-educator	Ratio educator / non-educator %	Educator	Non-educator	Ratio educator / non-educator %	Educator	Non-educator	Ratio educator / non-educator %
2000/2001	11209	6118	64.7	271483	49345	84.7	151471	57367	72.5	57146	27817	67.3
2006/2007	17397	5973	74.4	283410	48396	85.4	147003	50584	74.4	71036	29512	70.6
2012/2013	27957	6682	80.7	332918	57831	85.2	181377	59016	75.5	72648	29586	71.1

• The ratio was calculated through the statistics of the Ministry of Education, which describes the number of teachers, educators and non-educators in the year 2000/2001, 2006/2007, while the ratio in 2012/2012 were obtained directly from the educational indicators of the Ministry.

Third, the development of curricula and teaching methods:
Despite the ongoing review of the overall curriculum in all educational stages, but the development of curricula and teaching methods still faces some challenges in:
− The development of curricula in preparatory education faces the challenge of linking the actual life of the pupils and the consolidation of the practical and applied in it, and in line with the nature of the learner's environment for rehabilitation to deal with the community in a positive way and make it more able to solve everyday problems and more open to the world, and this is what seeks to establish the new educational strategy 2014-2030.
− The preparatory schools are not rehabilitated for the application of active learning as a strategy to improve the quality of the educational process as it was supposed to be done, but the focus was on one strategy only in the application of active learning in a strategy to work in groups. Other strategies may follow, but in a narrow range too as a result of lack of capacity and facilities required for the application in the classroom.
- Students in general secondary stage escape from scientific disciplines where the proportion of students attending those disciplines is only 28.8% of the total number of students, while the rest of the students is head for literary disciplines.
− There is a lack of horizontal integration between the curricula within the secondary school, and even between classes I to III as well as the presence of stuffing and repetition. There is also a lack of balance between what is taught by a student of the subjects in the first year and that in the following years.

Fourth: supporting the use of technology in schools
- Statistics and indicators show the need to further support the use of technology in schools, as statistics and indicators showed the following:
− Only 19% of all preparatory schools have science labs, which means that four fifths of those school students do not exercise practical applications of science. This failure is reflected negatively on the performance of pupils and that seemed clear in national standardized tests and TIMSS contest due to the unavailability of funds that meet the needs of school laboratories.
- Providing all primary school science labs is not complete, in addition to that 76 % of the visual labs in primary education lack the tools, equipment and devices.
− Only 27.4% of all preparatory schools are equipped with computer labs, even though the subject is one of the essential practical subjects, and thus are not enough labs to achieve quality education.

Fifth: evaluation methods
- There is a difficulty in the application of the comprehensive evaluation system in secondary education, and the system is based on the final exam, which only focuses on the cognitive aspects of memory culture and overlooked aspects of skill and compassion.

Future vision:
The Ministry of Education National Strategic Plan for Pre-University Education Reform 2014/2030 by was issued describing the future vision and the goals it seeks to achieve in order to improve the quality of education, and it is as follows:
First: School Based Reform:
It is a must for any attempts to reform education for the school to be on top as it is entrusted with the development of the Egyptian identity and sense of belonging to this country of the learner. It is also responsible for fall building the critical knowledgeable skills for the young and encourage them to contribute to nation-building so the Ministry of Education put the vision to achieve the future reform of the school as follows:
− Setting an overall target: "the development of management of educational institutions in the context of an educational system that is running a balanced centralized/decentralized and supports sustainable professional development, good governance and accounting to provide supportive learning environment and check the quality of education and the rights of the child to produce a citizen of innovation able to compete in a knowledge society, and a contributor to the development of their homeland.
 To develop strategic objectives as follows:
• Support the capacity of educational institutions in the framework of the balanced centralized/decentralized administration.

• Improve the performance of educational leaders to practice management centered around the school.
• Build the capacity of the institution and to provide ongoing technical support to ensure sustainable quality.
• Activating the partnership between the community and the educational institution to achieve the quality requirements.
• Providing an educational environment and attractive safe check and equal opportunities and support self-reform of the school.
    Setting operational objectives by the end of 2016/2017.
• The issuance of legislation and laws in support of the reform process at the school level.
• To develop and implement standards and objective honest grounds to choose the school leaders.
• It is important to create capacity building and training units and officials of monitoring and evaluation to support educational institutions for applying the requirements of reform at the school level and quality standards and accreditation.
• Leadership capacity building for decentralized decision-making and management of resources in order to achieve equal opportunities for the educated and between the workers and the integration of people with special needs.
• Expand the application of the funding formula to achieve justice in the distribution of resources and linked to performance.
• Develop mechanisms for evaluation and follow-up, accountability and accounting vertical and horizontal system stimulation based on the evaluation of the performance and learning outcomes.
• Review decisions and regulations for the governing board of trustees to enable them to participate effectively in decision-making and follow-up the implementation in the school.
• Develop and implement mechanisms to stimulate the local community and civil society and the private sector's participation in the provision and management capabilities, and material and human resources necessary for the school.
• Develop and implement systems for networking schools in the communities to participate in the resources and professional development and the exchange of experiences to mainstream successes of reform.
- Develop indicators to achieve the goals associated with the quality of reform centered on the school by the end of 2016/2017 as follows:
• A legislation to transfer the administrative and financial authorities to educational leaders in all provinces includes mechanisms for coordination and integration between the central and decentralized levels.
• Guide for reform based on the school.
• The number of teachers and trained personnel.

Second: professional development and human resources:
The education system depends primarily on human resources in achieving its goals of producing generations on a high degree of character and professionalism to build a society based on learning and an economy based on knowledge, therefore, the Ministry of Education's visions for the future to achieve the professional development of cadres are as follows:

- Setting an overall target as: "building systems for human resources management and a sophisticated dynamic, professional development programs to provide a supportive head as a hub to reform the system of pre-university education in the context of decentralization and good governance, in the framework of a distinct international".

- Develop strategic objectives as follows:
• Conceptual shift gradually toward activating human resources management systems as a basis to find work environment with inspiring and stimulating creativity, and collaborative work and teamwork towards achieving the objectives of the education sector.
• Institutional structure and strong technological dynamic human resource management, to be managed by the most efficient managers.
• Disciplined performance to employees in accordance with the system of education initiatives and directives of HR departments.
• Learning community (teachers and non- teachers) and growing cognitively and skillfully, a growing ability and self-efficacy, and through professional development programs to direct energies.

- Setting operational objectives by the end of 2016/2017 as follows:
• restructuring of the departments of human resources and capacity building and coordination between the relevant departments at all levels within the framework of the philosophy and the vision and mission for the development of human resources adopted by the leaders and all employees.
• Building an information system for electronic governance and management, monitoring and evaluation, human resource development and decision support at the central and decentralized and the elimination of all forms of functional redundancy and regulatory duplication.
• Routing paths of human resources development, according to the objectives of the strategic plan for the sector and the needs of pre-university education, according to global averages for educational leaders and school management and teaching and guidance and specialists, administrators and workers.
• Preparation and dissemination of integrated approaches and sources of training for different career paths, maps and plans for the time and location of the training methods and open the way for the adoption of professional self-development.
• Establish rules linking professional development system in various locations of the material and moral incentives.

• Develop a mechanism for the systematic evaluation of the efficiency and returns of training at all levels with the preparation and activation mechanisms of accountability and accounting vertical and horizontal based on learning outcomes and quality standards for system performance.

   - Develop indicators to achieve the goals associated with the development of the professional cadres by the end of 2016/2017 as follows:

• A structure and information system for the management and development of human resources.

• Meet the needs of the education levels of teachers trained in modern methods and developed and associated skills, information and communication technology.

• Meet the needs of cadres trained in technical education curriculum developed and modern methods of evaluating teachers and the supporting information and communication technology.

• Meet the needs of education levels and departments of education centralization and decentralization of educational leaders trained on the entrances of modern management related goals.

• Curricula for professional development and programmed chronologically sources of training for all disciplines.

• A sustainable mechanism for follow-up and evaluation of professional development programs

Third: the development of curricula

Comes the process of curriculum development as the most important strategic choices to bring about the desired paradigm shift in Egyptian education system and therefore the Ministry of Education to develop a vision for the future curriculum is as follows:

   – Setting target for the next stage is to "develop curricula for pre-university education in accordance with the requirements and the skills of the twenty first century atheist with its local, regional and global levels, and seeks to develop a culture of thinking and creativity, and maintain the intrinsic values of the Egyptian society, and the emphasis on digital citizenship, and to prepare globally competitive generations able to access advanced positions in the field of science, mathematics and technology".

   - Develop strategic objectives as follows:

• Issuance of a charter of the general education curriculum for pre-university in Egypt.

• Issue a curriculum document for special needs of talented and persons with disabilities in its various forms periodic and non- periodic of all categories as well as the culturally disadvantaged.

• Develop a system of curriculum, books and learning resources for all stages of education, community education, in line with the scientific trends, and based on the technological environment in education, system and contact, and supports the

values of citizenship.
• Benefit from the international experience in the development of system evaluation in light of learning outcomes, in various stages of education.
   - Setting operational objectives by the end of 2016/2017 as follows:
• Update documents charter for the general pre-university education curricula.
• Implement and document the standard levels of graduate education before college, in curriculum development, and elements in all grades.
• Develop tools, calendar and standard levels for each subject of study material in all the ranks of pre-university education and the application of national standardized tests to put the start line, and interim targets and measure the impact of the application of the new developed curriculum.
• Provide methods and sources of learning in mathematics, science and languages according to international standards based on the information and communication technology and interactive communication in the matrix of the extent and the relay begins with stage of primary education and ends in secondary school.
• Development of methods and sources of learning the Arabic language, religious education and social studies based on previous experiences, and deepen the concepts of citizenship and identity.
• Prepare evidence for writing books and learning resources in the light of the targeted standards.
   - Develop indicators to achieve the goals associated with the development of the curriculum by the end of 2016/2017 as follows:
• Charter of the general education curriculum for pre-university.
• The curriculum document for people with special needs.
• Curriculum developed renewable based on information and communication technology to all levels of education.
• A system for evaluating banks of questions for all classes
• Books and interactive learning resources for all classrooms.
Fourth: support the use of technology in schools
Occupies information and communication technology hub in the education reform programs in many countries of the world, where it is seen as a way to transition to the knowledge economy and learning society, therefore, the Ministry of Education to support the vision for the future use of technology in schools are:
 setting target for the next phase is the "expansion of the structure, applications and maximizing the use of information and communication technologies in the educational practices and management of various levels of the system of education to ensure the rehabilitation of students for the knowledge economy with the efficient and effective management of the system within the framework of the numeric values, and e-government services".
   - Develop strategic objectives as follows:
• Completion of the technological infrastructure necessary to strengthen the

efficiency and effectiveness of the management and governance of the education system and decision support starting from the school level to the central administration.

• Provide information and communication technology for teachers and develop their abilities to take advantage of them to obtain educational resources, and the planning and delivery of lessons, calendar and classroom management, and effectively communicate with their students and their parents outside the boundaries of the classroom.

• Provide information technology communication that earn the student skills to deal with them and use them in learning and self-evaluation and communication of knowledge.

   - Setting operational objectives by the end of 2016/2017 as follows:

(A) The policy of access and equal opportunities:

• building an information system for inventory management and components information and communication technology in various facilities of the Ministry of Education, equipment and hardware and software applications, networks and Web sites, and trained staff to connect to the Internet and used for information and communication technology.

• Design models of integrated information and communication technologies suit different infrastructure and availability of communication services and levels of experience and training in various levels of education.

• Provide the possibility of information and communication technology to suit the size and the level of the school all the Schools of Education, taking into account the unequal levels of availability.

• Provide software and applications necessary administrative and educational for all participants in the educational system

(B) Quality Policy:

• Training of educational departments at various levels on the use of information and communication technology in the planning and follow-up and decision-making based on the information.

• Training for all teachers to use information and communication technology in educational practices inside and outside the classroom.

• Provide regular maintenance and operational materials for all levels.

• Provide proof of citizenship for the use of digital information and communication technology.

(C) The policy of strengthening the institutional infrastructure and capacity building for decentralization:

• legislation to provide rapid maintenance budget and operating requirements for information and communication technology from the decentralized budget, and

add the powers of the school, as well as to regulate the relationship between the school and the nearest school to take advantage of technical maintenance services.
• Legislation to update and get rid of the equipment expired at the decentralized level.
• Composition of the team and the establishment of an information system dedicated to follow-up and evaluation of the program of publishing information and communication technology at the Ministry of Education.
  - Develop indicators to achieve the goals associated with supporting– the use of technology in schools by the end of 2016/2017 as follows:
• A centralized portal for curriculum and learning resources, learning and cognitive Calendar and international competitions, is available to all teachers and mentors and students.
• The number of community schools equipped with a personal computer connected to the Internet.
• The number of trained facilitators community schools on the use of information and communication technology and has an e-mail.
• The number of kindergartens and primary and middle schools equipped with the structure of information and communication technology connected to the Internet.
• The number of teachers in kindergartens and primary loop, the loop prep, secondary education and trained on the use of information and communication technology and has an e-mail.
• The number of high school students trained in the use of ICT and e-mail them, and all of them have a Tablet.
Fifth: monitoring and evaluation
System to ensure follow-up and evaluation mechanisms to verify the objective of growth and achievement, and according to quality standards, and the overall objectives, therefore, the Ministry of   Education 's vision for the future follow-up and evaluation are:
 setting target for the next phase is in "an effective system for follow-up and evaluation building on the results measuring the effectiveness of the educational system and the application of policies and efficient utilization of resources at various levels of management".
  - Develop strategic objectives as follows:
• Build system for follow-up and evaluation based on the results based on a framework of performance indicators and returns agreed by professionals and stakeholders supported the structure of information and communication technology.
• Spreading the culture of monitoring and evaluation is based on results at all levels of management at the Ministry of Education.
  - Setting operational objectives by the end of 2016/2017 as follows:
• Build a matrix of performance indicators and means of verification results and

lists of sources and cycle data collection and analysis, and distribution of reports.
• Integrate the matrix component system information and communication technology sector, pre-university education, allowing data entry and access to immediate reports of any administrative point.
• Professional development for staff follow-up on all administrative levels ranging from school.
• Identify the roles of research centers in the design tools and analysis of the results.
• Develop a guide to monitoring and evaluation system and make it available to users at all levels.
• Develop the necessary legislation to create and activate the system.
   - Develop indicators to achieve the goals associated with follow-up and evaluation at the end of 2016/2017 as follows
• Device effective follow-up and evaluation.
• Line start to the performance level of pre-university education system.
• Reports and periodic follow-up regularly to perform various administrative levels of the Ministry of Education is available to stakeholders.
• Assessment reports of the results of projects and programs of reform.
Sixth: care for people with special needs
1 - Gifted and Excellent:
Concerned with the Ministry of Education under the auspices of the super talented and educated to support the development of their talents and abilities and preparations and investment of multiple intelligences have, therefore, the Ministry of Education, a futuristic vision for the Gifted and superior as followed:
 Setting a target for the next phase is to: "provide learners with gifted and talented education of high quality in quality in the areas of knowledge and advanced skills, commensurate with their individual abilities in all phases of pre-university education".
   - Develop strategic objectives as follows:
• Support and care for gifted learners and superior schools in pre-university education.
• The development of quality education and superior schools talented list and the establishment of centers for the gifted.
• Provide a supportive environment for talent and excellence of pre-university education schools and society as a whole.
• Develop a system of talent and excellence in the light of supporting experience.
   - Setting operational objectives by the end of 2016/2017 as follows:
(A) Availability Policy:
• The creation of schools to care for gifted learners and superior, distributed education departments, school by each of the primary and preparatory, and secondary schools.

• Supporting infrastructure for all schools in the gifted and superior existing collaboration with civil society.

• The establishment of centers for discovering and nurturing talented and superior in all provinces and existing upgrade.

(B) Quality Policy:

• Provide enrichment programs for gifted and remedial programs for slow learners and those with low levels of achievement to ensure the minimum level of achievement required in the targeted schools at all educational levels per pupil.

• Provide professional development opportunities for teachers and psychologists and social schools gifted and talented.

• Building Rating System educated applicants for gifted and talented schools and evaluates the progress of the learners and gifted excellent.

• Develop a system of measurement and evaluation, and educational content for all schools in the gifted and talented.

(C) The policy of strengthening the institutional infrastructure and capacity building for decentralization:

• Build legislation supportive of the talent and excellence of pre-university schools of education.

• Establish a national system to support talent and excellence.

• Planning and implementation of public campaigns and activities to raise awareness of the talent and excellence aimed at decision-makers, parents, teachers and interested members of the local community.

• Build partnerships of local, regional and international support for the talent and excellence.

  - Develop indicators to achieve the goals associated with the development of the curriculum by the end of 2016/2017 as follows:

• The number of schools equipped for the Gifted and Talented.

• Package legislation supportive of the talent and excellence of pre-university schools of education

2 - Mergers and schools for Disabled

Attention comes to merge with disabilities Mini all general education schools of different types , as well as the development of special education schools within the priorities of the Ministry of Education , therefore , the Ministry of Education to support the vision of the future Special Needs are:

 setting target for the next phase is to: "provide learners with disabilities educational opportunities in high quality, quality, and equal with their peers without disabilities, and the integration of persons with disabilities Mini all pre-university schools of education".

  - Develop strategic objectives as follows:

• The integration of children with disabilities simple pre-university schools of education and improve the quality of education provided to them.

• Improve the quality of education special education schools list.
• Provide a comprehensive environment supportive of the process of integrating people with disabilities simple pre-university schools of education.
• Develop a system integration and special education in the light of experience supporting
  - Setting operational objectives by the end of 2016/2017 as follows:

(A) The policy of access and equal opportunities:
• expansion in the number of schools allocated to persons with disabilities at the level of the stages and the level of education departments.
• The processing of 10% of the school rooms sources and educational devices for people with disabilities simple.
• The processing of all new schools to integrate the requirements for people with disabilities.
• Convert all schools with disabilities (special education schools) to the resource centers.
• Develop and implement a system to connect children with disabilities to and from school.
• Planning and implementation of awareness campaigns and a variety of activities aimed to raise awareness of decision makers and managers of education departments, teachers, parents, and interested members of the local community, with respect to the integration of persons with disabilities simple public schools.
• Build partnerships of local, regional and international support for system integration and special education.

(B) Quality Policy:
• Provide professional development opportunities for teachers and technical and administrative personnel working in the schools, which are processed to merge.
• Training of teachers supportive of system integration (teacher/school) is proportional to the number of schools merged.
• Provide a guide for the teacher teaching and learning strategies for children periodic.
• Develop school curricula with disabilities and their associated methods of teaching and assessment, taking advantage of information and communication technology for the different disabilities.

(C) The policy of strengthening the institutional infrastructure and capacity building for decentralization:
• Develop supporting legislation for people with disabilities pre-university schools of education.
• Strengthen the powers of system integration at the central level. Legislation to update and get rid of the equipment expired at the decentralized level.
  - Develop indicators to achieve the goals associated with supporting people with a disability at the end of 2016/2017 as follows:

• rate schools equipped in all departments ranging management disadvantaged .
• The number of schools equipped room sources annually and the requirements of the merger.
• The number of teachers, psychologists and social workers trained annually on how to deal with diversity and differences among people with disabilities.
• Legislation to support transitions educated periodic schools merger schools and learners with disabilities to and from school.

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Final Word
Projections beyond 2015

Final Word: Projections beyond 2015

The importance of education is not ambiguous to anyone, as the processes of acquisition, creation and transfer of information and knowledge, skills and values are of the most important basic conditions to achieve sustainable development, all of which stem from the processes of education. The relationship between education and development is strong and clear as their core is around human beings to build and develop their abilities and energies in order to achieve sustainable development with justice and efficiently with the aim of enlarging the choices of life in front of people.

If education is aimed primarily at developing the knowledge and methods of sharing, in addition to develop skills, values and attitudes, this requires a framework of quality contents; quality of the school building, teacher performance, programs and courses, quality of teaching methods, and quality of evaluation systems.
Out of the importance of education in making civilization and building human being, education sector must be given great interest, therefor different Egyptian governments seek to develop national plans for the pre university education sector since 2000; where Governments have included Egyptian measures clearly defined to address disparities and improve the quality of education for all (2000-2015).

However, there have been many shortcomings including the following:
• Identifying priorities was weak,
• The implementation of less than 50% of strategic due as a result of the rapid political events which took place in Egypt during the past few years after the events of January 25, 2011 AD.
• Weak administrative capacity is a major obstacle preventing significant progress.
• The civil society since the Dakar Forum undertook a

prominent role for Education Sector Policy in Egypt to establish partnerships between government and private sector, and civil society participation has become noticeable in the development and construction of national plans for education, although the areas of community involvement is still limited.
• Egypt has taken a strong attitude towards decentralization in the field of fiscal, political and administrative policies in the education sector, so that the authorities granted educational schools greater opportunities to respond to the needs of their own local communities. Although the experience was still limited to a few provinces, most notably the province of Alexandria, but the experiment and its impact has not been evaluated yet to see the impact on the improvement of the educational   process.
• Although there is legislation prohibiting child labor in Egypt, but there are still children working, which impose the introduction of alternative programs and innovative ways to meet educational needs of working children. In this area, there can be a benefit to learn from the experience of Brazil, which is one of the model experiments where varied programs offered to include the family, the child, their employers, their respective roles and needs, resulting in a lower likelihood of the return of children to work and the growing possibility of continuing education.
• One of the most prominent structural problems facing Egypt is that the high rates of unemployment among young people, as it shows the weakness of integration in the labor market, and a weak linkage between the outputs of the education system and the requirements of the labor market, which has produced such huge numbers of young people who lack the foundation skills or who have completed education and do not have jobs.
• An increase in the budget allocated to the pre-university education, especially basic education significantly.
• Egyptian constitution guarantees free education, but the pupils and students enrolled in public schools bear some expenses, even if symbolic, but it is a burden on poor families, and that weakens the chances of their children's education that may not

continue because of a decline in school enrollment rates in the following   stages.
• Taking into account not to merely focus on universal primary education only as a target, but policies should focus on the operational plans and other goals, such as enrollment rates, literacy, quality, capacity development, and finance, among others.

Education for All goals for the post-2015:
•   Improving   school   infrastructure.
• Working on decreasing educational fees, and to provide additional financial support for the poorest families.
• Providing a flexible system of education for children, youth and   workers.
• Working on the provision of education that integrates people with   disabilities.
• Ensuring the sustainability of gender parity, and continue to achieve   equality.
• The mobilization and training of teachers on a large scale, and to improve their living and morale conditions.
• Encouraging diversity in programs of adult education.
•   Expanding   literacy   programs.
• Ensuring students acquire basic skills through attention to the training of teachers and the provision of safe and healthy learning environment, and access to education in the mother tongue with the provision of adequate learning resources.
• Trying not to cut government spending, but increase it on education.
• Developing systems to guide education administration that will meet the needs and ensure the participation of all and be subject to   evaluation.
• Improving the administrative capacity at all levels of government.
• The involvement of civil society in official policy formulation, implementation   and   monitoring.
• promoting the training of civil society organizations in the field of analysis and financing of educational policies.

• The allocation of more international aid for early childhood programs, literacy and capacity development.
• Ensuring that the best teachers are chosen, with the need to employ teachers at the local level so that they have similar backgrounds to students.
• Providing incentives needed to ensure a better turnout of teachers to work in remote areas and disadvantaged groups.
• Developing the contents of the curriculum, and improve the relevance and quality, teaching methods, with a focus on the needs of learners.
• Capacity building in the field of educational leadership and management, research and information systems.
• Supporting partnerships with non-governmental organizations, civil society, and development partners at the community level and at the national, regional and international levels.
• Enhancing the effectiveness of management and follow-up.