

**ARAB REPUBLIC OF EGYPT
NATIONAL CENTER FOR EDUCATIONAL
RESEARCH AND DEVELOPMENT**

EDUCATION DEVELOPMENT

**National Report of
ARAB REPUBLIC OF EGYPT
FROM 1990 TO 2000**

**By
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Foreword

Egypt and its political leadership have obviously placed education on the top of the country' priorities during the decade of the nineties. This was embodied in considering education as Egypt's giant national project, which aimed at reforming education drastically and comprehensively during the nineties.

To implement this reform and development, the political leadership has adopted an ambitious program which includes the establishment of modernized schools, reform and equip the existing schools, continuous reform of school curricula, introduction of developed educational technology. This is in addition to the revival of school activities, development of systems and methods of students' care, as well as the enhancement of teachers' professional and scientific capabilities.

This is clear in the UNESCO report on the evaluation of basic education in Egypt, which includes some of the achievements realized over the last ten years. The reform impetus in all aspects of the education process has brought about significant achievements, and still achieving more in a way that the Egyptian experience in reforming basic education has become a model for successful stories which is appreciated by the international institutions.

As Egypt presents this report on its educational achievements over the last decade of the twentieth century, it renovates its attention and adherence to complete its solid strides, which are compatible with its phenomenal balance of its civilization and its appreciative status in today's world.

Minister of Education

Prof. Dr. Hussein Kamel Bahaa El-Din

Introduction

This report depicts and displays the education achievements in Egypt over the last decade 1990-2000.

If education for all is one of the characteristics of the nineties, Egypt was committed to achieve this goal and reach the other goal of education excellence as basic goals for the education process. Hence, both quality and quantity are realized together because masterly learning and success for all are ones of the characteristics of good education, particularly in the age of information and communication.

Egypt's education quantitative and qualitative achievements were appreciated by the international institutions concerned with education, childhood, and woman such as UNESCO, world bank, UNCEF ... etc.

These efforts and initiatives exerted so far have created a mechanism for sustainable education reform, which in turn based the political commitment, public accountability, and partnership among main parties and beneficiaries in the entire process of education reform. The national debates through conferences, symposia, and seminars on the main approaches of reform led to the establishment of a decisive and dynamic climate. As a result, many national centers, central-implementing institutions at the governorates and localities levels were established to serve and consolidate the reform process. Furthermore, internal and external resources were mobilized to ensure the qualitative and quantitative education reform in Egypt.

Eventually, this report is produced, hopefully to benefit from its content, particularly for those researchers and specialists concerned with education in Egypt or elsewhere.

NCERD Director

Prof. Dr. Nadia Gamal El-Din

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Development of Education in Egypt

1. The Education System in Egypt at the End of the Twentieth Century: An Overview

The education policy in Egypt has witnessed several developments covering all its goals, aspects, and dimensions during the last few years. Hence, the Egyptian education policy has become a continuous, concurrent, and adaptive policy that follows the scientific ways of planning, implementing, and evaluating the education reform projects. Moreover, it follows the legal channels and democratic methods in every stage. It genuinely, attempts to satisfy and meet the real needs of the Egyptian people. It, also, confronts the universal and local challenges boldly and objectively. These challenges are represented in the following aspects:

- The comprehensive technological and scientific revolution.
- Communication revolution.
- Environmental problems.
- Population explosion.
- Economic development and competition.
- Globalization.
- Violence, addiction, extremism, and terrorism.
- Technology control over cultures and civilizations.

As a result of these challenges as well as other challenges, the political leadership in Egypt has considered education as a national security issue. Hence, the Egyptian education policy is based on main and broad lines that embody this concept. These main lines are depicted as follows:

- Specifying the educational policy within a democratic framework.
- Equity of educational opportunities for all Egyptian citizens without any kind of discrimination or exceptions.
- The continuous development of education curricula, improving school textbooks, and supporting educational activities.
- Introducing advanced technology into schools and developing students' life and communication skills.
- Providing professional development for teachers and reforming their financial and social status in the society.
- Diversifying resources of education finance and offering sufficient opportunities for the private sector and non-governmental organizations to participate in financing education.
- Providing education for all and education for mastery and excellence.

- Enhancing students' sense of loyalty and belongingness to face the dangers of globalization.
- Benefiting from the current universal experiences within a framework of international co-operation to reform and develop education.

1.1 Major Reforms and Innovations Introduced in the Education System Over the Last Ten Years:

A. The legal framework of education:

The efforts aiming at universalizing education in Egypt have begun with the first Egyptian constitution in 1923. One of the articles of this constitution, namely article No. 19, states that elementary education is compulsory for all Egyptian children. Egypt is, also, one of the countries that signed on the Universal Declaration of Human Rights in 1948, thus agreeing on all the human rights it compasses. Another executive forward step was carried out with the Egyptian revolution against the British occupation in 1952. This step has focused on establishing a unified compulsory elementary education.

Accordingly, successive efforts were made aiming at offering enough free educational opportunities for all Egyptians in various educational stages. Egypt has, also, approved on the Universal Agreement for Social and Economic Rights. Thus, its contents and items has become part and parcel of the laws of the state.

Education occupies a distinguished status towards human rights in Egypt. These rights form an important part of two main principles supported by the Egyptian constitution issued in 1971. These two principles are; equity before law, providing equal opportunities for all citizens. Therefore, article No. 8 of the Egyptian constitution in 1971 states that the Egypt guarantees equal opportunities for all Egyptians. Furthermore, article No. 40 of the same constitution maintains that the Egyptians are equal before the law. They have equal general rights and duties. There is no kind of discrimination among Egyptians regardless race, language, and religion.

To enhance and support these two basic principles, the Egyptian constitution has established the following fundamental framework of the education system in Egypt:

- Education is a basic right for all Egyptian citizens (article No. 18).
- The Egyptian state is responsible for education and it supervises it to guarantee equity (article No. 18).
- Basic education (primary and preparatory education) is compulsory (article No. 18 for primary education). Compulsory preparatory education extended to encompass preparatory education in law No. 139 in 1981.

- Education in all education institutions in Egypt is free in its various stages (article No. 20).
- Illiteracy eradication is a national duty (article No. 21).

Consequently, the Egyptian education has responded positively to the previously mentioned articles of the constitution as follows:

Education is a basic right for all Egyptian citizens that the state should guarantee according to their abilities within the principle of providing equal opportunities for all citizens without any kind of discrimination among them for any reasons with regard to their general duties and rights.

Basic education, which encompasses the primary and preparatory education, is compulsory starting from 1981, as compulsory education was restricted to the primary stage before 1981. Then, education law No. 139 was issued in 1981 according to the articles of the constitution necessitating that “ the state should work hard to extent compulsory education to other educational stages”.

In 1999, law No. 23 was issued. This law emphasized the fact that compulsory education takes that duration of 9 years and that primary education represents six years of those nine years. This means that the sixth primary grade is included again after it was deleted before in the school year 1988/1989, and consequently, compulsory education was reduced to only eight years. This may assert the importance of being enough attention and due care to the basic education stage and taking multiple steps to improve education in this stage.

To develop the study system in the second stage, law No. 2 in 1994 was issued. It modified some of the articles of the pre-university education law No. 139 in 1981. In virtue of this modification, the exams of secondary education completion certificate are carried out according to two stages. The first stage examinations are conducted at the end of the secondary 2nd grade whereas the exams of the second stage are conducted at the end of the secondary 3rd grade. This law allowed, also, students to have more options to choose various divisions, majors, and subjects.

Education is supervised by the state to provide the minimum common limit of socialization and acculturation to guarantee national unity and achieve an acceptable degree of holding the social textile together.

This does not mean that the state owns all the educational institutions, as there is governmental, private and foreign education in Egypt. However, education in all these institutions is supervised by the state except for foreign education, which is regulated by the agreements signed by Egypt and other interested countries.

Education is free in its various stages to support equity of educational opportunities for all Egyptian citizens on one side and to enhance our belief those education benefits all the society in the various fields of comprehensive development on the other side.

Illiteracy eradication is a national responsibility. Therefore, all efforts, whether governmental or non-governmental, collaborate to carry out this important responsibility and to reach that valuable end.

1st. Organization, Structure, and Management of the Educational System:

The educational ladder in Egypt encompasses three educational levels starting from basic education and ending with higher and university education.

General Education:

In virtue of law No. 23 in 1999, which modified some of the items and articles of law 139 in 1981, the duration of pre-university education is 12 years starting from the age of six till the age of 18 years old. This pre-university education includes:

Nine years are dedicated for compulsory education, which consists of two circles (the primary circle taking six years and preparatory circle taking three years).

- Three years of secondary education (whether general or vocational).
- Five years for advanced technical secondary education.

This education sequence is preceded by the kindergarten stage, which is an independent education stage taking two years starting from the age of four till the age of six. This stage aims at achieving a comprehensive development for pre-school children and preparing them to join basic education stage.

Basic Education:

Basic education is a right for Egyptian children aged six. The state is committed to providing those children with basic education and parents are committed by the force of the law to send their children to schools to receive their basic education when their children become six years old. This basic education takes the duration of nine years. Governors in each Egyptian governorate are responsible for assuming the necessary decrees to regulate and implement compulsory education and distribute children aged six among basic education schools within the governorate. It is allowed to give aged five years old and half the chance to join primary schools in case of having enough vacant places in schools provided that the class density agreed upon should not be violated.

General Secondary Education:

Secondary education stage aims at preparing students for practical life as well as preparing them for higher and university education. In virtue of decree No. 2 in 1994, school study at the first grade of secondary education has become general for all students. Meanwhile, students receive their general secondary education completion certificate after passing exams according to two scholastic years. The first scholastic year exam is held at the end the second grade whereas the second scholastic year exam is held at the end of the third grade of secondary school.

In virtue of the ministerial decree regarding the study plan and testing regulations, school subjects of second and third grades are divided into three groups. The first group consists of main required subjects that all students should study. The second group encompasses optional subjects which qualify students to join specific groups of university colleges and higher institutes. Meanwhile, the third group includes the optional advanced level subjects.

Technical Secondary Education: (Industrial Agricultural – and Commercial):

Study at technical secondary education is implemented according two levels. The first level is that of preparing a group of technicians at technical secondary schools (three-year-system). The second level is that of preparing group of senior technicians at technical secondary schools (five-year-system). A general examination is held at the end of the two school terms each year for grade three. Students who pass that examination receive the technical schools diploma (three-year-system) and students' major in this diploma is specified in the certificate they receive. Another general examination is, also, held for the fifth grade students and in case they pass such exam they are granted the technical schools diploma (five-year-system) and their majors are specified in the certificates they receive.

2. University and Higher Education:

This type of education is implemented in universities or higher specialized institutes. Student who receive their general secondary education completion certificate and the other students who graduated from technical secondary education can join university colleges or higher institutes. The duration of study at this education extends from two years in middle technical institutes to four, five, or six years in university colleges and higher institutes.

3. Al-Azharite Education:

Al-Azharite education follows the same direction of the general education with regard to the hours of study dedicated for each school subjects.

C. Management of Education System:

Educational Management at the central Level

Education management at the central level is defined according to the ministerial decree No. 271 in 1997, which delineated MOE goals to include the following:

- Providing general and technical pre-university education with all its types and levels, in addition to raising the standards of the school staff.
- Investigating and suggesting the educational policy as well as providing the necessary programs and implementing education plans in accordance with the decrees approved by the cabinet.
- Establishing school buildings.
- Launching campaigns of eradicating illiteracy and adult education.

This decree has, also, specified missions and tasks of the ministry of education in order to achieve the previously mentioned goals. These missions and tasks are based on the following measures:

- Investigating and suggesting the education policy in all aspects of pre-university education, constructing plans, programs, and projects as well as issuing the legislation necessary for implementing this education policy.
- Suggesting the possible ways that can lead to providing education all over the State taking into consideration the geographical distribution of educational services while attempting to meet the educational needs of the state.
- Revising and modifying curricula and school textbooks and achieving the required balance among the various school subjects.
- Specifying the levels of teaching staff in each educational stage and establishing plans to reach these levels and raising the standards of each staff.
- Achieving the necessary communication and connections with the ministry of higher education and other interested organizations and institutions in order to reach a convenient standard of co-ordination.
- Providing suitable ways of strengthening the relationship between schools, institutes, and communities and other environments.
- Planning the policy of school buildings in order to guarantee an accepted level of educational services and their sufficiency to the public interests.
- Establishing the necessary plans to satisfy the Arab, African and Asian countries' needs with regard to teachers and technicians, and preparing the co-operation projects between the Arab Republic of Egypt and its delegates or teachers forwarded to the different countries of the world.
- Preparing the missions projects to care the delegates sent to Egypt and forwarded from the country to the various countries of the world.
- Allocating the funds necessary for implementing the educational projects and following up the implementation of the MOE projects and plans.

- Constructing the policy of eradication illiteracy and adult education and offering the adults enough opportunities to continue their education in different education levels.
- Suggesting the establishment and management policies for the professional development centers except for professional training centers and institutes established by other ministries.
- Conducting economic and statistical evaluation of all education aspects and presenting success reports based on the results of the evaluation processes.

This decree has, also, specified the organizations and institutions presided over by the minister of education. These organizations and institutions are:

- The Higher Council for Pre-university Education,
- The National center for Educational Research and development,
- The General Authority for Educational Buildings,
- The General Organization for Illiteracy Eradication and Adult Education,
- The Regional Center for Adult Education,
- The National Center for Examination and Educational Evaluation, and
- The Center for Developing Curricula and Educational Materials.

Educational Management at the Decentralized and Local Level:

Decree of Local Governance No. 43 was issued in 1979 and then was modified according to decrees Nos. 50 in 1981, 26 in 1982, 145 in 1988, and No. 84 in 1996 in virtue of which local governance was re-named and became “local management”.

In the light of the items and articles included in this ministerial decrees, education policy of local school districts in every governorate are regulated to carry out the following tasks:

- Studying the local environment of the governorates to satisfy their educational needs and suggesting the educational projects that cope with these needs, the annual budget, and educational plans on the governorate level.
- Following up the executive procedures of the educational policy in each governorate in a way that aims at achieving quantity expansion and quality improvement with regard to the educational process.
- Supervising the employees working in the field of education in each governorate, directing them to implement the directions, and evaluating those employees in a way that enable the governorates to raise the standards of performance, increasing productivity, and limiting the resource loss.
- Following up educational services provided in school districts and localities.

- Coordinating admission policy in all types of education levels according to specific rules that guarantee achieving equal educational opportunities among all citizens at the governorate level.
- Carrying out the necessary procedures for determining school places and the distribution of new classes in school districts.
- Supervising the application of the curricula provided by MOE and presenting the necessary recommendations for overcoming problems and the suitable suggestions concerning the modifications required by the local environment.
- Conducting primary and preparatory (basic education) completion exams at the governorate level.
- Specifying timetables of the promotion exams for secondary schools and supervising them.
- Establishing, furnishing and managing school libraries and school sport clubs in schools related to the school districts.
- Regulating means of school nutrition in schools managed by school districts.
- Preparing the governorate budget plan for the ministry of education which is discussed later by the local council of the governorate.
- Carrying out the necessary procedures for issuing appointment decrees for new employees in the educational field in the governorate and distributing them among the different school districts within the governorate.
- Conducting transferring and delegating processes for the employees within school districts in each governorate.

D. Objectives and Principal Characteristics of Current and Forthcoming Reforms:

Objectives of the Education Policy:

Since the early 1990s, the education policy in Egypt aims at achieving the following general objectives:

- Providing educational opportunities for all Egyptian citizens without any type of discrimination or exception and expanding the education coverage so that it may extend to other cultural and mass media institutions without being confined to schools only.
- Teaching and learning become continuous and life long learning.
- Education should lead to excellence, which should be possible for all Egyptian citizens. Thus, balanced education that is based on accepted criteria of both quantity and quality comes true. Hence, education guarantees a higher universal level of experiences that pupils should go through.
- Developing curricula and constructing non-traditional curricula to face the contemporary changes and future challenges. Those curricula care for enabling learners to search for information. They are, also, clearly attached and related to

real needs of the society and life skills. They are related to the technology of the age and take into consideration pupils' right to choose the knowledge they need to learn without any kind of dogma or intellectual bias.

- Caring for preparing and training teachers in a way that guarantees that they get varied educational, professional, and cultural experiences.
- Discovering talented and gifted students, providing enough care for special needs of students and investing their potentialities.
- Deepening democratic participation framework inside the educational institutions and schools in addition to providing enough opportunities for effective participation on the part of all intellectuals of the society in education decision-making process.
- Generalizing the use of multi-media in education, training on the use of computers and in training aiming at helping learners acquire new skills in that field so that developed technology can be generalized in Egypt and new generations can understand and master it.
- Qualifying students to deal with the mechanics of the age, interact with the conditions and circumstances and make use of every new invention. In the meantime learners/students should be protected against the cultural invasion in a way that guarantees preserving the national identity, values, and the Egyptian ethical and historical roots.
- Directing special care for religious and ethical education.
- Deepening students' environment and awareness and transforming this awareness into behaviors that keep the environment clean and attitudes that show students' real feeling of these environmental problems and their readiness to contribute in resolving them.

Pre-university decree No. 139 in 1981 and its modifications have specified the educational its goals and objectives. These goals and objectives are formulated culturally, scientifically and nationally according to successive affective, cognitive, and behavioral levels and aspects. The purpose of this formulation is to prepare the Egyptian citizen who believes in God, his country, goodness, right, and humanity. It, also, aims at providing the Egyptian citizen with a suitable deal of values, applied practical studies, and qualities that give him a sense of humanity and dignity. In addition, it develops the ability of reaching a convenient level of self-realization, and build a strong character that is capable to confront the challenges of he future and contributing efficiently to production processes and activities. Pre-university education, also, aims at helping learners continue their higher and university education to achieve the development, welfare and progress of the society.

Objectives of the Kindergarten Stage:

- Minimizing the effect of local environments on education and consequently increasing children's learning abilities.

- Helping pre-school children to achieve comprehensive and integrated development in cognitive, physical, psychomotor, affective, social, ethical and religious aspects taking into account the individual differences among learners.
- Developing children's linguistic, math, artistic skills through individual and group activities as well as developing children's ability to think, create and imagine.
- Developing children's energies and potentialities, in addition to helping them to get used to discipline.

Objectives of Basic Education Stage:

- Preparing citizens and helping them to develop their everyday life skills including their critical thinking and analytical, scientific and problem-solving skills that enable them to respond to present requirements and adopt them to face the scientific and technological progress.
- Developing pupils' abilities and potentialities, satisfying their needs and interests, and providing them with necessary values, behaviors, and basic knowledge and information about health, nutrition and environment, attitudes related to development and scientific and professional skills that cope with the various conditions and environments. In addition to, paying attention to the sciences of the future, namely, science, mathematics, and foreign languages. Thus, learners who complete their basic education stage can continue their education in higher levels or they can confront the life conditions after getting an appropriate professional training. Hence, basic education aims at preparing the individual to become a productive citizen in his environment and society.
- Linking education with environment in which the pupils live on the basis of diversifying the practical and professional fields to cope with the various conditions of environment in a way that makes the socio-economic milieu patterns as basic sources of knowledge, research, and activity in all subjects.

Objectives of general Secondary Education:

General secondary education in Egypt aims at achieving the following objectives:

- Preparing students for practical lives side by side to preparing them for university and higher education and participation in the public life.
- Emphasizing students' religious, behavioral and national values.

Objectives of Technical Education (Three-Year-Study-System):

- Preparing a group of technicians in various fields of industry, agriculture, and management and commerce.
- Developing students' artistic talents and potentialities.

Objectives of Advanced Technical School (Five-Year-Study-System):

- Preparing senior technicians and trainers in the fields of industry, agriculture, management, services, and commerce.

2.1 Major Quantitative and Qualitative Achievements Over the Last Ten Years:

Reforms and achievements in the field of developing education over the last ten years of the twentieth century (1990 – 2000) are depicted as follows:

- Educational legislations which were issued during that period and which specified the general framework governing the main feature of the educational policy. These legislations are; Decree No. 8 in 1991 regarding the illiteracy eradication and adult education and decrees modifying the pre-university law no. 139 in 1981. These modifying decrees include decree No. 23 in 1999 and the items and articles included in the child protection decree No. 12 in 1996 regarding children's education, care and culture.
- Education policy document and its implementation methods issued in 1992.
- The results and recommendations of the national conferences for developing education which were held during the period from 1990 till 2000. These conferences revealed the viewpoints and opinions of education specialists, intellectuals, and public opinion respectively. These conferences were:
 - 1st. The National Conference for the Development of Primary Education, held in February 1993.
 - 2nd. The National Conference for the Development of Preparatory Education, held in November 1994.
 - 3rd. The National Conference for the Development of Teacher Preparation, Training and Care, held in November, 1996.
 - 4th.** The National Conference for the Gifted held in April 2000.

A. Access to Education:

Following is an illustrative table, which demonstrates the quantitative development of student enrollments in various types of pre-university education in 1990s.

Stage	1991/92	1999/2000	Increase	Increase Ratio
Kindergarten	223051	354435	131384	58,90%
Primary	6541725	7224989	689264	10,44%
Preparatory	3593365	4345356	751991	20,92%
General Secondary	572026	1039958	467930	81,80%
Technical Secondary	1110184	1913022	802838	72,32%
Special Education	14428	29396	14968	103,7%
One-Classroom Schools	3165	51461	48296	1525,9%

B. Equity in Education:

The Egyptian state has worked hard to achieve the items and articles included in the permanent Egyptian constitution with regard to the rights of all Egyptians to provide them with equal rights, duties, and free educational opportunities at all levels of education. In addition, the constitution calls for helping those learners whose social or economic conditions prevent them from joining schools or continuing their education which suits their needs and interests.

To achieve equity in educational opportunities during the period from 1990 till 2000, several measures were taken. These measures are:

- Achieving and implementing the recommendations adopted by the National Conference for Developing Preparatory Education (in November 1994) regarding regulating the education access for the Egyptian pupils, who come from abroad to resume their education in Egyptian preparatory schools.
- Allowing transferring pupils from Al-Azharite preparatory education into general preparatory education. Moreover, pupils who passed fifth grade primary examinations as externals were allowed to join governmental preparatory schools or vocational preparatory schools. In addition to this, pupils who receive their illiteracy eradication certificates and girls who finish successfully their studies at one-class schools for girls were allowed to join general or technical secondary schools to continue their studies.
- Offering enough opportunities for financially unable pupils and fatherless orphans to join educational tutoring groups to improve their educational levels in virtue of ministerial decree No. 48 in 1994 and its modifications according to ministerial decree No. 244 in 2000.
- Working hard to enable students with financial hardships to pay for their education tuition to join educational institutions at various education levels.
- Establishing one-classroom schools for girls who were not included in primary education and who are still in the compulsory education admission age (from 6 to 8 years old) and those who dropped out of primary schools especially in remote and deprived areas.
- Establishing community schools for children above (8 years old) and below 14 years old to achieve the principle of education for all.
- Enabling pupils who finish successfully their studies at one-classroom schools and community schools to continue their basic education studies and join preparatory schools. This measure was achieved by raising the maximum limit for admission

age in grade one of preparatory school for pupils who graduated from those two types of schools, i.e., one-classroom and community schools). Hence, the maximum limit for admission age in preparatory grade one for graduates of those two types of schools was raised to become 18 years old.

C. Quality and Relevance of Education:

The Egyptian State – just like other countries has realized that education is the main key to achieving progress and that promoting education is the main gate to the New World map with all its requirements. Therefore, the Egyptian State considered education as one of its top priorities and looked upon it as a national security issue. It, also, started to plan and implement new educational strategies, which are based on carefully, planned decrees and decisions as well as principles and bases to be followed by executive practical plans.

Educational content is the means through which the educational aims and objectives can be achieved. Hence, the Egyptian State has paid great attention to preparing and developing curricula every now and then. Thus, it emphasized the important role of the research centers and institutions that carry out the process of preparing and developing curricula in order to confront contemporary variables and changes and futuristic challenges.

To assert and emphasize its great care for education, the Egyptian state worked hard to achieve its educational aims and objectives through developing curricula. Therefore, it established in the early 1990s a center for developing curricula and educational materials. This center plays an effective role in the process of preparing, revising, modifying and developing the content of the different curricula. It is worth mentioning that this center works in the field of developing curricula together with other institutions and organizations entitled to carry out these highly important missions.

In this part of the report, the principles and concepts included in curricula and means of developing them over the last ten years are going to be tackled and discussed. It starts by depicting the strategies planned and adopted by the state to develop the Egyptian society. The report, also, attempts to describe and analyze the training and evaluation processes included and ending with a futuristic vision for curriculum development in Egypt.

During the last decade, the Egyptian State has taken different measures aiming at increasing funds and financial support dedicated for promoting the quality of education in Egypt. Examples of these efforts and measures are numerous. Among these examples are the following:

1. Establishing 10700 schools over the last ten years. These schools cover the different educational stages and aim at reducing classroom density and putting an end to the multiple educational periods.
2. Technological development in the field of education and equipping schools with the various multi- media, developed science laboratories, knowledge resources, and a reception hall/ room for receiving educational satellite channels transmission. The total number of developed schools has become 26422 schools towards the end of the 1990s.
3. Varying methods and patterns of teacher' in- service training to include direct face-to- face training, distance learning and training mission abroad to modernize teachers' knowledge, information and skills, raise their efficiency standards and improving their performance levels.
4. The continuous development of educational curricula, improving the quality of the schoolbooks and supporting educational activities.
 5. Providing health care for children, pupils and all school students in Egypt through the umbrella of health insurance.
5. Caring about scholastic nutrition due to its positive effects on pupils' health and achievement levels. Therefore, priorities with regards to the target groups benefiting from scholastic nutrition are as follows:
 - Boarding school/ divisions pupils in all the educational stages.
 - Pupils in all the educational stages in desert governorates.
 - Special education pupils.
 - Primary pupils in rural areas in all the governorates and in poor districts in urban areas.
 - Pupils in educational stages where the study requires and necessitates exerting physical efforts. These pupils include pupils receiving agricultural or industrial education and students in experimental athletic schools.
 - Regulating artistic and cultural competitions, and holding athletic championships in which schools, educational directories and provinces compete annually.

D. Society Participation in Education:

Education has become the greatest project in modern Egypt during 1990s. Thus, education is no longer the responsibility of the ministry of education alone, but it has become a national responsibility which the private sector, business men, non-governmental organizations and others share and bear.

Such a responsibility was shared clearly through businessmen's contributions in the national project for establishing one hundred schools after October earthquake in 1992. During that sad event, efforts were made to vary and diversity education financing resources through encouraging the private sector and businessmen to contribute In financing education through either establishing.

Individual efforts and donations to build educational buildings and establishments went on later on. As a result of these efforts and donations the following has been achieved:

- The total number of donated schools has become 165 schools.
- The total number of money donors has become 1016 donors.
- The total number of rented and donated schools has become 18 schools
- The total number of donated pieces of land has become 1305 pieces of land.

Several businessmen and citizens willingly volunteered to donate money necessary for innovating and maintaining some schools and offer donations to provide schools with different equipment, tools and computers.

In order to activate and enhance societal participation, develop its mechanisms and reinforce its roles in the field of improving and raising the standard of the educational services provided, the ministry of education has taken the following measures and followed these steps:

Developing the Role of Parents' Councils:

Parents' councils were previously regarded as just superficial pictures embodying educational democracy and hiding schools desire and need to gather and collect money and domination from parents. These donations were usually spent in unnecessary or necessary fields. As a result of the sincere desire of the ministry of education to develop and activate the crucial role of parents' council, ministerial decree No. 5 in 1993 regarding parents' and teachers' councils was issued.

In virtue of this ministerial decree, the previous image of parents' councils has changed in a way that made students' parents play a vital and an obvious role in developing the educational process and following- up its implementation procedures. The role of parents' councils extended to include the following:

1. Making sure that educational goals and objectives have been achieved and realized, and the actual participation in developing education through citizens' participation in providing schools with educational media and technology needed.
2. These ministerial decrees have offered parents a leading role in monitoring the educational levels of their children. Moreover, they have achieved a link between schools, environment and communities. Furthermore, they have motivated the Egyptian society to enhance the crucial role played by schools as well as adopting their activities and support their abilities and potentialities.
3. Several ministerial decrees regulating the tasks of parent-teacher councils were issued. Hence, ministerial decree No.464 in 1998 was issued in August 1998. In virtue of this ministerial decree, parents' council was granted the right to follow up the educational process right from its very beginning till its end. Thus, this decree has positive steps that would enhance and promote the effective participation of the parents' council in managing the educational process in schools and providing a democratic climate inside schools.

4. Parents' councils participated, therefore, in financing schools and presenting technological support for the educational process through parents' donations. These donations included money or necessary equipment, sets and instruments used in the educational process such as TVs, videos, cassette recorders and computers. They, also, participated in providing schools with the basic materials and tools.

The ministry of education has increased its support for the societal participation in all aspects of the educational process and for activating the role of Students' parents. Therefore, the ministry has established a council for trustees.

Such a council consists of well-known characters in local communities. These characters include businessmen, university professors, engineers, ladies concerned with social work and education, and those who have the desire to help schools to carry out their educational tasks. Members of the council of trustees should not include parent with any school pupils. It is formulated at the school, school district, and mudriah levels. This council aims at:

- Linking schools to the surrounding local environment.
 - Helping schools carry out their education tasks.
 - Presenting and providing technical support for schools in the field of dealing with students and overcoming the difficulties facing the educational process.
 - Providing financial support for schools to supply them with educational media, equipment, and materials necessary for presenting a sound and high quality of educational service.
 - Helping schools carry out the educational projects for their students.
5. Establishing a department for non-governmental societies at the ministry of education in 1998. This department carries out the following tasks:
- Specifying and determining societies working in the field.
 - Achieving an appropriate co-ordination among the various societies working in the field of education.
 - Overcoming the difficulties encountered by these societies during the implementation of the educational projects.
 - Presenting proposals for to develop ministerial decrees, which serve and enrich the educational process.
 - Proposing projects to other societies. The aim of these projects is to contribute to supporting the educational process.
 - Co-operating with the Supreme Council for Teacher-Parent-students in a way that achieves the objectives of the educational process and increases the participation of the members representing in these T/P councils.

Major Problems and Challenges Facing The Egyptian Education System:

The growing over-population has led to severe and fundamental impacts upon the education path. Moreover, it necessitates doubling the efforts and expenditure so

that the educational goal of presenting education for excellence and excellence for all can be accomplished by putting an end to the basic problems resulting from over-population. However, these problems can be summarized as follows:

- About 20% of schools work for two educational shifts to catch up with the increasing numbers of newly-born babies despite the fact that the Egyptian state spends not less than 12 milliard Egyptian pounds to build and establish new schools. Thus the number of schools increased from eleven thousand schools to about 30 thousand schools nowadays.
- The increase of access ratio for children in the age of obligatory education is more than 90% of those children. This has led to raising classroom density- despite the continuous establishment of new, modern schools to 41 pupils per classroom. The density of classroom has been raised to reach very dangerous limit in poor haphazard areas to reach 60 and 70 pupils per classroom. This rapid increase of classroom density is considered an obstacle hindering achieving the slogan of excellence for all and excellent high quality education for all. Such excellent high quality education is now a necessity, taking into consideration the global competition in the new millenium.
- The severe shortage in number of teachers needed in Egyptian schools to cope with the increasing numbers of pupils, taking into the universal rate. This universal rate is a teacher for each 20 pupils. The severe shortage in number of teachers needed reaches the number of one hundred thousand teachers in spite of the government initiative to appoint one 100,000 teachers in two groups.

4. Educational Content and Learning Strategies for The Twenty-First Century:

The principles and concepts included in developing the Egyptian curricula are based on particular objectives. Among these objectives, for instance, are the initiatives of establishing and building the Egyptian society that is capable of confronting the current and forthcoming challenges of the 21st century through developing pupils minds and helping them to acquire the various life-long experiences and skills. These principles and concepts are included in the Egyptian curricula as follows:

1. Adopting contemporary technologies for developing curricula with their comprehensive concepts. Hence, the process of developing curricula was not confined only to printed material but it extended to include new education media that aim at raising the standard of the education process.
2. Emphasizing the principle that curricula should contain the elements, which accomplish balance and proportionality among all the education, aims and objectives included in the process of developing the education system.

3. Paying great attention to the principle of “knowledge unity” by achieving balance and integration among the various school subjects so that they form various sources of knowledge in an integrative and coherent way.
4. Curricula should be closely related to the technological and scientific age and practical levels so that the learning process is based on the actual practice and participation of pupils in educational activities that develop their desire and willingness to experiment the ability to apply and implement.
5. The content of educational curricula formulate real application of the new strategies and directions adopted by the Egyptian society and included in its political and social philosophy as well as its development plans. It is expected that the contents of this curricula are means of achieving the hoped for behavioral changes in pupils in a way that leads to achieving a real link between the educational output and the needs of the society.
6. Curricula should include contemporary issues and concepts that help pupils to understand the successive rapid changes and developments on the local and universal and develop their abilities to face the 21st century challenges.
7. Enriching education curricula by developing contents that suit the abilities and potentialities of gifted and talented pupils and help teachers discover those gifted pupils to work hard to invest and develop their gifts and talents.

2..1 Curriculum Development Principles and Assumptions:

A. Decision Making Process in Curriculum Development:

The process of developing curricula is considered as a continuous, non- stop process. This may be due to the fact that flexibility and innovation are among the most important qualities of a good curriculum. Developing a good curriculum necessitates re-considering the scientific aspect of the subject matters studied by and presented to pupils with their different educational levels and modernizing these subject matters to cope with the current world changes.

The national project of education aims at achieving a comprehensive and integrative development of education at all levels in the light of the facts and realities of the modern age. It necessitates the utilization of the information and communications revolution achievements and their effects on man’s current and future environment. Accordingly, this project emphasizes the requirement of modernizing and developing school curricula to face these challenges and help pupils acquire everyday life skills. Skills such as thinking, investigating, reading, and innovating might be based on accurate and scientific ways.

The new scientific way of developing school curricula is initiated through the conviction of successive scientific national conferences held especially for that purpose.

The first national conference for developing curricula was the National Conference for Developing Primary Education Curricula in 1993. Then, it was followed by the National Conference for developing Preparatory Education Curricula in 1994, then the National Conference for developing Teachers' Preparation, Training and Caring in 1996 and Finally the National Conference for Gifted and Talented Pupils in 2000.

During the preliminary committees of the National Conference for developing Primary Education Curricula in 1993, several questions were asked. Among these questions, for instance, were: from where will we start? And how? Several discussions and arguments took place among different categories of educated, cultured people, those who are interested in education issues, university professors, parents and teachers. These discussions emphasized the importance of specifying and clarifying visions, perspectives and situations for educational policy make careful, correct decisions with regard to the process of developing curricula and following-up these developments.

This conference reached some decrees and decisions concerning curricula development. Among the most important decisions made as a result of this conference were the following:

1. Taking children growth requirements characterized by movement and activities into consideration while developing curricula. In addition to this, the importance of presenting varied educational activities and technological scientific, that suit students aptitudes, potentialities and abilities, was confirmed.
2. Achieving the principle of balance while building and developing curricula by dictating at least %50 of the time and content of these curricula for educational activities and practical skills.
3. Giving greater proportional weight of knowledge for teaching reading, writing, Arabic handwriting, math skills, religious and civil education. It is conditioned that teaching the previously mentioned areas knowledge should not take more than 70% of the total time dedicated for the school plan.
4. Training pupils to reach knowledge resources depending on themselves in order to acquire self-instruction skills. One of the most important knowledge resources is the library.
5. Minimizing the number and size of schoolbooks and developing their preparation and production steps and procedures.
6. Applying the competition system among schoolbook author and writers.
7. Introducing teaching English and/or other foreign languages gradually in primary schools starting the fourth grade.
8. Achieving a strong link and contact among primary schools, their local environment and the community surrounding them taking into consideration the principle of continuous development of primary education curricula to catch up with science and technological modern achievements.

9. Focussing on deepening social, ethical and religious values, the sound understanding of religion and respecting others' beliefs and religions while building and developing religious curricula.
10. Offering the children enough opportunities to practise democracy while implementing the school curriculum.

Then, the Supreme Council for Pre-University Education made several recommendations in March 1993. These recommendations have tackled the school plan, subjects, and activities included in the school plan, the number and size of school books canceling the imposed system while writing and revising school books and applying the system of competition while writing school books starting from the school year 1994/95. To carry out and make these recommendations came into action, ministerial decrees Nos. 70 and 71 were issued in March, 1993.

Among the most important recommendations of the national Conference for Developing Primary Education Curricula held in February 1993 was emphasizing the necessity of developing prep. Stage curricula in a successive and integrative way with primary stage curriculum. In November 1994, the National Conference for developing Preparatory Education Curricula made several decisions regarding curricula development. Among these decisions and decrees are the following:

1. Developing a curriculum should cover all its aspects, i.e., learning aims and objectives, content, teaching methods and evaluation.
2. Specifying the learning objectives of a given curriculum before specifying its content so that the learning objectives are consistent with learning aims and objectives of the preparatory stage, taking into consideration and coping with the contemporary universal trends.
3. Avoiding redundancy, repetition and difficult terms and symbols while building prep. Stage curricula and adding new information that cope with and accompany the progress achieved in the various fields of specializations.
4. Introducing the concepts and skills necessary for futuristic needs within prep. stage curricula and making an effective use of them.
5. Preparing co-curricular activities so that an appropriate level of integration among the learning objectives of a given school subject can be compatible with its content and activities.

The process of developing prep. stage curricula followed the following three paths and tracks:

- 1st. Identifying modern universal trends with regards to developing school curricula:
- 2nd. Determining the status quo of the present school curricula.
- 3rd. Reaching a futuristic perspective of what prep. Education curricula should contain and might be. This futuristic perspective should come in the light of the

modern trends of developing curricula, the characteristics of the Egyptian culture and the needs of the Egyptian society.

It is worth mentioning that before holding the National Conference for developing Preparatory Stage Curricula, a survey of the various viewpoints of teachers, inspectors, intellectuals, and educated people, those who are interested in education issues, parents and pupils themselves were surveyed. The purpose of this survey was to make use of their various viewpoints and consider them as guidelines to be taken into account while making decisions and decrees regarding developing prep. education curricula. Such viewpoints of the different groups mentioned above revealed the fact that prep. Education syllabi needed adding modern and new parts that include modern knowledge in every field, improving evaluation methods, modifying teaching hours included in the teaching plan in a way that guarantee a good implementation and instruction of school syllabi, adding practice and exercises books and providing efficient teachers' guides.

Among the most important recommendations of the National Conference for Developing Preparatory Education Curricula were the following:

- Developing curricula should be a continuous process.
- It is necessary to introduce modern technology within prep. Stage curricula and methods of teaching.
- The role of prep. Stage curricula should focus on helping pupils acknowledge the modern achievements of this age and possess the necessary skills that enable them to cope with this age.

In 1992, the National Conference for Developing Teachers' Preparation and Training was held in cooperation between the Egyptian Society for Development and Childhood and the Ministry of Education to implement the recommendations of the previous conferences for developing curricula. It was viewed that no matter how school curricula are developed, unless the efficient teacher who is capable of implementing the curricula is well prepared, the continuous attempts to develop curricula will be useless.

The national consultations through holding conferences, symposia and discussions with regard to the basic approaches of development have led to setting up an appropriate context and atmosphere that played a vital role in helping reform and development processes achieve success. Moreover, national centers and central executive establishment and institutions on the level of governorates and local areas were established to serve and support the development process. The technological development project is an integral part of the process of developing curricula. This project aims at transforming each school into a learning resource center through providing school with disks, books, video tapes. Technology was, also, invested in

education by providing schools with the possible means of connection with educational information nets such as the internet.

In order to transform the perspectives from education for all to education for excellence, the National Conference for Gifted and Talented Pupils was held on April 9-10, 2000. Holding preliminary workshops preceded this conference. It tackled three important areas such as definitions of giftedness, talented people, how to discover gifted pupils, and means of educating and caring for gifted pupils.

This conference aimed at making decisions and decrees concerning building, regulating, and implementing school curricula and educational activities for gifted people. Various sectors of the Egyptian society took part in this conference. Those sectors include universities presidents, faculties of education, representatives from people's Assembly and Shura Council, intellectuals, artists, businessmen, political parties and representatives from international institutions such as the World Bank, UNESCO, UNICEF and others. Ways off developing children's giftedness through school curricula and providing them with activities that develop children's creative thinking were discussed during this conference.

It was natural that the successive conferences for developing school curricula have led to decisions and decrees that improved the performance at all levels of the educational process. These improvements are represented in the following:

1. Partial removal of centralization in the field of developing and modernizing school curricula through expanding the national and people participation base in a way that allows parents, university professors, intellectuals and mass media specialists, teachers and inspectors to express their viewpoints freely. Thus, the decisions made and decrees issued later on are expected to express the real societal needs and the real field perspectives.
2. Coordinating school curricula in a way that encompasses school textbooks, teacher raining, teaching and evaluation methods. This co-ordination aims at finding and ensuring an educational system characterized by high levels of performance. It, also, aims at helping students to acquire learning skills according to a coherent sequence that covers the various educational levels.
3. Improving teachers' competence to raise their abilities to implement the school curriculum and apply its objectives effectively in a way that ensures educational high quality. Hence, teachers can be trained, using different methods and media to teach developed curricula effectively with the help of teachers' guide provided for that purpose.

It is worth mentioning that the Ministry of Education is currently holding preliminary discussion sessions that precede the conviction of the national conference for developing secondary education curricula at the end of the year 2001. Before these discussion sessions, research centers concerned with pre-university education

have presented theoretical and applicable experimental studies to be discussed during the conference. Moreover, a survey of public opinion and other interested parties is conducted to specify and outline a contemplated and hoped perspective for developing secondary education and its curricula.

B. Curriculum Planning and Designing:

These national conferences aimed at specifying bases and mechanisms of developing curricula, specifying curricula learning objectives, contents and methods of preparing and developing these curricula, and achieving self-learning, active instruction and proper care and education for gifted pupils.

Regarding planning and designing curricula, the recommendations of these conferences included a group of general principles, experiences, expertise, and different knowledge aspects in addition to a special care for environmental issues and integration methods to be taken into account while building the content of these curricula and school subjects. These recommendations were applied as follows:

Principles and Assumptions Underlying the Curriculum:

The philosophy of curriculum development depended on a group of principles and bases. These principles and bases are as follows:

- The purpose of education changed from providing pupils and students with a large amount of information to helping them acquire a group of skills and abilities necessary for understanding and making a good use of contemporary life facts and realities.
- Replacing memorization and rote learning by understanding and analyzing information taking into consideration the suitability of school curricula and syllabi for pupil's age.
- Raising the standard of education through the positive participation of pupils in the educational process.
- Paying more attention and caring for continuous education by helping pupils acquire self- instruction skills and abilities.
- Graduation students who possess the skills, experiences, expertise and abilities necessary for the labor/ work market.

The opinions of interested parties have emphasized the importance of the following Points:

- Revising school curricula and books in the light of the recommendations resulting from the national conferences and in the light of comparative studies conducted on advanced countries curricula in addition to the viewpoints surveyed in the field.

- Re-considering and re-evaluating school books to minimize the quantity of information providing high educational quality, thus focusing on basic ideas and concepts within schoolbooks.
- Modernizing the scientific content of curricula in a way that cops with the contemporary developments, the futuristic vision and the requirements of preparing the twenty-first century citizen.
- Linking school curricula and books with contemporary technology and information revolution.
- Emphasizing the importance of school activities as means of instruction and learning.
- Maximizing the role of pupils while learning school subjects in a way that helps them become more active and influential in the educational process and acquire self-instruction skills.
- Promoting and raising the level of school textbooks and providing pupils with various learning resources to acquire the necessary information and skills.

These principles and bases were emphasized and applied in the various educational curricula for the different educational stages as follows:

Environmental Issues and Process of Building the Content of School Curricula and Subjects:

Throughout the process of building school curricula, the following points and perspectives were emphasized:

- Discussing universal environmental issues and means of protecting our environment throughout various school subjects in different educational stages.
- Achieving coherence and co-ordination among the different subjects and items of every curriculum on one side and among other curricula an the other side for each school grade in the various educational stages.
- Integrating contemporary universal issues and concepts within school curricula in the form of practical activities. These concepts and issues included are:

“Education for peace, life-long skills, environment and means of protecting and keeping clean and beautiful, over-population and its relation with development, tourism and developing touristic awareness. This is in addition to protective and remedial health, respecting work and increasing the quality of production, making a good use of our resources and developing them, rationalizing consumption. This is in addition to concepts of tolerance, unjustified racism, national unity and fighting extremism, human rights, women’s issues and preventing discrimination against them, legal awareness, children’s rights, traffic rules and globalization.”

In an attempt to continue exerting efforts aiming at revising and following-up the recommendations of the national conferences, some committees were formulated in 1998. The tasks of these committees were to follow up the recommendations that were implemented and to work hard to enhance the process of curricula development. This process is carried out in the light of the field suggestions, experts' opinions, and the current changes and challenges of this age and aspirations for a better future. These committees have reached the following:

- Including contemporary issues and concepts within school curricula and school subjects in a way that implants sound behaviors in the minds and souls of the pupils and develops their feelings of citizenship.
- Producing co-curricular and educational materials for primary stage pupils to help them get accustomed to self-instruction, to take into account the individual differences among pupils and to generally enrich curricula. Examples of these co-curricular and educational materials are:
 - 1st. Sequence of learning modules designed for raising pupils' health and environmental awareness.
 - 2nd. An educational multi-media package for developing pupils' health environmental awareness.
 - 3rd. In addition to the continuous efforts made for developing curricula for the various educational stages the necessity for developing special needs pupils' curricula was taken into consideration immediately after holding the National Conference for Gifted Pupils in 2000. This conference has emphasized the importance of points and recommendations:
 - Adopting teaching methods that aim at developing higher thinking skills and abilities and designing educational situations that arouse pupils' curiosity and questioning abilities that allow pupils sufficient opportunities for experimentation and actual practice.
 - Preparing a card for each pupil that includes enough information about his/her personal qualities, abilities, and skills and his/her teachers' observations.
 - Paying more attention to and caring for the role of educational activities in discovering and developing pupils' talents and gifts.
 - Encouraging pupils to participate in the universal competition in fields of mathematics and science and other school subjects.
 - Preparing teachers' guides containing a varied range of free educational activities that arouse pupils various abilities provided that these educational activities should be related to the local and social culture and our environment.
 - Enriching school textbooks by providing them with extra information and activities that cope with and suit gifted pupils' abilities and varied gifts.

- Dictating special school periods for talented pupils to satisfy, develop, and enrich their various gifts and abilities.
- Protecting the environment, keeping it clean and preventing it from becoming polluted. This concern for preventing pollution is due to its negative effect on our futuristic abilities and powers such as creativity, intelligence and talents.

Committees for developing special needs pupils' curricula were formulated. A futuristic perspective for these curricula and educational materials was designed in a way that satisfies the needs of the following categories of special needs pupils; gifted pupils, slow learners, pupils with eyesight, hearing, mental and multi handicaps.

Community schools and one-class schools curricula were developed in 1999. These schools are concerned with girls' education and presenting educational services to pupils in remote and distant areas. These schools depend on a study system that is characterized by multi-grade class system. Hence, the content of primary stage school textbooks is re-organized in a way that copes with the nature of the pupils of these schools through the following procedures:

- Using the system of the vertical spiral curriculum by teaching any given school subject in a vertical, spiral way depending on the gradual presentation of knowledge and skills. Examples of these spiral curricula language and mathematics for first, second, and third grade for primary pupils.
- Producing and writing exercises workbooks and co-curricular activities in addition to the existing school textbooks.
- Producing teachers' guides that cope with the nature of the curriculum presented and the nature of the content organization, focusing on ways of managing multi-grade classes and paying a considerable attention to ways of providing pupils with self-direction and self-instruction skills.
- Providing and producing activity corners and self-instruction activities for multi-grades schools.

1. Pre-School Education: kindergarten stage:

- Formulating a higher committee for developing the kindergarten education. This committee is concerned with presenting studies, opinions and viewpoints regarding the education policy for kindergarten stage.
- Establishing more kindergarten classes and schools and establishing kindergarten classes in every school recently established and providing them with equipment and services suitable for kindergarten children's age. As a result of this, the number of children in kindergarten classes has become 3227 children in the school year 1999/2000. Moreover, the number of teaching staff has become 5736 teachers in the same school year. This number of kindergarten teachers is divided into 129 male teachers and 5591 female teachers.

- Regulating work in kindergarten stage and considering it a stage where children learn through education activities without depending on a specified curriculum in virtue of the ministerial decree No. 65 in 2000. This decree considered the kindergarten stage as a preliminary stage where children are prepared to join the basic education stage.

- Offering enough opportunities for providing convenient training for kindergarten teachers and preparing suitable educational media for kindergarten children. Therefore, two centers were established. The first center was concerned with training kindergarten teachers in virtue of the ministerial decree N0. 1 in 1996. The second center was established in virtue of the ministerial decree N0. 2 in 1996. These two centers were later on amalgamated together to form one center. The specializations and tasks of this center were determined and specified in virtue of the ministerial decree No. 21 in 1998. Those specializations and tasks are determined in terms of training kindergarten teachers, holding training courses and sessions for KG teachers wishing to get promotion and move to higher jobs in the same field, regulating programs for training parents. These tasks include other activities such as spreading awareness campaigns among parents with regard to the new and the best methods of bringing up and educating children. In addition, they provide technical consultations for organizations and institutions interested in the field of KG education, as well as guide KG teachers to the materials and tools used in producing educational media and tapes or videos exhibiting children stories.

Kindergarten schoolbooks were transformed into teaching cards. The traditional educational system with its homework and examinations for children at that stage was cancelled. Teaching children at the kindergarten stage is, therefore, confined to teaching activities. Educational cards for kindergarten children are, nowadays, developed in a way that suits the needs of children at that age.

2.

Primary Education Stage:

Primary education curricula have changed. They, now, cope with and suit the modern age requirements and the technical and scientific progress taking into consideration that these changes in early primary education curricula are limited because of the early age of pupils and the small size of school books for early primary years.

Primary education curricula have cared for children's growth requirements at that age, which is characterized by providing primary school children with educational activities including theatre, musical, artistic and physical education skills and through the scientific and technological skills included within primary school curricula.

Achieving balance between the cognitive and developmental objectives of teaching primary school children was taken into consideration. Thus, at least %30 of primary education curricula was dedicated for educational activities and practical skills. This necessitated minimizing the size of the school subjects and the information included

within these school subjects in favor of offering enough time and opportunities for educational activities and simple technological and scientific skills. It was, also, emphasized that primary school teachers should be given enough freedom to choose and select the educational activities suitable for the environment and pupils' interests.

3. Preparatory Education Stage:

General and vocational preparatory education curricula have greatly developed. This development included developing the size of the plan study, the contents of the curricula, the school textbooks, and the co-curricular activities.

During the development of preparatory school curricula, the principle of minimizing the quantity of information are included in school textbooks to enhance the content of school curriculum. It was, also, emphasized that teaching religious education should aim at deepening religious, social and ethical values. A special care for our native language and Arabic was provided in a way that allows pupils and students get accustomed to using standard Arabic while speaking and writing.

Furthermore, care for learning foreign languages increased. The technology school subject was taught for prep. School. Techniques of creative thinking skills, problem-solving and extra- curricular activities were included within prep. School curricula to develop pupils' abilities to investigate, explore and acquire cognitive and practical skills and achieve an appropriate integration between learning objectives of a given school subject and other activities.

C. Teaching and Learning Strategies:

1. The recommendations of the national conferences for primary education in 1993, and preparatory education in 1994 have stressed that it is necessary for teachers in different specializations to follow up-to-date teaching and learning strategies, particularly those strategies that proved to be effective in developing and improving the students performance in the educational process. Following are some of these strategies used in each subject:
 - Teaching Arabic strategies stress modeling, discussion, language games, problem-solving, dramatizing the lessons, individual guidance to error processing, dialogues, cooperative learning and activities.
 - Teaching English strategies stress activities of language forums, individual communication, in pairs or groups, and small groups work.
 - Teaching science strategies stress problem solving, co- operative learning, small groups work, and applications.
 - Teaching math strategies stress techniques of problem solving group works, and using calculators.
 - Teaching social studies strategies stress writing reports, problem solving, events recording, showing environmental activities, journeys and tours, and using up- to dated educational aids.

- Arts and practical areas strategies stress team work, discussion, up-to date educational technology, practical statement, and small group work.
2. The national conference on teacher training held in Cairo in November 1996 recommended the following:
 - In service training to improve teachers proficiency and provide them with most recent trends in their specializations. Training should utilize distant training through the available multi- media.
 - Distance learning is necessary for raising the standard of primary education and technical education teachers to the university level. It may be useful to establish a national specialized institute for teacher distant training.
 3. The videoconference has contributed to teacher training. It was established in 1996. It joins 27 centers all over Egypt. About 226353 teachers were trained by using the videoconference until June 1998 (97752 primary education teachers, 18300 secondary education teachers, and 11289 kindergarten teachers), in addition to Illiteracy teachers, one-class room school teachers, supervisors, administrators and others.
 4. Starting in 1998, teacher-training channel has contributed to train teachers on the use of the most recent teaching strategies. That channel is considered one of the specialized channels to broadcast the different programs at all levels of formal education. It is a means of modern technology based on the distant education styles used for teacher training on the use of new educational strategies.
 5. The Supreme Council for Universities (SCU) has stressed teacher education and training team work groups were formed to study the role of the university in:
 - Teacher education and reviewing books and curricula in the pre- university stage.
 - Supporting future sciences (math, science languages, how to prepare teachers for that purpose, and the suitable teaching methods.
 - Determining the international changes and their effect on education objectives and systems.
 - Supporting education in the university environment particularly the direct services rendered to that environment by the university.
 - Trying to find out ways of benefiting from modern technology in communication and electronics in the field of education. The university started to provide teachers with training programs (1995-2000). It also studied the general education curricula, and co-operated with M.O.E in many developmental projects.

In the field of industrial education teacher preparation, a \$ 30 million loan was directed to the engineering technical education to carry out the following:

1. Establishing new two colleges for industrial education to train technical teachers to be in Cairo and Beni-Suef. Graduates are graduated BA in education

(Industrial Education) after studying for four years. Conditions for admittance is holding the general Secondary Certificate or the Technical Secondary Diploma. The study at Beni-Suef faculty has started in 1993/94. It aims at:

- Educating technical teachers is required for the technical education schools related to the MOE and helps to improve the teaching staff in the two-year technical institutes.
 - Providing the programs necessary for developing technical education management.
 - Giving a hand in designing, developing and evaluating the curricula and developing and producing educational materials.
 - Establishing powerful links with industry.
2. Designing a program to guarantee performing the role of industrial education colleges accurately. It includes:
- Selecting and training individuals who have the ability to perform the job of technical teacher training in the colleges of industrial education.
 - Nominating specialists to help in designing, teaching, evaluating programs, preparing educational aids, and developing the system of evaluating and training managers.
 - Developing the study systems in the Industrial Education College in Cairo so that teaching practical areas would be confined to the teaching staff of the college instead of recruiting professors from faculties of engineering.
 - Developing the system of teacher education in this college on an integrative basis. A member of the teaching staff is to supervise practical training as well as theoretical areas.
 - Developing the practical education program in the college starting from 1993/94, a full day per week for 3rd and 4th grades students for at least two successive weeks in the second term for both 3rd and 4th s grades students.
 - Concerning agricultural education teacher preparation, ministerial decrees No. 254 dated 5/11/1992 and No. 255 dated 8/11/1992 were issued to regulate work of the department of agricultural teacher education for basic education. According to these decrees, evening sessions for those holding the agricultural secondary diploma are conducted to develop their scientific, educational, and teaching skills.

In 1998-2000 efforts were exerted to develop the performance of specific education colleges and kindergarten colleges such as:

- Specific education colleges and kindergarten colleges have become under the supervision of the Supreme Council for Universities and each college has been related to the nearest university.
- Specific education colleges and kindergarten colleges regulations have been developed to cope with the most recent trends to teacher training at the international level, so that the graduates be able to respond to the requirements of the labor market in the governmental or the private sectors.

- Responding to the Supreme Council for Pre-university, education decrees were issued in light of the national conference on primary education (February 1993) and new departments were established to meet MOE requirements MOE with regard to kindergarten education to be considered as a part and parcel of basic education.

Concerning in-service teacher training, the following departments have embarked recently upon new activities such as:

1. The number of training programs organized by MOE is increased in all specializations to activate the teacher-training sector. A policy was designed by the MOE. The number of programs is amounted to 283 programs. About 35894 teachers and supervisors were benefited from these programs. About L.E 88652 was spent on these programs in 1992/93. In the year 1993/94 the number of the training programs was 131. About 1298 teachers and supervisors took part in those programs. The direct training programs were increased to about 223 programs in 1998/99 to be about 3.13%. Table (1) shows numbers of programs, participants, and areas of training.

Table (1) shows numbers of programs, participants, and areas of training.

Program Name	Times of action	No. of Participants	Areas
Science Programs	20	300	Math, Science, labs
Technical Programs	8	385	Sec. Tech Education (Industrial, agricultural, and Commercial)
Language Programs	89	6301	Arabic, English, French, Italian, and German.
Supervision Programs	15	4312	Promotion, Social Studies, KG, High Achievers Classes, Disabled, and Social Education.
Total	132	11298	

2. MOE has planned to send a number of teachers abroad in training missions to educational institutions. There they learn the up-to-date educational strategies and technologies in areas of science, math, English and French. This program started in 1993 by sending 339 teachers abroad for training. That number has gradually increased to 1588 in 1998/99 (299%). These groups are sent abroad for training in January, April, and September per year to study in the universities selected by the Egyptian cultural bureaus in UK, USA, France and Ireland. Missions were sent to the best universities in those countries to raise teachers' scientific levels by using up-to-date technology. Table 2 shows the number of teachers, supervisors and principals sent abroad for training.

**Table (2) shows the Number of Teachers,
Supervisors and Principals Sent Abroad for Training**

Year	Country	Science	Math	English	French	KG	Special Education	Supervisors	Principals	Total
1993/94	UK	126	94	119	-	-	-	-	-	339
	USA	-	-	-	-	-	-	-	-	-
	France	-	-	-	-	-	-	-	-	-
	Total	126	94	119	-	-	-	-	-	339
1994/95	UK	137	136	86	-	-	-	-	-	359
	USA	86	68	63	-	-	-	-	-	217
	France	-	-	-	20	-	-	-	-	20
	Total	223	204	149	20	-	-	-	-	596
1995/96	UK	216	227	72	-	-	-	-	-	515
	USA	-	-	149	-	-	-	-	-	149
	France	25	14	-	20	-	-	-	-	59
	Total	241	241	221	20	-	-	-	-	823
1996/97	UK	336	249	136	-	-	-	-	-	721
	USA	35	36	228	-	-	-	-	-	299
	France	8	8	-	40	-	-	-	-	56
	Total	379	293	364	40	-	-	-	-	1076
1997/98	UK	338	249	204	-	-	-	-	-	791
	USA	65	64	99	-	-	-	-	-	228
	France	-	-	-	80	-	-	-	-	80
	Total	403	313	303	80	-	-	-	-	1099
1998/99	UK	339	249	180	-	-	-	15	105	888
	USA	84	85	119	-	-	-	-	-	288
	France	-	-	-	99	-	-	-	-	99
	Ireland	-	-	-	-	60	20	-	-	80
	Total	423	334	299	99	60	20	15	105	1355
Grand Total		1795	1455	1455	259	60	20	15	105	5288

The above table shows a steady increase in the number of teachers sent a board in the areas of science, math, English and French. New areas for training abroad such as kindergarten, school management, supervision and one- classroom school were added to the programs for training abroad.

Efforts exerted by the planning and monitoring unit in the filed of teacher distant training started in 1996 through a program for basic education improvement in collaboration with the World Bank and the European Union. This program includes improving the teaching and learning quality which aims at stressing the pupils' achievement for basic skills and carrying out the following objectives:

- 1.. Paying attention to using technology in the classroom (starting from the simple aid such as the blackboard to the most recent such as computer).

2. Introducing the distant learning techniques as in service training for teachers and principals.
3. Using distant learning in the classroom through designing educational packages for basic skills.

This project is based on benefiting from international expert in the area of distant learning from U.K (the British open University), the U.S.A (Pennsylvania), and Holland (the Dutch Open University). This will help design plans and conceptions for carrying out that project in Egypt.

- Execution steps started in August 1997 in a workshop titled” open learning and distant learning, and teacher training starting from July 28 to August 9,1997. That workshop aimed at training and selecting a team of specialized personnel to do the job of preparing and designing educational materials. The main topics dealt with the following points:
 1. Why do we pay attention to distant learning in the context of teacher education and training in Egypt?
 2. What is the best technique to benefit from the direct meetings of videoconference?
 3. Presenting models and examples for planning courses and using educational aids during the workshops.
 4. Models for the objectives of the English course in the primary stage social studies in the secondary stage.
 5. The features which distinguish the educational materials in the open learning and distant learning.
 6. Distant training enables teachers to:
 - Study at a suitable time.
 - Study anywhere (school, home, library or centers)
 - Use a variety of aids such as set book, tapes computer and videoconference.
 - Benefit from teachers and peers.

That program aims at raising the awareness standard of teachers by making use of the up-to-date technology. Plans are designed for the following three courses:

- A general course for 1st, 2nd, and 3rd grades primary school teachers on teaching skills.
- A general course for 4th and 5th grades for primary schoolteachers according to their specializations.
- A general course for school principals. Details for plans including timing were considered (50% of the activities time).

Teaching media which are used include the following techniques:

1. A teacher's guide (nearly 100 pages).
2. A videotape (45m. showing the various teaching skills high standard of Egyptian school experience).
2. A cassette tape (60 m.)
3. Videoconference.
4. A pilot study to be conducted before generalization in a number of governorates (Behara – Sharkeya – Fayoum – Qenna – Luxor).
5. Forming teaching groups (25 –30) teachers in each group.
6. Local experts (such as supervisors to do the task of teaching).
7. Arranging meetings for videoconference evaluation could be through school based activities, homework, and tests.

The plan includes 10 steps:

1. Developing awareness of the policy and philosophy of open and distant learning including the requirements in the area of teacher education through:
 - 1st. Developing a main base of information and skills on distant open learning for a group of trainees.
 - 2nd. Formulating the work plan.
2. Capacity building to provide the infrastructure and professional experience required for initiating the program.
3. Designing and implementing training programs for the development of teachers. Trainers are from the ministry staff, supervisors, school principals, and parents.
4. Producing the program courses for the first tier (primary education)
5. Conducting a pilot study and selecting the courses for the first tier.
6. Producing the program courses for the second tier (for the preparatory school teachers), and a course for the schools principals.
7. Full execution of the first tier courses
8. Conducting a pilot study and selecting the courses for the first tier (basic education)
9. Executing the courses of the second tier (basic education) on a wide scale.
10. Final evaluation of the program steps concerned with preparing those who will work in this area, who are rare not only in Egypt, but also worldwide. In addition to preparing personnel including planners, managers, designers of educational materials and others who help learners understand educational materials and pursue similar activities and their evaluation.

Development for a guide for science and math teachers creatively:

The JAICA in collaboration with the National Center for Educational Research and Development developed a guide for science and math teachers in the primary

stage to train teachers on the up-to-date strategies that help increase pupils creativity. The project of preparing that guide lasted for 3 years (1997-2000).

Study Plan for Basic Education:

Study Plan for the Primary Tier in Basic Education:

Table (3) shows a comparative statement for the development of study plan for primary tier in basic education in the year 1990-2000 (subjects – distribution of periods for each subject - total weekly periods).

**Table (3) Shows the Development of Plan study Primary Education
In the Years 1999-2000**

Subjects	1 st		2 nd		3 rd		4 th		5 th	
	1990	2000	1990	2000	1990	2000	1990	2000	1990	2000
Religious Education	3	3	3	3	3	3	3	3	3	3
Arabic	10	12	10	12	10	12	10	12	8	11
Arabic Calligraphy	-	2	-	2	-	2	-	1	-	1
Foreign Language	-	-	-	-	-	-	-	3	-	3
Math	6	6	6	6	6	6	6	6	6	6
Social Studies	-	-	-	-	-	-	2	2	2	2
Science	-	-	-	-	-	-	2	3	4	3
General Information & Environ Activities	3	-	3	-	6	-	-	-	-	-
Edu. Activities & Practical skills	-	10	-	10	-	10	-	-	-	-
Arts	2	-	2	-	2	-	2	2	2	2
Physical Education	2	-	2	-	2	-	2	3	2	3
Music	1	-	1	-	1	-	1	2	1	2
Practical Areas	-	-	-	-	-	-	-	1	-	1
Maintenance	-	-	-	-	-	-	-	1	-	1
Technology	-	-	-	-	-	-	2	-	2	-
Computer	-	1	-	1	-	1	-	-	-	-
Library	-	1	-	1	-	1	-	1	-	1
Total of Periods	27	35	27	35	30	35	30	39	30	39

Concerning Subjects:

There are core subjects which were not changed in the study plans in 1990, 2000. These subjects are :religion, Arabic, social studies, math, science, arts, physical education and music. There are subjects, which existed in the year 1990 and were cancelled in 2000. They are; general information, environmental activities and technology. There are subjects, which were added in the study plan in 2000. They are: English, Arabic calligraphy, educational activities, practical skills, practical areas, maintenance, computer and library.

Concerning the number of periods:

- There was no change in the number of periods of the following subjects over the last ten years (1990 - 2000): religion, math, social studies, and arts.
- The number of periods of some studies has increased in the study plan (2000) such as Arabic, physical education and music. While a number of periods were added to some subjects in the study plan 2000. These subjects are: English, Arabic calligraphy, educational activities, practical skills and areas, maintenance, computer and library
- Some subjects which were introduced in the year 1990 were cancelled in 2000 such as general information, environmental activities and technology.

Concerning the Total periods:

- The total periods in 1990 ranged from 27-30 per week, where as in 2000 they ranged from 35 to 39 periods per week.
- The school year lasts for nine months approximately.
- The number of study weeks is 38 weeks.
- The average period is 45 minutes.

Study Plan in the Preparatory Tier in Basic Education:

Table (4) shows a comparative statement of the study plans in the preparatory tier (Basic Education) in 1990 – 2000 (numbers of the allocated periods for each subject and the total number of weekly periods). It, also, shows a statement of the study plan in the preparatory tier of the basic education in 1990/2000 (the number of the allocated periods for each subject and the distribution of the periods for each subject and the total weekly periods:

**Table (4) Shows the Development of Plan study Preparatory Education
In the Years 1999-2000**

Grades Subject	1st Grade		2nd Grade		3rd Grade	
	1990	2000	1990	2000	1990	2000
Religion	2	2	2	2	2	2
Arabic	6	7	6	7	6	7
Arabic Calligraphy	-	1	-	1	-	1
Foreign Language	5	5	5	5	5	5
Math	3	3	3	3	3	3
Social Science	4	4	4	4	4	4
Arts	2	2	2	2	2	2
Physical education	2	2	2	2	2	2
Music	1	1	1	1	1	1
Maintenance	-	1	-	1	-	1
Technology	4	3	4	3	4	3
Library	-	1	-	1	-	1
Practical Areas	-	2	-	2	-	2
Total of Periods	34	39	34	39	34	39

The above table shows the following:

1. Concerning the School Subjects:

- There are subjects which were not changed in the study plan for the years 1990/2000. These subjects are religion, Arabic, foreign languages, arts, physical education, music, and technology.
- There are subjects, which were added to the study plan in the year 2000. They are Arabic, calligraphy, maintenance, library, practical areas, and (agricultural and industrial areas – home economics).

2. Concerning the Number of Periods:

- There was no change in the number of periods for these subjects in 1999-2000; Religion, foreign language, math, science, social studies, arts, physical education, and music.
- There is an increase in the number of periods of some subjects in the study plan in 2000, particularly in Arabic.
- There is an increase in the number of periods of some subjects in the study plan in 1990, particularly in technology.
- There is an addition of periods to some subjects in the study plan in 2000. These subjects are Arabic Calligraphy, maintenance, practical areas, and library.
- The total number of periods in 1990 was 34 periods per week while in the year 2000 it was 39 periods per week.
 1. The duration of the school year is approximately 9 months.
 2. The number of the study weeks is 38 weeks.
 3. The average period duration is 45 minutes.

The change in the study plans for basic education stage reflects the actual achievement for the previous conference recommendations concerning the curriculum development in that stage and the realization of the quality outcomes of the education system in this era.

Developing Technical Secondary School Curricula:

- Efforts have been exerted to develop and support the technical secondary education curricula especial the industrial secondary education to raise its quality level to keep pace with the technological and level through:
- Developing study plans in the technical schools to keep pace with scientific progress and fast technology development
- Creating new specialties such as: lifts maintenance, computers and programming information nets, control systems, heavy equipment, business administration marketing, secretary work.
- Suggesting curricula and new specialties, which serve the national income through a consultative committee (businessmen, commercial and industrial chambers).
- Introducing computers in the technical schools.

- Concentrating on marketing services.
- Supporting the capital project in the agricultural and industrial schools to provide additional chances to train students, and make use of such schools in production and supporting schools.
- Mubarak-kohl project for developing the technical education (1991) the projects aims at creating a generation of well trained technically to deal with production means and high tech to suit the requirements of factories and other economic areas and the market place. In the area of curricula designing and development, the German experts and specialists in factories, companies and the Ministry of Education co- operate to prepare the theoretical and practical curricula. The study depends, accordingly, on theoretical study for two days in the industrial secondary school and practical training in factories for four days.

Self- Supported Projects:

(Starting from September 1996) in collaboration with factories, professional workers will be graduated for the market place in the field of industrial mechanics industrial electronics, ready- made clothes, heavy equipment, nursing textile, leather works, sanitary and electrical installments. Investors and factories and companies owners pay for the training and share in preparing and planning curricula.

Developing General Secondary school curricula:

MOE is preparing for a national conference for developing secondary education. For that reason, comparative studies are conducted to benefit from recent trends in developing secondary education curricula. Committees of secondary curricula development will discuss new concepts such as age requirements of the students, the function of information, life styles, and up-to-date technology.

Preliminary meetings are held to set the bases and philosophical principles for developing the secondary education. Workshops will be held to exchange ideas and formulate concepts for secondary education curricula to be discussed in the forthcoming conference. General secondary education has passed through a number of developed stages. It was called the old general secondary education until the years 1993/94 since concentration was on the third year. In 1994/95, it was called the new secondary education or the unified secondary education. That stage included two stages (grade two; the first stage of the general secondary education, and grade three, which means the second stage of the general secondary education). The total score of the students is calculated by the total scores of the second and third grades divided by 2. The old and new curricula include Core subjects (Obligatory), Mandated subjects (specialization), and Advanced level subjects (mandated) Applied subjects (obligatory) are added to the new general secondary education.

Table (5) shows a comprehensive statement for the development of study plans for the first year in secondary school between the years 1990-2000 (the number of periods for each subject and the total weekly periods:

**Table (5) shows A Comprehensive Statement for the First Year
General Secondary Education in 1990-2000**

Group Subject		First Year	
		1990	2000
Religion		2	2
Arabic		6	6
Foreign Languages	First	6	6
	Second	3	3
Math		4	4
Science	Chemistry	2	2
	Physics	2	2
	Biology	2	2
Social Studies	History	2	2
	Geography	2	2
Civil Education		1	1
Total		32	32
Subjects not Ad added to the To total Score	Physical Education	2	2
	Arts	2	2
	Technology	2	2
Total		38	38

One period is added weekly to teach military training in Military Secondary Schools.

The above table shows the following:

- There is no change in the subjects or the number of periods in 1990-2000.
- The subjects added to the total scores are physical education, arts and music. technology, industrial, agricultural, commercial, computer or home economics.
- The first year secondary curriculum includes unified subjects with no specialization or options.

While the ministerial decree No. 61 dated 25/3/1992 was issued to organize the third year secondary plan (Old Thanawiah Amma), another ministerial decree No.143 dated 15/6/1944 was issued to organize the new study plan for the two stages of (Thanawiah Amma). The latter was modified by the ministerial No. 419 dated 22/7/1998. Table (6) shows a comparative statement of the study plans for the old Thanawiah Amma (Third year secondary) and the two stages of the new Thanwiah Amma (second year and third year secondary between the years 1992 and 2000. It shows the study subjects (obligatory, specialization, optional), the number of periods and the total allocated weekly periods.

**Table (6) illustrates a comparative statement of the study plans for the(3rd Secondary),
and the two-stage (2nd and 3rd year general secondary) between 1992-2000.
Subjects, Number of Periods, and Total Periods**

Third Year General Secondary Old Thanaweyya Amma 1993		(First Stage) 2ndYear General Secondary 2000		(Second Stage) 3rd Year General Secondary 2000			
Subjects	Periods	Subjects	Periods	Subjects	Periods		
1st Core Subjects:		1st Core Subjects:		1st Core Subjects:			
Religion	2	Religion (1)	2	Religion (2)	2		
Arabic	2	Arabic (1)	6	Arabic (2)	6		
1 st Foreign Language	5	1 st Foreign Language	6	1 st Foreign Language	6		
2 nd Foreign Language	3	2 nd Foreign Language	6	Civil Education	1		
Physical Education	1	Physical Education	1	Physical Education	2		
		Math	5				
2nd Optional & Specialization Subjects (The Student Selects Only One Subject:		2ndOptional&Specialization Subjects (The Student Selects Only One Subject:		2nd Optional & Specialization Subjects (The Student Selects three Subjects in which he was not tested in the 1st stage:			
Arts Division	Periods	Science Division	Period	Subjects	Periods	Subjects	Periods
Geography	3	Physics	3	Chemistry	5	Chemistry	5
History	3	Chemistry	3	Biology	5	Biology	5
Philosophy & Logic	3	Biology	3	Geology &Environment	5	Physics	5
Psychology& Sociology	3	Math	5	Sciences	5	Math (2)	5
				Philosophy & Logic	5	History	5
				Psychology &Sociology	5	Geography	5
				Economics &Statistics	5	Economics & Statistics	5
				History		Philosophy& Logic	5
						Psychology &Sociology	5
3rd: Optional Subjects (Student selects one subject in every group) :				(2)Required Practical Subjects Only One Selection	Periods		
Group 1	Periods	Group 2	Periods	Art Education	4		
				Music	4		
				Home Economics	4		
Economics	2	Computer	2	Commercial	4		
Statistics	2	Home	2	Agricultural	4		
Geology	2	Economics	2	Industrial	4		
Environment Sciences	2	Agriculture	2	(Domains)			
General Math (Arts Division)	2	Commercial	2	Computer	4		
		Industrial Domains					
		Art Education	2				
		Music	2	Total No. of Periods	36		

4 th Advanced Level Subjects (Choose One or Two Subjects):	No. Of Periods	4 th Advanced Levels Subjects (Choose Only One):	No. of Periods
Arabic	1	Arabic	1
First foreign Language	1	First Foreign Language	1
Math	1	Math	1
Biology	1	Biology	1
Geography	1	Geography	1
Philosophy and Logic	1	Philosophy and Logic	1

The above table shows the following:

A. School subjects:

- Some subjects were changed in the study plan in 1992 (old Thanaweyya Amma) and the two stages of Thanaweyya Amma (new system) was applied in 2000. These subjects are: religion, Arabic, first foreign language, second foreign language, and physical education.
- Some subjects were added to the study plan in 2000. They did not exist in the study plan in 1992. These subjects are Math (1) and National Education.

B- Optional specialization subjects:

In the study plan for the old Thanaweyya in 1992 there is a separation between specialization subjects (science and arts) and optional subjects.

- Students study specialization subjects in the science dept. (geography, history, philosophy, logic, psychology, and sociology).
- Students choose one subject from amongst group (A): (economics, statistics, geology, environmental sciences, and general math (for arts only)). Students choose one subject from group (B): (computer, home economics, agricultural area, commercial area, industrial area, arts, and music).
- In the study plan for new Thanaweyya Amma in 2000 the specialization subjects are optional.
- The students in the first stage of the Thanaweyya Amma choose only one subject from among 8 subjects (chemistry, biology, geology, environmental sciences, philosophy logic, geography, psychology, sociology, economics, statistics, and history).
- In the second stage of Thannaweyya Amma students choose their subjects from (chemistry, biology, physics, math (2), history, geography, economics, statistics, geology, environmental sciences, philosophy, logic, psychology, sociology). Students should not be examined in those subjects in the first stage (second year).
- When choosing specialization subjects, there must be one subject from group A among them (history, geography, philosophy, logic, psychology, sociology, economics, and statistics).
- In case a student chooses group A subjects, he should choose 3 specialization (optional) subjects from the arts group (A), History should be among these subjects. One subject should be chosen from the science group (B).
- In case a student chooses the science group subjects (B), he should choose 3 subjects from the science group (B) and one subjects from the arts group (A).

C- Applied Subjects (Obligatory):

In the study plan for Thanaweyya Amma in 2000, the students choose only one subject from 7 subjects (computer, home economics, agricultural area, commercial area, industrial area, arts and music).

Article (2) states that religion, national education and the Ministerial decree no. (419) states that religion, national education and the applied subjects are considered subjects of success or failure, but the marks of these subjects are not added to the total marks.

D. Advanced level subjects:

In the study plan in 1992 students choose one or two subjects (Arabic, first foreign language, math, biology, geography, philosophy and logic) . In the study plan in 2000 students choose only one. It is noticed that in the study plan for the two stages of Thanaweyya Amma in 2000 there is:

- A chance to choose in a comprehensive way.
- No boundaries between science and arts subjects.
- Interested in teaching math (1) and national education.
- Interested in applied subjects.

Regarding the number of periods:

- The number of periods in the old Thanaweyya Amma in 1992 was 33 weekly periods in the arts dept.
- One period or two are added every week to the advanced level subjects.
- In the new Thanaweyya Amma in 2000, the number of periods in the first stage is 35 periods weekly, while it is in the second stage (third year) 32 periods weekly. By adding the advanced level period, it becomes 33 periods weekly.
- Average duration of period is 45 minutes.
- Study weeks are 38.
- Duration of school year is 9 months nearly.

University and Higher Education:

Public University Education

Universities are concerned with providing the country with specialists, technicians and experts different fields. Egypt keeps the independence of universities. Each university has its own character and a private budget. Both the council and its own chairman administer each university. Universities have a supreme council that includes in its membership heads of the universities and a number of public and experienced characters.

The Supreme Council plans the general policy of university education, the scientific research, the co-ordination among universities regarding various activities, and the arrangement of students' admission and numbers. The education policy of the universities depends upon many indicators such as access, equity, and labor market. University students are admitted through an accurate system of admission arranged by the Co-ordination Office of Universities (COU). This office distributes the accepted students who want to join the university faculties according to their wishes and COU rules such as the student's total score of the general secondary certificate and its equivalent, the qualified subjects for each faculty, the geographical distribution of the students ... etc.

The number of universities is expanding as a necessity for socio-economic and cultural development. Recently, there are 12 universities 8 branches in Egypt. There are also Al-Azhar and the American universities. In addition, four private universities were established in 1996. The following statistics reflect Egypt's interest in university education:

Number of university Colleges/faculties:

The number of faculties was increased from 146 faculties in 1981/82 to 266 faculties and institutes in 1999/2000 in an increase rate estimated to 82%.

Number of Teaching Staff and Their Assistants:

The number of teaching staff was increased from 10544 members in 1981/82 to 30486 members in 1999/2000 in an increase rate estimated to 189%. Then the number of teaching staff assistants has increased from 14959 members in 1981/82 to 18885 members in 1999/2000 in an increase rate estimated to 26%.

Number of Student Admission:

The admitted university students were raised from 91048 students in 1981/82 to 200586 students in 1999/2000 in an increase rate estimated to 120%.

Registered Students:

The registered number of university students was raised from 508438 students in 1981/82 to 1175155 students in 1999/2000 in an increase estimated to 131%.

University Under-Graduates:

The number of university graduates was raised from 822375 students in 1981/82 to 195156 students in 1998/1999 in an increase rate estimated to 137%.

Post-Graduates Studies:

The registered number of students in post-graduate studies was raised from 58690 students in 1981/82 to 119734 students in 1999/2000 in an increase rate estimated to 104%. The number of those who got higher university degrees has raised

from 7576 students in 1981/82 to 27481 students in 1999/2000 in an increase rate estimated to 263%.

Budget of the Universities:

Universities have witnessed a remarkable increase in their budgets. They were 240 million pounds in 1981/82 and became 4399 million pounds in an increase rate estimated to 1733% in 1999/2000. This increase is positively reflected on an average of the student's share. This share was raised from 472 Egyptian pounds in 1981/82 to about 2504 in 1999/2000 in an increase rate estimated to 4431%.

University Students' Hostels:

Number of the students who stay in the university hostels was raised from 467 students in 1981/82 to 1070975 students in 1999/2000 in an increase rate estimated to 128%. The following tables show the development of university education:

**Table (7) Development of University Education
From 1981/82 to 1999/2000**

Statement	1981/1982	1999/2000
Number of universities	11	12
Number of faculties	146	266
Number of teaching staff	10544	30486
Number of teaching staff assistants	14959	18885
Number of accepted students	91048	200586
Number of registered student in bachelor stage	508438	1175155
Number of graduates in bachelor stage	82237	195156
Number of registered post-graduates	58690	119734
Number of post-graduates	7578	27481
Budgets of universities in million pounds	240	4399
Student share of the budget in Egyptian pound	472	2504
Number of students in university hostels	46796	107097

**Table (8) Development of Number of Teaching Staff and Their Assistants
in Universities in 1981/82 to 1999/2000**

Statement	1981/1982	1999/2000
Cairo	5687	10389
Alexandria	3498	5739
Ain-Shams	4014	7010
Asiut	2006	2584
Tanta	1358	3278
Mansura	1701	3452
Zagazig	2774	5700
Helwan	2337	3291
Minya	632	1773
Menofya	826	2163

Suez Canal	660	2478
South Valley	0	1514
Total	25503	49371

Source: The Supreme Council for Universities – Statistics Department.

Table (9) Development of Admitted and Registered Students in Universities in 1981/82 to 1999/2000

Statement	1981/1982		1999/2000	
	Accepted	Registered	Accepted	Registered
Cairo	14182	98075	29625	186627
Alexandria	13025	79019	20154	126677
Ain-Shams	14290	98143	22726	152431
Asiut	8754	38326	13279	63624
Tanta	6154	28004	17648	103658
Mansura	6986	40289	18466	103042
Zagazig	14935	61566	23688	144565
Helwan	5297	29960	16027	97973
Minya	2527	12160	7617	36303
Menofya	3214	14211	11839	62099
Suez Canal	1684	8685	9098	43875
South Valley	0	0	10419	54281
Total	31048	508438	200586	1175155

Source: The Supreme Council for Universities – Statistics Department.

Table (10) Development of University Graduates in 1981/82 to 1999/2000

Statement	1981/1982	1999/2000
Cairo	16807	30006
Alexandria	12696	19685
Ain-Shams	15236	27906
Asiut	5946	9106
Tanta	4285	18433
Mansura	5521	19296
Zagazig	9555	23999
Helwan	6390	14850
Minya	2074	6304
Menofya	2060	9302
Suez Canal	1667	6663
South Valley	0	9606
Total	82237	195156

Source: The Supreme Council for Universities – Statistics Department.

(11) Development of Registered Students in Post-Graduate Studies in 1981/82 – 1999/2000

Statement	1981/1982	1999/2000
Cairo	15923	23608
Alexandria	10983	13777
Ain-Shams	12235	27577
Asiut	2623	4338
Tanta	2478	9305
Mansura	4898	6659
Zagazig	4559	12762
Helwan	2163	5755
Minya	705	3746
Menofya	1130	3247
Suez Canal	993	6017
South Valley	-	2943
Total	58690	119734

Source: The Supreme Council for Universities – Statistics Department.

Table (12) Development of University Budgets in 1981/82 to 1999/2000

Statement	1981/1982	1999/2000
Cairo	45	1131
Alexandria	32	482
Ain-Shams	36	604
Asiut	25	278
Tanta	19	259
Mansura	19	408
Zagazig	25	391
Helwan	16	222
Minya	10	168
Menofya	9	167
Suez Canal	9	158
South Valley	-	131
Total	240	4399

Source: The Supreme Council for Universities

Non-University Higher Education:

1. Governmental Faculties and Institutes:

There are five higher institutes and faculties that follow the Ministry of higher Education. These higher institutes and faculties aim at graduating a group of technicians, which the development plan needs. These higher institutes and faculties make a link with university education institutions from one hand with institutions of industry and public and private works sector from the other hand as the following:

Table (13) Statistics of 1999/2000 in comparison with the year 1990/ 1991

Kind of Institute	Number of Institutes		Accepted		Registered		Graduates	
	90/91	99/20	90/91	99/20	90/91	99/20	90/91	99/20
Higher Governmental	3	5	531	172	12235	6235	-	614

The table, above, shows that these higher institutes and faculties, which were established in the last eighties, were very small whether in their number or the number of the students in them.

2. Private Middle Technical and Higher Institutes:

These institutes aim at preparing technicians armed with knowledge and skills that enable them to do the technical practical work.. In the last years, this kind of technical institutes have witnessed an increase in the number of the registered student in them especially because the labor market need this kind of graduates.

The duration of the study is 2 years after the General secondary Certificate.

The number of the institutes is 47 institutes divided as follows:

- 19 technical commercial institutes.
- 23 technical industrial institutes.
- 4 technical hotels institutes .
- 1 social service institute.

Table (14) illustrates a statement about technical institutes

Kind of Institut	Number of Institutes		Accepted		Registered		Graduates	
	90/91	99/20	90/91	99/20	90/91	99/20	90/91	99/20
Technical Industrial	22	23	2233	2597	42675	55600	1320	12367
Technical Commercial	19	19	2989	2523	64405	51221	2161	17200
Technical Hotels	4	4	323	1200	657	2300	298	719
Social Service	0	1	464	400	971	900	0	290

Total	45	47	5301	5280	10870	11002	3511	30576
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Source: Education Sector

Development of Private Higher Education

1. Private Universities:

Egypt has established private universities to be an additional source for the institutions of university and developmental education. This will create a kind of competition for rising the educational standard, relieve the burden from the governmental and university institutions and give increasing opportunities for university and higher education inside Egypt. There are some legislations which arrange the affairs of private universities such as Act No. 101 issued in 1992 concerning the establishment of private universities, the Republication Decree No. 355 in 1996. This is in addition to the Cabinet decree No. 2039 in 1996 Concerning forming the committee of private universities with aim of making these universities able to fulfil its responsibility. Additionally, four Republican decrees were issued to establish four private universities in which the study started in the academic year of 1996/ 1997 as follows:

Table (15) Shows Some Information about Private Universities in 1999/2000

Universities	Number of Faculties	Number of Teaching Staff and Their Assistants			Registered Students	Admitted Students
		Teaching Staff	Assistant	Total		
Six of October	11	323	81	404	5979	2933
October for Modern Science and Arts	4	61	44	105	662	217
Egypt for Science And Technology	8	169	78	247	3583	1666
International Egypt	4	78	30	108	688	347
Total	27	631	631	864	10912	5163

Table (16) Shows Number of Teaching Staff and Their Assistants in 1999/2000 in Comparison with 1996/97

Universities	1996/1997				1999/2000			
	Basic	Dele-gate	Assistants	Total	Basic	Dele-gate	Assistan	Total
Six of October	68	96	22	186	49	274	81	404
October for Modern Science and Arts	4	20	14	38	10	51	44	105
Egypt for Science And Technology	6	49	10	65	20	149	78	247
International Egypt	1	20	8	29	27	51	30	105
Total	79	185	54	318	106	525	233	864

Table (17) Shows the Development of Number of Registered Students in 1996/97 in Comparison with 1999/2000

Universities	1996/1997	1997/1998	1998/1999	1999/2000
Six of October	714	1417	3421	5979
October for Modern Science and Arts	157	187	415	662
Egypt for Science and Technology	420	902	1917	3583
International Egypt	94	248	321	688
Total	1385	2754	6074	10912

2. Middle Technical Institutes:

The Ministry of higher Education has encouraged non- governmental sector to participate in the establishment of private institutes that go with the needs of the environment. They can help in meeting the requirements of the economic development plan of technicians and technologists on one hand and open new additional outlets for absorbing the General secondary certificate graduates and its equivalent on the other hand.

Private institutes play a great role and contribute effectively to the educational process. In the past, these institutes were restricted to the fields of social service and higher co-operative, agricultural and secretarial studies, but they cover the fields of computer sciences in addition to some other fields.

There are two kinds of private institutions; the two-year middle institutes, and the four-year higher institutes.

Table (18) Shows the Development of private Higher Institutes Admitted. Registered and Graduated Students from 1993/94 to 1999/2000

Year	No. of Institutes	No. of the Accepted	No. of Registered	No. of Graduates
93/94	18	30471	113392	12826
94/95	31	28185	120641	16782
95/96	39	45424	138445	20382
96/97	45	49236	162246	22530
97/98	48	31501	161058	25422
89/99	48	40529	175036	24116
99/2000	53	56865	190071	-

Source: The Education Sector.

12 higher institutes were established in 2000/2001. The following table shows the development of number of private middle institutes, the accepted, registered and graduates students over the period of 93/94 to 1999/2000.

Year	No. of Institutes	No. of the Accepted	No. of Registered	No. of Graduates
93/94	12	8855	29902	11417
94/95	11	11076	30179	5287
95/96	11	11199	30079	7099
96/97	11	13919	37808	8245
97/98	11	11681	34624	8797
89/99	11	12614	36197	10628
99/2000	11	17862	49524	-

Source: The Education Sector.

Table (19) Shows the Development of Private-Middle Institutes, Accepted Registered, and Graduated Students from 93/94 to 1999/2000

Institute	No. of Institutes		No. of Accepted		No. of Registered		Graduates	
	93/94	99/20	93/94	99/20	93/94	99/20	93/94	99/20
Private Higher Institutes	18	53	30471	56865	113392	190071	12826	24116
Private Middle Institutes	12	11	8855	17862	29902	49524	11417	10628

Sources: Education Sector

The Most Important Achievements in the Field of Higher Education:

The last years of the twentieth century have witnessed great efforts in higher education. Here are some of the most important features of these efforts:

In the field of university performance control:

There is a focus on the qualitative improvement of higher education through the continuous development of different university faculties curricula, establishing new specializations and link them with the requirements of the society and the needs of the labor market. This is in addition to developing the capabilities and skills that go with the scientific progress, and modernizing new educational systems that lead to the best use of energies like the open education and the distance education.

The study can't be started at any new faculty before making sure that the materialistic and human resources necessary for the best performance of the educational process exist. There is a continuous follow-up for the arrangements relating to the beginning of every academic year and this has led to the control of the academic year from its beginning.

Joining the faculties of qualitative and kinder garden into universities surrounding them and the application of university values and traditions in the educational process. There are 17 qualitative faculties in addition to 2 kindergarten faculties.

National conference on university and higher education was held in February 2000. In it, there was a discussion of the studies and the research that the national committee for the development of higher education reached after a lot of long meetings that took 2

years. In this conference, there was a ratification of the first strategic plan for the development of higher education till 2017. This plan includes carrying out 25 projects for the development according to a specific time programmed as follows:

- 1.Short-term programs 2000- 2002
- 2.Middle term planned programs 2000- 2005
- 3.Long term planned programs 2000-2017

Preparing the project of the Egyptian university for distance education that aims at solving the problem of the shortage in the institutions of higher education, decreasing the increasing pressure on them and achieving the equivalence of opportunities and the democracy of education.

In the field of the teaching staff members and their assistant.

The beginning of carrying out a 5-year ambitious plan to send more than one those and go abroad according to the interior and foreign mission system in addition to the joint supervision and the scientific tasks required from the teaching staff.

Establishing better salaries for the distinguished university performance of the members of the teaching staff at the level of every university in the different branches of science and knowledge.

Establishing an aid fund in addition to presenting the social and health care to the 10 year teaching staff and their families.

In the field of the student's affairs:

1. Establishing a university boards which is responsible for publishing and distributing the university textbooks with the aim of making it available, cheap and reaching the students at a suitable time. This is in addition to encouraging the group authorship of the university books to be prepared by more than one professor and under the supervision of the department.
2. Issuing the regulations for accepting the foreign certificates of the secondary school that are equivalent to the national certificate to achieve equal opportunities among all students.
3. Announcing the time tables in the different faculties of university in every new academic year in August.
4. Establishing a comprehensive medical clinic in every faculty provided with necessary equipment and works 12 hours a day for serving students.
5. Distributing a grant for the university and institutes students estimated by one hundred million pounds and taking into consideration that it will reach to the students who deserve it.

In the field of introducing communication and information technology for developing the educational system.

Specifying a computer for each student in a low price in the installment sale 3 years. Enabling one million students to communicate with the Internet through making many agreements with private companies to save the different programs.

In the field of the consolidation of the student's activities:

1. Opening the sports clubs owned by universities before students and their families in the summer to parasitise different activities.
2. Consolidating and the developing the institute of leaders' preparation with the aim of playing an effective role in planting belonging in youth's characters through university.
3. Revival of the week of the university youth with the aim of strengthening the relations among university youth and the teaching staff members through practicing different activities.
4. Co-operating with the ministry of youth in carrying out free trips to Luxor and Aswan in the mid- year vacation.

In the field treating overcoming some obstacles that hinder the teamwork.

- Activating the university hospitals to be more effective and improving their standards.
- Getting rid of the tutorial classes in university faculties through a comprehensive plan aiming at decreasing and eliminating it. This plan starts with developing the university performance and raising the university textbooks in suitable prices for students and to the utilization of the satellite channels in higher education to help students academically, in addition to imposing strict measures against those who pursue tutorial classes.

In the field of society service and the development of environment:

- Developing the cooperation and communication among the research centers and institutes and linking them with production sectors through developing the educational curricula and linking them with the requirements of work and production institutions in addition to the needs of the labor market.
- Establishing strong links among universities and communities.
- Inviting businessmen to participate in the administration of the units of special kind in the universities.

In the field of technical education:

- Carrying out the project of developing technical education that aims at building a new generation of teaching staff and their assistants in the two faculties of industrial education in Cairo and Beni-Suif.
- Carrying out the project of the particular net of developing multi-media laboratories in faculties and institutes and linking them with an advanced communication net to serve the educational process.

The Revival of Alexandria Library Project:

It is expected that the world will witness the inauguration of this project in 2002. This project took more than 10 years and cost 200 million US dollars. This library will be a center for the intellectuals and a gathering place for the international and world cultures.

The Revival of the Science Day.

Preparing a study for celebrating the “Day of Science and Creativity” with aim of honoring the distinguished characters in arts and science to encourage scientists to exert more efforts and urging young people to continue their excellent research.

The national conference on higher education in 2000 specifies the future plan of the role of higher education in the overall development and modernizing Egypt is as follows:

1. Specifying the main points of the new project of the universities law because it was issued more than 25 years ago. Hence, a new law that goes with the swift change of this age must be prepared.
2. Revising the present university curricula and comparing them with their equivalents in the world universities to determine to what extent they are suitable for the goal which we want to achieve. The goal is acquiring skills that the labor market requires. This must go side by side with self-development which other departments in the same areas in the country, in addition to encouraging the collaborative authorship for the main textbooks and curricula.
3. Specifying a maximum number of students in the lecturing room in addition to the number of teaching staff members with making the best use of the available human resources.
4. Taking positive steps towards;
5. the important of the teaching staff, encouraging the young researchers, preparing them in an effective way and giving them the change to know the development that happens all over the world.
6. Showing the draft of the “ the character of honor of university values and traditional “ to the teaching staff in universities to ratify and commit to it.
7. The suggestion of the establishment of the Egyptian university for distance education to contribute to the qualitative development of the educational process through the continuous use of equipment and modern technology in broad casting the educational and cultural programs.

The Middle Term Planned Programs 2000- 2005.
A Future Vision for the Forthcoming Five Years:

1. The development and the restructure the faculties of education and developing the infrastructure in these faculties in addition to putting a balanced policy for the acceptance of students in them.
2. The development of the higher and middle institutes to meet the needs of the labor market in addition improving and raising the standard of quality in them.
3. Evaluating and developing the rules, the programs and the technology of the open education project in higher education: The project includes the following:
 - The establishment of Egyptian university for distance education in Egypt.
 - The establishment of the branch of the Arab Open University in Egypt.
 - The development and the re-structure the programs of open education in universities.
4. Establishing a national system for quality and credit.
5. Preparing a new map for the higher education system and increasing the number on the basis of quality not quantity.
6. Deepening the use of the information technology and developing the decision making system through the net of universities.
7. Developing the Capacities and the skills of the teaching staff and the role of scientific and moral model in addition to developing the creative and intellectual skills in them.
8. Establishing the national center for developing the administrative leaders in higher education system to form national high level distinguished characters.
9. Developing the programs, the curricula and the training programs by using the communication and information technology.

Long-Term Planned Programs Till 2017:

In the future vision of the role of higher education in development, there is a necessity for concentrating in the long term plan on carrying out the rest of projects in the strategic plan as follows:

- Establishing a national center for developing the educational apparatus and technology and developing the system and techniques of testing.
- Developing the system of joining the higher education
- Developing libraries and the sources of information in addition to education resources.
- The re- structure of the scientific departments and planning the structure of job.
- Developing the system of post- graduate studies and their programs.
- Developing the system and techniques of the scientific research.

-
- Modernizing administration in higher education system.
- The deep link in the institutions of higher education with production and service sectors.
- Establishing a center for the follow- up employment of the graduates of the institutions of higher education.
- Developing the scientific and research exchange and co- operation with the institution of higher education abroad and benefiting from the Egyptian scientists abroad.
- The cultural, artistic, sports development and the social care of students.
- Developing the excellence programs for the gifted and the talented.
- Consolidation of the centers of the scientific excellence and research in the institutes of higher education and preparing a map for them.
- Developing many sources of financing the higher education.
- The national system for the equivalence of educational qualifications.

Al-Azhar university:

Al-Azhar University is one of the oldest and biggest universities in Egypt. It is the only Islamic University that spreads the Islamic science more than one thousand years ago. The nature of the study in Azhar University is a scientific, religious and specialized one.

Azhar University keeps the Islamic heritage in addition to studying and spreading it. The education in Al-Azhar University is not mixed [co-education]. The acceptance of males is restricted to males faculties and the acceptance of females is restricted to the branch of females in the university.

It grants higher degrees other than the bachelor degrees in all fields and specialization that the programs of study in the different departments include such as post- graduate Diploma, The master degree and the doctorate degree. There is a remarkable increase in the number of students in the university in the recent years as follows:

Table (20) Shows the Development of Number of Faculties and University Egyptian and Foreign Students from 1991/91 and 1997/97

Statement	No. of Faculties	No. of registered Students		Total
		Egyptian	Foreigners	
1991/92	41	74384	8113	82497
1992/93	44	76551	7840	84391
1993/94	46	81819	8458	90277
1994/95	50	98888	9420	108908
1995/96	53	124411	9763	1347174
1996/97	54	154842	10679	165521
1997/98	54	162514	11870	174384

This table shows the great increase in number of students. The university has its future plan to absorb this high increase every year and saves the places of study, accommodation and food.

The increase in number of the foreign students assures internationalism of Al-Azhar University and affords huge burdens towards the Islamic World.

Table (21) Shows the Number of University Faculties and Number of Egyptian and foreign Students in 1997/98

Statement	No. of Faculties	No. of registered Students		Total
Male Faculties in Cairo	14	53219	6966	60185
Female Faculties in Cairo	6	17950	2015	19965
Male Faculties in Regions	26	62382	1850	64232
Female Faculties in Regions	8	28963	1039	3002
Total	54	162514	11870	174384

Table (22) Shows the Number of Accepted Students in 1997/98

	Egyptian	Foreigners	Total
No. of Students in Male Faculties	27228	2102	29330
No. of Students in Female Faculties	10564	803	11367
Total	37792	2905	40697

Table (23) Shows the Total Number of Registered Egyptian and Foreign Students in 1997/98

	Egyptians	Foreigners	Total
Total Number of Male Faculties in Cairo	53219	6966	60185
Total Number of Male Faculties in Regions	62382	1850	64232
Total Number of University Students	1156001	8816	124417

Table (24) Show the Number of Accepted Egyptian and Foreign Students in Universities in 1997/98

	Egyptians	Foreigners	Total
Total Number of Male Faculties in Cairo	1790	2015	19965
Total Number of Male Faculties in Regions	28963	1039	3002
Total Number of University Students	46913	3054	49967

Table (25) Shows the Registered Male and Female Students in 1997/98

	Egyptians	Foreigners	Total
Total Number of Male Students in Universities	115601	8816	124417
Total Number of Female Students in Universities	46913	3054	49967
Total	162514	11870	174384

Major Reforms in Non-formal Education:

Eradicating illiteracy constitutes a main condition for facing the challenges of the 21st century as illiteracy threatens the fate of a wide sector of the Egyptian population and negatively affects their cultural and creative capacities.

The announcement of the (1990-1999) period as a decade for eradicating illiteracy and adult education (EIAE) was therefore the starting signal of putting the issue of EIAE in its appropriate place as a priority for its negative effects on development plans. This announcement emphasized the following:

1. The right of every Egyptian to education and to continuing learning.
2. Illiteracy as an obstacle to economic, social, and cultural development.
3. Egypt's responsibility and its historical and cultural status.
4. Adherence to constitution, which states that illiteracy eradication, is a national responsibility.
5. Response to the UN decree, which announced that the 1990 year, is an international year for EIAE.

The objective of this announcement was also to eradicate illiteracy or at least reduce its ratio to the utmost in a definite period (10 years) for the purpose of developing the creative capacities of illiterates. This is in addition to allowing them to benefit from their right to education on the basis of the constitutional principle of equality of opportunities. Due to this announcement, all governmental, non-governmental institutions, and political parties are supposed to work collaboratively and nationally to achieve the following responsibilities:

- Overcoming illiteracy through full enrollment of all children in basic education.
- Organizing a national campaign for eradicating illiteracy and providing illiterate people with the basic skills required for work and production.
- Collaboration of formal education institutions and informal education as represented in mass media, and governmental institutions for eradicating illiteracy in a national comprehensive campaign.
- Linking illiteracy eradication programs with vocational training and continuous education opportunities.

- Inculcating the values of work and production, cultural and moral values in all citizens.

Following this announcement, act No. 8 for EIAE was issued in 1991. This act stressed that EIAE represents a national and political responsibility. According to this act, all illiterates between 14-35-year-old of age who are not primary school completers are subject to eradicate their illiteracy.

By virtue of this act, the presidential decree No. 422 regarding the establishment of the general Authority for Illiteracy Eradication and Adult Education (GAIEAE) was issued in 1991. This agency has a legal identity and follows the Minister of Education. The board of directors administers it. It started implementing the national campaign plan for EIAE of (1992/93-2001/2).

Organization and Administration of Illiteracy Eradication and Adult Education:

General Agency for Illiteracy Eradication and Adult Education (GAIEAE) is responsible for planning, implementing and supervising the programs of illiteracy eradication and adult education. It is also responsible for coordinating the efforts of the various institutions involved in the field. Generally speaking, among its organization and management tasks and responsibilities are the following:

- The General Agency for Illiteracy Eradication has branches in all governorates. An executive board formulated by a decree from the Minister of Education and headed by the governor administers each branch. These branches are responsible for implementing the plans and programs adopted by The General Agency For Illiteracy Eradication. They encompass representatives of ministries and agencies, and other local, political and public agencies concerned.
- Committees for (IEAE) are formed by decrees issued by governors in every city, town or district under the supervision of the city, town or district heads. These committees encompass representatives of governmental and non- governmental institutions. The representative of the agency works at the school district is appointed as a coordinator for the IEAE committee.
- IEAE committees at the level of village and local units are formed by decrees issued by governors. These committees encompass representatives of all institutions interested in illiteracy eradication and local councils. Supervisors of illiteracy eradication in villages are coordinators of these committees.

Evaluating Illiteracy Eradication policies in the last ten years (1990-2000):

Taking into account the objectives of the national campaign for illiteracy Eradication, GAIE implemented the following:

1. Formulating the executive broad which is responsible for planning and administering illiteracy eradication program at the national level.
2. Developing curriculum, rehabilitating teachers and preparing education sites.
3. Working with other state institutions involved in illiteracy eradication as a national responsibility.
4. Making use of local and international experiences in the field.

Main Objectives and Features of Present and Future Reforms:

Egypt has adopted a number of non- traditional strategies that depended on an integrated system of different educational techniques and formulas and educational alternatives for the purpose of attracting illiterates and keeping their persistence till the end of the programs. This system included the following components:

1. Adopting a civilization concept of illiteracy eradication.
2. Establishing classes for teaching English and computer principles for learners of illiteracy eradication and those new literates.
3. Making use of distant education which includes:
 - A. The satellite educational channel specified in illiteracy eradication.
 - B. Regional T.V channels.
 - C. Local radio stations.
4. Empowering self-education through using cassettes that contain illiteracy eradication lessons, in addition to textbooks.
5. Developing illiteracy eradication programs for persons of special needs through:
 - Using Braille Technique in writing a version of the curriculum of cultural illiteracy eradication to help eradicate the illiteracy of blind illiterate people.
 - Admitting deaf illiterates to special classes.
 - Joining voluntary illiteracy eradication program through free contact system.
 - Linking illiteracy eradication to vocational training.
 - Implementing the literate 000village project which aims at joining the effects of the whole community for the purpose of eradicating illiteracy in a number of villages to serve as models to other areas.
 - Spreading community education programs through encouraging community schools, one-classroom schools, small schools and parallel schools administered by the local community.
 - Encouraging the participation of non-governmental organizations, police, prisoners in these programs.

- Directing educational convoys to small, remote areas and opening classes for illiteracy eradication in the health centers for women and female clubs related to the ministry of social affairs.
- Giving special attention to post-illiteracy activities, taking into consideration the philosophy of continuous learning through:
 - Encouraging those who finished illiteracy classes to join preparatory schools.
 - Issuing a journal for the enlightenment of new literates.
 - Preparing textbooks for post-illiteracy activities.
 - Establishing 100 libraries in all governorates for those who finished illiteracy programs.

EIAE Major Achievements Over the Last Ten Years 1990-2000:

- On the basis of 1986 and 1996 censuses of Egypt, the executive plan of the national campaign for illiteracy eradication was developed, and the illiterates were distributed over the years of the campaign from 1992/93 to 2001/02.
- The national campaign aimed at eradicating illiteracy in all the state sectors according to the priorities, circumstances, and needs of localities starting with 15-35 age range 8292800 illiterates together with illiterates whose ages were over 35. The total number of target illiterates the amounted to 9792800 persons.
- Special emphasis was given to the larger deprived groups, especially women. The programs concentrated on enhancing women's role and status in developing their families and communities with special emphasis on poor, deprived, and remote areas.
- Rehabilitating university graduates as illiteracy eradication teachers.
- Linking illiteracy eradication to vocational training in an attempt to raise the standard of living of the Egyptian family.
- Using various educational techniques and formulas according to differences in target groups, environments and communities.
- Benefiting from the contribution of the Social Fund for the financing of illiteracy eradication programs, and paying for university graduates employed as teachers in those programs.
- Supervising and evaluating the performance at all phases of the national campaign for illiteracy eradication.
- Organizing an intensive advertising campaign coinciding with different phases for mobilizing target sectors.

The current status of illiteracy in Egypt can be shown as follows:

(1) Table (26) Shows the Distribution of Illiterates in Urban/Rural Areas:

In Rural Areas	In Urban Areas	Total Number	Target Number
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Number	Percentage	Number	Percentage		
12102191	%69,76	5245554	%30,24	17347745	9792800

(2) Table (27) Shows the Distribution of Illiterates according to sex (Males/Females):

Year	Males	Females	Percentage
1986	%37,8	%61,8	%49,4
1996	%29	%50,2	%38,6
2000	%22,5	%44,7	%33,4

(3) Table (28) Shows the Distribution of Illiterates According to Age

Years	1986	1996	1999	2000
Percentage	%49,9	%38,6	%34,2	%33,4

The above table shows that illiteracy decreased at the rate of %1.14 in the last fourteen years. From July, 1992 to June, 2000 the number of those who joined illiteracy eradication classes was 4090682. The target number of this phase was 8369400 illiterates, while the target number of those who finished illiteracy was about %48,87. 2000 rehabilitated 179055 university graduates rehabilitated as teacher of illiteracy eradication. About 66407 joined preparatory schools after escaping illiteracy. The literate village project 2000-3 was planned as follows:

- 1814 villages will be covered in the 2000- 1st phase.
- 1302 villages will be covered in the 2001- 2nd phase.
- 1099 villages will be covered in the 2001- 3rd phase.
- The reading ability rates of the total population were as follows:
 - 1st. 13%for the 15-35 age range.
 - 2nd. 56%for those who are over 35.
 - 3rd. 65% for both sexes.

Those estimates show that illiteracy rates are lower among younger generations than among older ones. This emphasizes the effectiveness of the educational policy in providing more learning opportunities. Reading the reading ability there is still a wide gap between both sexes:65% among females.

Following are some of the Qualitative Objectives of the National Campaign for Illiteracy Eradication:

1. Helping illiterates to reach the literacy and arithmetic level that would enable them to continue gaining knowledge and benefiting from it in practical life.
2. Emphasizing the civilization concept of illiteracy eradication with its cultural, economic and political dimensions.

3. Overcoming elapse to illiteracy though making it easy for new literates.
4. Emphasizing religious education as an approach for enhancing exalted religious values and principles.
5. Stressing learners motivation through providing them with material, spiritual, and health stimuli.

In the light of the qualitative objectives specified by the national campaign strategy for illiteracy eradication, the curriculum was developed according to the following bases:

- Reflecting the culture of the Egyptian society and meeting the educational needs of adults and their communities. Teachers were provided with teachers package, educational aids package and teacher's guide.
- The General Agency for Illiteracy Eradication prepared 3 text books that concentrated on life skills, human rights, overpopulation, environment preservation and comprehensive development of women as a full partner in society.
- Great emphasis was given to the teacher's package which contained calculators, pictures, maps, macro-models, cards of words, and letters and numbers.

Observation and Evaluation:

A specific department for performance evaluation was added to the organizational structure of the General Agency of Illiteracy Eradication. The objective of this department includes observation, evaluation and examination in the branches of the agency and finding solutions to the problems and difficulties that may obstruct the educational process. Some of the difficulties that faced the national campaign for illiteracy eradication were:

- Difficulty of reaching precise estimates of illiterate people in order to obligate them to join illiteracy eradication classes.
- Curriculum inadequacy the learners needs.
- Inadequacy of trained human resources. - In some areas tradition still inhibits females from joining illiteracy eradication classes.
- High rates of dropping out classes.
- Inadequacy of civil society participation. In addition, factional, political and syndicate organizations didn't play active roles in the national campaign for illiteracy eradication.
- In adequacy of rewarding techniques and stimuli.
- Relapse to illiteracy was possible due to lack of post-literacy activities and follow-up programs.
- Inadequacy of finance was an obstacle to full achievement of the objectives of the campaign.

- Insufficiency of the period specified for the program (9 months) to cultural eradication.

Some Adopted Approaches for IEAE:

The GAIE developed a number of non- traditional strategies for facing the reluctance of illiterate people to join illiteracy eradication classes. Among these techniques:

1. The Free contract system, which allows employment of MOE teachers and university students and graduates as teachers of illiteracy eradication. After six months learners were examined and, in case of passing, given certificates. Teachers were given rewards after eradicating the illiteracy of a definite number of persons.
2. Businessmen participated in illiteracy eradication efforts. They opened training centers in work sites and encouraged employees to join them. This enhanced linkage between illiteracy eradication and vocational training.
3. Making use of distant education through illiteracy eradication lessons and educational drama broadcasts via radio stations and TV channels that cover all governorates at different times.
4. Allowing non- governmental organizations to take active part in the field of illiteracy eradication.
5. Specifying classes for teaching English and computer basics for learners and for new literates.
6. Using Braille technique in writing a version of the curriculum of cultural illiteracy eradication to help eradicate the illiteracy of blind people.
7. Establishing multi- function female centers that provide illiteracy eradication, vocational training, libraries, kindergartens and health centers for mothers joining illiteracy eradication classes.
8. Spreading collective observation centers for increasing the numbers of learners.
9. Involving female rural pioneers- educated female health visitors, female rural guides in illiteracy eradication programs.
10. Introducing the literate village formula, which aims at eradicating illiteracy of whole villages.
11. Following a plan for illiteracy eradication of organized sector: employees and workers of ministries, agencies, corporation, factories and public sector institutions.

Problems and Challenges Facing Illiteracy

Eradication in the Beginning of the 21st Century:

1. Achieving the role of the MOE through the full enrollment of all children in the age of six, keeping students till the end of the basic education phase and preventing drop out.

2. Overcoming regressing to illiteracy among those who escape illiteracy by the development of post-illiteracy activities and allowing them to join preparatory schools.
3. Increasing monetary allocations for financing illiteracy eradication, specially from the rich interested in illiteracy eradication programs.
4. Empowering voluntary and non- governmental institutions to play their roles and take their responsibilities in illiteracy eradication programs.
5. Providing material and spiritual stimuli for women to encourage them to keep attending the illiteracy eradication classes.
6. Making use of human resources available in local communities: university students and graduates as well as Public Service individuals are encouraged to take part in these programs.

Features of the Second National Campaign

For Illiteracy Eradication 2002-7:

The first national campaign for illiteracy eradication will come to an end in 2001-2. The GAIE is currently preparing a second national campaign that would cover 5 years, 2002-7. Among its major features are the following:

- It aims at eradicating illiteracy of 5022144 persons in the 15-53 age, At a range of ranges about 2,2 millions each year.
- The campaign will cover 5 year, 5 courses, 9 months each.
- Governorates will be divided into groups and dealt with in phases according to their capacities.
- Giving special attention to individuals with special needs persons and allowing them to learn according to their capacities.
- Encouraging the formation of women associations to participate in eradicating illiteracy of women.
- Forming clubs for new literates and establishing special libraries for them.
- Activating the participation of non- governmental organizations in financing and implementing illiteracy eradication programs.
- Enhancing continuous learning through encouraging new literates to join preparatory schools and higher levels of education.

4th. Assessment Policies, Methods and Tools:

Specifying the educational policy within a democratic framework represents one of the basic principles of the educational policy in Egypt in 1990s. This principle depends basically on the effective participation of all the enlightened societal forces. Thus, every individual in the society is given a sufficient opportunity to express himself and to take part in decision taking in the field of education. This fact was clearly embodied in the decisions made by educators and specialists as a results of

education development conferences .such conferences have succeeded in gathering education specialists, scholars and the different parties benefiting from the educational process.

Education in Egypt is regulated and managed according to the decentralization law No.139 in 1981, which was later on modified by law No.233 in 1988, specifies and determines the responsibilities of the ministry of education and localities. It stresses the fact that the ministry of education is responsible for planning, following-up, evaluating, developing education, providing educational materials and specifying teachers' levels and qualifications. As for localities, they are responsible for implementing and following up the general national trends on the local level, supervising educational activities during the school year, developing and administering examinations according to the general trends and appointing teachers.

Regarding evaluation of educational policies, methods and tools, it is carried out through the following authorities, organizations and establishment:

- The educational professions syndicate. Among the specializations and tasks of this syndicate are: investigating the educational policy in general and the implementation problems, suggesting the suitable solutions for these problems. This is in addition to investigating ways of developing educational systems and curricula in a way that cope with and satisfies the needs of the society and achieve its welfare, and holding seminars, training sessions and general conferences that aim at accomplishing the educational purposes.
- The recommendations made by the National council for education, scientific research and technology.
- The recommendations made and decisions taken by the supreme council for pre-university education.
- The national center for educational researches and development which aims at providing those educators responsible for and concerned about the educational policy and plans with sound scientific and educational information. The NCERD is, also, interested investigating and exploring means of achieving an appropriate level of co- ordination between the educational policy specified by the ministry of education and the educational policies specified by the specialized national councils.
- The center for developing curricula and educational materials which contributes in specifying and implementing the educational policy through planning, designing, building, experimenting, revising and producing curricula and educational materials. These curricula and educational materials are to be evaluated in the actual educational field, then revised and developed.
- The center for developing curricula and educational materials is, also, responsible for training teachers' trainers with regards to using and handling newly developed curricula.
- The national center for examinations and educational evaluation, which was established in virtue of the republican, decree No. 462 in 1990. This NCEEE is responsible for determining and specifying the educational policy in the field

of examinations and educational evaluation and participating in implementing such an educational policy through conducting several researches and studies necessary for preparing, evaluating and developing examinations systems and following-up the quality of these exams. The NCEEE is, also, responsible for training inspectors and teachers on the different ways of making exams, designing exam questions and correcting them and finally establishing questions banks for each school subject.

- The General Authority for Illiteracy Eradication and Adults' education which is in charge of planning and evaluating illiteracy eradication and adults' education programs and projects. Furthermore, it is responsible for achieving co-ordination among the efforts exerted by the different educational organizations, designing and providing educational materials, books and curricula and specifying adults' educators' qualifications.

2.2 Changing and modifying the educational content

1st. Factors and reasons that support curricula development:

1. Past political, social and economic changes in society.
2. Tremendous scientific, technological and cultural progress and its influence on local communities in addition to the emergence of successive innovations in all fields of life which requires on-going curricula development.
3. Social ideologies and political changes that emerged in the world and their influence on life aspects in Egypt which requires including such changes in the educational curricula.
4. The need for learners who have distinguished skills which go side by side with science and technology.

2nd. Institutions and Individuals Responsible for Curriculum Development:

Since developing curricula is of extreme importance, it is necessary that specialized organization - encouraging specialized experts in school subjects and social, psychological and educational subjects - carry out this mission of developing curricula. Methods of teaching these school subjects, educational media, teachers' guides, school textbooks, methods of evaluation and examinations are to be taken into consideration while developing curricula so that these elements are well integrated. Such an organization should have consultative committees to help it carry out its missions on the condition that all the parties interested in these consultative committees.

Developing school curricula and educational materials is the responsibility of the Center for Developing Curricula and Educational Materials in addition to different school subjects consultants. These parties involved in developing curricula are to work in co-operation with consultative committees encouraging

university professors specialized in academic school subjects and in the field of education, in addition to representative of the educational field including teachers and supervisors. Both National Center for educational Research and Development and the National Center for Examinations and Educational Evaluation help all the parties mentioned earlier in the crucial mission of developing school curricula. All these organizations, bodies, and centers work together and collaborate to develop the educational content delivered through school curricula according to the following procedures:

- Conducting comparative studies to identify and become acknowledged with curricula development efforts in other advanced countries.
- Identifying the status quo and real situation of the present school curricula at various levels.
- Presenting a futuristic vision and perspective for the different school curricula.
- Revising and modifying school curricula in the light of the recommendations of the national conferences held to develop education in Egypt.

3rd. New Areas and Aspects of Curriculum Development:

- Modernizing the scientific knowledge presented in school curricula in a way that copes with scientific and technological developments.
- Reducing the quantity of knowledge and information in school curricula and emphasizing the importance of quality and focusing on basic scientific concepts within developed school curricula.
- Linking school curricula to modern and contemporary technological and informative revolution.
- Encompassing contemporary issues and concepts within developed curricula.
- Presenting new school subjects such as “technology”, maintenance and repairing to help students acquire new skills and develop some of the essential abilities such as the ability to solve problems.

Since education represents a well-integrated entity that encompasses several elements, it was a must that developing education should include all the elements of this well-integrated entity including educational objectives, syllabi, content, methods of instruction, school activities, school activities, school textbooks, teachers’ guides, teachers, inspectors, school management, examinations, and evaluation...etc. These all are developed in the light of the pre-determined educational goals and objectives.

The necessity of developing evaluation methods in a way that these methods should not be confined to examinations, but these evaluation methods should include other methods other than examinations to evaluate the various aspects of students’ integrates growth.

Implementing and applying developed curricula should be carried out in a way that goes with the actual objectives of presenting and developing them. This necessitates making a plan for training teachers and supervisors on the developed curricula and school textbooks. This is to ensure teachers' acceptance and understanding of these developed curricula and to enable them to carry out the process of teaching and implementing them in their full sense in a way that ensures their success in achieving their goals.

Teachers' preparation and education in faculties of education should include the bases, foundations and principles according to which the processes of developing and modernizing curricula are to be carried out.

4th. Strategies Adopted in the Design, Implementation, Follow-Up and Evaluation of Curriculum Development

Making a stable and overall education policy is based upon the educational objectives for each educational stage. Then, such educational objectives for each school subject are determined and specified. In the light of the educational objectives, a general policy for curricula development is determined and designed.

The process of developing and modernizing curricula is carried out in the light of conducting a process of evaluating and revising the present curricula from all aspects in each given educational stage.

Planning and building school curricula should be carried out in an overall and integrated way (whether horizontally or vertically) provided that planning should be carried out for each integrated educational stage as a whole.

Taking into consideration that each curriculum represents an over-growing entity. Therefore, modifying and carrying out its path and method of implementation are considered a constant, continuous, and indispensable process. Thus, the technical follow-up in the field during the implementation of the developed curricula should be carried out at the local and central levels to provide those in charge of curriculum development with the necessary feedback.

Experimenting developed curricula in some of the governorates to make sure that they are suitable for students before generalizing them. Following is a set of strategies, which are adopted during the design, implementation, follow-up, and evaluation of curricula reform efforts:

1. Strategies adopted when designing curricula reform;
 - Recommendations of national conferences for curricula development in the primary and preparatory stages.
 - Present and future challenges at the local and international levels.
2. Strategies adopted when executing curricula reform:

- Set books and teacher's guides are authored through a competition.
- Training teachers on the new set books.
- Experimenting the new set books.

3. Strategies adopted when following up the curricula reform:

- Field visits to schools where new books are used.
- Holding meeting with teachers and supervisors.
- Recording opinions concerning new books.
- Reports coming to specialized centers
- Related to the M.O.E and consultants.

4. Strategies adopted when evaluating curricula reform:

- Modifying some scientific concepts.
- Correcting printing mistakes.
- Paying attention to printing standard.
- Paying attention to printings pictures and colors.

This could be done through field feedback Achievements:

- On-going developments and technological and scientific progress.
- The small size of the book should be considered to do so the book is divided into two volumes.
- Quality, not quantity of information should be considered, with focus on the main concepts.
- Paying attention to the national language math, religion, and different activities.
- Focussing on the quality of education:
- Concentrating on learning levels:
- Recognition, understanding, analysis, deducting and problem-solving instead of learning by heart.
- Paying attention to technology (multimedia and computer) in learning at school.
- Evaluation through oral, written and practical tests and dividing the school year into two terms. There is a test at the end of each term.
- Introducing new specializations :
- Introducing English in the Fourth year primary in 1994.
- Introducing maintenance in the Fourth and Fifth primary.
- Introducing technology in the first year primary in 2000/ 2001.
- Paying attention to Arabic calligraphy.

Introducing Recent Concepts and Issues in the Curricula:

- Introducing environmental and population concepts.
- Introducing recent international concepts and issues in the preparatory stage (17 concepts or issues).

- Paying attention to educational activities such as physical education arts, music, and different free activities.
- Developing curricula to include accompanying activities.

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