

# Strategic Plan for Pre-University Education

2014 – 2030

## Education Egypt National Project

Together We Can



Providing Quality Education For Every Child

## Foreword by His Excellency the Minister of Education



The essence of Ministry of Education (MoE) vision revolves around the provision of human resources, enjoying an increasing capacity and efficiency as well as the highest degree of quality and professional ethics, aiming at building learning –based society and knowledge-based economy. To this end, the Ministry upholds a mission of leading, managing and developing the pre- university education sector to respond to the social, economic and cultural needs of the Egyptian society. The mission further seeks maintaining the national identity, inseparable from global approaches. Hence, the long-term goal for the sector is the holistic development of young people, instilling the principles and values of citizenship, tolerance, renunciation of violence, freedom and justice, taking in consideration related rights and obligations in addition to the sense of responsibility towards nation and fellow citizens.

The immediate goal is to underscore the commitment of ensuring every child’s right to equally receive quality educational service in accordance with international standards, allowing every child to contribute effectively to social and economic development of the country, and compete regionally and globally.

To achieve the aforementioned, three reform and developmental policies have already been adopted in consistence with United Nations Charter for Human Rights, namely:

- Providing equal opportunities for all school-age population to enroll for and complete education, both the general and technical education, while targeting poor areas as a top priority.
- Improving the educational services effectiveness, through: the provision of contemporary curriculum; efficiently employed information technology; educational sports and non- sports activities; effective teacher for every child in each classroom; impactful leadership in every school; internal and external opportunities for professional development for all teachers and administrators in order to advance and excel.
- Strengthening the institutional infrastructure, especially in technical schools, and building the capacity of staff to implement decentralization in a way to ensure good governance.

Consistent with the current government approach, the Ministry of Education developed a 3-years phased plan beginning in the year 2014/2015 as a foundation for a strategic plan to end in 2030. Such phased plan is designed based on the analysis of multiple data including: evaluation of the previous strategic plan, stakeholders

input, international reports and related literature, as well as opinions of specialists from the education sector or not. It has also been guided by the plans of some other countries.

A highly experienced locally and internationally trained team of MoE cadres drafted the interim plan, supported by: experts in pedagogical planning, and professionals in various pedagogical and educational disciplines from research centers and colleges of education in Egyptian universities along with a selection of specialists from the National Institute for Planning, the Ministry of Planning and the National Authority for Quality Assurance and Accreditation. This endeavor is part of a continuous participatory process with the student community, teachers, and pedagogical cadres at various levels, in addition to Civil Society Organizations (CSOs). Moreover, technical and material support has been provided by UNICEF, UNESCO, and the UNESCO International Institute for Educational Planning, in collaboration with the United States Agency for International Development, and the British Council.

In designing the plan programs, due consideration was given to the results obtained at the returns level and to incorporate the structural inputs with a matrix of financial and moral incentives within a framework of transparency and accountability. Such is to be accomplished via an efficient and effective use of available material and human resources, involving the private sector and civil society as acting partners, in order to maximize such resources, together with international institutions and other countries of interest in educational cooperation and sharing of experiences. In addition to the previously mentioned, an ongoing application of medium-term expenditure framework was also observed, balancing the programs as being a methodology linking policies to plans and spending and benefiting from the potential availability of finance, especially that MoE has assumed a leading position in this regard; where it was one of the first sectors in which such methodology was tested moving towards decentralization, to match the scientific trends for improving and developing the sector.

Recognizing the fact that education is a national joint responsibility; the success of the strategy depends mainly on the concerted efforts of governmental and non-governmental organizations at all levels on the one side , and the Egyptian family as an inherent stakeholder on the other side, backed by political will to adopt education as a national priority.

**“Together we can provide a quality education for every child.”**

Professor / Mahmoud Abul Nasr  
Minister of Education

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## **Economic, Social and Political contexts of Education**

### **Introduction**

We, the Egyptians view our revolution as restoring our status in rewriting a new history for the humanity. We believe that we are able to draw inspiration from the past, stimulate (promote) the present, and make our way to the future. We are capable of developing our country, thus to be developed. We believe that every citizen has the right to live on the homeland safe and secure, and that every citizen has a right to benefit from his present and future. We further believe in democracy as a pathway, a future and a way of life, as well as in political pluralism, and the peaceful rotation of power. We affirm the right of people to make their own future, being the only source of authority, and that freedom, human dignity and social justice, are rights to be guaranteed to every citizen, and that sovereignty is for present and future generations – to be enjoyed in a sovereign homeland (2014 Constitution).

Amidst such global momentum and accelerating multi-dimensional changing production of knowledge, coupled with massive technological developments and usages entering all walks of life, we stand before the issue of the educational system in Egypt. Such an issue has been facing, for more than a decade, a range of challenges affecting the demographics and related role concerning the achievement of high rate sustainable human development.

The steady increase in population casts growing burdens on the demand for education. Consequently, the State had to adopt the quantitative expansion approach at the expense of spending on the real elements of educational quality. This was reflected in the high-density classes, the multiple shift schools, poor school facilities, curriculum, programs, teaching methods, tools, and competencies of teachers, administrators as well as inadequate evaluation systems, methods and tools.

Out of this, we find that the education system in Egypt is in dire need for building competencies and mobilizing human potentials in order to support development and prepare students for the future. Such system derives its methods and objectives from past experiences with a vision for the future connected with building the human being. Therefore, the outcomes of such kind of education will be reflected in employable and trainable students; reducing unemployment rates, and contributing in raising economic growth and overall development rates; a type of education that eliminates all forms of illiteracy. As for the technical education, it requires a modernized environment encompassing all disciplines of technical education and vocational training, through developed curriculum and methods, being in line with the developed countries in this regard, resulting in outputs compatible with the labor market.

Education policy has been characterized by instability due to successive ministerial changes and the different people holding such posts. Adding to that is the lack of a clear-cut pedagogical theory underlying the educational system. Education did not yet recognize the shift to strategic management, characteristics of which are accepting accountability and performance management methodology. Education in Egypt lacks a long-term

strategic vision that visualizes success. Thus, leading to an educational crisis that requires a forward-looking approach crystallized in long- term strategic planning.

### **First: The Economic Context:**

Education has a direct impact on the economic progress of nations, where the individual productivity rate is affected by the quality and quantity of Education acquired. According to UNDP Human Development Index 2013, Egypt ranks 112 of 160 countries. The index also noted that the rate of unemployment in Egypt among young people was the highest in the Arab world in 2012, reaching up to 30%<sup>1</sup>. The UNDP report in 2013 stressed that « pro-poor policies and investment in human capacity, by focusing on education, nutrition, health and skills for employability, expand access to decent work and promote sustainable progress.”

The Global Competitiveness Report, published in 2012/2013, pointed out that the inadequately educated labor force constitute the third most serious problem after the lack of funding and lack of efficiency with regard to employability in Egypt. The report considered education and training, technological readiness levels and innovation, as competitive barriers. Deficiencies, in this concern, included poor quality of educational systems, low levels of math and science education, and lack of potentials to research and development.

During the last decade, the economic performance was characterized by the adoption of economic policies that resulted in the increase of inflation rate and rise in national debt, ultimately leading to the poor financial allocations for the education sector, as a result of limited State resources. This was reflected in the low productive efficiency of the human capital, stemming from the withdrawal of State role from sectors as education, health together with other sectors. This was also evident in the ineffective forms of social organization and the emergence of vital issues, at the top of which is unemployment, rates of which increased in Egypt during the third quarter of 2013 to reach 13.6% of the workforce compared to 12.4% during the last quarter of 2012.

Unemployment constitutes a direct threat to social and political stability of the State, similar to the lack of qualified skilled labor at the pre-university educational level on the one hand, and the acute shortage of skills and competencies of its graduates on the other hand, the matter playing a key role in the deceleration of economic growth rates. Unemployment diminishes as an outcome to the outputs of a planned high-quality education, which are consistent with labor market requirements and are considered the inputs of development.

Global economy moved through different stages; from being human-capital-intensive to knowledge-based economy, so as to achieve competitiveness and develop the ability to change. Such economy depends on the production and use of knowledge as a basic foundation for development. This economy is also characterized by rapid rate of innovation, diversity and deep-rooted knowledge and skills, in addition to the dynamics of interaction and public-private mechanisms of cooperation.

The response to this transition to a knowledge-based economy requires the Egyptian education system to be a source of high skills, which are needed for the workforce, in addition to strengthening the principle of lifelong

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<sup>1</sup> [49575=id?php.news\\_default/com.egyptianpeople.www//:http](http://www.egyptianpeople.com/news_default.php?id=49575) , dated 31/12/2013

learning, through the provision of high quality education and training systems that are based on the information ICT. It also requires revisiting the various educational materials, areas of study, as well as reviewing the curriculum to instill problem-solving skills, developing technical education, and achieving a better match between the outputs of educational institutions and the requirements of the labor market at all levels. This can be done through developing unconventional initiatives, such as the establishment of vocational training centers in collaboration with non-governmental organizations, and the use of a mechanism to monitor and advertise for the needs of the labor market, as well as the development of the Egyptian National Qualifications framework identifying the specifications of graduates completing the secondary and technical education stages.

## **Second: The Social context**

The social context includes five main dimensions constituting the basic considerations when developing the Strategic Plan, namely: population growth, the out-of-school children number, illiteracy rates, poverty and structure of society brackets.

### **1. Population Growth:**

Overpopulation in Egypt represents a major challenge if not being utilized as a source of strength. It reached 91 million in Egypt and abroad: 83 million live in country and 8 million abroad. The urban population constitutes 43% of the total population compared to 57% of rural dwellers in 2012<sup>2</sup>. The ratio of males to females is 51.1 % to 48.9% according to 2013 census. The census noted that Egyptian society is a young people society accounting for the age group up to 14 years, which constitutes almost one-third of the population equivalent to 31%, and the total average age dependency reached 55.1 % early 2013.

The distance between the country north and south parts exceeds 1,000 km, and between the east and west 1240 km. These dimensions are significantly important when planning for the provision of educational services. Although it is a large area, the majority of population lives on about 7% of country, concentrated in a narrow strip on either side of the River Nile across the country. A small proportion lives in dislocated communities in the border governorates where desert environment dominates.

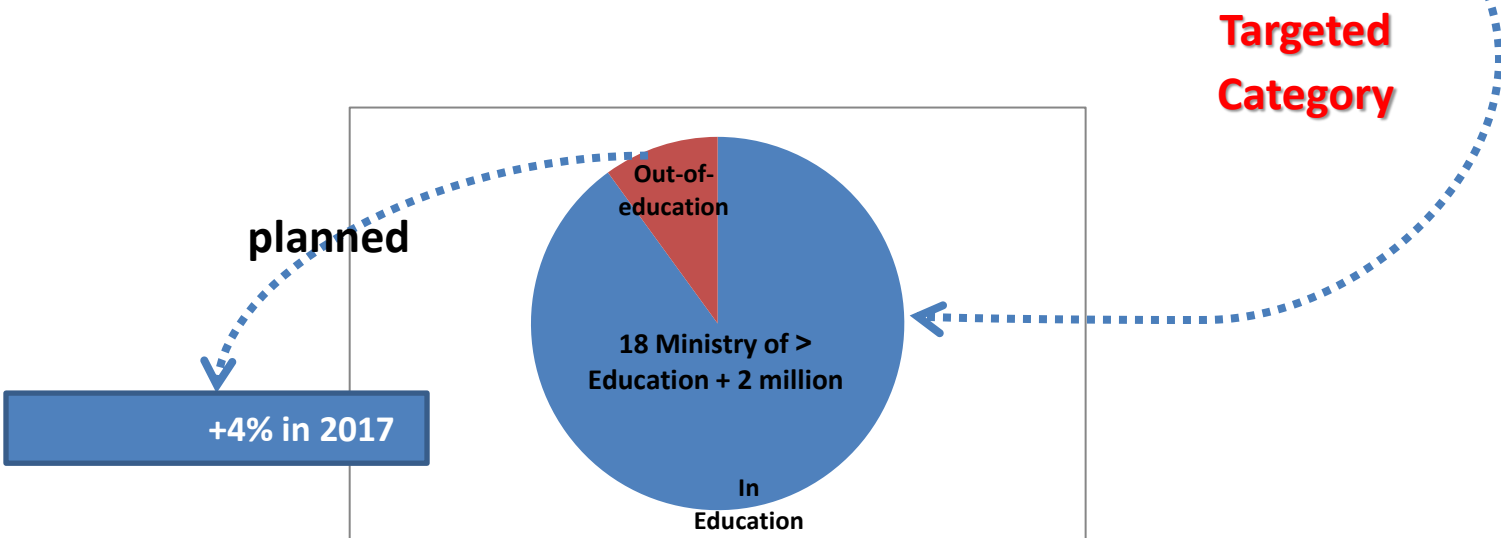
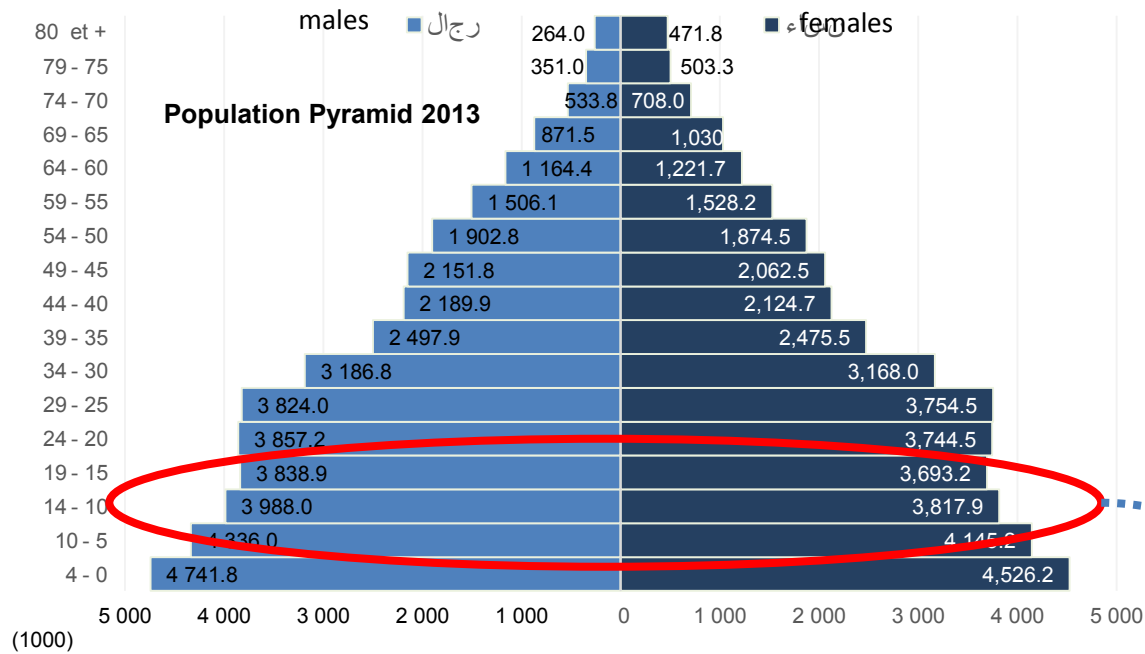
Such population distribution makes it difficult to provide lands required for construction in general, and to build schools in governorates nearby the Nile in particular, where agricultural land and high population density prevails, leading to a deficit in the number of schools and therefore high density classrooms and increase in the double shift schools. In addition to the aforementioned, pitches and areas for activities are lacked as a result of using the land for construction of additional classrooms. On the other hand, in governorates where population density is not observed over large areas as in Sinai, New Valley, and the Red Sea governorates, there emerges the difficulty to access communities which sizes might allow to provide investment and operational efficient educational service. This can be noted in the low rate of learners per class, as well as learners' rate per teacher and the percentage of working teachers as compared to the targeted rates.

The State has been able to absorb more than 90% of the population at the age of basic education; yet, access to the rest of this age group remains a challenge. Quality creative solutions are required to deal with the supply and

<sup>2</sup> Central Authority for Population, Mobilization and Statistics, CAPMAS, Egypt 2012

demand, as the lack of available classrooms is not the main obstacle in many of these cases. Figure (1) shows the Population Pyramid in Egypt 2013, which in turn suggests that there is an estimated population increase of 4% until the year 2017 in the total population.

**Figure (1): Population Pyramid in Egypt (2013) (Page 6)**



**2. Out-of-School Children:**



Despite the relative success of educational policies to absorb the majority of students, we find that retention of pupils until the completion of the three stages of education still needs to be improved. The total number of student drop-out in primary stage 2010/2011 was about 28,841 pupils, and in preparatory stage 130,564 reaching a rate of 6%. In 14 governorates out of the 27, dropout rate was higher than average, including Matrouh, North and South Sinai, Beni Suef, Assiut, Sohag, the Red Sea, Menoufia, Fayoum, Qena, Damietta, Gharbia, Luxor, and Qalubia governorates. In order to address school dropping out phenomenon, a package of interventions based on geographical targeting is required. In addition, conditional cash transfer system is further needed, which includes the provision of financial support for families in line with literacy, education and training programs so as to build the skills needed by the labor market.

### **3. Illiteracy Rates:**

The low dropout rate not only reduces the waste of resources, but also eliminates the sources of illiteracy, the rate of which rate Egypt has reached 28% in August 2012 in the age group (15-35) totaling 17 million people, and 40% in the age group of 15+ years of total of 34 million people. It is worth noting that two-thirds of the numbers are female illiterates. The ratio between male and female illiterates was 22% to 37%, and about 64% of illiterate people are in rural areas. The reasons of this problem are related to the prevailing cultural and religious values, the distribution of different activities within the family in the countryside and the demand for them, as well as due to the high poverty rate. A UNICEF study carried out in 2010 shows that up to 23% of children under fifteen live in poverty resulting from illiteracy.

The Human Development Report 2010 in Egypt shows that 11 % of (18-29) age group did not attend school at all, 11% of them are females which mean that 16% of females between 18-19 years old did not go to school ever, and they are at the age of production. These data are consistent with census data indicating that 10 % of those between the ages of six and eighteen did not go to school. The fact is that most of the girls who did not attend school are mainly living in rural areas constituting 80 % of those who did not attend school.

### **4. The Socio- Economic Class Structure:**

Egyptian society is witnessing changes in the social class structure resulting from the State's adoption of economic policies that have led to considerable differences between the classes. Such differences resulted in the division of society into rich and poor, as well as an increase in poverty rates, and the erosion of the middle class in the Egyptian society. Consequently, this has led the well-off classes to move to private and foreign education, while the poorer classes tended to formal education, which is inconsistent with the principle of equal educational opportunities.

Such social context shows the need for a strategy to eliminate educational disparities, and provide educational services for the poor, children, workers, rural residents, and populations in informal and remote areas. The society should also provide for all learners what they need from school feeding, health care, and physical and moral support to enable them to participate effectively and benefit from their learning as well as benefiting others.

### **5. Poverty Rates:**

Poverty is defined as the inability to financially secure a decent level of living, meaning the inability to provide the basic needs, according to which the social and economic status of an individual is determined.

Poverty has another multi-dimensional definition, as being a form of deprivation; including deprivation from shelter, information, food, education, health, water and sanitation.

The global definition determines poverty line as equivalent to two dollars per day. The rate of income poverty among children under the age of fifteen is 23%, while rising to about 26 % among children between the ages of 10-14 years, and the rate of poverty among young people from 15-19 years is 28%.

Poverty is concentrated regionally in rural areas, with higher rates in Upper Egypt compared to Lower Egypt where income poverty rate in household including children reaches 30% in rural areas, against 12.6 % in urban areas. In Upper Egypt, income poverty rate among children living in urban households reaches 31%. Hence, children living in Upper Egypt are the most vulnerable to income poverty which requires providing the support to deliver educational services to children in those areas to achieve the principle of equal educational opportunity and social justice.

### **Third: The Political Context in Egypt**

The Egyptian political system is a republican system of governance., and in accordance with Article 139 of the Egyptian Constitution 2014, the president is Head of State, and Head of the Executive Authority, takes care of the interests of the people, preserves the independence and territorial integrity of the country, adheres to the provisions of the Constitution and proceeds with its terms of reference as set out. Article (101) stipulates that the House of Representatives is the legislative authority. It is responsible for adoption of the State's public policy, and the general plan for economic and social development as well as the State budget. The House monitors as well the work of the executive authority, all as set forth in the Constitution.

The political system in Egypt is now witnessing a state of instability since the dawn of 25<sup>th</sup> of January revolution in 2011. This is a transitional stage toward change and stability to address the challenges and meet the demands of the Revolution: social justice, political freedom, and social and economic security for the people. These are the main factors of development as they call for the liberation of the mind from the trap of memory, urging it to think, reflect, criticize, explore, imagine, adapt to change, vanquish the authoritarian mindset, and innovate.

Egypt implements a multi-party system. The current political conditions reflect a positive trend towards the involvement of multiple parties in political life in Egypt. Therefore, the philosophy of education should contribute to developing political awareness and participation of citizens, promoting the values of democracy, freedom, citizenship, tolerance and acceptance of others in order to achieve democratic transition on a sound footing.

All of the aforementioned inevitable features needed by citizens were lacked. They are lacked because the schools did not provide their students with sound political upbringing. When the revolution came, it was

misused leading to the increase of protests, sit-ins, and attacks. Individuals were not brought up on the practice of democracy, which indicates the absence of political education where they do not see the other opinion.

What should be emphasized in this context is that political parties should pay due concern to educational issues in related programs and should propose strategies and practices bolstering education, with regard to the exercise of rights and duties, citizenship and loyalty to the State. Education is a national and not partial issue not a partial issue of partial; a genuine community concern, not restricted to a specific faction. One of the most important results of the 30 June 2013 revolution is the drafting of a new constitution that defines the legislative framework for education.

### **The Legislative Framework of Education:**

The Constitution of 2014 singled out Education with six articles starting with Article No. (19) until Article No. (25), in addition to articles pertaining to children. It was stated in Article No. (80) that every child shall be entitled to acquire early education in a childhood center until the age of six. It is prohibited to employ children before the age of completing their basic education. Article No. (81), stipulates that the State shall be committed The State shall guarantee the health, economic, social, cultural, entertainment, sporting and educational rights of persons with disabilities and dwarves, strive to provide them with job opportunities, allocate a percentage of job opportunities to them, and adapt public facilities and their surrounding environment to their special needs. The State shall also ensure their exercise of all political rights and integration with other citizens in compliance with the principles of equality, justice and equal opportunities. Likewise, Article No. (82) stated that the State shall guarantee the provision of care to the youth and youngsters shall endeavor to discover their talents; develop their cultural, scientific, psychological, physical and creative abilities, encourage their engagement in group and volunteer activities and enable them to participate in public life.

The impacts of all the aforementioned articles are inseparable. These articles clearly indicate that the State pays much concern to education after it has been proven that education is the key pathway to any development, and that any economic, political, or social reform can be attained only through focusing on developing and improving the type of education provided to citizens that is equal to levels of education provided in countries achieving progress and known for their political, economic, and social development.

Moreover, article No. (19) of the 2014 Constitution stipulates that, every citizen has the right to education. The goals of education are to build the Egyptian character, preserve the national identity, consolidate the scientific method of thinking, develop talents and promote innovation, establish cultural and spiritual values, and lay foundations of citizenship, tolerance and non-discrimination. The State shall observe the goals of education in the educational curricula and methods, and provide education in accordance with international quality standards. It has been stated as well that compulsory education shall be extended till 12 years, as noted in the article: “Education is compulsory until the end of the secondary stage or its equivalent. The State shall provide free education in the various stages in the State's educational institutions according to the Law. The State shall allocate a percentage of government spending to education equivalent to at least 4% of the Gross National Product (GNP), which shall gradually increase to comply with international standards.” It is worth noting that the former is the most important advantage of the new constitution. The article included as well that the State

shall supervise education to ensure that all public and private schools and institutes abide by its educational policies.

Article No. 20 focuses on technical education which must be given attention due to the fact that such kind of education is in dire need for radical development of all its aspects. The Article stipulates that “The State shall encourage and develop technical and technological education as well as vocational training, and expand all their types in accordance with international quality standards and labor market needs”

Article No. 22 confirms that teachers, as well as faculty members and their assistants, are the main pillars of education. The State shall guarantee the development of their academic competencies and professional skills and shall care for their financial and moral rights in order to ensure the quality of education and achieve its goals.

The Constitution article no. 24 pays much interest to Arabic Language, Religious Education and National History, in all its stages, are core subjects in public and private pre-university education, adding to article no. 25 which confirms the State's commitment to develop a comprehensive plan to eradicate alphabetical and digital illiteracy among citizens of all ages, and shall develop its implementation mechanisms with the participation of civil society organizations within a definite timeline.

The constitution articles show the maximizing importance given for education, which is one of the unique features of 2014 Constitution. Such growing interest is evident through emphasizing the necessity of resolving education-related issues, methods of education development, allocation of articles to increase related funding, providing the requirements of such needed development. The Constitution also tackled equally the illiteracy problem, realizing that education is a national security issue and the right of all citizens like pure water and clean air. Education is the engine for progress and the means to break the chain of underdevelopment and poverty, heading to progress and well-being prospects. Hence, those responsible for education are required to exert efforts to translate those substantive governing articles to policies, legislations and plans in order to enhance education for national security, while maintaining the sense of belonging to the homeland, and develop the other national aspects.

#### **Fourth: The global intellectual context of the plan:**

Education development must be guided by global trends and success stories, as well as declarations and recommendations issued by international bodies on learning, most important of which are the documents of UNESCO, and the World Education Forum on Education for All (Dakar, 2000).

##### **1- The United Nations:**

The United Nations emphasizes that the second goal of the Millennium Development Goals is the need to achieve universal primary education by ensuring that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.

It also emphasizes in the third goal the promotion of gender equality and empowerment of women, eliminating gender disparity in primary education and secondary education, and in all levels of education no later than 2015.

## 2- Goals of the World Education Forum: Education for All, Dakar 2000:

- Goal 1: Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
- Goal 2: Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.
- Goal 3: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.
- Goal 4: Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
- Goal 5: Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
- Goal 6: Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

In “Learning, the treasure within”, a report by Jacques Delors published by UNESCO, the four pillars of education are identified as follows:

- *Learning to know:*  
Knowledge Production process varies in the information era in, inter alia, how do you learn? What do you learn? and why do you learn? This emphasizes the integration and continuity of knowledge through lifelong learning.
- *Learning to do:*  
A purpose that requires dealing with reality and cyberspace, through distance-work and teamwork.
- *Learning to be:*  
This slogan means learn for the physical, mental, emotionally and spiritual development of the individual.
- *Learning to live together:*  
means acquisition, production and communication of information and knowledge as well as initiating dialogue with the other.

## Pre-University Education Status quo:

Egyptian Constitution guarantees the right to free and compulsory education to all Egyptian children aged 6 to 15 years. The legislation provides that the «education aims to prepare the child scientifically, culturally and spiritually, as well as develop his/her personality, talents, mental and physical abilities to their fullest potential, with a view to produce a human being who believes in his/her country, the values of goodness, truth and humanity and provide him/ her with the values, theoretical and practical studies, as well as other factors to achieve his/ her

humanity, dignity, and self- actualization and contribute efficiently in the fields of production and services to complete higher education, on the basis of equal opportunity”

## **Egyptian Education Ladder:**

The Egyptian Education Ladder is divided into two stages: the basic education stage; comprising the primary and preparatory stages, and the secondary stage. Basic education stage covers 9 years. Article no.60 of the Education Law states that primary education aims to develop the capacity and preparedness of pupils, satisfy their interests and provide them with the necessary values, attitudes, knowledge as well as scientific and professional skills that are consistent with the circumstances of their different environments, so that those who complete their basic education can continue their learning in a higher stage and face life after obtaining the appropriate professional training. All of the previously mentioned aim at preparing the individual to be a productive citizen in his environment and society. Basic education is divided into two stages: the primary stage for six-years which corresponds to (ISCED -1) according to the International Standard Classification of Education targeting the age group of 6 to 11 years. The student is enrolled in primary education at the age of 6 to 8 years, since 6 is the official enrollment age. The second stage of basic education is the preparatory stage, the duration which is three years. Such stage corresponds to the age group of 12-14 years and ISCED-2. The preparatory stage prepares the student to enroll in the secondary stage (ISCED – 3) in any of its two branches. The first is the general secondary education, where pupils study for three years in order to be prepared for enrollment at university or post-secondary non-university education (technicians’ institutes). The second track of secondary education is known as technical secondary education, from 3 to five years, preparing the student to join the labor market. The acceptance of students in any of the tracks is determined by their performance in the final test of the preparatory stage and the student’s desire as well as the available places available in each of the two tracks. It is worth noting that secondary education corresponds to the age group of 15-17 years. The new Constitution of 2014 added the secondary stage to compulsory education, hence compulsory education now includes basic education and secondary education with its both branches; the general and technical.

As for the children who are over the age of primary school enrollment (eight years), or have dropped out, they are guided to join the one-class schools or community schools. These are public schools operating under the umbrella of the general education system. They were established in the nineties by UNICEF in collaboration with MoE and the local community and are known as the second chance schools. Such schools are usually opened in areas of limited population deprived from schools and educational institutions<sup>3</sup>, and are characterized by adopting a flexible system that allows the teaching of more than one level in the same classroom. Different forms of these schools have been developed to respond to the specific needs related to the local community, the social status or geographical location. Community schools in disadvantaged rural areas provide an educational level equivalent to primary education. Moreover, there are girl-friendly schools which aim at providing appropriate, flexible and quality education. These schools target mainly girls who are not enrolled or did not want to enroll in primary education or who have dropped out of education. These schools adapt with the local

<sup>3</sup> Al-Azhar contributes with a similar concept through readings Institutes and schools for learning Quran which provide the opportunity for those who learns the Quran by heart at the age of 12 and above to enroll in the preparatory stage at Al Azhar institutes after passing a program equivalent to primary stage, which opens the door for drop-outs to return to education.



necessities and accept girls at the age of 6 to 14 years. The priority is for older children, especially girls, while also allowing the enrollment of males at a rate not exceeding 25% .

The education sector in Egypt offers a program for kindergarten stage, age 4-5 years that corresponds to ISCED -0 in the International Classification but it is not an essential part of the educational ladder or of the compulsory education, meaning that the regularity at this stage is not a prerequisite for admission to the primary stage.

### **The current situation of educational stages in Egypt:**

There are several approaches to analyze the current situation of the educational systems, the most common of which is starting from the main axes of reform, namely: availability, quality and system management.

#### **First: Availability and Equal Opportunities:**

Availability means the ability of the system to provide equal opportunities to the population at school age to enroll in the educational system, regardless of gender, economic or social level, or any other differences. Pedagogical systems and international initiatives as Education for All and the Millennium aim at accommodating all school-age children. The successive Egyptian governments focused on availability as a first priority over previous eras, and have performed well despite the obstacles encountered, such as the earthquake in the nineties and the steady increase in population. As shown in table (1), the number of schools has exceeded 47 thousand schools including more than 450 thousand separate classrooms accommodating more than 18 million pupils, of whom 0.9 % are enrolled in private education.

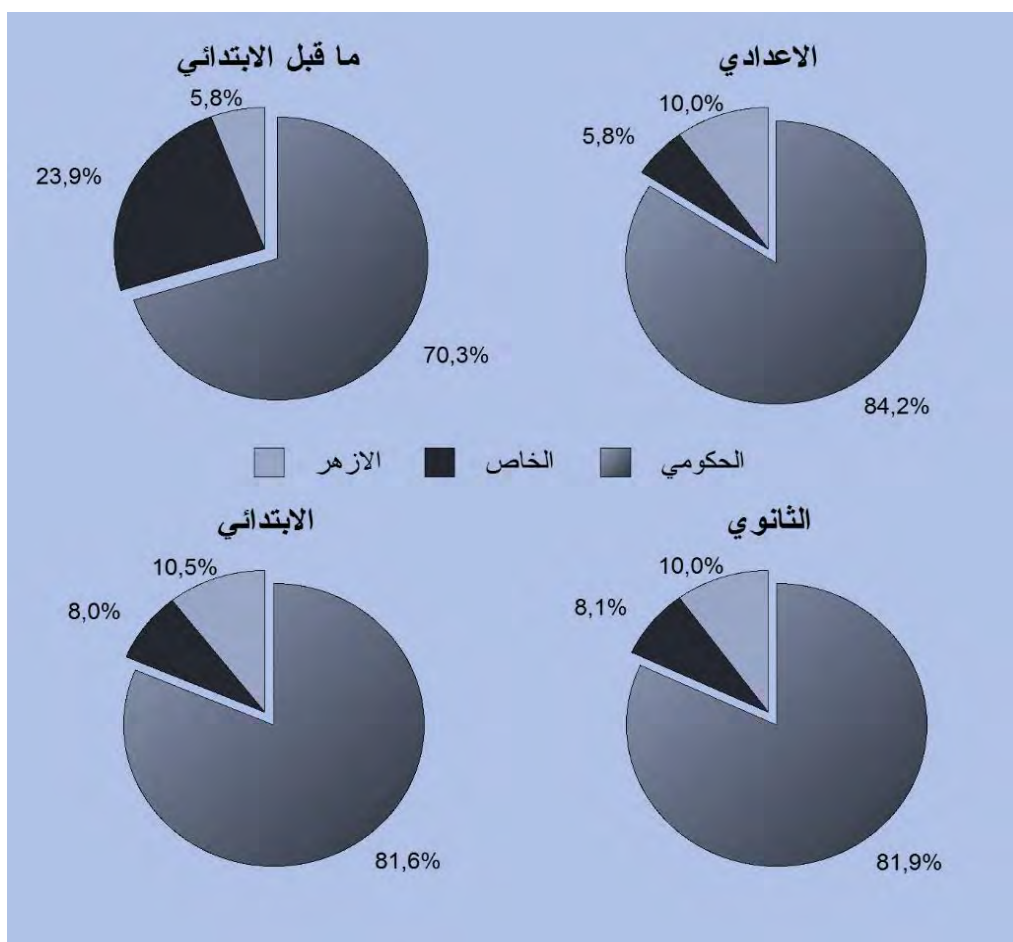
The following is a quantitative summary of results achieved by the Egyptian government with regard to availability classified according to educational stages, and measured by accommodation and net enrollment rates as well as the total numbers along with indicators (inputs) as numbers of schools, classrooms, teachers and non- teachers and registered students (outputs).

**Table (1) Current availability according to number of schools, classrooms, and registered students by gender**

Affiliation	Schools	Classrooms	Boys	Girls	Total
Governmental (Public)	41346	4000599	8513426	8111322	16624758
Private	6174	53120	882724	791304	1674028
Total	47520	453719	9396150	8902636	18298786

Figure No (2) shows the distribution of pupils in different stages according to affiliation. It also notes that the vast majority of enrolled students fall under the umbrella of MoE in 2012/2013.

Figure (2) Student distribution according to affiliation, 2012/ 2013



### 1- Availability in Kindergarten

Kindergarten stage is not in fact a new stage in Egypt. *Kuttab* (an old traditional educational system based on phonetics in assisting the students with memorizing letters, words and Quran) was the starting point for many scientists, think tanks and writers in the past. Hence, the attention given to kindergarten stage is not a new trend in Egypt. Early of this century, Egypt adopted policies for the development of kindergarten, where that focus was on the provision of health, psychological and educational care for a child as they are basic human rights. The goal to develop early childhood was a priority programs in the previous strategic plan.



The number of registered children at enrollment age in kindergartens reached 423 thousand, which represented 22.6 % of the number of children at the age of 5 years in 2012/2013. By calculating the population in kindergarten age children who are enrolled in primary stage, we find that the net modified enrollment rate in kindergarten reaches 30.8 % without any noted difference between boys and girls. These percentages are still far from what the government target, namely to reach an enrollment rate of 50% in the medium term, i.e in the foundation stage of the plan, from 2017 to 2014, at all levels of education combined: public, Azharian, or private education. Table (2) shows the statistics of kindergarten enrollment.

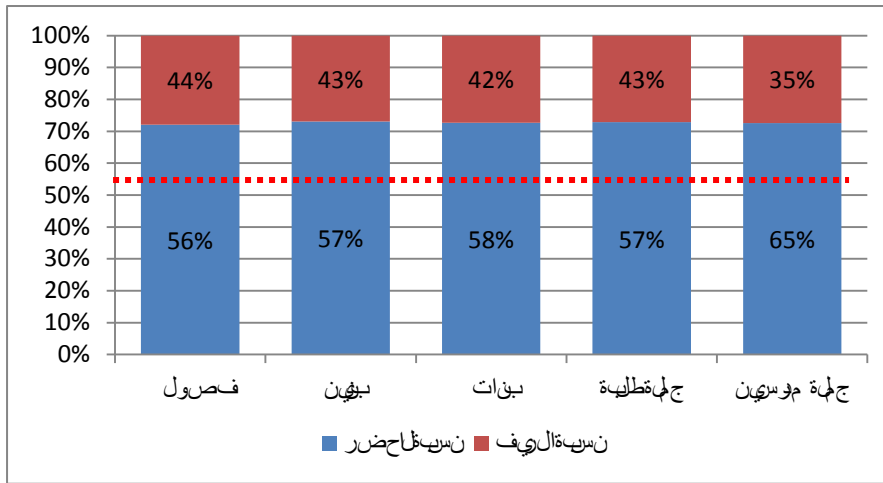
**Table (2) Statistic features of enrollment in Kindergarten stage.**

	Girls	Boys	Total
No. of children at the age of and enrolled in Kindergarten	203034	220016	423050
No. of children at the age of kindergarten	910756	963844	1874600
Net enrollment rate in kindergarten	22.3%	22.8%	22.6%
No. of children at the age of kindergarten and registered in Primary stage	84222	69974	154196
Net modified enrollment rate in kindergarten	31.5%	30.1%	30.8%

Figures (4,5) show the development in the kindergarten children community or early childhood in light of the schools numbers and the number of children enrolled in kindergartens. It is noted that there is a continuous growth in the number of enrolled children, where the average growth rate recorded during the past decade (2004-2013) was 8%, exceeding the demographic growth rate (1.6%) registered for the 4 to 5 years age bracket. This was reflected in increase in enrollment rate in pre-primary stage which rose from 16.1 % in 2004 to 28.5 % in 2013. The distribution of children percentages enrolled in the public, private and Azharian sectors shows that the largest percentage is enrolled in the public governmental representing 69.1%, followed by the private sector reaching 24.2%, and finally the Azharian sector comprising the lowest percentage 6.75 %. It is worth noting that the number of classrooms in kindergarten stage reached 30131 in the academic year 2012/2013, distributed as follows: 20149 classrooms in public education, 8374 in private sector, and 1608 classrooms in Azharian sector. Moreover, the number of schools that contain kindergarten classrooms reached 9634 schools (7446 public schools, 425 Azharian schools, and 1763 private school)

Figure (3) shows the distribution ratios of classrooms, female teachers and children in kindergarten stage. Such ratios were higher in urban areas, especially, in the case of teachers. That might be attributed to the increased social demand for kindergarten stage in the urban environment. With regard to children, the girls enrollment rate in urban environment was slightly higher when compared to boys rates.

**Figure (3) Distribution ratios of classrooms, female teachers and children, in rural and urban areas, kindergarten stage 2012/ 2013**



It is worth noting that according to 2012/2013 census, the number of female teachers in kindergarten has reached 47 199 in public and private education; 34639 permanent female teachers, 8688 contracted female teachers, and 3872 female teachers in Azharian education.

Figure (4) Pre- primary stage: development of school numbers

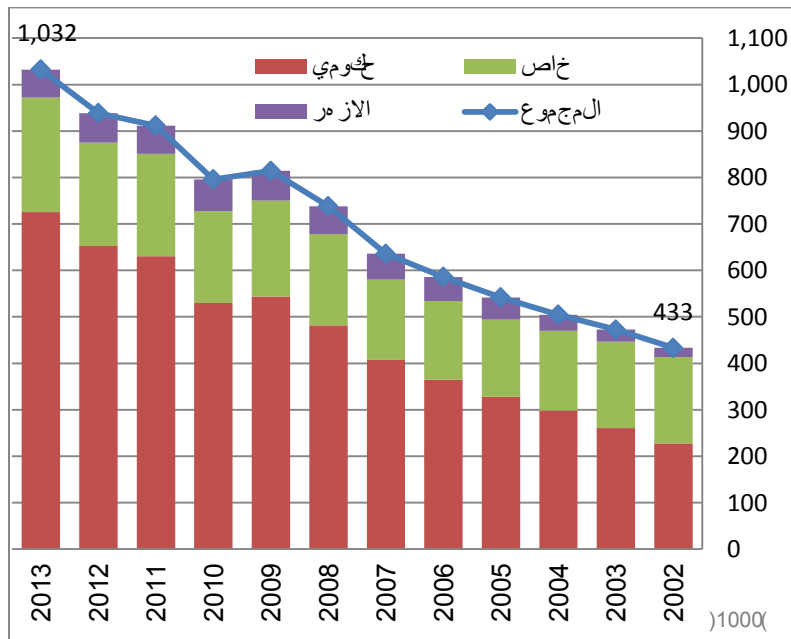
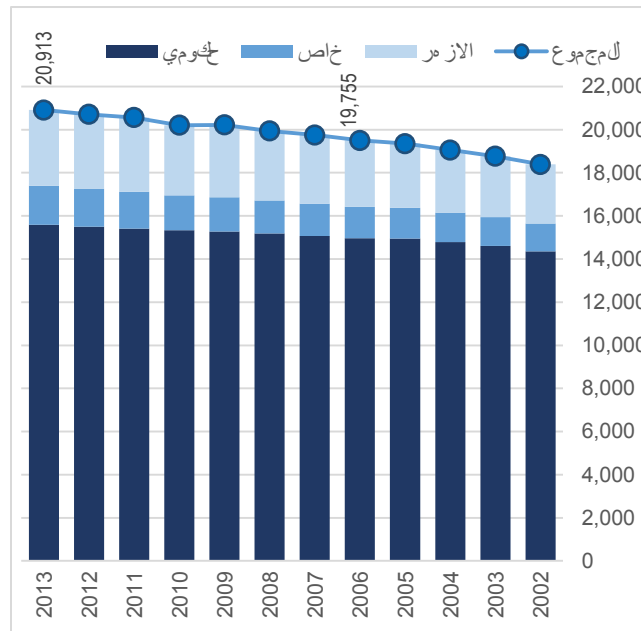


Figure (5) Pre- primary stage: development of registered students' numbers



## 2- Availability in Primary Education

In primary stage, children learn skills of reading, writing and arithmetic as a foundation to enable them to successfully and efficiently complete their educational stages. Despite the fact that basic education is free and compulsory in Egypt, the Law 139 of 1981 on obliging parents to send their sons or daughters to school was not fully enforced. Although education is free in accordance with the terms of the Constitution of 1953 which states that education in Egypt shall be free from primary education and till university.

Figure (6) Development of primary schools numbers

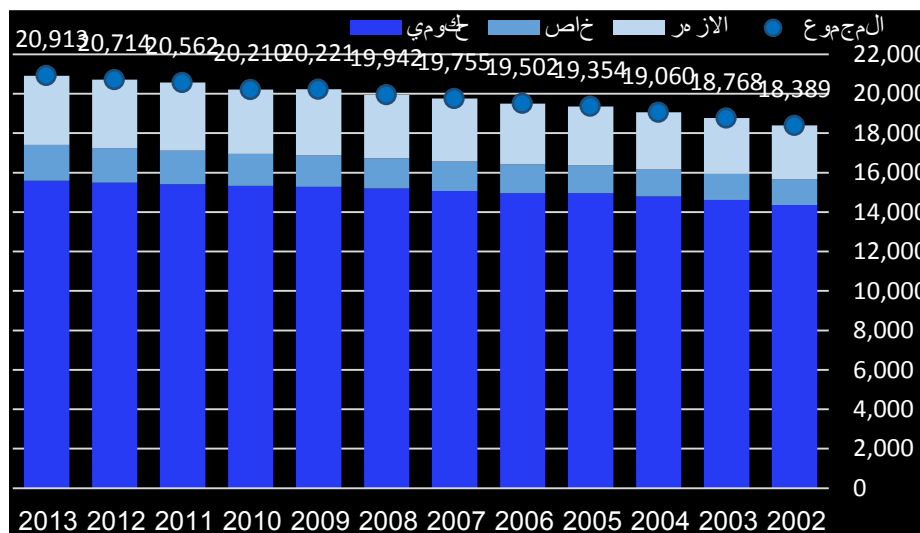


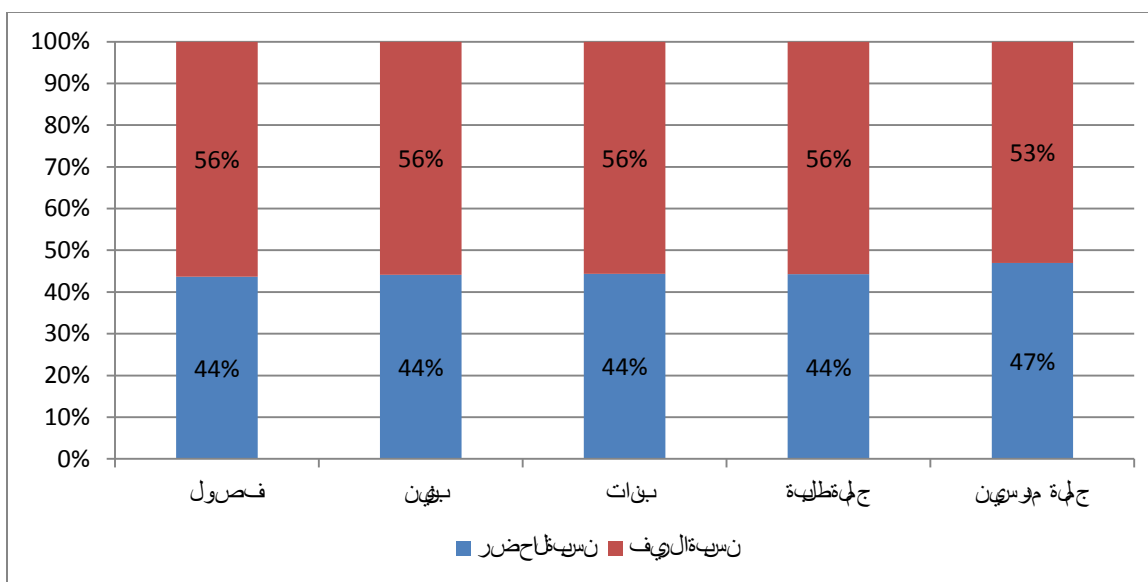
Figure (6) shows a significant development in the number of primary schools over the previous years. However, the rate of increase decelerated during the previous period as a result of approaching full accommodation of the

children at the age of primary education. Table (3) gives a statistical view of the primary education inputs in 2012/2013. It is noted that the number of enrolled children is approaching 11 million pupils, where girls constitute 49% that is their same proportion in population for this age group. Further noted from Table (4) is that the net accommodation rate (public and private education only) has risen to 85.1 % by 7.3% increase when compared to the previous year.

**Table (3) total numbers of classrooms, teachers and pupils enrolled in primary education according to administrative affiliation 2012/2013**

Affiliation	Schools/ institutes	Classrooms	Teachers		
			Female	Male	Total
Governmental	15587	200340	202897	153362	356259
Azharian	3439	31804	29412	36862	66274
Private	1812	26813	27315	7175	34490
Azharian private	75	1413	2122	982	3105
Total	20913	258957	261747	198381	460128

**Figure (7) Distribution of primary education students, according to boys and girls number and percentage, as per administrative affiliation**



**Table (4) Statistical features of enrollment rates in Primary education 2012/2013**

	Girls	Boys	Total
Number of primary school-age population enrolled in primary education	5081212	5391866	10473078
Number of primary school-age population	5283577		10851590
Net enrollment ratio in primary education	96.2%		96.5%
Number of primary school age students enrolled in preparatory education	26608		59386
Net modified enrollment ratio in primary education	96.9%		97.1%

Out-of-school children			
Percentage of out-of-school children - primary	3.1%	2.8%	2.9%
Number of out-of-school children - primary	165757	153370	319126

This low rate in the previous year 2011/2012 may be attributed to the exceptional circumstances that Egypt witnessed after the 25<sup>th</sup> of January revolution in 2011. It is noted from Table (5) that the net enrollment rates (public, private and Azharian education) have exceeded 95% in 2012/2013 for boys and girls as well as the total.

As further noted from the table, the gap between boys and girls in the net enrollment rate is almost non-existent; it is less than one per cent. However, this does not negate the existence of gaps in this regard in some governorates. It is noted from Figure (7) that the percentage of girls enrolled in primary education was clearly higher than boys in Al-Azhar institutes.

**Figure (8) Distribution percentage of classrooms, teachers and students, according to rural and urban areas, primary education stage 2012/ 2013**

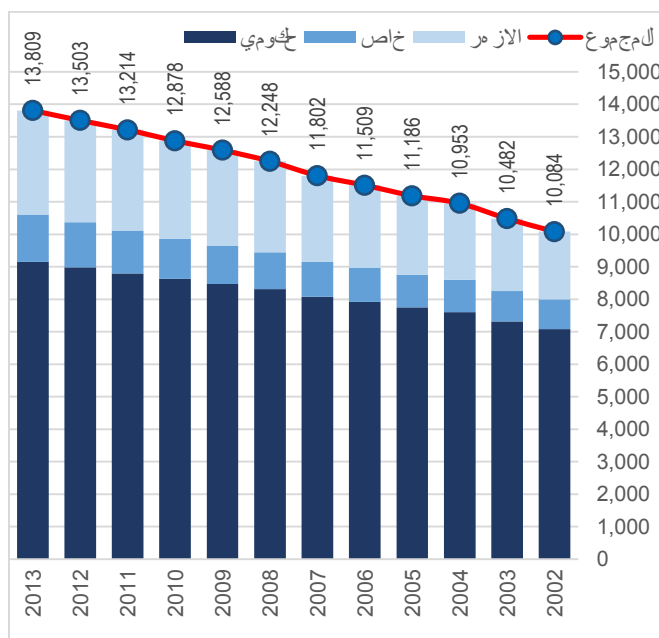


Figure (8) shows that the distribution of educational service including teachers and classrooms in rural and urban areas in the primary stage is different from the distribution in kindergarten, where rural areas are getting higher percentage of classrooms and teachers

**Table (5) development of total and net accommodation rates during 2007/2008- 2012/2013**

Years	Enrolled in first year	Total accommodation rate	Enrolled in first year 6 years	Net accommodation rate
2007/2008	1545154	92.9%	1415999	85.1%

2008/2009	1543240	95.9%	1370607	85.2%
2009/2010	1561295	95.1%	1335211	81.4%
2010/2011	1615374	96.8%	1367945	82.0%
2011/2012	1609096	92.2%	1358664	77.8%
2012/2013	1679762	89.7%	1594433	85.1%

### 3- Availability in Community Education

The number of community education schools that serve disadvantaged areas and offer a second chance to drop outs and those not enrolled in primary education has increased to cover all governorates. The number of such schools reached 4614 classrooms/ schools, accommodating 100286 students; 82 964 girls and 17 312 boys, where the girls percentage reached 82% and an average density of 22 pupils /class. Six models of this type of education have been proven success in Egypt, namely: **a** - Community Schools supported by UNICEF since its inception in 1992, of total 417 Schools accommodating 4249 boys and 7169 girls with a percentage of 36 % for the girls and class density of 27 students /class, **b**– one-class schools (3162 schools) accommodating 61270 students; 6356 boys 54914 girls with a percentage of 90% for girls and average density of 19 pupils / class, **c**- girls-friendly schools for girls (945 Schools) accommodating 23203 students; 4041 boys and 19162 girls , with a percentage of 83% for girls and an average density of 25 pupils /class , **d** - Street children schools (34 schools) serving 3299 pupils, **e** - small schools (from Community development associations) of total 46 schools. In addition to the above, there is an initiative of new schools consisting of 70 schools containing 770 classrooms and 170 multileveled classrooms to serve 30,000 female students

The most notable features of community besides allowing a second chance for education are: existing nearby the target communities, offering suitable opportunities for girls, low density, as well as providing some kind benefits for pupils and their families. Such schools represent an appropriate solution to contain the remaining out-of-school children at the age of basic education. (Table – 3)

### 4- Availability in Preparatory stage:

**Figure (9) Preparatory education stage: development of school numbers, 2012/ 2013**

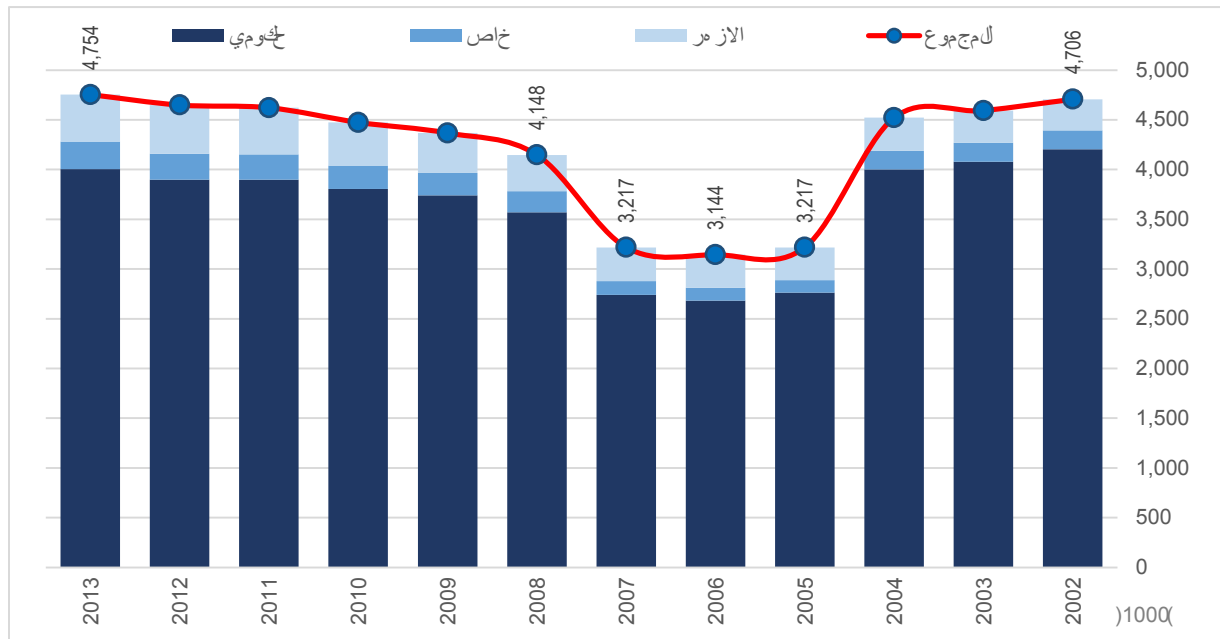
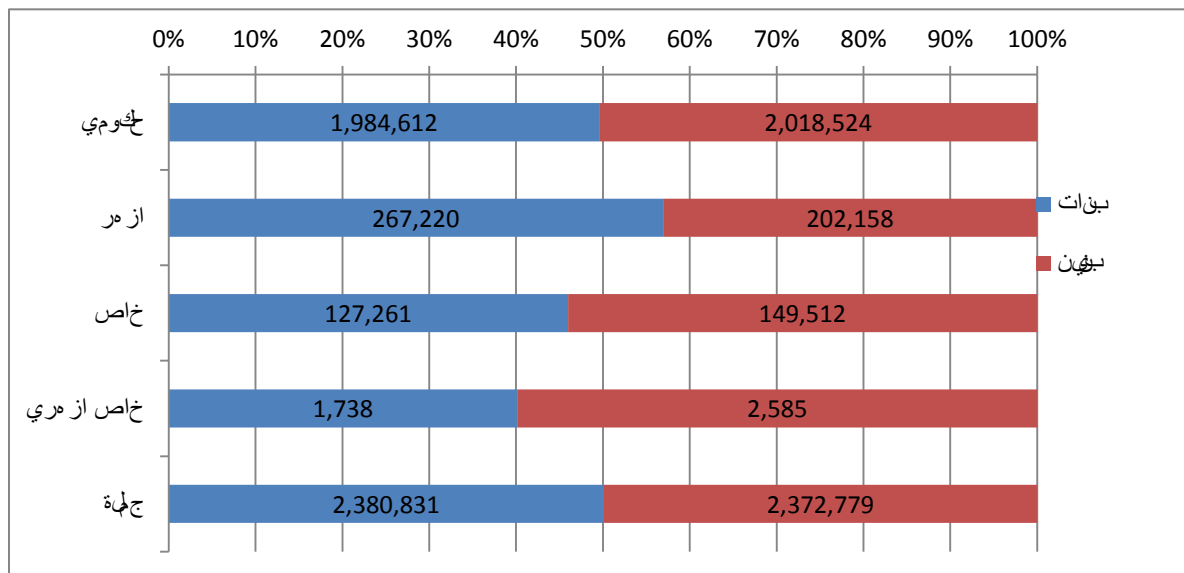


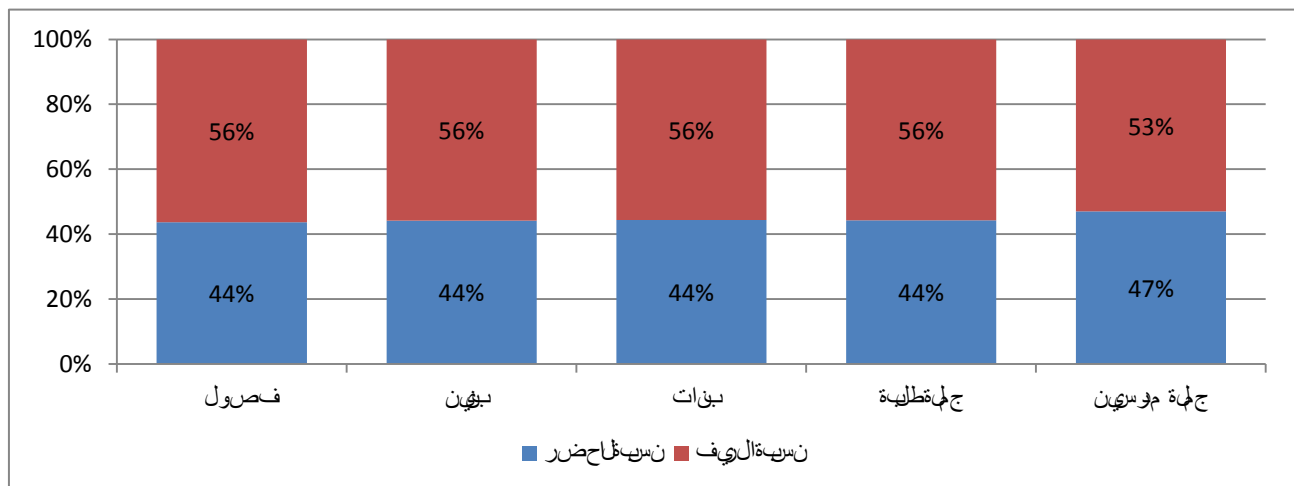
Figure (10) Preparatory education stage: development of student numbers, 2012/ 2013



By signing the Education for All initiative and the Millennium Development Goals, Egypt is committed to the international community to offers opportunities for enrollment in and completion of secondary education for both boys and girls in the age group (14-12) by 2015. Figure (9) indicates the continuous increase in the number of preparatory stage schools in response to the demand resulting from the increase in population<sup>4</sup>, which is clear in the increasing number of enrolled students (figure 10). The return of the sixth grade of primary stage in 2006 had led to dislocation in the number of enrolled students in preparatory stage for three years, as is evident from the same figure. However, the system has returned back on its normal track the track to carry on developing until the number of enrolled students in that stage has nearly reached 5 million students.

Figure (11) shows that the ratios of girls enrolled were comparable with boys at the level of total enrollment rates in preparatory education. Yet there was a clear advantage in favor of girls in Azharian education, which is consistent with what has been observed in the primary stage. Table (6) shows the current situation of inputs in preparatory stage regarding schools, classrooms, and students' enrollment, according to MoE census. The number of teachers in preparatory stage has reached 240393 teachers, with an increase of 4% in male 2012/2013. Moreover, Figure (12) shows that the distribution of classrooms and teachers in the rural areas was not less than in urban areas, on the contrary, and this is clearly reflected on the numbers of enrolled boys and girls. Table (7) indicates that the rate of net enrollment in preparatory education in both public and private schools, as well as Azharian education in 2013, has exceeded 80%, while the total enrollment rate of population in the preparatory phase age is 100%. It is noted from the same table, that there are a number of pupils at the age of preparatory education still in the primary stage, and a fewer number is enrolled in the first grade of secondary education. This means that there is a segment of children reaching 7% at the age of secondary education till out-of the educational system

**Figure (11) Distribution of preparatory education students, according to boys and girls number and percentage, as per administrative affiliation**



<sup>4</sup> The population of that age group is estimated by 5034345 individuals in 2013



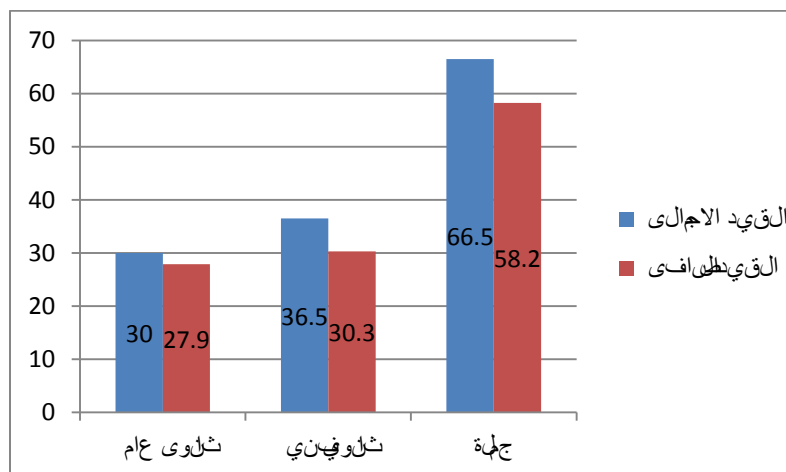
**Table (6) The total of schools, classrooms and teachers registered in preparatory stage, as per administration affiliation, 2012/ 2013**

Affiliation	Schools/ Institutes	Classrooms	Teachers		
			Women	Men	Total
Governmental	9154	95698	111626	114367	225993
Azharian	3142	14629	15543	26904	42447
Private	1454	9379	7348	7052	14400
Azharian Private	59	232	676	563	1239
Total	13809	119938	135193	148886	284079

**Table (7) Statistical features of preparatory stage registration rates, 2012/ 2013**

	Girls	Boys	Total
Number of preparatory age population enrolled in preparatory stage	2086873	2129211	4316084
Number of preparatory age population	2356003	2578241	5034345
Net rate of preparatory education enrollment	85,0%	82,6%	83,7%
Number of preparatory age population enrolled in primary stage	175345	254054	429399
Number of preparatory age population enrolled in secondary stage	27174	30614	57788
Net rate of total preparatory age enrollment	93,2%	93,6%	93,3%
Out-of-school children			
Percentage of out-of-school children (preparatory)	6,8%	6,4%	6,6%
Number of out-of-school children (preparatory)	611166	432164	074331

**Figure (12) Percentages of educational services distribution between rural and urban areas in preparatory stage, 2012/ 2013 (Page 26)**



### 5. Availability in secondary education:

Secondary education is divided in two branches, namely General Secondary Education and Technical Secondary Education. The volume of students enrolled in secondary education for the year 2012/ 2013 is approximately 3,077,121 (boys and girls). This number was 2,146,282, at the outset of the previous plan of 2006/ 2007, recording 30% increase; highlighting the rise in demand on general secondary education and according the supply too.

**Figure (13) Secondary stage registration rates, distributed between the general and technical secondary stages, 2012/ 2013**

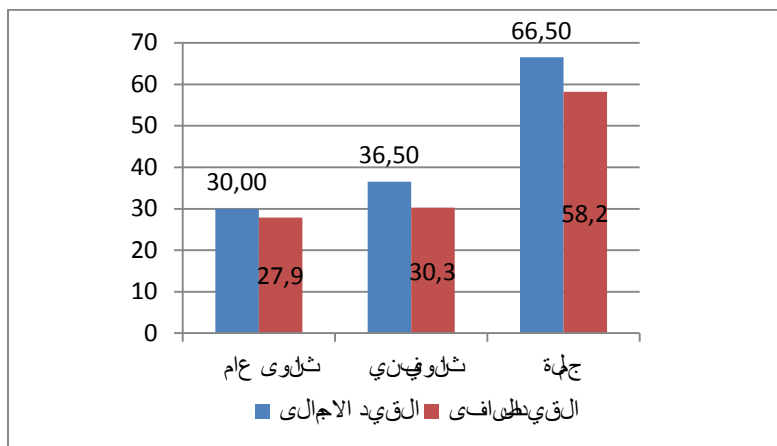
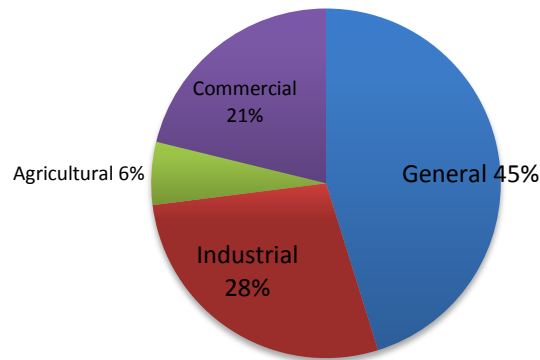


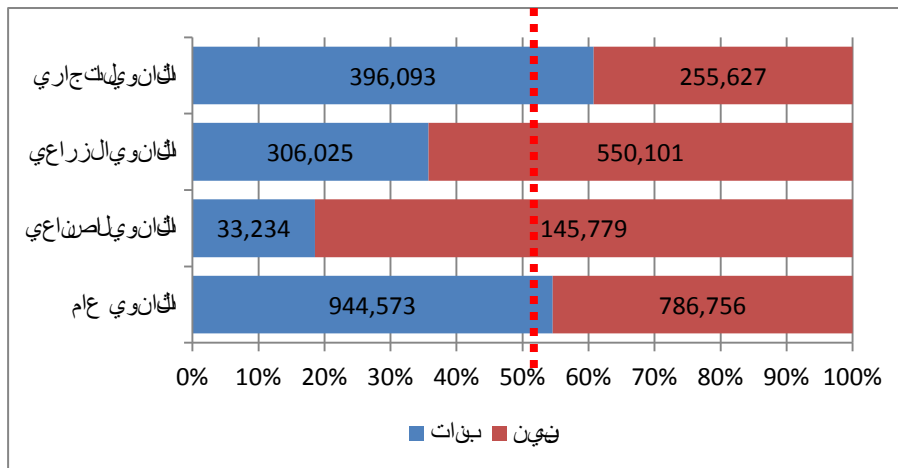
Figure (13) highlights that the total registration rate in the secondary stage exceeded 66%, while the net registration rate of the age bracket (15- 17) records a percentage of around 60%, 63% of which is for technical education. This difference between net and total registration rates reveals the existence of around 6% of students, who are not affiliated to such an age bracket in this stage. It also pinpoints that the increase in school volume and encompassed students is still far from the targeted population in secondary education age.

**Figure (14) Students distribution percentages among secondary education categories, 2012/ 2013**



General secondary education amounts to 45% of the total students enrolled in secondary education two categories (Figure 14). Such is a high percentage if compared to previous years, where general secondary education registered a percentage of nearly 33%. Therefore, the previous percentage highlights the success of preparatory graduates' selection policy. The percentage of new students enrolled in the first year of general secondary stage, in 2006/ 2007, was nearly 37%. In 2012/ 2013, it reached nearly 45% with an increase of 8% in six years. Figure (14) shows the relative distribution of the students registered in secondary stage, according to the different categories. It was clear that the industrial education ranked second after the general secondary education followed by the commercial and finally the agricultural.

**Figure (15) Numbers and percentages of boys and girls according to secondary education categories**



When analyzing the secondary stage registration rate of boys and girls, it is clarified that girls recorded higher percentage than boys in commercial and general secondary education in contrary to industrial and agricultural secondary education (Figure 15).

**Figure (16) Distribution rate of general secondary education service between rural and urban areas**

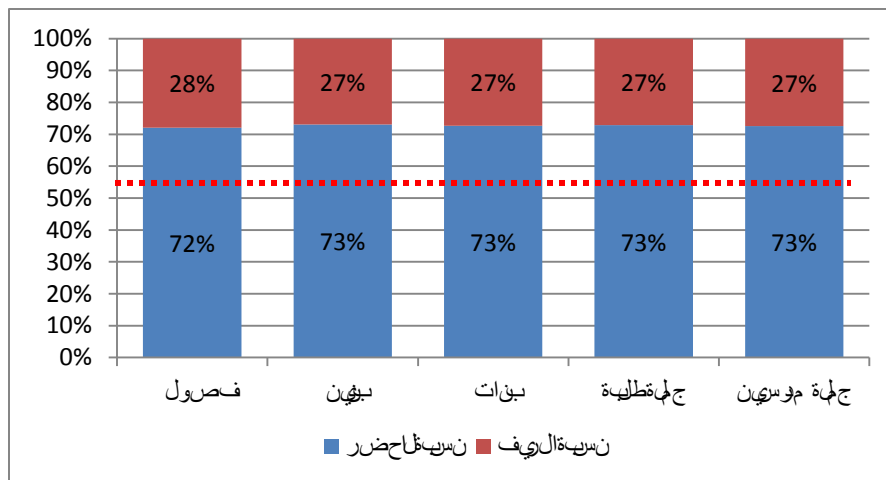


Table (8) shows that the general secondary education is currently having more than half of secondary stage teachers and 60% of schools. However, secondary education acquires a lesser percentage of classrooms, as the average number of classrooms in general secondary schools (13) is lesser than in technical ones (24). The analysis of secondary education inputs distribution, namely teachers and classrooms, among rural and urban areas, as shown in Figure (15), reveals a totally different image compared to the distribution form in basic education. To elaborate, the rural areas reflect a lesser rate of secondary stage classrooms and teachers. This situation requires amendment in a way ensuring fair and availability of equal opportunities for preparatory stage

graduates. Figure (2) further pinpoints that secondary education comes under the umbrella of Ministry of Education and the remaining rate is distributed among private and Azharian education.

**Table (8) Distribution of secondary education inputs according to type of education**

Type of Secondary Education	Schools	% of Schools	Classrooms	% of Classrooms	Teachers			% of Teachers
					Males	Females	Total	
General	2874	60%	36913	44%	56714	39728	96442	52%
Industrial	947	20%	24983	30%	8943	4932	13875	8%
Agricultural	188	4%	4756	6%	16782	20092	36874	20%
Commercial	794	17%	17200	21%	16782	20092	36874	20%
Technical	1929	40%	46939	56%	43507	45116	87623	48%
Total	4803	100%	83852	100%	99221	84844	184065	100%

The internal distribution of registration in technical education stage reveals a fourth type of such kind of education, i.e. hotel secondary education; a type still in a starting phase. It is noteworthy that technical education specializations encompass two kinds of programs: a normal three-year program and another extending five-year program.

#### **6. Availability for special needs people**

Providing special needs people with the opportunity for effective enrollment in and completion of education system is considered an essential dimension for the application of equality from the availability perspective. Particularly, it should be noted that the last population census analysis (2006) referred to nearly 3 million children identified as children with disabilities, by virtue of the related international definition. Children with special needs are not only the disabled children but also the talented and excelling students requiring special care. Tables (9 and 10) present the currently provided educational services for mathematically talented and academically excelling students on the preparatory and secondary education levels. It is clear that such a category of student is limited, whether in quantity or quality of talent requiring special care.

**Table (9) Number of classrooms and schools allocated for mathematically talented students, 2012/ 2013**

Category	Schools	Classrooms	Boys	Girls
Preparatory Stage	30	144	2298	1212
Secondary Stage	35	165	2353	1233
Total	65	309	4651	2445

**Table (10) Number of classrooms and schools allocated for academically excelling students, 2012/ 2013**

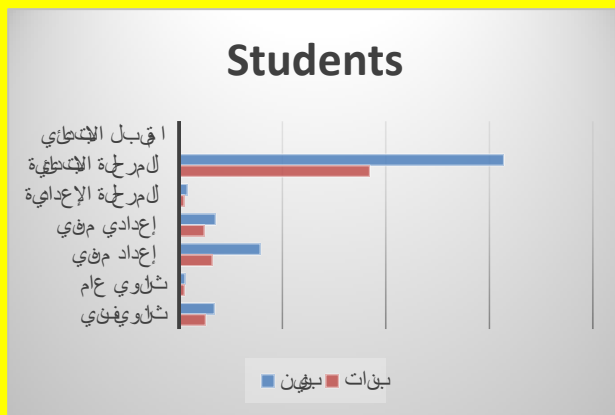
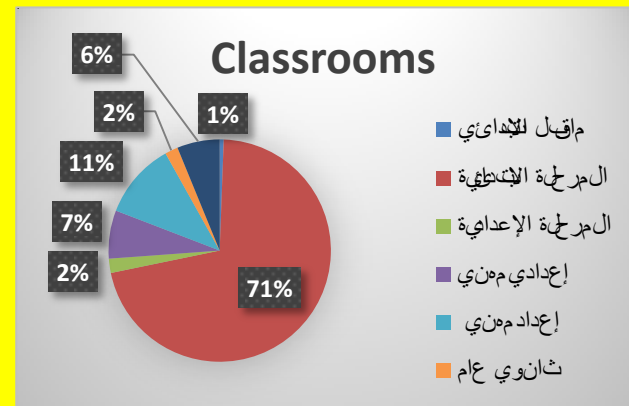
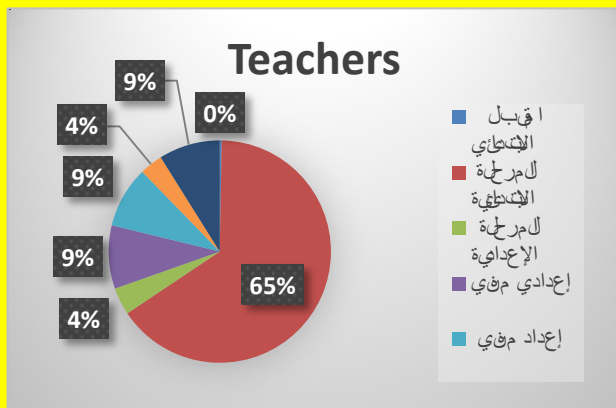
Category	Schools	Classrooms	Boys	Girls
STEM Secondary Stage	2	33	450	360
Motafawkeen School, Ain Shams	1	12	288	-
Total	3	45	738	360

The type and degree of disability specifies the educational service to be provided for children with disabilities, including full integration in equipped schools, provision with specific tools like earphones or direction to specialized schools. Figure (16) pinpoints that most of the educational services provided for children with disabilities are available in the primary stage, whether with reference to classrooms or teachers numbers.

Table (11) highlights that there are serious steps taken in applying the integration policy, whether in relation to equipping schools or providing teachers or specialists. However, when comparing the number of equipped schools with the total number of education sector schools, it becomes apparent that the integration process is still in a trial phase, which should be evaluated as a start for expansion. Educational Buildings Authority is currently paying due concern to equipping all the new schools and comprehensively maintaining targeted schools, in order to be prepared for the integration process.

Table (12) shows that intellectual education schools are the biggest schools for people with disabilities, as per schools or students numbers, followed by audio then visual disabilities; all are still of limited number.

**Figure (17) Distribution of special education classrooms, teachers and students, according to educational stages, 2012/ 2013**



**7% - 10%  
People with  
disabilities**

Seriously taking care of people with different special needs, in pre-university education sector, requires major inputs, at the top of which: preparing school buildings, supplying schools with sources room, training of teachers and specialists, developing curricula and pedagogical measurement tools, setting systems and legislations enhancing the application of policies related to catering for people with special needs and effectuating the rewarding incentives for different levels of personnel taking care of people with disabilities.

**Table (11) Achievements in integration field, 2012/ 2013**

	Number
<b>Schools targeted for integration</b>	796
<b>Integrated students</b>	3697
<b>Trained teachers and specialists</b>	3420
<b>Specialists trained on applying smartness standards</b>	29
<b>Sources rooms</b>	70

**Table (12) Statistical summary of pedagogical service inputs for students with disabilities, classified by type of disability, 2012/ 2013**

Type of Disability	Category	Schools and Divisions	Classrooms	Pedagogical Teacher	Non-pedagogical Teacher	Registered		
						Boys	Girls	Total
Visual Disability/ Blindness/ Low Vision	Prior to primary stage	6	11	8	1	24	20	
	Primary education	31	187	344	32	667	560	
	Preparatory education	28	87	262	99	355	229	
	Secondary education	26	85	226	97	307	237	
	<b>Total</b>	<b>91</b>	<b>370</b>	<b>840</b>	<b>229</b>	<b>1353</b>	<b>1046</b>	
Mute and Weak Hearing Impaired Schools	Prior to primary stage	9	13	10	-	24	17	
	Primary education	111	1006	2163	145	4669	3583	
	Preparatory education	88	314	734	153	1766	1220	
	Secondary education	64	278	631	228	1717	1238	
	<b>Total</b>	<b>273</b>	<b>1611</b>	<b>3538</b>	<b>536</b>	<b>8176</b>	<b>6058</b>	
Intellectual Pedagogical Schools	Prior to primary stage	1	2	8		7	7	
	Primary education	363	1986	3239	349	10303	5027	
	Preparatory education	143	496	667	194	3929	1608	
	Secondary education	1	11	19		45	7	
	<b>Total</b>	<b>508</b>	<b>3495</b>	<b>3933</b>	<b>543</b>	<b>14284</b>	<b>6649</b>	
Hospital-like Schools	Special education primary	2	13	20	5	68	55	
	Special education preparatory	2	6	13	9	47	19	
	<b>Total</b>	<b>4</b>	<b>19</b>	<b>33</b>	<b>14</b>	<b>115</b>	<b>74</b>	

### Summary of availability issue:

The aforementioned analysis reveals the data and information provided identifying points achieved in educational service availability for all education age children, including the following:

- The rate of registration in kindergarten stage is still far from the previous strategic plan target. There is a great shortage in kindergarten halls and necessary trained cadres; the issue requiring a community support for reaching the needed resources and activating the demand via raising people awareness to the importance of kindergarten stage, especially in rural areas.
- There is nearly 5% of 6 year children were not enrolled in first primary stage for 2012/ 2013. This could be attributed to the system being incapable of reaching all 6 year children and lacking required attracting factors together with the social and economic circumstances, for instance family incapacity to bear education expenses, preference to have the child out-of-education system to carry out income generating works in order to support the family or because of the lack of security; family refusal to send children to receive education, particularly girls.
- Availability rates for basic education age population are nearly reaching full accommodation. There is also a dire need for qualitative solutions, in order to assimilate the remaining amount of such category,



taking in consideration the economic and social patterns in addition to the geographical distribution of children targeted groups.

- Availability gap between rural and urban areas has vanished. It also disappeared between male and female, though reflected for girls in the preparatory stage. However, a gap still exist on the economic level, as nearly only 20% of the category poorest children in society are enrolled in preparatory education and 80% of rich and middle class families children.
- Private sector contribution in educational services provision is insignificant, as the private schools amounted to 13,4% of total preparatory schools, including 8,5% of total stage classrooms as a whole for 2012.
- Vocational preparatory schools reached 369 schools in 2012, decreased by only 13 schools since 2006/2007. It is worth mentioning that it was planned to decrease by 50% during the previous plan years.
- There is an essential need to expand the availability of secondary education two branches in rural areas, bearing in mind that secondary education has become obligatory, by virtue of the new 2014 Constitution.
- Educational services for people with special needs are still limited in quantity, quality and geographic distribution.
- School feeding is still insufficient to cover all educational stages and all the days of school academic year.

### **Second: Quality**

The concept of education quality has come to the surface with the start of the Basic Education Improvement Project which is partially funded by the World Bank and the European Union. The concept has crystallized with the beginning of the new Millennium mainly based on the key foundation of educational quality; the Declaration on the national criteria of education in Egypt of 2003.

Stemming from such National Criteria, the concept of school-based reform of the year 2004 was proposed through a number of experimental projects until the establishment of the National Authority for Quality Assurance and Accreditation (NAQAAE). In addition, an authority for quality was established within the general board of the Ministry of Education to which authorities across directorates and administrations are affiliated. Moreover, around three thousand schools have been qualified and accredited.

During the past fifteen years, the education system in Egypt has witnessed historical developmental stages including availability, quality, and system management. However, the quality system management is presently considered as the focal point in enhancing the educational process. Accordingly, it is worth mentioning that the separation between quality and availability is just in theory for the purpose of analysis and allocation of resources since availability, without quality, is not an educationally valuable concept.

The earlier section has quantitatively addressed the educational inputs and the subsequent outputs and quantitative results. In this section, the qualitative aspect of such inputs will be explored in addition to processes such as quality assurance. Moreover, an analysis of the classification of outputs and the results of their quality will be discussed in light of the nationally and internationally common indicators and criteria.

### **Qualitative Capacity of Educational Buildings**

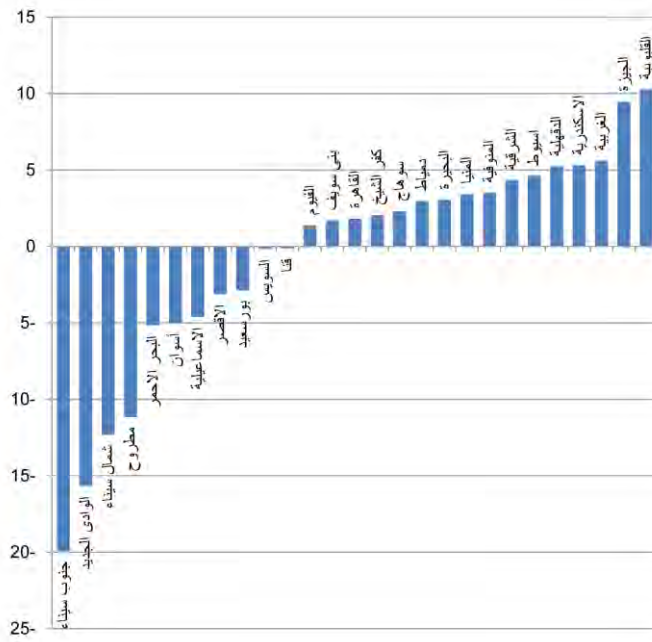
There has been a continuous increase in the number of educational buildings. The pace of such increase depends on the national policies on the one hand, and on the availability of financial resources and the lands on the other hand. The educational system is currently distinguished by a high rate of enrollment in the basic education stage. However, this does not necessarily mean that the number of students is proportional to classroom seats in a manner that allows for following teaching strategies and applying student-centered learning practices such as active learning, critical thinking, comprehensive assessment and effective practice of in-class and out-of-class activities.

For example, figures number 4 and 5 show a continuous increase in the number of schools accompanying the huge rise of the number of students. However, the number of schools as represented in buildings and classrooms show that the number of buildings has reached 14000. Moreover, the number of students as represented in classrooms show that the number of classrooms reached around 190000 (including elementary stage classrooms in basic education schools and across different stages).<sup>5</sup> These figures are against 15496 schools containing 198036 classrooms.<sup>6</sup> The analysis of such data demonstrates that the number of school buildings is less than the number of schools and that the number of classrooms is less than the groups of students. This means that some classrooms are used more than once to meet the big number of students. This entails that there are still some schools used for more than one shift. The shortage of classrooms has negatively been reflected on the classroom density. If the average is around 43 students/ classes, this means that more than 27% of classes are occupied by more than 47 students/ classes and that around 2% of classrooms are occupied by 70 students/ classes. On the other hand, the average density rate has increased from 38.3 to 41.3 students/ classes from 2005/ 2006 to 2011/2012. We find that around 15% of the classrooms in preparatory governmental schools of different types have a high density rate amounting to more than 50 students/ classes. The data of the General Authority of Educational Buildings show that the buildings with a density higher than 41 students/ classes represent 35.9% of the total buildings. 7.5% of such buildings is occupied by 61 to more than 70 students/ classes across all educational stages. Accordingly, if these figures were analysed on a smaller scope such as the level of directorates for instance the average will show huge discrepancies. This is displayed in figure (18) indicating the fact that some directorates, such as Qalyoubia, is occupied by more than 50 students/ classes in comparison to a directorate like South Sinai in which the average of density is less than 20 students/ classes. Nevertheless, figure (19) analyses density rates across all stages and types of education. It shows clear discrepancies among the stages where the basic education has the highest density rate followed by the agricultural and general secondary stages.

<sup>5</sup> The General Authority of Educational Buildings, 2011/2012.

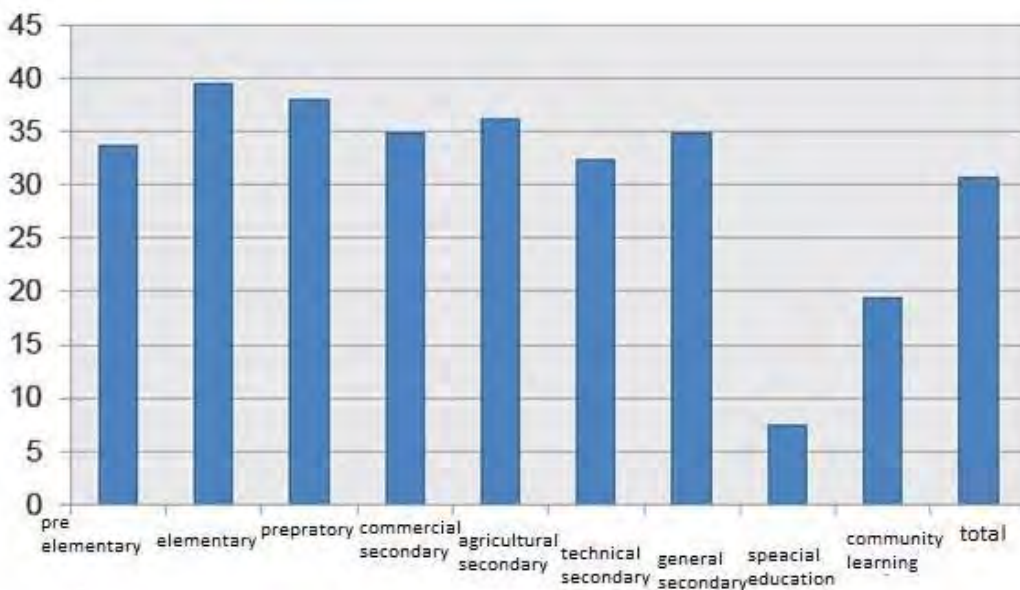
<sup>6</sup> The General Administration for Information and Computers 2011, 2012

**Figure (18) Showing the discrepancy of the average of density across the governorates**

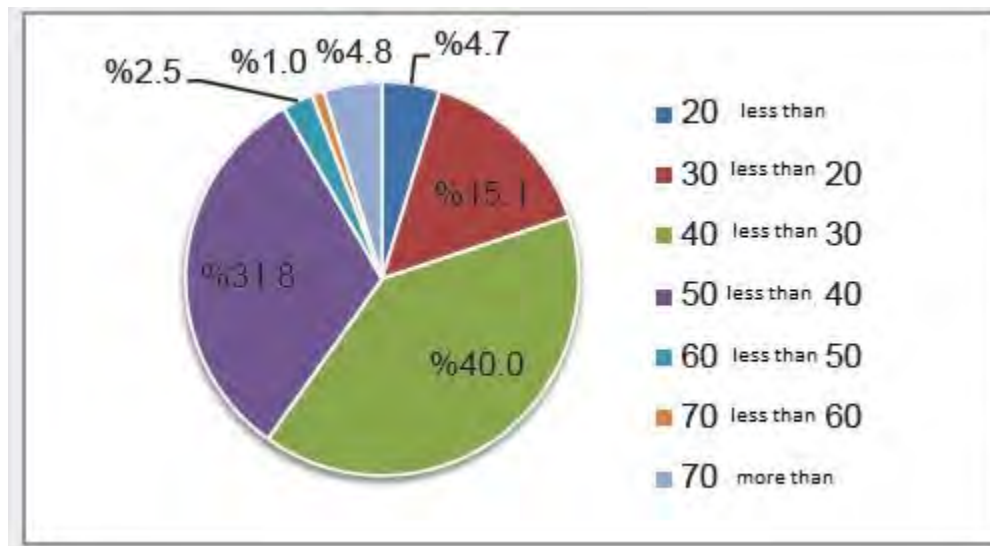


The third dimension of the density is represented in categorizing it. Figure (20) gives an example of such categorization starting from the kindergarten stage. Statistics show that the average of density in 2012 was 34 children/ classes which is, although less than the criterion targeted by the Authority for Educational Buildings; 40 children/ classes, it is demonstrated that the category of 30 to less than 40 children/ classes is the biggest among all categories. Moreover, it is shown that category of 60 to less than 70 children/ classes is the smallest one. It is worth noting that the category < 20 children/ classes is represented by the border governments such as the New Valley, Sinai and Matrouh.

**Figure (19): Distribution of the average classroom density across educational stages 2012/13**



**Figure (20): Distribution of density categories in kindergarten classes 2012/13**



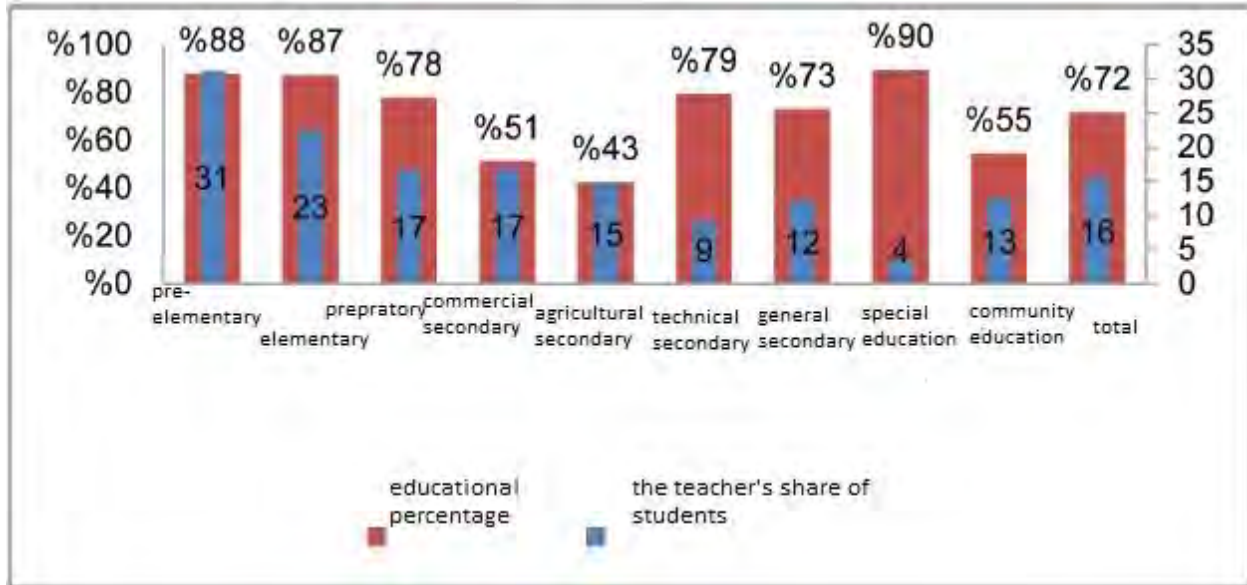
This shows another perspective of the drawback with regards to educational buildings; the multiple educational shifts and the small number of schools following the full-day system. This negatively impacts the effective learning periods. The General Administration of Elementary Education report mentioned that the number of elementary schools following the full-day system is 6558. The report also shows that the number of morning schools operating without other schools is 423 whereas the number of morning schools operating simultaneously with other schools, but from other stages like preparatory schools, is 3415. Furthermore, it is shown that the number of schools operating for two ongoing shifts is 982, the number of schools operating for a second shift is 842 and the number of those operating for a third shift is 29. With regards to the preparatory schools only, 36.3% of them follow the full-day system.

In addition, activity halls, courtyards and multi-purpose halls have disappeared from a lot of schools and replaced by classrooms. This has increased the negative impact of multiple shifts on the non-summer activities. In most cases, it has even completely eliminated those activities decreasing not only the educational role of schools but also driving a huge sector of students away from such schools.

#### **Qualifying Teachers:**

In all ages and places, the teacher is considered the heart of the educational process. Without the teacher, all the other factors of the process such as the curriculum, learners and textbooks cannot affect or develop the educational path.

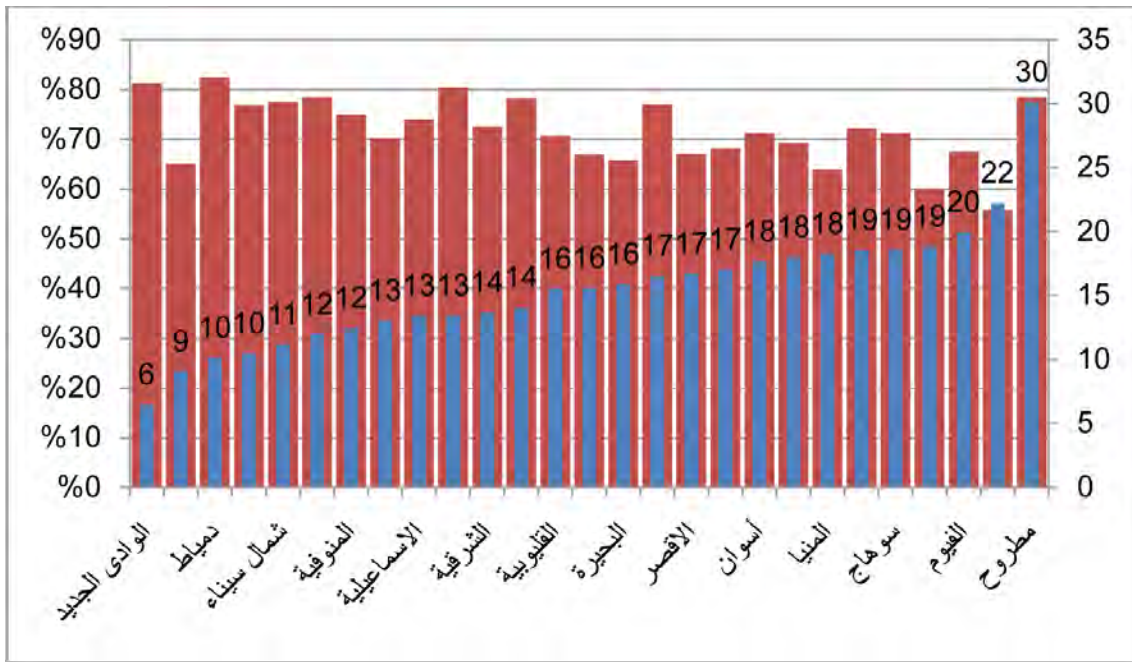
**Figure (21): Distribution of teachers across the educational levels and types according to the indicators of the Educational Qualification and Competence**



Figures (21 and 22) show the percentage of teacher availability. The teacher-to-student ratio is low across all stages except for the kindergarten stage in all the governorates except Matrouh. Such ratio is notably low in different types of the secondary stage. Nevertheless, such teacher availability is not accompanied by educational qualification as almost 30% of the total teachers are not educationally qualified. Moreover, almost 25% of preparatory and general secondary school teachers are not educationally qualified. This has a direct negative effect on the quality of the educational process especially with the weak professional development programs and the lack of educational qualification. On the other hand, the percentage of educationally qualified teachers in private schools has increased from 50.2 % to 60% in five years; from 2007/08 to 2011/12. Signs of deficit and increase at the different educational levels indicate that educational degrees and qualification do not cater for the actual teaching needs in addition to the geographical maldistribution of the teaching force as shown in figure (22). Such maldistribution is confirmed by a clear teacher shortage in a number of subjects versus a huge increase in other subjects. Although the number of elementary teachers has reached 390749 in 2012/1013; 87% of whom are educationally qualified, there is a shortage of elementary teachers amounting to 86116 in all specializations. The available data also indicate a shortage of teachers in some governorates versus abundance of them in other governorates at the level of all specializations. This may point to that the problem is not only the shortage of teachers but also it is related to teacher maldistribution which is traced back to the inaccurate data and poor planning as well as to political and social reasons.

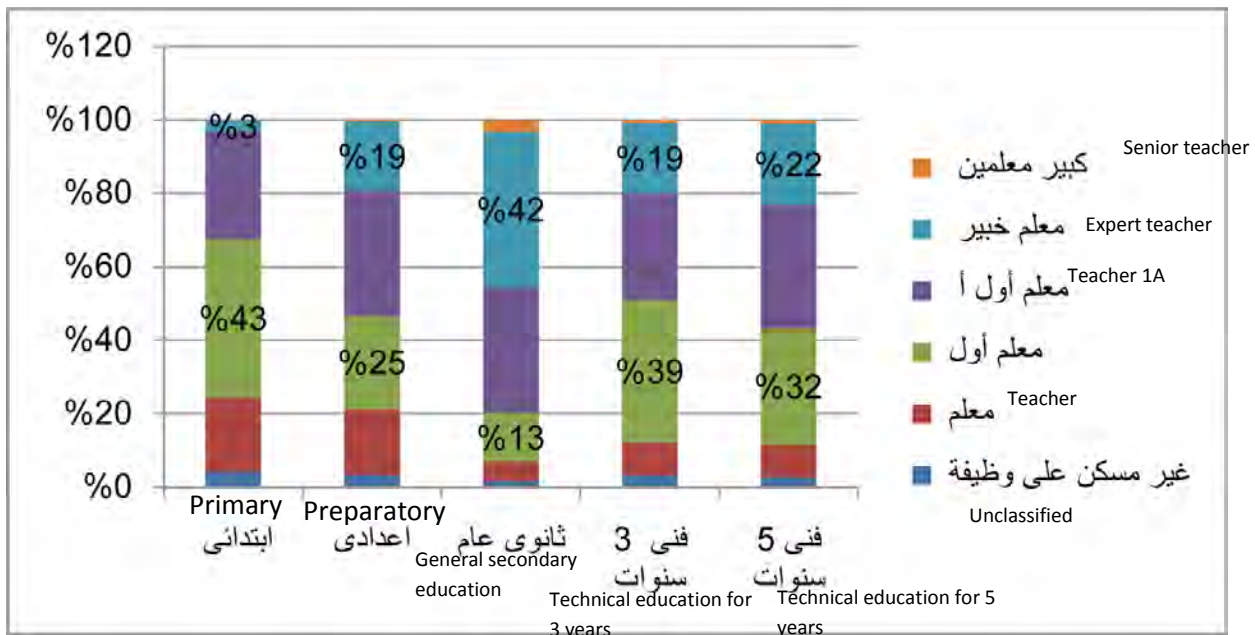
**Figure (22): Distribution of teachers across governorates according to the rate of educationally qualified teachers and the teacher-student ratio**





The establishment and implementation of teachers' cadre is one of the inputs expected to positively impact teachers' professional development and provide supervisors on the school level at the high levels of the cadre (Expert Teacher, Senior Teacher). This also provides incentives that motivate teachers to perform better in class. Figure (23) clarifies that most teachers are ranked as teacher grade "1 A" and grade "1". It is also noted that they are mainly primary teachers whereas the higher ranks of the cadre are occupied by secondary stage teachers.

**Figure (23): Distribution of teachers across the different levels and types of education according to Teacher's Scale 2012/2013**



### Curriculum, Teaching and Learning Methods:

Teaching curriculum is the center of attention of all those involved in the educational system such as students, teachers, supervisors, administrative workers and parents. In addition to those, there is the whole society which

closely observes and anticipates the resulting well- qualified cadres that could be depended on in the development of the country. Accordingly, it is found that curriculum improvement is a crucial point in any educational reform strategy to ensure modernizing such curricula in a manner coping with the nature and needs of each age.

The curriculum objectives, content and related teaching and evaluation methods determine the subjects, supporting technology, training of teachers and supervisors and even classroom design. Thus, curricula in Egypt are the center of the educational attention both institutionally and academically. However, some pending issues still need to be solved such as the following:

- Some curricula are unable to cope with the modern directions and approaches connected to education society and economy of knowledge. Consequently, students are not given the opportunity to be creative, think critically, have and respect the ability of individual initiatives as well as fairly competing and working in teams. In addition, there are major problems with the training programs on both independent learning and skill development in accordance with the job market changes and with identifying the needed skills and providing job description.
- The weak transferability of teacher training impact into the classrooms forms another problem pertaining to curricula. Teaching methods mostly depend on a traditional concept viewing the teacher as the sole source of knowledge and power. Such methods instill the concepts of memorization and dictation as well as the habits of submissiveness and passive obedience. They also encourage and emphasize the phenomenon of silence dominance in the society.

Such challenges can be traced back to the absence of a comprehensive vision towards modernizing curricula as well as mixing parts and pieces of non-homogeneous international curricula. Another relevant factor is the detachment of the curricula as well as teaching and learning methods from the current reality of the school environment and educational cadre qualification programs. This is also accompanied by the poor participation of teachers in discussions around curricula and skills required besides their weak contribution in material development to support classroom teaching.

### **Learning Sources:**

One of the most crucial issues currently related to learning sources and teaching methods is the absolute reliance on textbooks as the sole source of information ignoring the need for the integration of technology in teaching and learning. Moreover, the traditional assessment system largely allows for such absolute dependence on textbooks where the students are expected to memorize the contents of the textbooks and demonstrate their knowledge of the parts focused on by the teachers in class. Attempts to integrate activities in the education process fail due to the students' focus and attention on the questions of the exam.

**The absolute dependence on textbooks is accompanied by the accumulation of other challenges such as the following:**

- External books produced by the private sector and sold in the markets to be used for private tutoring are highly demanded. These books add nothing except instilling the culture of silence and wasting resources.
- It is difficult to distribute books to students early, especially the Teacher's Guide, as these resources are often given to students after the start of the academic year. This lessens their educational benefit.

The Ministry of Education has studied the previously mentioned challenges through introducing teaching methods and strategies based on the concept of “active learning”. Such methods have been applied on the first three elementary years since the academic year 2004/ 2005. Active learning requires the implementation of “student-centered learning strategies”. This approach is accompanied by the application of a number of techniques including group work (or peer work), and cooperative learning. It also requires the development of teachers’ ability to integrate technology in teaching and learning inside classrooms in addition to the ability to produce supporting learning material catering for the needs of the students as identified by the teacher. Accordingly, teachers would avoid the absolute dependence on textbooks as the only source of learning. Active learning also requires a new kind of assessment which is the comprehensive and continuous teacher training.

### **Evaluation Systems**

There are a number of issues related to student learning evaluation on top of which is the need to integrating assessment practices in the processes of teaching and learning especially if the “the active learning input” is implemented such as the current situation in the first three elementary years. Such integration of evaluation into the teaching and learning processes aims at emphasizing the ability of the students to apply the knowledge beyond the limits of the textbook and demonstrate abilities beyond learning by heart. They will then become competent learners who are capable of searching for and analyzing the information as well as researching the knowledge and practicing critical and creative thinking. This approach will also avoid the mere concentration on high stakes exams allowing only for one chance for the students. It will thus direct the focus to the educationally beneficial techniques of formative assessment and evaluation.

Many attempts have been made recently to effect a change in the assessment system especially in the first elementary years. Such system is primarily based on the national criteria; the comprehensive evaluation where the final grade of elementary stages (1-3) includes the exam score in addition to the students’ coursework and portfolios. Consequently, it is hoped that such evaluation would reform the assessment methods at the different educational levels to complement the active learning practices applied currently in the first three elementary years.

Although the success level of the comprehensive evaluation has not been determined in the higher educational stages yet, it is unquestionable that effecting any changes in the education process such as teacher preparation or curriculum reform will match and necessitate the change of the evaluation system as part of such change. This would ensure the integration of the assessment process within the teaching and learning processes in the form of continuous assessment. Accordingly, such strategic plan is concerned with modernizing and reforming the entire testing system including the General secondary education system (Thanaweya Amma) as well as establishing modern evaluation systems to support student development and lead to positive results of the current improvement efforts.

### **Educational Technology:**

Although the attention to equip schools with technology and communication has started for over two decades, and despite the investment of large sums of money in this respect, there is still a deficiency in the technological infrastructure of schools. For instance, the percentage of technologically unequipped elementary schools is around 14000; 85% of the number of government schools according to Economic and Social Development Plan of 2012/ 2013/. Moreover, only 27.4% of preparatory schools are equipped by computer laboratories as out of 9005 schools with 7900 school buildings, there are 2163 computer laboratories despite the fact that the computer subject is one of the basic scientific subjects of such educational stage. It is worth noting, that making the computer laboratories available is not alone enough to achieve education quality if technology and communication are not fully employed to support the classroom teaching and learning processes.



### Internal Competence:

- Student absence, failing and dropping out of schools form serious problems that threaten the efficiency of the system in the elementary stage as the average of the days of absence for elementary students has reached 5.4 days/ students in 2009/ 2010. Statistics of the Ministry of Education for the year 2011/ 2012 also show that the percentage of the students who have been absent for two consecutive years is less than 1% of the total number of students; as it reached 0.72% with the rate of 0.9% for boys and 0.6% for girls. Although such percentages may seem little, when translated to numbers within a system including millions of students, they form a problem that needs to be addressed. The number of dropouts in the elementary stage has amounted to 96440; 43801 boys and 25639 girls. Their percentage is 63% and 27% respectively of the total number of students indicating that the percentage of dropouts from boys in the elementary stage largely exceeds the percentage of dropouts from girls although the numbers of originally enrolled girls and boys are almost equal; 48% girls and 52% boys<sup>7</sup>.
- The percentage of dropouts in the preparatory stage has amounted to 6% which means that the rate of dropouts in this stage is relatively high. Governorates with the highest rate of dropouts were Matrouh, South Sinai and Beni Suef recording the percentages of 13.8%, 12,3% and 11.5% respectively.
- Cheating on exams is one of the negative phenomena spreading among basic education students with a higher percentage in rural areas than urban areas. It is also higher among the poor more than among the rich (The final Youngsters and Youth Survey Report published in January 2011 in cooperation with the Cabinet and the Population Council.

### Outputs:

Outputs are of the key indicators of pre-college quality assessment. They are represented in the performance level of the students. The available data only assess the knowledge as they could be summarized as the following:

- 35% or more of preparatory stage students do not master reading and writing. This reflects the weak level of educational service provided in this stage, as well the result of the preceding educational stage including the tools and criteria that permitted those students to progress from one stage to the other without achieving the minimum level of the basic skills required by the end of each cycle.
- Of 48% countries, Egypt has ranked the 38<sup>th</sup> in mathematics and 41<sup>st</sup> in science in the international Competition TIMSS in 2007. Generally, the performance of the vast majority of students in mathematics and science was low as the performance of Egyptian students was lower than the international low average.
- According to the results of national standardized tests SAT 2010, the apprehension level of the sample schools was less than 50% in Arabic, science and mathematics. The difference between governorates, and even within each governorate, was huge in both mathematics and science. The performance of Lower Egyptian governorates was better than the Upper Egyptian ones.

<sup>7</sup> [http://services.moe.gov.eg/books/012013/main\\_book2013.html](http://services.moe.gov.eg/books/012013/main_book2013.html)

There was a reluctance of preparatory stage graduates to join the scientific section of the general secondary certificate with only 10% of them whereas the rest join technical secondary education or the literary section of the general certificate. The number of students registered in the both scientific and literary sections shows that only 28.2% of students joining the scientific section in 2011/2012 whereas 71% join the literary section. This leads to the dominance of the theoretical aspect over the practical one among the graduates hindering the achievement of the objectives related to practice and application. It also contradicts the importance of the scientific direction that should be enhanced.

### **External Competence:**

If the focus of assessment is to measure the extent of the institution's realization of its objectives, the main achievement is to assess the performance the educational institution by parties involved with or related to it or its graduates. On top of such parties is the job market which needs such institutions' graduates who can upgrade the requirements of such market. Statistics point out that the rate of unemployed youth who finished intermediate education is 6.5 of the total unemployed people. Such rate for secondary graduates is 28.3%. Such data reflect the unsuitability of the educational system outputs for the requirements of the job market. The other party that has the original right to assess the competence of secondary stage students is the university education institutions for which those students are prepared. The results of the multiple studies conducted on this subject assert that secondary schools fail to prepare their students to pursue their university education. In this direction, the reports of the specialized national councils confirm that in the past years, universities have accepted students who are unqualified enough for the university level. This has led to the failure of most of them in their studies. Accordingly, the general secondary schools have proven its failure to achieve their two main objectives; preparing students for the job market and preparing them to pursue university education.

The pursuit to join high education as one of the pre-university education has led to the failure of achieving other objectives. Nevertheless, such objective of joining high education has not been attained as desired. The rate of students accepted in Egyptian university and higher and intermediate institutes was just 71.2% in the academic year 2010/ 2011. This means that the rate of (28.8%) representing (98315) students of those who passed the secondary education (*Thanweya Amma*) did not fulfill the target. Moreover, a number of students who are accepted in universities were not distributed in accordance with their abilities and capacities as well as with the needs of the Egyptian society in light of the international demands.

### **Summary of quality issue:**

According to a number of international reports concerned with the Egyptian education, Egypt has taken great steps in the field of the educational service availability in general. With regards to the level of educational quality, the reports have indicated that the real challenge facing the pre-university education in Egypt is its ability to improve the level of such service.

Quality is facing key issues on top of which is: reducing the classroom density, facing the students' low performance across all educational stages, reducing the rate of failing and absent students as well as dropouts, facing the phenomenon of cheating, addressing the weak level of reading, writing and calculating of some students, applying active learning and comprehensive assessment, adopting child-centered learning and qualifying schools, supervisors and teachers to apply active learning as a strategy to improve the level of quality of the educational process.

### **Third: The efficiency of education sector's management systems**

The pre-university education sector, like other sectors of the state, has been affiliated to the central management whose roots in Egypt date back to more than 5000 years, ago ( Mayfield, 1996). The content of such

management is “the central government plays the roles of operation planning, budgeting, financing, resource allocation, regulation, follow-up, evaluation and service delivery” (Human Development Report, 2004).

With the advent of primary and secondary education reform programs, by the late nineties of the last century, the concept of improving the efficiency of the systems emerged as a third field of reform beside the fields of accessibility and quality. This was essential to rationalize the use of available resources which are limited if compared to the size of the educational system. It was also an attempt to guarantee effectiveness in achieving the objectives of the sector. In 2002, the concept of decentralization partially emerged presented in delegating the authority of the Minister of Education to the Governor of Alexandria. This was accompanied by the establishment of the community participation experience in Alexandria. Later, this delegation expanded to include other seven governorates, in addition to Alexandria, with a limited authority in the field of educational administration. Such delegation was also restricted with the authority of the Minister of Education according to the agreement with the other relevant ministries, the Ministry of Finance, and the Ministry of State for Administrative Development, in particular. Interest in decentralization increased in 2005 and was extended to the rest of the governorates as the ministry proposed the activation of decentralization in light of the provision of the Education Act number 139 of 1981 and the Local Administration Law number 43 of 1979, and in the light of considering decentralization as a right to all governorates, in compliance with the existing laws. In 2006, the Ministry of Education adopted a general framework of policies to open new horizons for the comprehensive application of the concept of the efficiency of management systems. This was done in the light of establishing institutional decentralization and as a part of a comprehensive framework that would keep up the State’s new approach towards the establishment of civil society, the expansion of decentralization and the enhancement of community participation opportunities. Later on, steps to establish the concept of decentralization through legislation were made. Among these steps is the authority schools authority to use school fees, apply funding formulas, provide school meals and carry out maintenance operations. This was accompanied by capacity building at different administrative levels. Moreover, the administrative structure of the Cabinet of the Ministry of Education has been reconsidered.

Despite these efforts, decision-making is still strongly centralized; actual application remains limited. For instance, setting policies and priorities, deciding on the school building specifications, and choosing the engineering models are still centrally decided upon. The design of curriculum is purely a central issue in which no governorate is involved. Moreover, local leaders are, to a great extent, appointed by the central administration. Training processes and the design of various training programs are also centrally planned. The Administrative system has extensively suffered from challenges that affected its efficiency and effectiveness in achieving the target results of the sector. Among these challenges are the:

#### **Defects in the recruitment of human resources in many aspects:**

- When compared to the international rate, there has been inflation in the number of administrative staff which has been reflected in a significant increase in the rate of administrative staff compared to teachers. This means spending a substantial share of wages on purposes unrelated to teaching. The situation has improved due to the adoption of policies that froze the administrative appointment. Moreover, the application of the teachers’ cadre has urged a significant number of the administrative staff to go back to teaching.
- The general offices of the ministry, directorates, departments and educational administrations suffer from severe surplus labor, low productivity and the poor quality of services. Indicators show that the increase in the size of the administrative structure of the Egyptian pre- university education sector has reached globally unprecedented levels (World Bank, 2005). This is in addition to the lack of job

descriptions for all the jobs and the tasks in the sector as a whole. Employees are unfamiliar with their duties, responsibilities and authorities. Moreover, choosing educational leaders is based on seniority rather than efficiency, which leads to the absence of the concept of educational leadership. There is no clear mechanism for the exchange of experience and information between different levels of leadership. This is in addition to the conflicting responsibilities, functions and authorities existing at all the administrative levels: the centralized and decentralized level.

- Surplus labor in the area of the recruited teachers is another challenge. This is clearly shown in the small shares of students per each teacher along with the lack of proper educational qualification.
- Despite the availability of a huge infrastructure for training at the pre-university education sector, it is not optimally used. The role of the department responsible for training has become to be only concerned with training of the personnel who have been recruited according to law number 47 for state employees, while the Professional Academy for Teachers is responsible for the training of those who have been recruited according to law number 155 and its amendments (teachers, mentors, counselors and school principals).
- The absence of an institutionalized integrated system based on results for following-up and evaluation is another challenge. Despite the fact that there are many departments that work on the tasks of following up and evaluation, they work without any coordination or integration as a result of the lack of an organizational structure that defines duties and responsibilities across different administrative levels.

### Information Systems

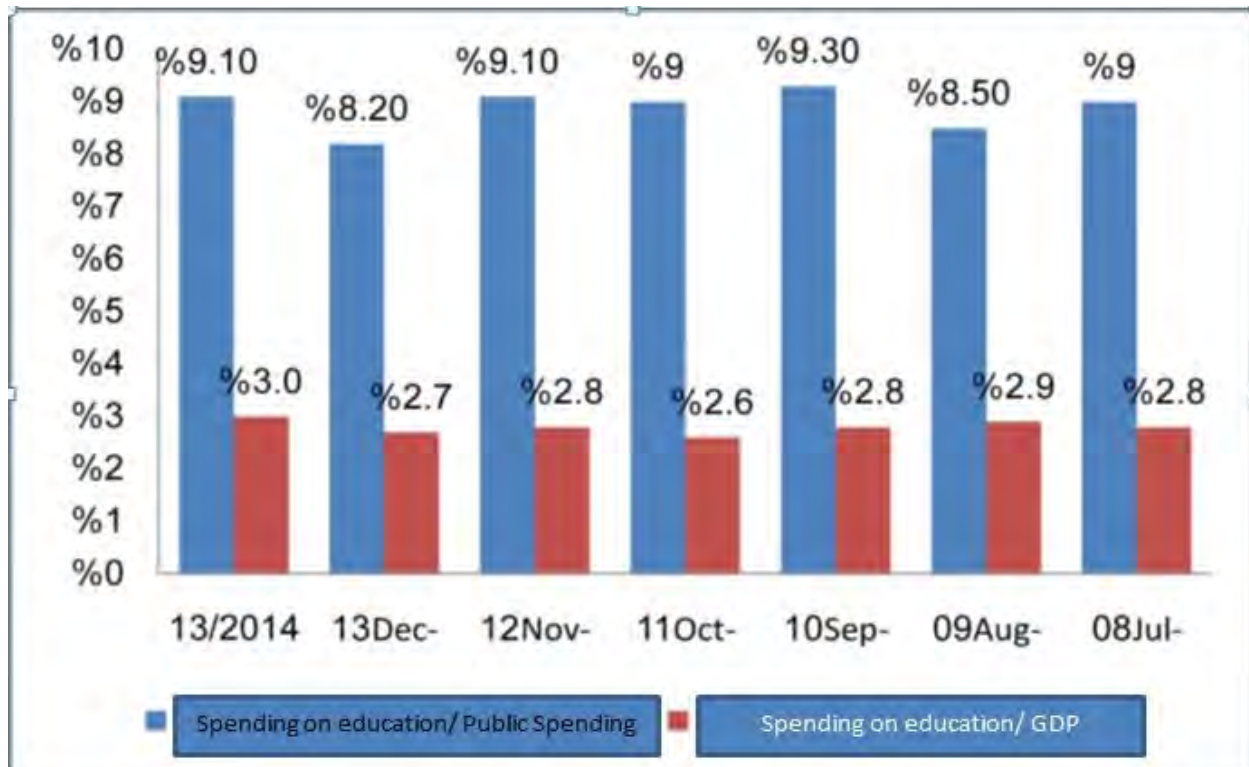
- The information systems of the Ministry of Education have attracted the attention of reform programs and strategies adopted by the education sector and supported by donors since the early nineties. There has been an upgrade of equipment and software and a training of cadres, at the central level, on advances in the field of information systems and educational statistics. This has been reflected in the development of databases to include detailed data at the individual level, whether that was a student, a teacher or administrative staff. The General Administration for Information and Computer has provided many of the E-government services. However, the demand for and use of such information is still lower than expected. There is a need to train users in different sectors of the ministry on information – based decision-making.
- On the other hand, there is a need to complete the databases to unify the source from which users of the system receive information. There are many agencies that provide different information on the same activity. A clear example on this is the information on training and technology in different schools.

### Expenditure on Education

- According to the information from the Ministry of Planning, the data on the allocation of the actual expenditure on pre-university education for the years 2007/2008 – 2012/2013 (figure 24) indicates that it did not exceed 3% of GDP at market prices, relevant to the current prices. According to Ministry of Finance, the expenditure is around 9% of public expenditure.
- We could view the above mentioned period considering that 2009/2010 separates two periods. The first period ends on that year, which means that it includes the first three years of the above mentioned period. Those three years are characterized by the high rates of growth compared to the following period. The average rate of increase in public expenditure during that period has reached about 14 %,

while the average rate of expenditure on pre-university education has exceeded expectations to reach about 16.6 % during the same period. . This means that the rate of increase in expenditure on education exceeded that of public expenditure. On the other hand, during the last three years, the rate of public expenditure has increased to 17 %, reflecting an expansionary policy with its inflationary expenditure, while the rate of public expenditure on education has not exceeded 14%. This reflects how the sector has become relatively less important between the two periods.

**Figure (24) The development of expenditure on pre-university education as a percentage of GDP and as a percentage of public expenditure**



Overall, we can say that the relative stability of the rates of expenditure over such period, whether compared to GDP or public expenditure indicates that there is no change concerning the relative importance of the education sector among other sectors. In other words, the general fiscal policy considers that the priority of the education sector among other sectors should remain as is in the upcoming five-year plan. This entails that the educational sector should be prioritized within the fiscal policies to provide a better level of education and to achieve real reform in this important sector.

Figure (23) shows that there is a limited improvement in the rate of expenditure on pre-university education for the fiscal year 2009/2010, which amounts to about 9.3%. This could be accounted for by the decline in the rate of increase in public expenditure to about 4% in that year, compared to about 25% in the previous fiscal year which is due to the government's adoption of an expansionary policy, in public expenditure, to face the negative impacts of the global financial crisis in September, 2008.

The final year's estimates 2013/ 2014 , which reflect the budget figures for that year, show the huge increase in public expenditure on public pre-university education to reach about 31 % compared to the previous year, which exceeds double the average rate of increase in the period between 2007/ 2008 – 2012/2013. This is due to



the huge increase in wages as a result of the government's policy to improve the wages of employees in this important sector. On the other hand, the figures of the general budget for the last year reflect a rate of increase in public expenditure that amounts to 17%, in comparison to 13 % average increase in the previous period. The implementation rates, in the first quarter of this year, indicate that they did not exceed 17% of total public expenditure. It could decrease to 10% and 4 % for purchase of goods, services and investment.

**Table (13), the final account for the Ministry of Education for the year 2007/2008 – 2012/2013 according to the economic division**

<b>The Budget final account chapters</b>	<b>07/2008</b>	<b>08/2009</b>	<b>09/ 2010</b>	<b>10/ 2011</b>	<b>11/ 2012</b>	<b>12/ 2013</b>
<b>Wages</b>	20681	24841	28354	30980	38174	42811.8
<b>Goods and services</b>	2434	2691	3079	2576	2697	3359.1
<b>Interests</b>	26	23	22	22	23	22
<b>Support and donations</b>	26	23	22	22	23	59
<b>Other expenditures</b>	163	156	192	199	139	131.3
<b>Investment</b>	1190	1921	1883	2038	1978	2047.9
<b>Total expenditure</b>	24520	29655	33552	35837	43043	48431.1

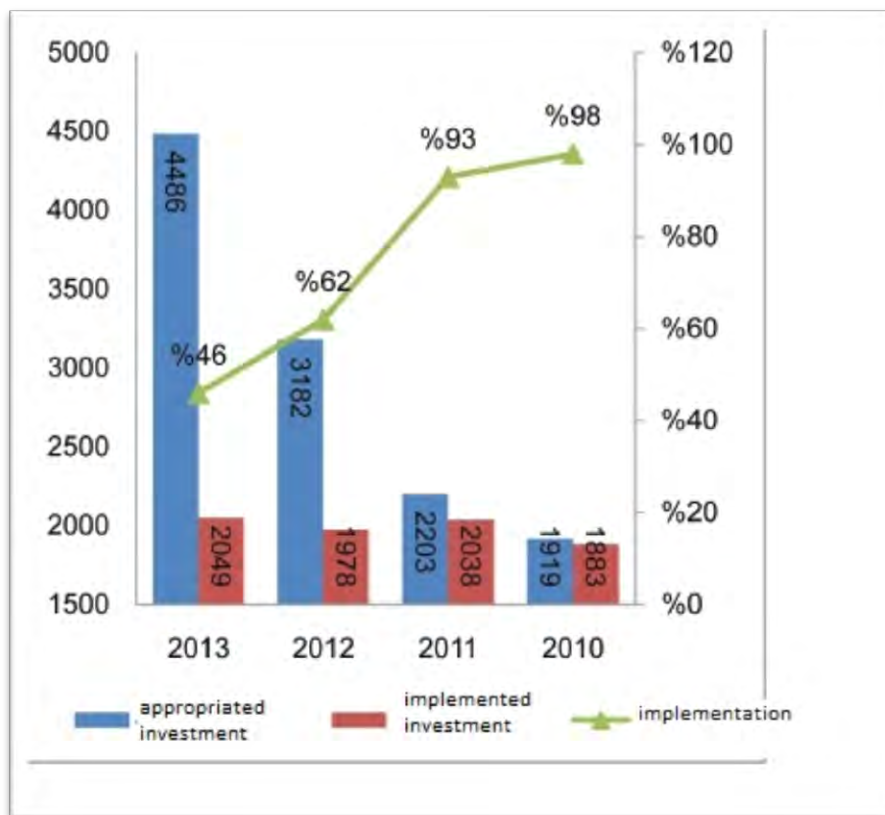
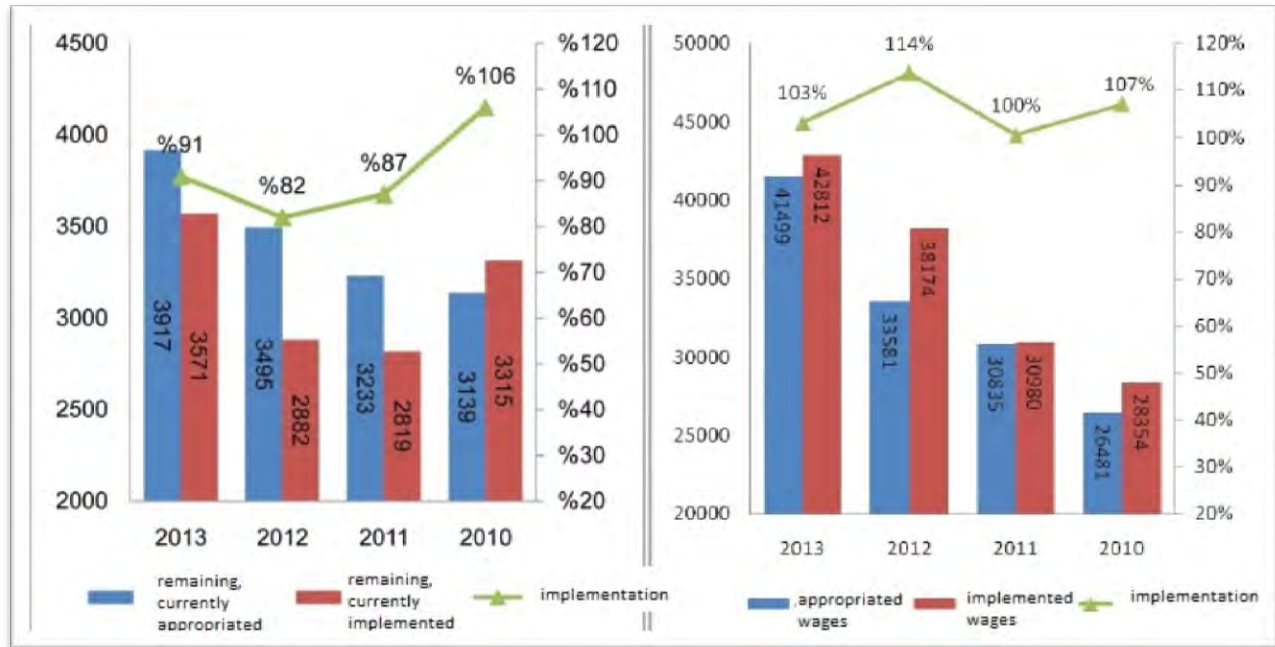
The historical development of public expenditure on pre-university education (Table 13) indicates that wages have consumed an increasing rate of that expenditure, during the period 07/ 2008 - 11/2012 ; which increased from about 84% : 89 % of the total budget of the sector in the first year, to about 8 % in the final year. This was due the pressure of repeated demands to improve the wages of employees in this sector, which have increased in the final year of the sixth five-year plan < 2011/ 2012> and the following year. Consequently, the rest of the elements of the current expenditure, as well as expenditure on projects, have dropped from around 16 % of the total public expenditure on pre-university education to about 11% in the year following the sixth five-year plan. This shows that the fiscal policy did not deal with the different areas of expenditure in the same way it dealt with wages though such areas are of equal importance to work.

On the other hand, the implementation of investments has declined (figure 25) in the general board over the duration of the plan. However, the sharp decline was for the last two years where the rate of implementation did not exceed 40% for the year 2011/2012 and was about 13 % for the last year 2012/2013. The rate of the implementation of the investment in the General Authority for Educational Buildings reflects the limited implementation rates, which fell to 60 % in the fiscal year 2012/2013, compared to 67% in the previous year. Thus, the rates of implementation at the level of pre-university education sector have increased where they exceeded appropriations in the years in which wages were highly increased. This is despite the decline in the rate of the implementation of investments, which fell to its lowest rate in the final year, where it did not exceed 46%.

To compare the expenditure between pre-university education and university education, an example is given. In 2011/ 2012, 48 billion EGP from the state budget has been allocated for education in Egypt. The share of university education was 30% in comparison to 70 % for pre-university education, which is equivalent to 13.7 billion EGP. It is clear that this distribution is in favor of the university education, which comprises only 6% of the total number of students in Egypt. The distribution of the amount allocated to the pre-university education, which is equivalent to 34.3 billion EGP, is further divided into 10.2 % for the general secondary education, 15.3 % for the technical and vocational secondary education, 48.7 % for the primary education, 22.4 % for the

preparatory education, while the remaining 3.5 % goes to pre-primary education, special education schools and the One Room schools. (The Ministry of Education – 2011 - 2012 budget)

**Figure (25) The implementation rates of the budget appropriations in the pre-university education sector**



## Problems and pressing issues

### First: Availability issues

- Limited availability and early preparation for education – limited spread of the kindergarten stage;
- Limited availability and poor accommodation in the basic education stage;
- Dropout, failure, absenteeism and cheating problems at the stage of basic education;
- Limited availability, poor accommodation and difficulty to complete the secondary stage;
- The problems of educational buildings and their impact on educational performance (class capacity – studying periods).

### Second: Quality issues

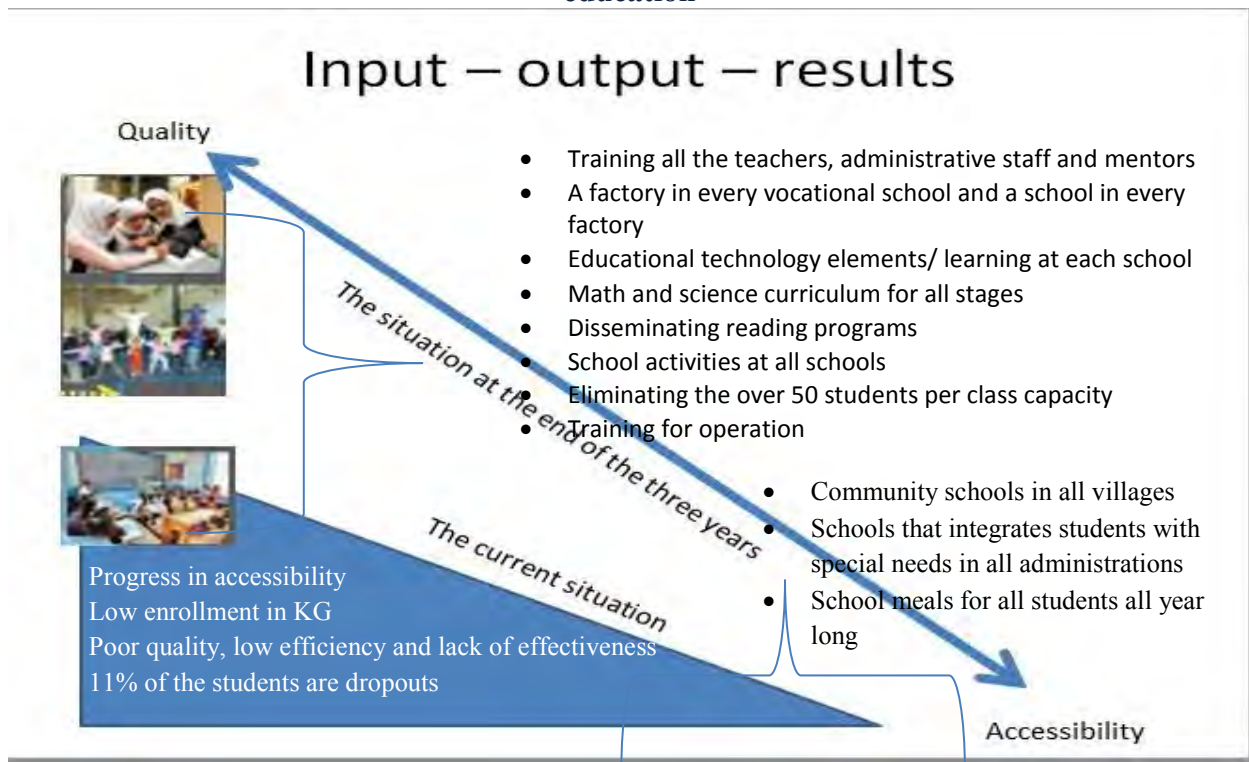
- Low quality of education in the elementary stage and the absence of technology;
- Weak basic skills in the first three elementary years: reading and writing, mathematics and communication (enabling skills);
- Lack of interest in improving the quality of education. Such improvement could be through a critical vision of all the existing development processes and the future vision that could be adopted especially in the field of mathematics, science and language. It could also be through the development of the school book at the printing and the educational level and finding a digital alternative for it.
- Absence of school activities as an important element of the process of learning and education and the lack of the vision of how to activate it;
- Evaluation and examination systems and their problems and the future vision to develop the educational evaluation system with its biggest concern, the new secondary education (*Thanaweya Amma*) system, which is one of the most important priorities in the coming stage;
- Absence of the optimal employment for the educational technology;
- The outbreak of private lessons;
- Disconnection between the education output and the society's needs;
- Incompetent handling of the poorest areas and the new expected roles for education in them;
- Citizenship and little attention devoted to important issues;
- Low educational productivity and efficiency. Deficiency in school performance, discipline and regularity. Incompetence to retain students. Unattractive schools.
- Absence of school services offered to the students;
- Little interest in students with special needs;
- Absence of accountability and transparency in the educational system.

### Third: Educational organizational structure issues

- Inefficiency of the organizational structures of the education system, the absence of restructuring, and little interest in the problems of education;
- Weak application of the centralized and the decentralized policies. The inability to reach a suitable model towards centralization and decentralization;
- Little interest in the optimal usage of different types of human resources in the ministry and the municipalities;
- The weakness of the communication, information and decision-making systems;
- The educational hierarchy and the limitedness of its efficiency and flexibility;
- The variety of educational systems: private, foreign, and language education in public education.



**Figure (26), the most important input and output expected from implementing the strategic plan for education**



**Strategies governing and directing the activities of the plan**

- Developing curriculum in order to implement the national Egyptian sense of belongingness and preserve identity with the aim of reaching an individual comprehensive approach that provides a wide variety of

choices for students, develops creativity, helps them acquire the skills needed to master the Arabic language and learn at least one foreign language, and assists the students to acquire the necessary skills to work with others effectively. All this should take place in a framework that emphasizes building the students' characters rather than focusing on simple memorization of information.

- Providing full opportunities to accommodate and educate all children (between the ages of 5 to 18) and to improve the school's ability to retain the students and reduce drop-outs.
- Finding a non-traditional solution to face of severe inadequacy of school buildings and equipment and to address the problem of crammed classes (funding and land).
- Focusing on the elementary school so as to become a strong base for the following stages, along with a genuine interest in the development of the students' skills to master the basics of mathematics, reading and writing skills and dealing with technology, in the context of values that should develop all aspects of the child's personality.
- Helping the learners to acquire the basic skills for a community of knowledge that is based on the concept of ongoing learning and the acquisition of the digital values of citizenship, along with emphasizing the concept of the development of knowledge in the curriculum system since it is the element that governs the future.
- Adopting universal approaches that are not culturally loaded such as mathematics, science, language and geography.
- Facing the evaluation and examination issues to reach a system that should re-establish the true functions of education.
- Employing the most effective technology in reviewing the target knowledge and sharing it among students and teacher and whoever is interested in the community.
- Providing an updated structure for the various disciplines of technical education and vocational training that is in line with the contemporary trends and the requirements of the labor market. This should be achieved through a developed curriculum for all disciplines based on the use of information technology and communication in the processes of education and learning, in addition to evaluating students on the basis of quality standards, in a context of decentralization and sustainable human development.
- Restoring sports, cultural, social and art activities in various stages of education and considering the existence of stadiums, theaters, libraries, auditoriums that are equipped to develop skills in various areas, as important as the construction of classrooms and research laboratories (Alternatives).
- Securing a school environment that is attractive, disciplined, safe and free of violence and unwanted behaviors, and that is all the time trying to cater for the students' learning and educational needs and that tries to provide services and full care for the students.
- Developing the learning environment and supporting it with the necessary technology to improve education through establishing a learning environment rich in technology, starting from the elementary level.
- Achieving competitive advantages in the fields of science, math, and communication, at the regional and global levels. "Qualifying the best students at the regional level and training global competitors for the top fifteen ranks in science and mathematics." Establishing centers that are in line with the national vision of education for the international study to measure the progress of reading in the world (SLRIP).
- Providing ongoing planned comprehensive professional development for teachers in a way that refreshes knowledge every five years. This is done in an attempt to reach the level at which all teachers, mentors and facilitators are knowledgeable. Due care should be given to the teachers' issues and practical solution for their problems should be researched. This will consequently result in an improvement of the educational performance.
- Restructuring the educational system to achieve effectiveness and harmony among its elements and components.

- Training and developing the educational and top management leaders. Providing effective training for school principals and top management leaders to help them become administratively, financially and technically capable through an empowering system.
- Orienting the system to become more balanced between centralization and decentralization through developing the organizational structure of the ministry, the directorates, the administrations and the schools as part of activating the role of the school as a fundamental unit in the organization that is capable of directing itself in order to improve the education provided for the students in their schools and classes. This is in addition to making the educational process and its output more learner-centered.
- Building an integrated advanced system for accountability based on transparency and a real follow-up and evaluation of the performance which should be based on indicators of performance at all educational levels. This is to emphasize the qualitative and quantitative value of the educational outcomes.
- Providing the requirements necessary for the implementation of the plan and managing the required funding essential to achieve its programs and projects, with an emphasis on optimum use of available resources, and the development of the existing resources. This is in addition to finding effective non-traditional sources to face the crisis of funding, lands and buildings, and providing the necessary requirements for the success of the programs and projects.
- Developing the working system and strategies in the centers and bodies subsidiary to the Ministry of Education to support development of the real educational work in the classroom and the school through research, evaluation process and training. The results of all this should be used in the process of decision-making, setting educational policies and providing practical solutions for problems in the educational process.
- Emphasizing the active participation of the family and community support through the establishment of boards of trustees for the teaching and learning processes (in order to achieve the horizontal accountability).
- Updating the educational legislation system and all the relevant regulations to be in line with the process of development of all the aspects of the educational system.
- Qualifying all students for higher education institutions and professional life through improving the ability of the education system to achieve ongoing outstanding performance in classrooms according to clear academic standards, in order to provide effective support services.
- Supporting and assisting the education system to continue to improve through the optimal use of large-scale data, research, evaluation, transparency, modernization and technology.

**Figures (27- a) The policies governing the strategic plan of pre-university education**

# Plan Policies

- Providing **equal opportunities** to all education age population for enrollment in and completion of education, targeting as a priority **the poor areas**
- Ensuring the availability of **second chance** for out-of-education children
- Improving the quality and effectiveness of pedagogical service through the provision of **contemporary curriculum** for every child in every classroom, and **efficient leaderships** in every school in addition to high level



**Figure (27- b) The policies governing the strategic plan of pre-university education**



Figure (27- c) The policies governing the strategic plan of pre-university education



Adopting effective non cultural oriented international curricula like math, science, languages and geography

Offering equal opportunities to accommodate and retain all children in the age group (5-18) as well as reducing the dropout rate

الأخذ بالمنهاج العالمية غير المحملة ثقافيا مثل الرياضيات والعلوم واللغات والجغرافيا.

إتاحة فرص متكافئة لاستيعاب جميع الأطفال من عمر ( ٥ - ١٨ )، والاحتفاظ بهم والحد من تسربهم.

Equipping the learner with of knowledge-based community efficiencies for continuous learning and acquisition of the digital citizenship values

إكساب المتعلم كفايات مجتمع المعرفة والقائمة على القدرة على التعلم المستمر واكتساب قيم المواطنة الرقمية

صيغ لتكنولوجية فعالة في عرض المعرفة وتداولها بين الطلاب والمعلمين ومن يرغب من أبناء المجتمع

Using effective technological formulas in demonstrating and sharing knowledge between students, teachers and community individuals.

Figure (27- d) The policies governing the strategic plan of pre-university education

## Supporting Poor Communities

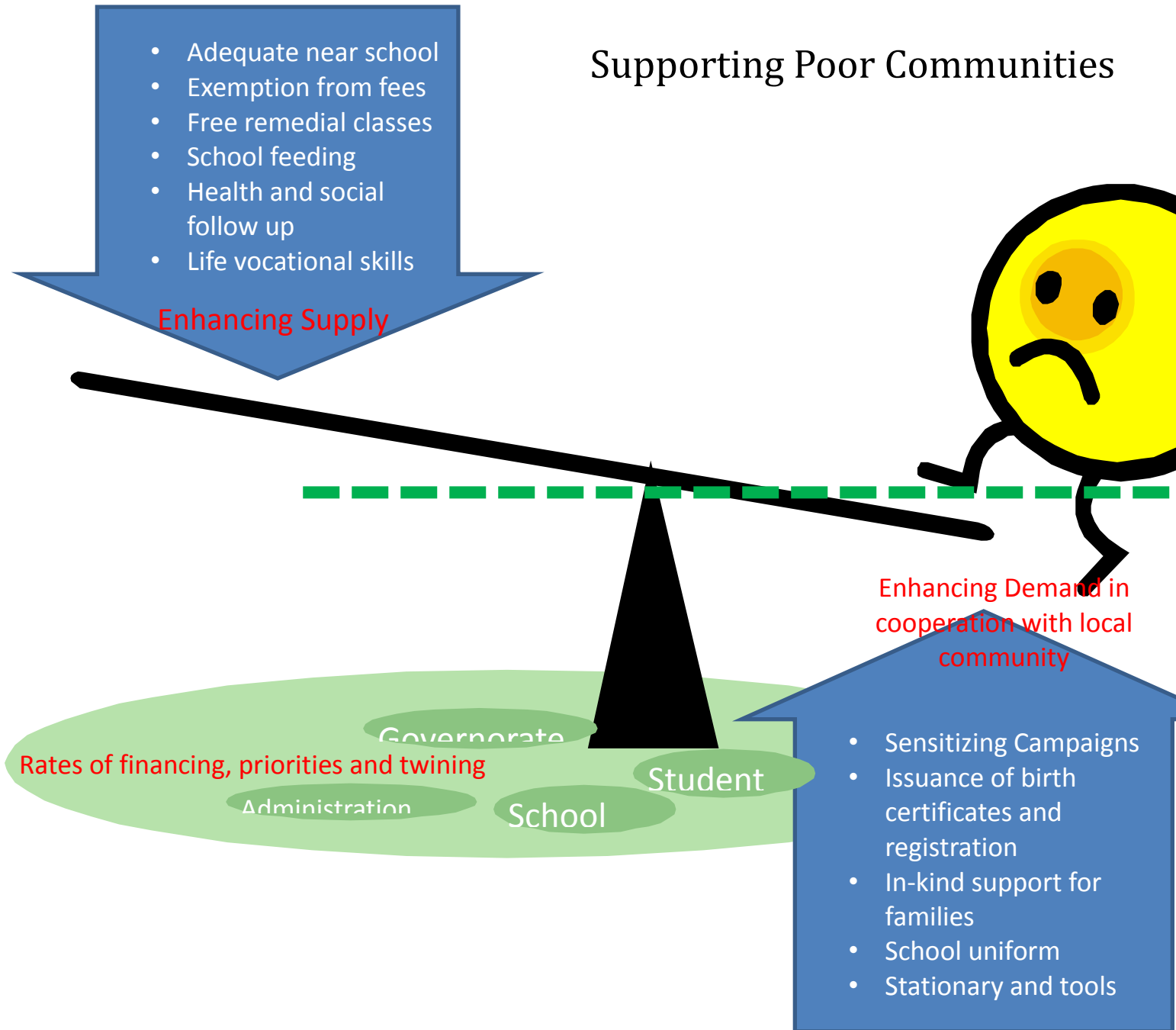


Figure (28) Challenges and risks facing the implementation of pre-university education strategic plan

# Challenges (risks) facing implementation

- Providing lands for school construction
- Disciplined school system
- Providing production lines for school feeding
- Private lessons industry
- Policies of finalizing secondary stage and affiliation to high education
- Society confidence in public education, understanding development and appreciating technical education

## **Main Pillars of the Plan:**

### **First: Availability**

#### **On all educational levels**

- Building new classes to cater for the needs of elementary education
- Achieving social justice and provide equal opportunities among different communities, i.e. rural / urban, rich and poor districts ... etc.
- Building schools in cooperation with local communities and to provide learning opportunities for all children outside of the education system
- Providing a sufficient number of directors, inspectors, facilitators and trained personnel in the field of community education
- Cooperating with the Ministries of Youth and Sports to utilize community sport centers and cultural centers
- Cooperating with all ministries, agencies, NGOs and donor bodies to narrow the gap of insufficient school buildings

### **Second: Quality:**

1. Improving school buildings: to ensure that school buildings, available spaces, furnishings and resources deemed useful in the teaching process are based on national standards

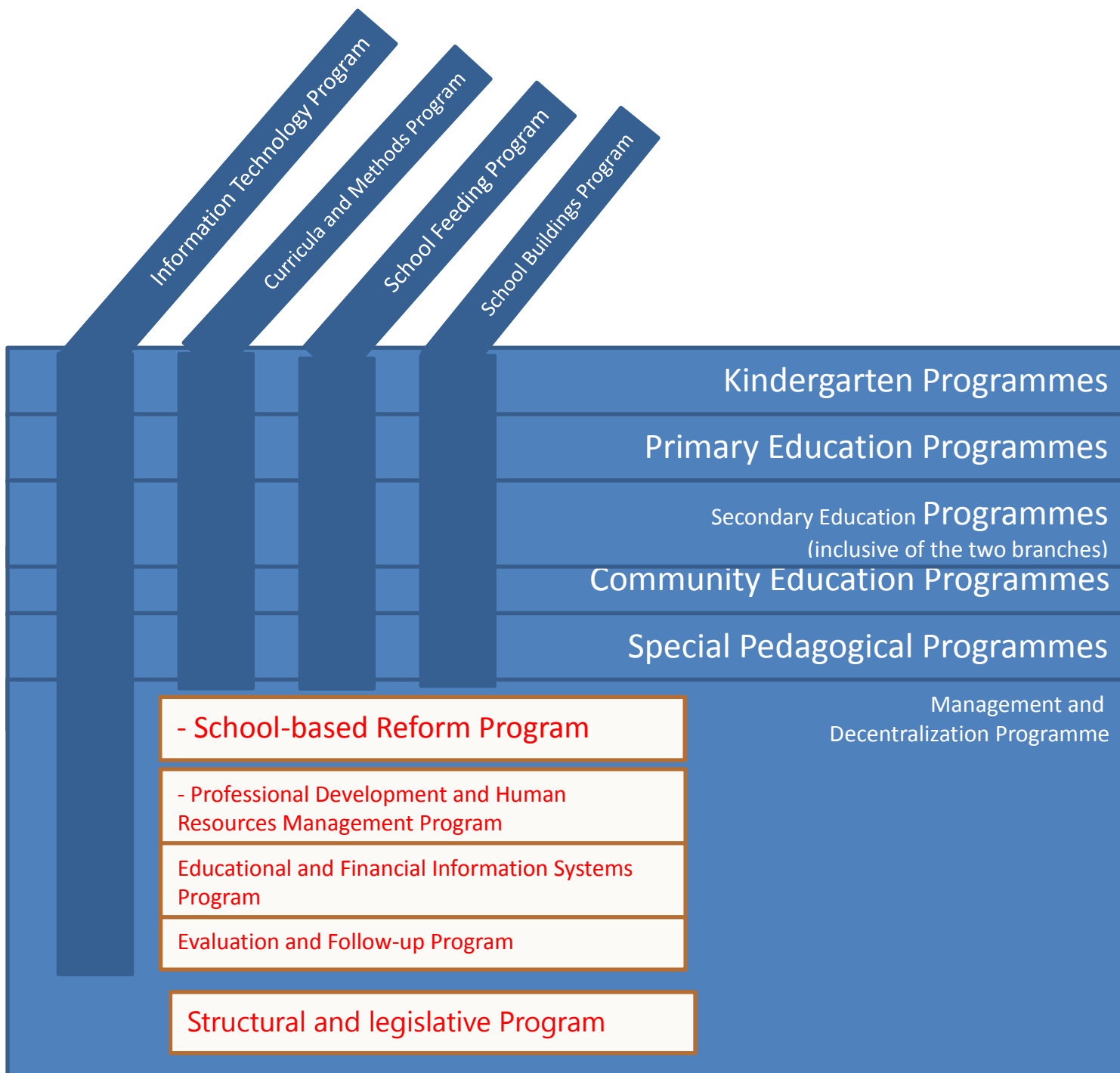


2. Improving the quality of school life for all educational levels; school atmosphere
3. Developing curricula in a manner that increases the ability if students to resort to critical thinking techniques, research skills, analytical and soft abilities. To introduce ICT in curricula:
  - **Running consistent with international curricula in science, math and foreign languages**
  - **Expanding in the inclusion of reading material within curricula and support learning of Arabic language**
1. Improving performance of teachers, inspectors and administrators and provide them with incentives to apply new and advanced curricula that include active learning, comprehensive evaluation and ICT
2. Cutting down absence, flunking and drop-out rates

### **Third: Management of the Education System**

1. Legislative and Organizational Environment
  - **Reconsidering laws and regulations to run consistent with the reform set-up**
  - **Pursuing restructuring in light of the objectives of the reform set-up**
2. Planning and Financing Education
  - Adopting a medium term spending framework and follow-up studies on public spending
  - Maximizing financial resources of the education sector and to use utilities, establishments and technical schools as sources of income
3. Following up and Evaluation Techniques
  - Adopting an all-inclusive and sustainable evaluation system
  - Following up and evaluate the progress/performance of the learner in light of the achievement indicators to measure the skills of critical and analytical thinking, soft skills and research abilities
  - Following up and assess the school performance in light of the national standards of quality assurance
  - Preparing schools to practice school-based management (SBM)
  - Guaranteeing good governance via community participation and engagement of all stakeholders in the educational process and in the support of decision making within schools
  - Expanding in the use of ICT applications in planning, follow-up, evaluation and decision-making on all levels

**Figure (29) Major, Sub and Crosscutting Programmes of the Strategic Education Plan**



## Kindergarten Stage Program

**General Objective:** expansion of kindergarten stage quantitatively and qualitatively to guarantee the provision of high quality education that develops creativity, knowledge and physical abilities in children of age ranging between 4-5 years old, particularly in less-advantaged areas.

### Introduction

The kindergarten stage comes at a time where children move from their families' comfort zone to interact with their school peers and deal with teachers. At this stage, it is pivotal to advance the child's creativity, emotional development, learning skills and early detection of his/her abilities. It is also advisable to teach them via playing games. Studies have proven that children who got enrolled in primary stage after attending kindergarten acquired better accommodation powers compared to those who did not join the kindergarten stage. Enrolment rates in kindergarten has reached about 30% of total number of children ranging in age between 4-5 years old in public schools, Al-Azhar schools and private schools.

### Strategic Objectives:

- Raising the total enrolment rates to 80% among children ranging in age between 4-5 years old.
- Raising efficiency and improve quality of the educational and pedagogical process in the kindergarten stage at large.
- Furthering the educational service levels provided for children with disabilities integrated in kindergarten schools
- Enhancing the institutional capacities in a manner that achieves flexibility and independence in kindergarten, under a kindergarten-based reform approach.

### Executive Objectives by the end of 2016/2017

- The Availability Policy
  1. Setting different objectives on both the demand and supply sides that ensure raising enrolment rates by 5% annually. Remote and poor areas of low enrolment rates (less than 20%) should spearhead the increase in enrolment rates. Moreover, children residing in such areas should be exempted from paying the school tuition fees.
  2. Raising community awareness vis a vis the importance of kindergarten, types of programs offered and significance of including children with minor disabilities in kindergarten stage.
  3. Designing and implement a mechanism to enhance the engagement of civil society and private sector in the provision of kindergarten classes.
- Quality Policy:
  1. Raising the number of teacher/class to become 2 teachers in classes where the number of children exceeds 30 children
  2. Creating the proper physical atmosphere for integrated children in accordance with the Ministerial Decree 264 of 2011
- Designing a Institutional Set-up Support Policy and Building Decentralization Capacity
- Drafting legislation promulgating the oversight of the Ministry of Education on Kindergarten premises permitted by the Ministry of Social Solidarity in order to guarantee the quality of services provided according to national quality assurance standards.

### **What do we measure (indicators) by the end of 2016/2017?**

1. Enrolment rates in kindergarten stage
2. Developed curricula
3. Number of kindergarten classes – Ministry of Education
4. Number of kindergarten classes – Al-Azhar and private schools
5. Number of Kindergarten classes – Civil society and different bodies (if available, enrolment rates would rise to 50%)
6. Number of new teachers
7. Number of trained teachers

### **The Program: The Primary Education Stage:**

Primary education runs for nine years. Article (60) of the Education Law 139 of 1981 states that primary education aims at developing the capacities and readiness of students; fulfilling their inclinations; equipping them with necessary values, attitudes, knowledge and scientific and professional skills that run consistent with their different backgrounds and environments. All the above allows those who continue their education and join higher stages to graduate to professional careers after attaining the proper training and hence prepares individuals to become productive citizens within their environments and communities. The state has, via its constitutions, committed itself to providing a seat for every student within the elementary stage (6-14). It has further committed parents to send their children to schools and guaranteed the children's regularity of attendance over the years described for this educational stage. Elementary education is divided into a primary stage, which lasts for 6 years. The student joins this stage at the age of 6 years old and finishes at 11. Then comes the next step i.e. the preparatory stage, which runs for 3 years, hence paving the way for students to join the secondary stage.

#### **A) The Primary Stage**

**General Objective:** provision of high quality education for all children as of the primary stage until they join the following stage in a competent and efficient manner.

#### **Introduction:**

Egypt has, like most countries, adopted the compulsoriness principle of education in order to give way for equal opportunities among all citizens; to free citizens from ignorance; and to put an end to illiteracy that hinders any progress. The Human Rights Declaration has stated that, "every person has the right to education and that education in its early and elementary stages at least should be provided for free. Moreover, elementary stage education should be compulsory". In the same context, the Child Rights Declaration stipulates that: "the child is entitled to education which should be compulsory and free of tuition fees", during the elementary stage at least. Primary stage education receives children at the age of 6 and children continue in it for 6 grades, where they learn reading, writing and mathematics.

#### **Strategic Objectives:**

- Providing quality primary education service for all children at the age of primary education

- Providing quality and equitable education service for primary stage students and to maintain the children at school until they finalize this stage
- Eliminating all gaps among schools in relation to performance and accommodation levels.
- Raising the efficiency of the primary stage management setup.

### **Executive Objectives by the end of 2016/2017**

- The Availability Policy
  1. Raising the net accommodation levels to 100% starting from the deprived areas
  2. Raising the net enrolment rate to 98%
  3. Expanding in the number of schools prepared for integration to reach 10%
  4. Launching awareness programs to increase the contribution of the private sector, civil society and NGOs in providing educational services particularly in less-advantaged areas.
  5. Supporting poor families in relation to direct and indirect education expenses.

### **Quality Policy:**

1. Introducing curricula that run consistent with international content standards
2. Developing and update the Arabic language, religion and social studies subjects in a manner that entrenches concepts of citizenship and identity
3. Designing and implement an credible assessment system for all primary stage grades that monitors learning outcomes, runs consistent with the class densities and is compatible with ratios of students to teachers
4. Fulfilling the needs of all primary stage schools inclusive of trained teachers who have received pre-job training and in-job trainings according to different specializations
5. Arranging treatment programs for slow-learning students and to cut down absence rates, interruption periods, flunking rates and dropouts.
6. Instilling safety and security factors in schools, to remedy reasons for school violence in all primary schools
7. Putting forth a number of alternatives and incentives that provide packages of pedagogical activities at all primary schools that are compatible with the school conditions and caters for the individual difference among students
8. Cutting down class densities in classes that exceed 60 students in number

### **Designing an Institutional Set-up Support Policy and Building Decentralization Capacity**

1. Expanding in the school mandate to turn into an independent unit that runs its own educational processes bearing in mind applying a good governance system and providing effective leadership and distinguished management supported by a competent setup. Such a setup would improve resource management, enhance planning and provide for training programs in the field of educational management
2. Revisiting the rules governing students severance periods, periods of discontinuation and spontaneous transfer bearing in mind the rules of centralized information
3. Linking databases of the Ministry of Education with the databases of the Civil Registry for Planning to come up with the total accommodation rates and to estimate the number of children not included in the education system
4. Putting forth a number of alternatives and incentives that provide packages of pedagogical activities, that support comprehensive development of students and unfold their talents at all primary schools; provided that such activities be compatible with the school conditions and caters for the individual differences among students

### **What do we measure (indicators) by the end of 2016/2017?**

1. A new curricula for science, mathematics and English language subjects
2. An updated curricula for Arabic Language, religion and social studies subjects

3. An assessment system for all primary stage grades
4. Number of new classrooms
5. Percentage of trained teachers
6. Number of schools equipped with proper educational technology

## **B) The Preparatory Stage**

**General Objective:** This stage aims at graduating a student who has acquired language skills, mathematics, science and communication abilities; hence paving the way to his successful transfer to the following stage. This stage also works on developing the student's creative and innovative faculties; enhances communication qualities on a world class level, instills citizenship values; emphasizes on the Arabic identity; underscores religious values; and underpins integrating with the other as well as accepting and interacting with the other.

### **Introduction:**

The preparatory stage comes as the second link in the elementary education. It furthers the development of the student character over the period between 12-14 years of age and supplies him/her with knowledge and skills that does the ground for joining the following stage namely the secondary stage.

### **Strategic Objectives:**

- Providing quality education opportunities for all students who have joined the preparatory stage via a learner-supportive educational environment, low-dense classes and equitable learning domain that considers the different social, environmental and economic backgrounds of learners.
- Providing a sufficient numbers of professional teachers who are capable of imparting advanced curricula and school activities in a manner that guarantees comprehensive development for students over the preparatory stage.
- Focusing on school-based reform; to improve student accommodation powers and enhance their learning levels; and to maintain students at school till the end of the stage
- Promoting student accommodation powers up to the levels of perfection, particularly in Arabic language, mathematics, science and technology and to attain proficiency in one of the world languages
- Developing school leaderships supportive and capable of change; adept at guiding staff to achieve education goals; and well-versed in utilizing available resources in accordance with real and firm selection standards

### **Executive Objectives by the end of 2016/2017**

- **Availability Policy**
  1. Assimilating all students graduating from the primary stage
  2. Putting an end to areas deprived of preparatory schools

### **Policy for Quality Improvement:**

1. Getting ready to participate in international science and mathematics contests held nationwide for preparatory schools
2. Cutting down the class density to become 42 students/class maximum at all preparatory schools
3. Decreasing the number of schools working more than one school period per day to the minimum
4. Providing a minimum level of basic school facilities for teaching and learning processes at all preparatory school stages and to allocate a proportionate amount of funds for maintenance.
5. Eliminating the cheating phenomenon and to reduce flunking, discontinuation and dropout rates

6. Introducing new school models that support excellence in mathematics, science and technology via science and mathematics clubs and innovation and language laboratories
7. Eliminating the accommodation gap among schools by applying special treatment programs for students suffering from lack of concentration in areas with poor accommodation rates
8. Putting forth a number of alternatives and incentives that provide packages of pedagogical activities, that support comprehensive development of students and unfold their talents at all primary schools; provided that such activities be compatible with the school conditions and caters for the individual differences among students

### **Designing an Institutional Set-up Support Policy and Building Decentralization Capacity**

1. Realizing equitable distribution of the educational service, according to the needs of beneficiaries based on different funding formulas and to give priority to less-advantaged areas followed by overcrowded classes.
2. Effectuating the role of trustee boards in fine tuning the performance of school administration at all preparatory schools
3. Appointing school leaderships according to competence not longevity

### **What do we measure (indicators) by the end of 2016/2017?**

1. Availability of interactive models of international contests for teachers and students on the internet
2. Existence of a guide of school activities for preparatory schools consistent with different environments
3. Number of new classrooms necessary to service deprived areas, increase enrolment rates, cut density and minimize school working more than one period per day,
4. Percentage of preparatory schools working based on the full-day approach

## **The Secondary Education Program**

### **The General Secondary Education Program**

**General Objective:** development of secondary education in a manner compatible with international standards and by means of ensuring the provision of graduates fully-fledged to join higher education.

### **Strategic Objectives:**

- Heightening the accommodation capacity of secondary education to cater for the needs of compulsory education
- Enhancing, school leaderships, teachers and technical inspectors capacities to apply the updated structure of secondary education
- Developing management, follow-up and evaluation systems in secondary education in a manner that guarantees a disciplined educational process
- Improving the quality of scholastic life for secondary stage students

### **Executive Objectives by the end of 2016/2017**

### **Availability Policy:**



1. Assimilating qualified students of the preparatory stage who want to join secondary education
2. Fulfilling the human needs necessary for compulsory education

### **Quality Policies:**

1. Setting a general framework as well as controls and standards for the content; to determine education and learning sources and methods; and to select evaluation techniques
2. Experimenting and approving new curricula bearing in mind achieving a balanced knowledge base between the two sections of general secondary education stage (art section and science section); to adapt curricula in accordance with the above mentioned.
3. Developing evaluation systems and general secondary assessment methods while taking advantage of new technology
4. Providing the technological structure and virtual classes necessary for supporting pedagogical practices; to apply new curricula and advanced methods of teaching and learning while ensuring the regular maintenance and current cost of all secondary schools.
5. Providing tablets for all secondary schools
6. Training teachers, school leaderships and technical inspectors of all levels on the advanced system according to international standards of secondary stage competencies
7. Eliminating the gap among schools vis a vis accommodation levels
8. Putting forth a number of alternatives and incentives that provide packages of pedagogical activities, that support comprehensive development of students and unfold their talents at all primary schools; provided that such activities be compatible with the school conditions and caters for the individual differences among students
9. Evaluating STEM schools and program-intensive schools model and then adapt the most efficient one.

### **Designing an Institutional Set-up Support Policy and Building Decentralization Capacity**

1. Putting together an incentive package that guarantees the sustainability, professional development for secondary education cadres founded on regular result-based evaluation.

### **What do we measure (indicators) by the end of 2016/2017?**

1. Number of new classrooms
2. New curricula for sciences (physics, chemistry, biology), mathematics and languages
3. Advanced curricula for all the other subjects in line with modern trends
4. A guide for pedagogical activities for secondary stage students
5. Tablets for all secondary stage students
6. Number of schools furnished with a technological environment for teaching and learning
7. Percentage of teachers trained on new curricula
8. Percentage of inspectors trained on new curricula
9. A code for school discipline that takes advantage of ICT

## **Technical Secondary Education Program**

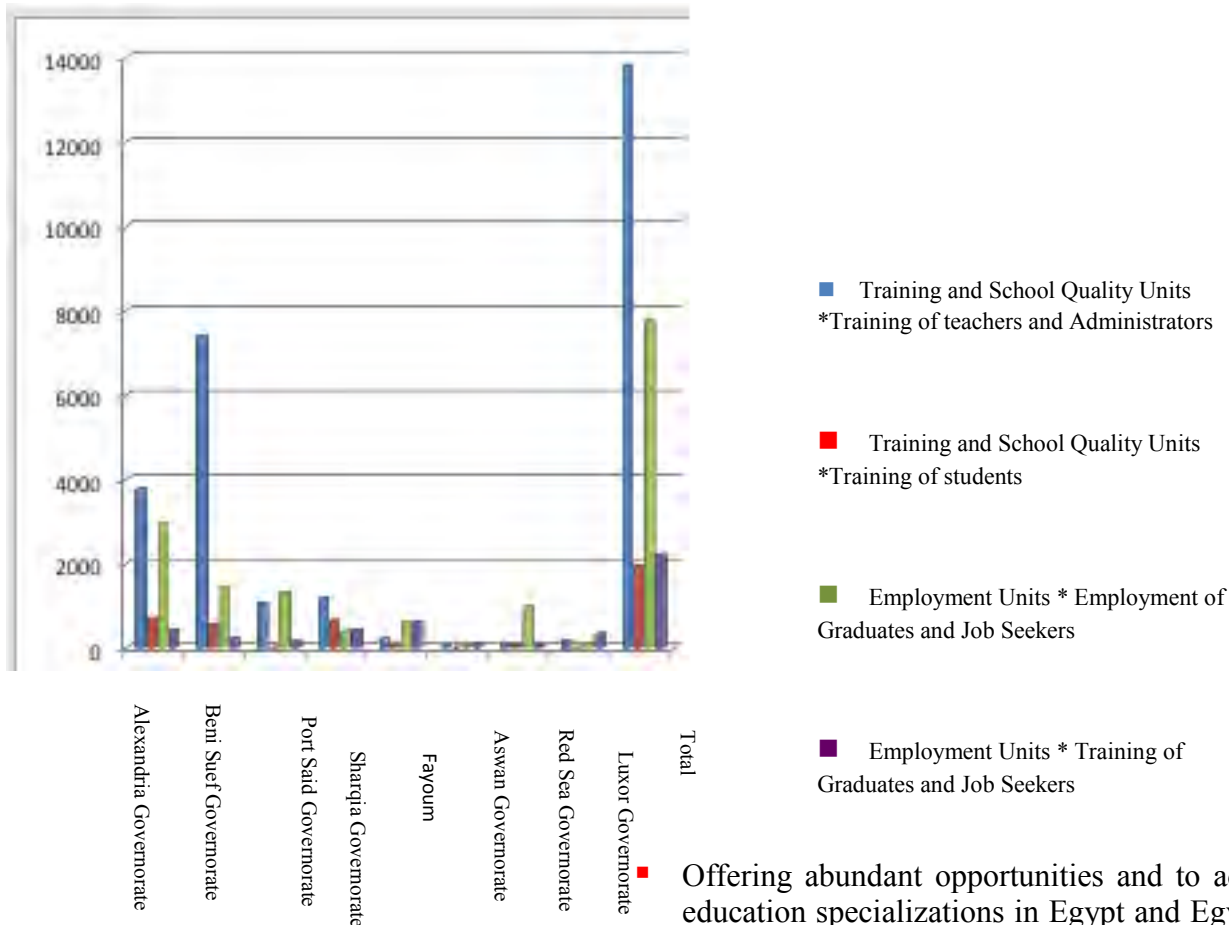


**General Objective:** graduation of skillful technicians capable of competing in local, regional and international markets and of engaging in the homeland’s progress and advancement.

**Introduction:**

Technical education in Egypt is a mainstay to realize comprehensive development programs. It goes as far as being the driving force of development and a pillar of the education system. Different types of Technical education endeavor to prepare a skillful labor force required to service the state’s economic and social development plans, as it is a main tributary to labor market. The technical education system targets enhancing technical capacities of students in fields of industry, agriculture, trade, management and tourism services, a matter that runs consistent with the state’s objects stated in Article 20 of the Constitution of 2014 namely: “The state shall encourage technical and technological education, vocational training and related development; it shall further favor expansion in technical education at large, in accordance with international quality standards and in a manner congruent with the needs of the labor market”. The former links education and training with employment (Figure 30).

**Figure (30) Outputs of Employment, Training and School Quality Units affiliated to the Egyptian Competitiveness-Support Programs**



**Strategic Objectives**

Offering abundant opportunities and to advance technical education specializations in Egypt and Egyptian schools in

the Nile basin.

- Providing a supplementary program for students who have obtained the general secondary school certificate to prepare them for the labor market
- Developing curricula in light of the new developments to cope with the labor market and reality of the local environment while implementing a modern system for comprehensive and summative assessment and evaluation.
- Making available education equipment and technologies in a manner congruent with the kind of technical education provided and number of students in accordance with the relevant standards
- Furthering the professional, material and morale levels of teachers
- Applying good governance and accountability in the management of technical education at all levels
- Updating the legislation and structure of the permanent capital project in light of dual education and economic return
- Effectuating partnerships (locally-internationally); to expand and encourage working with professional bodies
- Implementing the initiative of the Supreme Council for Technical Education and Vocational Training
- Initiating training for the sake of employment

### **Executive Objectives by the end of 2016/2017**

#### **Availability Policy:**

1. Increasing the number of technical education schools in a manner that guarantees provision of equitable opportunities for preparatory school graduates who want to join technical education according to 2014 Constitution.
2. Establishing a number of pilot specialized technical schools that adopt the community schools model to service remote areas.
3. Providing a supplementary program for students who have obtained the general secondary school certificate to prepare them for the labor market
4. Providing a technical education progress course that leads to joining higher education following the steps of other countries
5. Making available proper building furnishings for persons with special needs in accordance with relevant standards and to pursue regular maintenance processes.
6. Raising society awareness vis a vis advantages of technical education and relevant job opportunities

#### **Quality Policy:**

1. Developing school curricula in light of professions and needs of labor market; to utilize technology in education; and to provide learning opportunities
2. Providing a school curricula in economics and in mechanisms of establishing and financing small and micro enterprises
3. Providing all requirements that ensure the efficiency of practicing pedagogical, sport and non-sport activities
4. Preparing a special curricula for general secondary education graduates who seek professional training to join the labor market
5. Finalizing furnishings and maintenance of the infrastructure of technical education schools
6. Making available material and human potentials, equipment, machines, toolboxes, raw materials and vocational training to enhance the educational process at schools in a manner consistent with number of students and according to relevant standards.
7. Establishing a center for innovation, creativity and arts that pays attention to talents in different artistic specializations

8. Reviewing the cooperation protocols between the government of Egypt and that of Sudan on technical schools and to revisit specializations in a manner congruent with international developments and events and the Middle East region
9. Generalizing the establishment of employment, training and school quality units affiliated to the Egyptian competitiveness- support program nationwide
10. Turning technical education schools into dual training and education-based schools by establishing a school within every factory. To issue rules organizing cooperation between school administration and productive units in the local community
11. Expanding in economic production lines under the initiative entitled: “a factory inside every school”, bearing in mind the provision of suitable marketing mechanisms as part of the capital project. The former should be done after amending the organizing laws.
12. Establishing a number of pilot specialized technical schools that adopt the community schools model to service remote areas.
13. Updating the system of guiding, evaluating, incentivizing and selecting professional development programs of teachers based on teacher qualification standards

### **Designing an Institutional Set-up Support Policy and Building Decentralization Capacity**

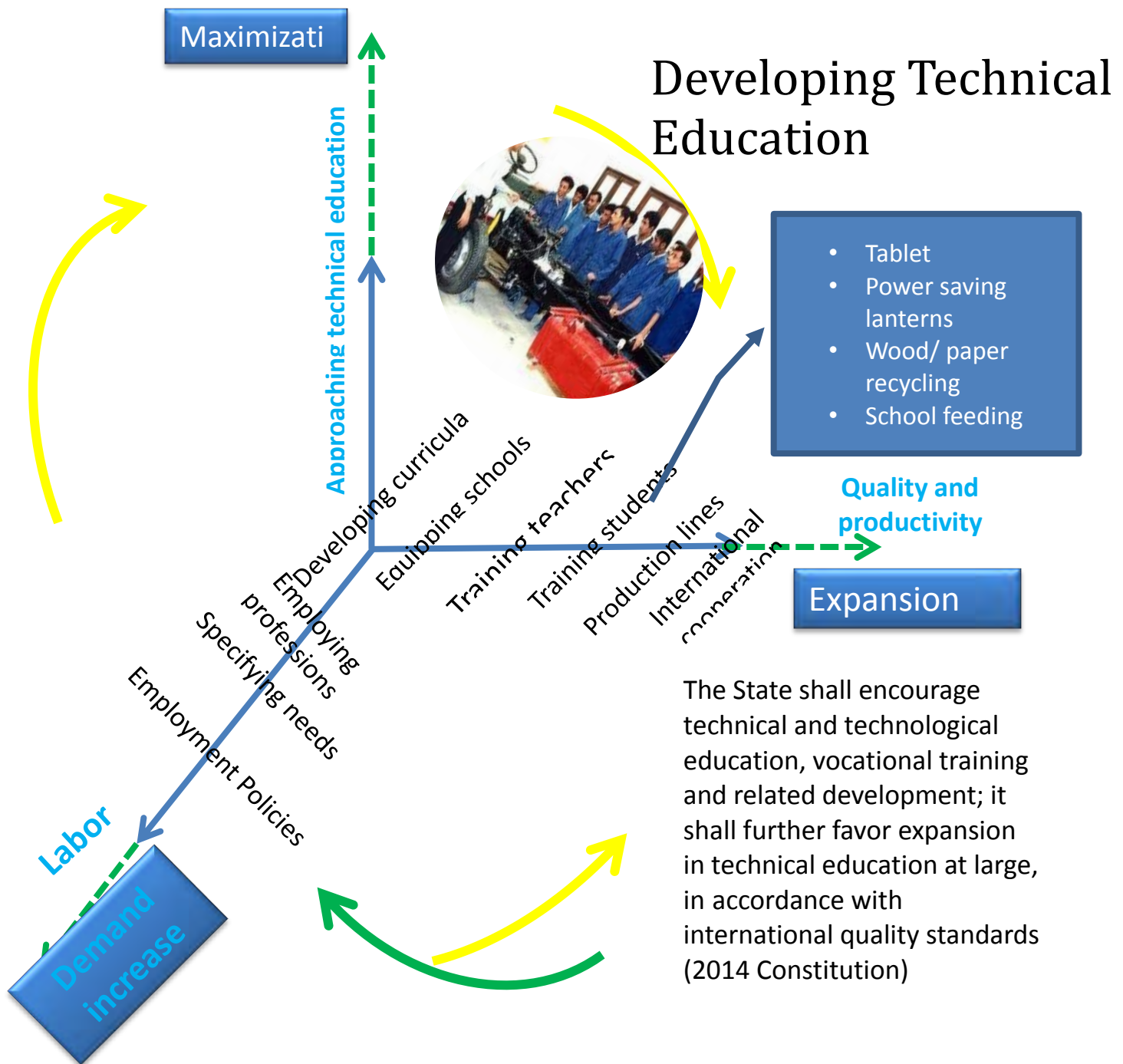
1. Cooperating with different bodies, ministries and institutions concerned with establishing and operating the Supreme Council for Technical Education and Vocational Training
2. Designing a guiding manual to make the best use of donors and businessmen community
3. establishing a unit to follow-up professional courses of technical education graduates
4. Applying school management systems that are compatible with the nature of technical education
5. Effectuating advanced mechanisms to dispose of outdated and obsolete equipment
6. Establishing recycling lines for paper and wood wastes

### **What do we measure (indicators) by the end of 2016/2017?**

1. Number of schools added to technical education
2. An updated structure for technical education specializations that runs in line with recent trends of technical education
3. A developed curriculum for all technical education specializations based on CIT in teaching, learning. To evaluate students using standards of technical education graduates.
4. Number of technical education schools that apply sport and non-sport activities inside or outside of school
5. To design a guide for decentralized governance, human resource development in the field of technical education in a manner that enhances the efficiency of the sector administration, supervision and guidance at all levels.
6. To update the legislation and structure of the permanent capital project in a manner that increases efficiency, effectiveness and motivation of students, teachers and administrators
7. Number of schools with productive factories
8. Number of factories that contain schools
9. Number of production lines; maintenance of tablets and electricity saving lamps in technical schools
10. Number of language laboratories in technical schools
11. Number of commercial schools that have become hotel and hospitality schools
12. Number of commercial schools that have become technological schools
13. Number of water and waste water schools
14. Number of developed industrial schools based on 5-year system
15. Number of regional professional development training schools
16. Number of employment, training and school quality units nationwide

17. Number of agreements concluded with states and donor bodies for twining of technical schools and employment levels of graduates.
18. Labor market accommodation of technical education outputs
19. Follow-up reports of employment of technical education graduat

**Figure (31) Domains of Developing Secondary Technical Education Outputs in the Strategic Plan for Pre-University Education (pag**



## **The Community Education Program**

**General Objective:** provision of community education for all children ranging in age between (6-14) who did not enroll in elementary education or who dropped out; particularly girls and children in poor urban and rural areas.

### **Strategic Objectives:**

- Providing a quality educational service (a second chance) to enroll all children (6-14) who have run over the official age to enroll in schools or who have dropped out.
- Providing community education models that are compatible with different community and geographical contexts

### **Executive Objectives by the end of 2016/2017**

#### **Availability Policy:**

1. Expanding in establishing and operating community education schools that are based on child-friendly schools and are in line with the local environment and conditions to cater for all the needs; provided that work starts in deprived areas.
2. Raising awareness of civil society organizations and businessmen vis a vis the significance of community education as well as engagement in developing such an education
3. Raising awareness of parents and surrounding community vis a vis the role of community schools and means of joining them.

#### **Quality Policy:**

1. Providing qualified teachers trained on applying modern techniques of active learning, comprehensive development and use of CIT
2. Furnishing community school classrooms with CIT components

#### **Designing an Institutional Set-up Support Policy and Building Decentralization Capacity**

1. Issuing a legislation to make community education a financially autonomous administration under general education
2. Establishing an information system to determine needs of community education

#### **What do we measure (indicators) by the end of 2016/2017?**

1. Number of new classrooms
2. Number of qualified inspectors
3. Number of personnel
4. Number of qualified female facilitators
5. Number of classrooms furnished with laptop connected to the internet
6. Package of incentives for personnel in different community education schools

## **The Program: Special Education**

## a) Talented and Excelling Students

**General Objective:** provision of talented and excelling students with high quality education in advanced knowledge and skills domains in a manner consistent with their individual capacities at all pre-university education stage.

### Introduction

The Ministry of Education pays special attention to caring for talented and excelling learners in accordance with their skills and capacities and invests in their intelligence. It further supports and develops their talents, faculties and preparedness; hence they can take the homeland to safe harbors.

### Strategic Objectives:

- Supporting and attend to talented and excelling learners in pre-university schools
- Developing quality education in talented and excelling learner schools and to establish centers to find and support the talented persons
- Creating a talent-friendly atmosphere in pre-university schools and in the society at large
- Developing the system of the talented and excelling students in light of available and supportive experiences

### Executive Objectives by the end of 2016/2017

#### Availability Policy:

1. Preparing schools to attend to talented and excelling students in different educational administrations (a school for primary, preparatory and secondary stages in 273 educational administrations)
2. Bolstering the infrastructure of talented and excelling learner schools in cooperation with the civil society
3. Establishing centers to find and support the talented persons nationwide and to develop existing ones.

#### Quality Policy:

1. Providing a rich program for talented students and treatment programs for slow-learners and students with low accommodation levels to guarantee the minimum achievement level at targeted schools in all educational stages
2. Providing professional development opportunities for teachers, psychologists and social workers in talented and excelling learner schools
3. Establishing an evaluation system for teachers applying to join talented and excelling learner schools; to assess progress scored by talented and excelling learners
4. Developing the evaluation, assessment and educational content setup at all talented and excelling learner schools

### Designing an Institutional Set-up Support Policy and Building Decentralization Capacity

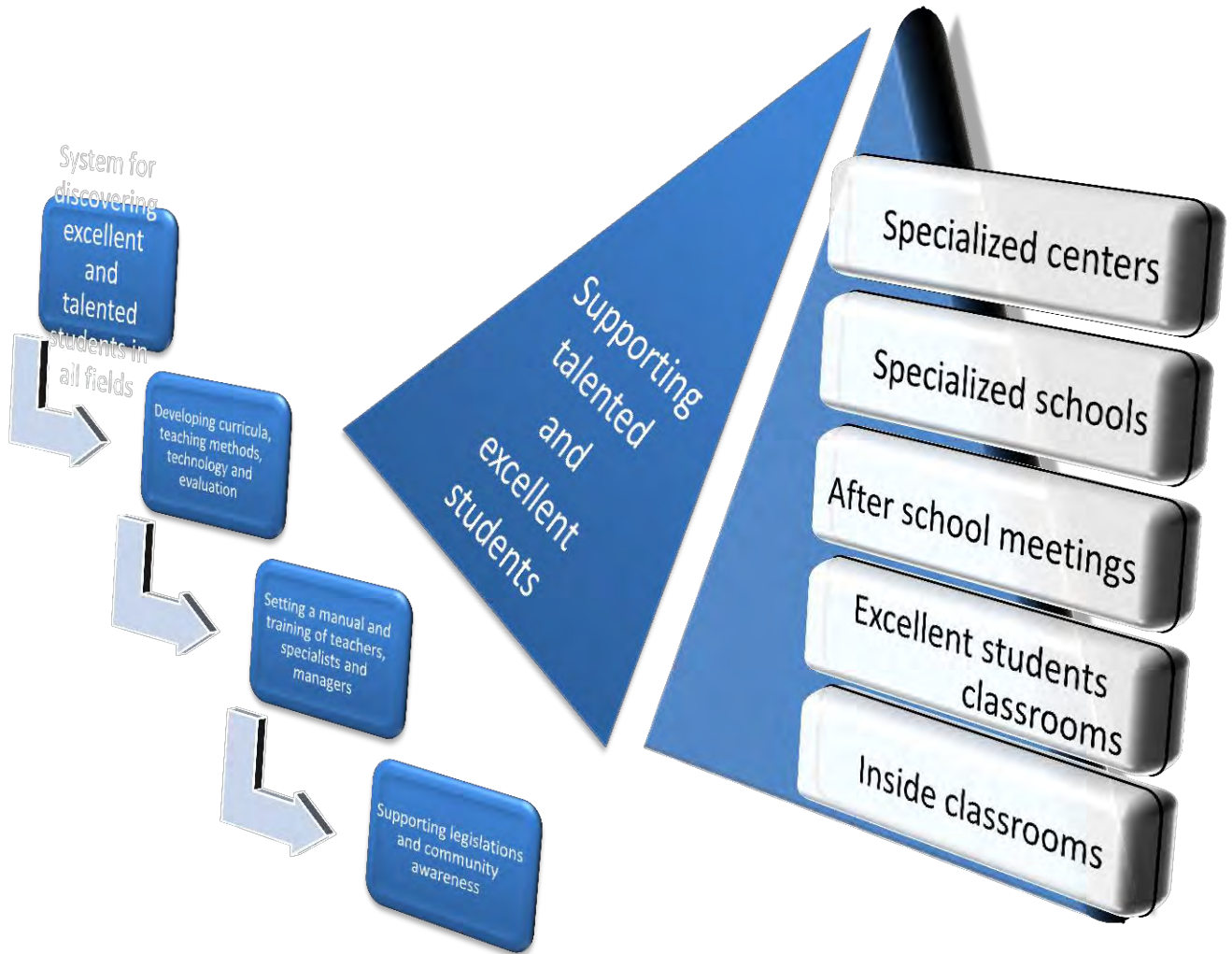
1. Drafting talent and excellence-driven legislation for pre-university schools
2. Establishing a national system to support excelling and talented students
3. Planning and launching public campaigns as well as activities to raise awareness vis a vis talents targeting decision-makers, parents, teachers and concerned parties in the local community
4. Building up local, regional and international partnerships to support talent and excellence

### What do we measure (indicators) by the end of 2016/2017?



1. Number of schools furnished to attend to talented and excelling students
2. Package of excellence and talent-driven legislation in pre-university schools

**Figure (32): Significant Expected Outputs of Educating Talented and Academically Excelling Students in the Egyptian National Education Plan (page84)**



## b) Inclusion and Schools of Children with Disabilities

**General Objective:** provision of learners with disabilities with high-quality and peer-equitable learning opportunities and to integrate persons with minor disabilities in all pre-university schools.

### Introduction



Inclusion of children with minor disabilities in all types of public education schools as well as the development of special education schools is an indivisible part of the Ministry of Education priorities. Such cannot be accomplished without the concerted efforts of everyone inside the society to support the process of education and learning for all Egyptians despite their different potentials and capacities.

### **Strategic Objectives:**

- Including children with minor disabilities in pre-university schools
- Including children with minor disabilities in pre-university schools and improve the quality of the education provided
- Improving the quality of education in existing special education schools
- Creating an overarching environment supportive of the Inclusion of children with minor disabilities in pre-university schools
- Developing the Inclusion system and special education in light of relevant supporting experiences

### **Executive Objectives by the end of 2016/2017**

#### **Availability Policy:**

1. Expanding in establishing schools for children with disabilities in different educational stages and on the level of educational administration
2. Equipping 10% of schools with resource rooms and educational devices for children with minor disabilities
3. Furnishing all new schools with necessary stuff to integrate children with disabilities
4. Turning all schools of children with disabilities (special education schools) into support centers and resources
5. Establishing and operate a system to transport children with disabilities to and from schools
6. Planning and launch public campaigns as well as activities to raise awareness vis a vis integrating children with minor disabilities in public education schools targeting decision-makers, heads of education administrations, parents, teachers and concerned parties in the local community
7. Initiating local, regional and international partnerships to support the inclusion system and special education

#### **Quality Policy:**

1. Providing professional development opportunities for teachers, technical and administrative cadres at schools undergoing inclusion
2. Training teachers supportive of the inclusion system (teacher/school) in line with the number of schools undergoing inclusion
3. Providing a teachers' manual on strategies of education and learning for integrated children
4. Developing curricula for schools of children with disabilities and bring forward relevant teaching and evaluation techniques while taking advantage of CIT directed to different disabilities

#### **Designing an Institutional Set-up Support Policy and Building Decentralization Capacity**

1. Designing legislation supportive of children with disabilities in pre-university schools
2. Enhancing the terms of reference of the inclusion system on the centralized level

#### **What do we measure (indicators) by the end of 2016/2017:**

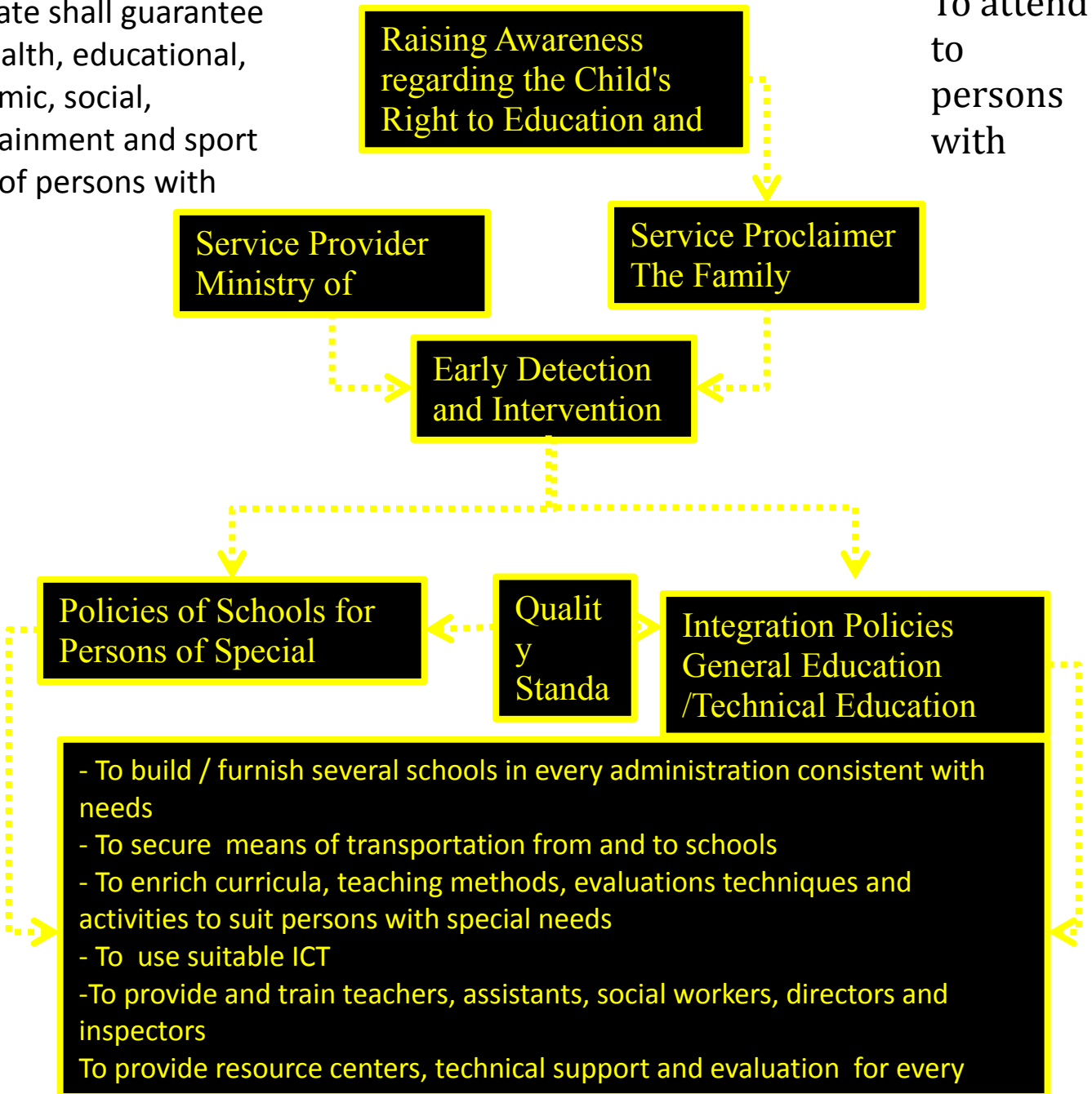
1. Rate of well-furnished schools in every administration bearing mind starting with deprived administrations

2. Number of schools provided with resource rooms and inclusion requirements annually
3. Number of teachers, psychologists and social workers trained annually on ways of dealing with different disabilities of children
4. To draft legislation that organizes transport of included learners from and to inclusion schools and learners in schools of children with disabilities from and to their respective schools.

**Figure (33) Significant Results of Educating Persons of Special Needs in  
Egypt's Strategic Education Plan (page 87)**

The state shall guarantee the health, educational, economic, social, entertainment and sport rights of persons with

To attend to persons with



## **Program: Developing Institutional Structure of Pre-University Education System in Centralized/ Decentralized Framework**

**General Objective:** development of the institutional structure of pre-university education structure from being input provision-based system to outcome-based one and maximization of resources utilization efficiency and revenues achievement effectiveness within a balanced framework of centralization and decentralization.

### **Introduction:**

It has been affirmatively proven that managing pre-university education in a mere centralized way, based on providing material and human resources required for education system facilitation on different levels, without connecting inputs with outcomes, considering local data and making use of decentralization mechanism, is negatively reflected on internal and external efficiency and the quality of the educational system end product, namely the student. It is noteworthy that the student is then expected to be prepared cognitively, skillfully and emotionally in order to join the higher education system or labor market, after spending at least 12 years in the educational system. Therefore, the development of such patterns of organization and management practices became inevitable, taking particularly in consideration the economic pressures witnessed by country, which bears not the luxury of wasting any resources that could be made use of in the reform and development programs. With due respect to the current educational system, containing more than 47 thousand schools, spreading in 27 educational directorates, including 273 educational administrations, being a system ran by 1.5 million teachers, 600 thousand administrative officers and comprising of 18.5 million students, it becomes clear that effectively managing such a system is by all means a great challenge.

### **Strategic Objectives:**

- Supporting centralized/ decentralized institutional structure, which balances between the jurisdictions of Central Authority for Pre-University Education Sector, entrusted with setting the national approach, general policies and strategies, standards of quality control and education system evaluation nationally, and between enhancing financial and managerial jurisdictions of schools, educational administrations and directorates related to the implementation and following up of national policies and plans locally.
- Providing high quality informational, pedagogical and financial structure for all stakeholders in the planning, following up and evaluation fields on all levels; guaranteeing efficiency and effectiveness of all parties in implementing entrusted tasks and obligations in a framework of information transparency.
- Establishing a constructive and available-for-public-opinion system in order to ensure horizontal and vertical accountability, resources usage efficiency and results achievement effectiveness.

### **Institutional Development Program Comprises of Four Subsidiary Programs, Namely:**

1. Adjusting the legislative environment and structuring education system
2. Setting a pedagogical and financial information systems development program
3. Setting a human resources management and development program
4. Setting following up and evaluation program
5. Setting a teacher-centered reform program

## **Subsidiary Program: a) adjustment of legislative environment and structuring of education system**

**General Objective:** reconsideration of the existing legislations, laws, rules and decisions, amendment of the ones requiring so and issuance of new ones needed in order to provide an adequate legislative environment, ensuring the efficiency and effectiveness of pre-university education management system in a framework of good governance.

### **Introduction:**

Pre-university education is subject to a huge number of legislations, laws, rules and decisions, which are intertwining, sometimes opposing while being effective and other times non-effective, accumulated from several decades. The matter that makes such an issue an obstacle hindering reform programs despite of being a source of support. Therefore, reconsidering, refining and adding to which to be in line with the pedagogy and administrative policies became a dire need.

### **Strategic Objectives:**

- Providing a stable legislative environment to regulate and manage the pre-university education system adequate for and enhance the pedagogy policies and developments, hence ensuring the implementation of sector goals efficiently and effectively.

### **Executive Objectives by the end of 2016/ 2017**

#### **Availability:**

1. Setting binding legislations for Ministry of Education supervision over kindergartens established outside the Ministry umbrella.
2. Setting binding legislations to integrate simply disabled people and establishing specialized schools for different kinds of disabilities.
3. Reconsidering the rules of transferring from experimental and languages schools to normal schools and vice versa.
4. Reforming regulatory and legislative mechanisms concerned with identifying and effectuating resources management processes.

#### **Quality Policy:**

1. Reconsidering Education Law of 1981 in line with education contemporary developments.
2. Setting adequate legislations to develop secondary education programs, both general and technical divisions.
3. Establishing a national system boosting talents and excellence in different fields.
4. Setting legislations supporting people with disabilities and those excelling in different education stages.
5. Setting legislations allowing rapid transfer from one stage to another.
6. Adjusting Cadre Law Number 155 and its amendments to Law 93 to include kindergarten stage with its different functions.

### **Designing an Institutional Set-up Support Policy and Building Decentralization Capacity:**

1. Setting legislations allowing transferring teachers and other administrative cadres among educational directorates to overcome shortage and abundance issue and related incentives.
2. Issuing a decision to structure kindergarten administration in the educational directorates and administrations similar to its structuring pattern in the Ministry.

### **What do we measure (Indicators) by the end of 2016/ 2017:**

1. A package of amended/ new legislations in harmony with the plan programs.

### **Subsidiary Program:**

#### **b) Development of pedagogical and financial information systems**

**General Objective:** provision of an integrated pedagogical and financial information system, being characterized by high quality and availability for instant response of decision-makers and stakeholders, based on advanced information and communication technology structure.

#### **Strategic Objectives:**

- Providing a high quality integrated information system, based on detailed pedagogical and financial data; resulting in qualitative indicators analyzing the performance of pre-university education sector, with reference to inputs, outputs and results levels; being in harmony with international standards and concepts and available to people responsible for planning, following up and evaluation, different decision-makers and stakeholders, namely institutions, organization, surrounding community and parents.
- Establishing legislations concerned with regulating the sources of information collection, auditing, treatment and distribution, together with entrenching informational culture and value in pre-university education sector.

#### **Executive objectives by the end of 2016/ 2017:**

##### **First: Pedagogical Information Management System**

1. Continuing and auditing detailed database.
2. Connecting school database with the educational map and exams results database.
3. Connecting school database with civil register database in Ministry of Health.
4. Preparing a map for the provision of statistical data, information and reports according to the administrative needs and the decentralization levels in the sector as a whole.
5. Setting and providing periodical reports on education indicators responding to different authorities, initiatives and organizations needs per se.
6. Supporting analytical capacities in information and statistical administrations on all levels.

## **Second: Financial Management Systems**

1. Setting a mechanism ensuring the institutional coordination between different authorities subject to the financial umbrella of pre-university education sector, including inter alia local councils, in all budget sections to guarantee the efficiency of sector financial proposal preparation. However, a parallel and complementary mechanism is to be established on the educational directorates' level, highlighting the functional relationship between budget and planning administrations through program budgets and the medium-term expenditure framework.
2. Establishing and providing renewable database for cost units concerning all goods and services of the education sector in order to assist planning, following up, financial and administrative auditing authorities; calculating and distributing periodical reports for financial indicators related to education in accordance with international approaches.
3. Expanding the applications of financial decentralization, framework of medium-term expenditure and performance program-based budget.
4. Reforming legislative and regulatory mechanisms concerned with identifying and effectuating budget needs evaluation processes; planning and establishing budgets; allocating budgets; managing cash flows; regulating governmental supplies and procurements, in cooperation with ("Ministry of Finance", "Ministry of Planning" and "Ministry of Local Administration").

### **What do we measure (Indicators) by the end of 2016/ 2017:**

1. Pedagogical indicators matrix and updated integrated financial database, provided in detail adequate for the administrative and technical needs for every level of centralization/ decentralization.

## **Subsidiary Program:**

### **c) Professional development and human resources management**

**General Objective:** establishment of developed and dynamic systems for human resources management, providing professional development programs as a major pillar supporting the reform of pre-university education system in a framework of decentralization, good governance and distinguished international level.

#### **Introduction:**

Education system mainly depends on human cadres in implementing related objectives, namely producing highly ethical and professional generations, to build education-based society and knowledge-based economy. Egypt pre-university education sector is considered one of the largest education systems all over the world, and the largest in Middle East and North Africa (MENA) region (as for students and personnel). The education sector, in Egypt, accounts for one third of governmental employees, thus represents a high labor force service sector. Nevertheless, part of such large sector size is considered a kind of looseness resulting from wrongly accumulated policies. This situation, thus, requires continuously developing the management system and providing such volume of labor force with efficiency, in quantity and quality; ensuring a high quality and resources utilization efficient graduate.



### **Strategic Objectives:**

- Changing, gradually and constructively, the concepts for effectuating human resources management systems being the foundation for an inspiring work environment urging for creativity, cooperation and teamwork aiming at the achievement of education sector goals.
- Having a strong dynamic institutional and technological structure for human resources management ran by the most efficient directors.
- Achieving disciplined performance of education system personnel in accordance with the initiatives and instructions of human resources administrations.
- Reaching an education-oriented society (teachers and non-teachers) with increasing knowledge, talents, capacity and self-efficiency through energy-oriented professional development programs.

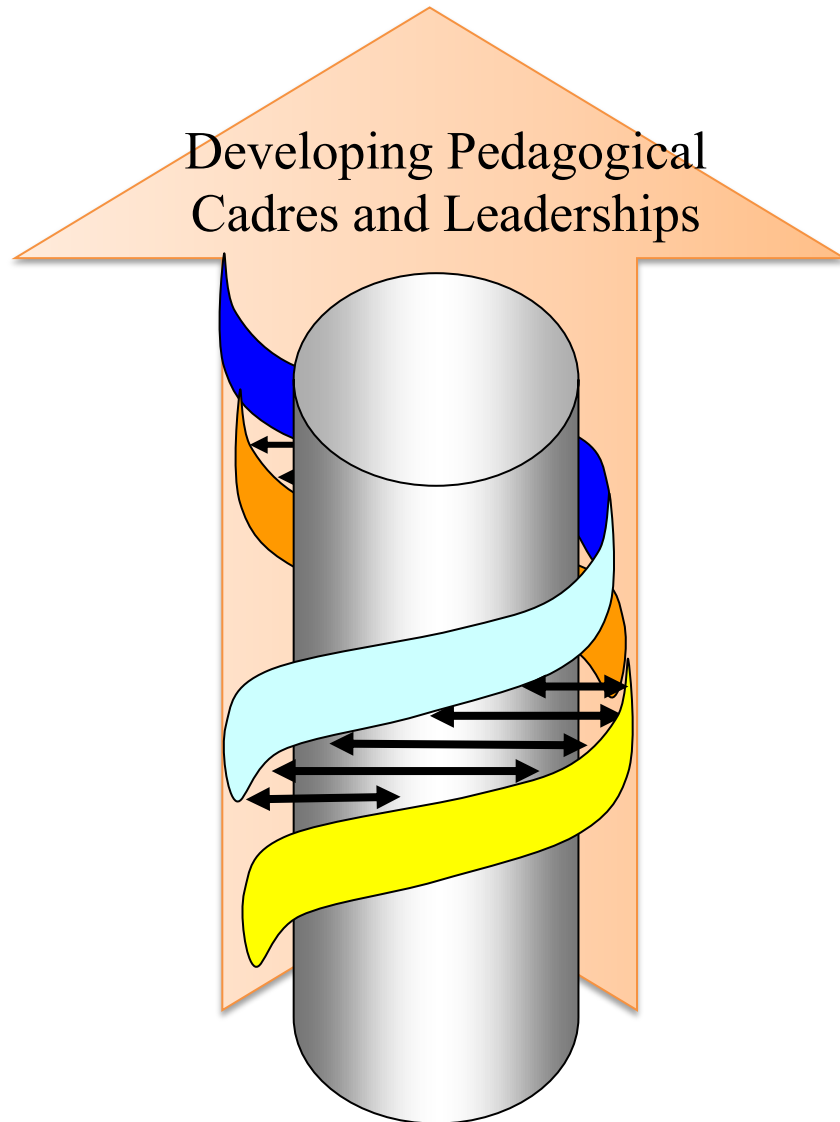
### **Executive objectives by the end of 2016/ 2017:**

1. Restructuring human resources administrations, building the capacities and coordinating between competent administrations on all levels; in the framework of a philosophy, vision and mission for the development of human resources adopted by leaderships and all personnel.
2. Establishing information system and electronic governance for managing, following up, evaluating and developing human resources; supporting decision-taking process on the central and de-central levels; eliminating all forms of functional repetition and regularity duality.
3. Directing human resources development paths as per the strategic plan goals of pre-university education sector and needs, interi leadership rates of pedagogy, school administration, teaching, instructing, administrative specialists and workers.
4. Preparing and distributing integrated programs for professional development, sources of training for different functional paths, timeframes for training plans, locations and methods in addition to opening the way for the adoption of self professional development.
5. Setting rules connecting professional development in different areas with a system of material and moral incentives.
6. Setting a mechanism for regular evaluation of training efficiency and returns on all levels, together with preparing and effectuating vertical and horizontal accountability mechanisms based on learning outcomes and system performance quality standards.

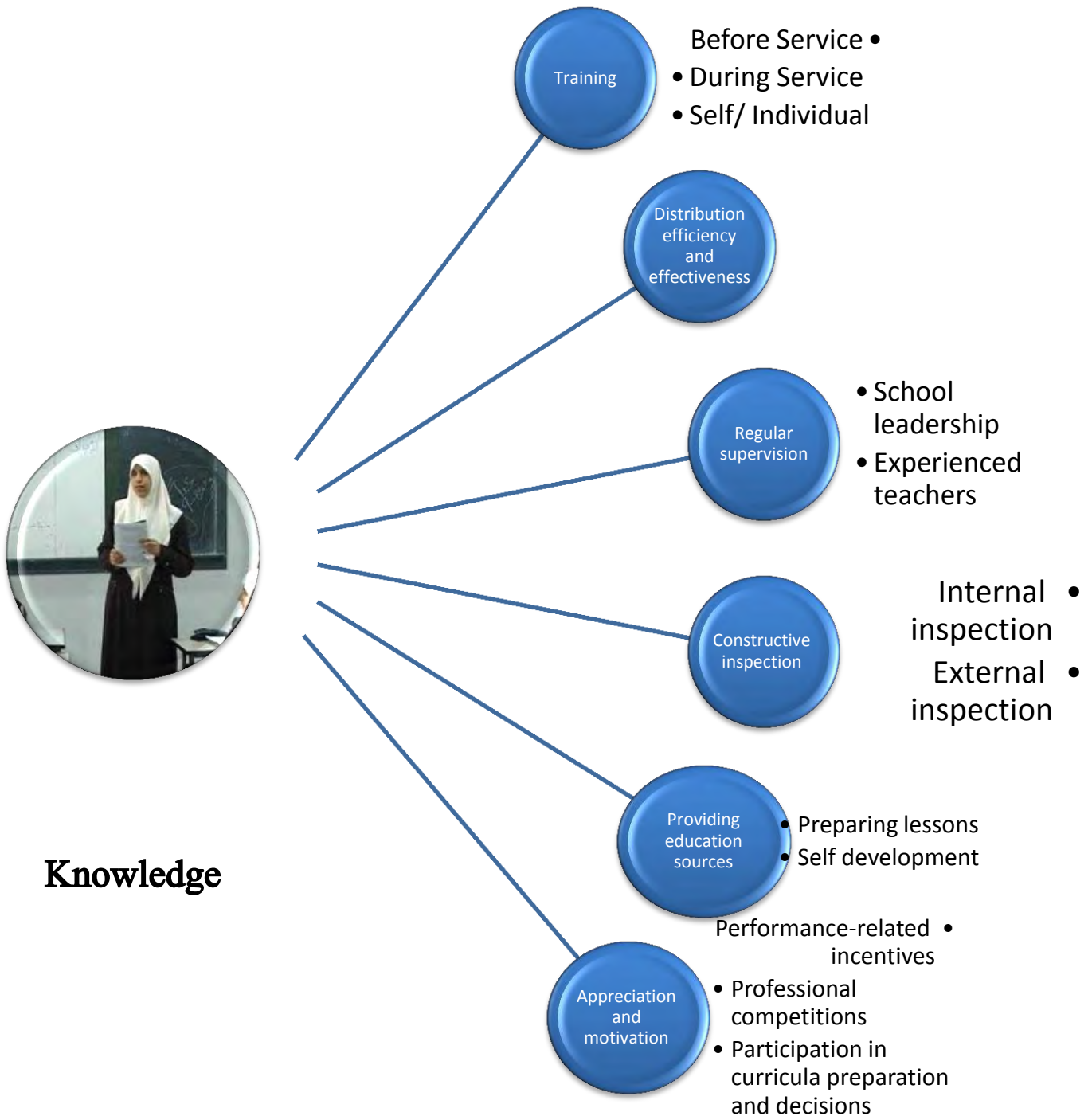
### **What do we measure (Indicators) by the end of 2016/ 2017:**

1. Adjusted structure and an information system for human resources management and development.
2. Fulfillment of education phases needs, that is to say teachers trained on modern and developed curriculums and related ICT skills.
3. Fulfillment of technical education cadres needs trained on developed curriculums and modern teachers' evaluation methods supported by ICT.
4. Fulfillment of education phases and centralized/ decentralized education administrations needs of pedagogical leaderships trained on modern ways of goal-related management.
5. Time-specific professional training programs and sources for training in all specializations including regulations for professional development related incentives.
6. Sustainable mechanism to follow up and evaluate professional development programs.

**Figure (34) Most Important Outcomes of Educational Leadership and cadres development within the strategic plan of the pre-university Education Sector**



**Figure (35) Most Important Outcomes of Enhancing Human resources Performance and Professional Development in Egypt Strategic Plan for Education (Page 97)**



## **Subsidiary Program:**

### **d) Following up and evaluation**

**General Objective:** achievement of an effective result-based system for following up and evaluation, measuring the educational system effectiveness, policies application and resources utilization efficiency on different administrative levels.

#### **Introduction:**

Following up and evaluation system is considered a key component of education and learning system good governance, being the main guarantee for the development and improvement of all the system components. It further ensures objective mechanisms to verify the growth and achievement rate by virtue of quality standards and sector objectives.

#### **Strategic Objectives:**

- Establishing a following up and evaluation result-based system, depending on a framework of performance indicators and returns agreed upon by specialists and stakeholders supported by ICT structure.
- Disseminating the culture of result-based following up and evaluation on all administrative levels in Ministry of Education.

#### **Executive objectives by the end of 2016/ 2017:**

1. Setting matrix of performance indicators, results, methods of verification together with lists, sources and cycle of data collection and analysis in addition to report distribution.
2. Integrating the matrix as a component of the ICT system in pre-university education sector, in a way allowing data entry and receiving instant reports from any administrative point.
3. Developing the professional capacities of following up cadres on all administrative levels starting from school.
4. Identifying research centers roles in designing tools and analyzing results.
5. Setting a manual for the following up and evaluation system and its availability for users on all levels.
6. Setting necessary legislations for establishing and effectuating the system.

#### **What do we measure (Indicators) by the end of 2016/ 2017:**

1. Effective authority for following up and evaluation.
2. Starting line for the performance of pre-university education system.
3. Regular and periodical following up reports for the performance of different administrative levels in Ministry of Education to be available for stakeholders.
4. Evaluation reports for the outcomes of reform projects and programs.

## **Subsidiary Program:**

### **e) School-centered reform**

**General Objective:** development of educational institution administration in a framework of an educational system working through a balanced centralized/ decentralized system and supporting sustainable professional development, good governance and accountability, in order to provide an enhancing educational environment, achieving quality education and child rights; leading to an innovative citizen competing in knowledge community and contributing in nation development.

#### **Introduction:**

At the top of any educational development or reform attempts should be the school. The school is entrusted by developing the Egyptian identity, feeling devoted to such a nation and identifying the citizen rights and duties towards such a generous nation. Also, it bears the responsibility of building skills and knowledge, which provide job opportunities, and supporting freedom through establishing distinguished critical thinking for the upcoming generations, thus being capable of taking right choices and reflecting. Finally, it leads to establishing human dignity, which develops since early childhood, through self-respect and feeling proud of contributing in building the nation.

Being the educational system action unit, the school represented a core subject for all education reform programs in the previous strategic plan. The Ministry then directed all donating bodies projects towards implementing various programs for school centered reform without specifying a unified model, so as to ensure the availability of various experiences, at the end of which to build on and benefit from successful practices and experiences by being disseminated and publicized; an issue targeted also by the current plan.

#### **Strategic Objectives:**

- Promoting educational institutions capacities related to self administration, transparency and accountability within a balanced centralized/ decentralized framework.
- Developing educational leaderships' performance to practice school centered administration and lead change in order to fulfill performance evaluation to achieve quality standards.
- Building the capacities of the educational institution and providing continuous technical support to ensure sustainable quality.
- Effectuating participation between local community and educational institution in order to achieve quality requirements.
- Providing an attractive, safe and welcoming pedagogical environment, which achieve equal opportunities and support school self reform.

#### **Executive objectives by the end of 2016/ 2017:**

1. Establishing the legislative and legal environment supporting reform process on school level.
2. Setting and implementing objective and sincere standards and bases for the selection of school leaderships.

3. Building the capacities of training units, improvement teams in addition to following up and evaluation officials to support educational institutions in fulfilling the application of reform requirements, on school level, quality standards and accreditation.
4. Building the capacities of leaderships for taking decentralized decisions and managing resources; being provided by effective communication and technological skills and means for managing change, professional development, achieving equal opportunities between students and personnel, taking children rights in consideration and integrating people with special needs.
5. Expanding financing balancing applications to achieve fair distribution of resources and to be performance connected.
6. Introducing following up and evaluation mechanisms, and related vertical and horizontal accountability mechanisms in addition to an urging system based on performance evaluation and learning outcomes.
7. Reviewing decisions and regulations governing boards of trustees, the relationship between school and local/ civil community, in addition to enabling board of trustees to effectively participate in school decision-taking process and following up the implementation of such decisions.
8. Establishing and applying mechanisms urging local/ civil communities and private sector to participate in providing and managing material and human potentials and resources required for school.
9. Establishing and applying a system for networking schools in groups to participate in resources, professional development and exchanging expertise in order mainstream reform successes.

**What do we measure (Indicators) by the end of 2016/ 2017:**

1. A legislation transferring the administrative and financial authorities to the educational leaderships in all governorates, including mechanisms for coordination and inclusion between the centralized and decentralized levels
2. Manual for school based reform
3. Number of trained teachers and cadres

## Second: Cross-programs

### a) Curriculum Comprehensive Reform Program

**General Objective:** development of pre-university educational curriculums being in harmony with the requirements and skills of the 21<sup>st</sup> century taking in consideration local, regional and international changes, seeking the promotion of the culture of reflection and creativity, maintaining and entrenching the original values of the Egyptian society and emphasizing the digital citizenship; to prepare generations capable of competing internationally to reach advanced levels in the fields of science, mathematics and technologies.

#### Introduction:

Curriculum development process is the most important strategic option to achieve the required qualitative shift in the Egyptian education system, so as to become a different pedagogical model crystallized in changing the core attention of educational practices from the teacher to the learner. In other words, changing from educating to learning, from knowledge concerned to skills development, from memorizing culture to reflection and creativity and finally from knowledge consumption to knowledge production. All of the previously mentioned will depend on an ICT supporting environment.

#### Strategic Objectives:

- Issuing a general charter for pre-university education curriculums in Egypt.
- Issuing a curriculum document for talented people with special needs and different kinds of disabilities, whether the integrated or non-integrated, including all categories in addition to culturally disadvantaged ones.
- Developing the system of educational curriculums and learning books and sources for all educational stages together with community education, in line with the scientific directions and based on technological environment with reference to education, evaluation and communication; supporting citizenship values.
- Making use of international expertise in developing the evaluation system, in the light of learning outcomes in different educational stages.

#### Executive objectives by the end of 2016/ 2017:

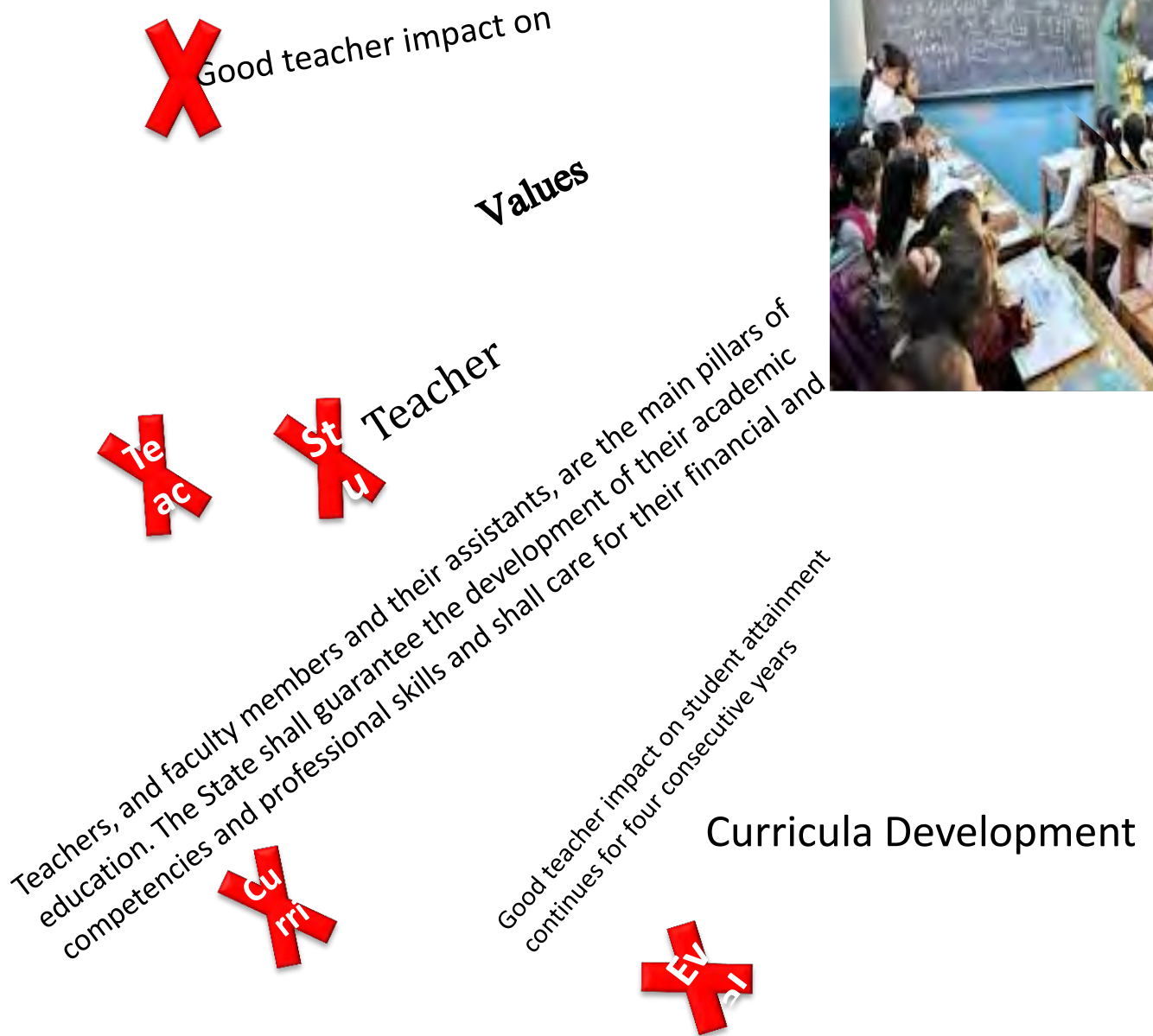
1. Updating the documents of the general charter for pre-university education curriculums.
2. Applying the standardized levels document for pre-university education graduate, in preparing educational curriculums and elements in all educational stages.
3. Developing the evaluation and standardized levels tools for each educational subject in all pre-university education stages; applying national codified tests to set the starting line and phase targets and measure the impact of implementing the new and developed curriculums.
4. Providing learning methods and sources for mathematics, science and languages according to the international standards depending on interactive ICT, among a matrix of extent and sequence starting with primary education and ending by secondary education.
5. Developing learning methods and sources for the Arabic language, religion and social studies depending on previous experiences in order to deepen the concepts of citizenship and identity.
6. Preparing manuals for the authorship of learning books and sources in the light of targeted standards.



**What are we measure (Indicators) by the end of 2016/ 2017:**

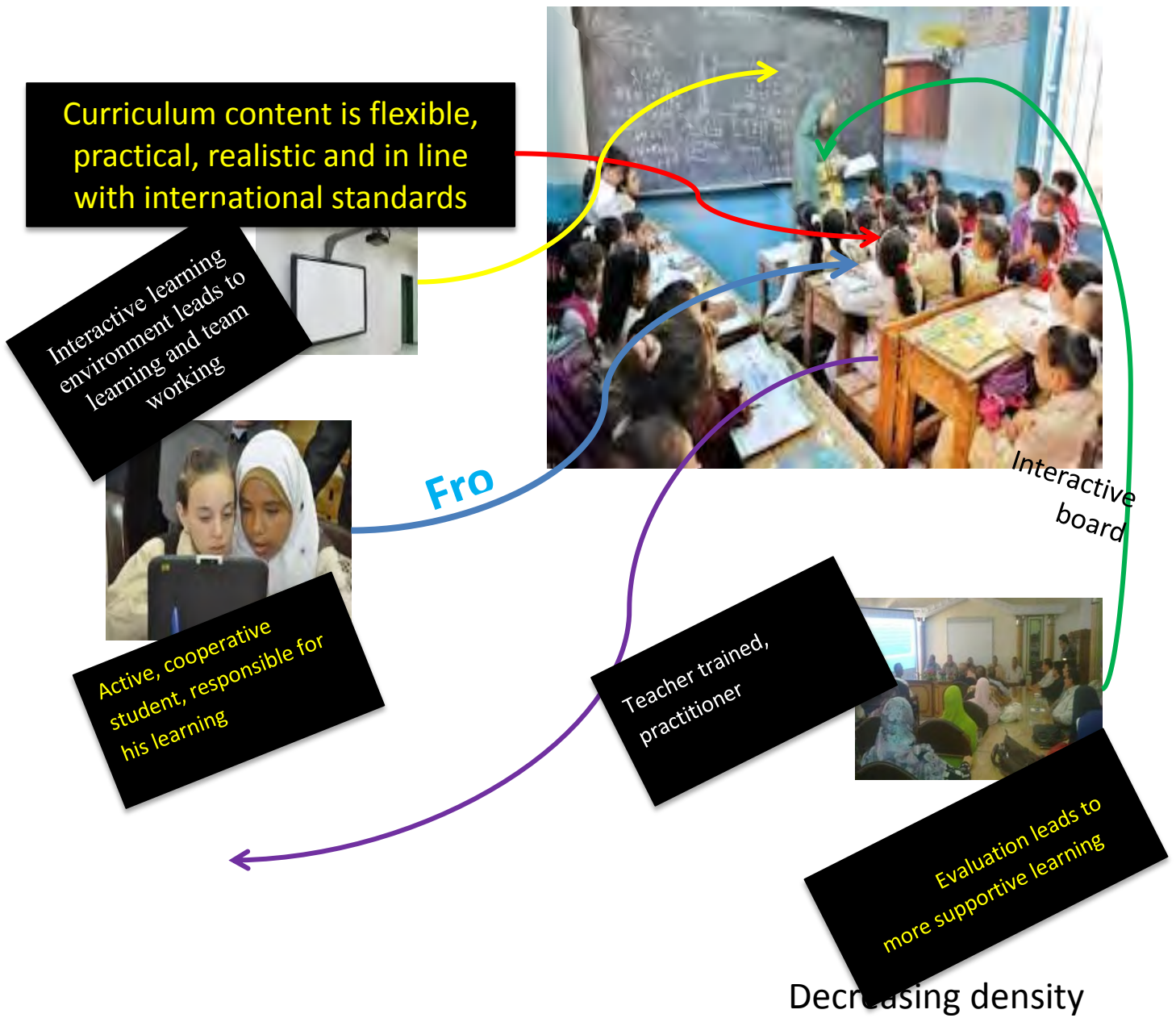
1. General charter for pre-university education curriculums.
2. Curriculums document for special needs.
3. Renewable developed curriculums based on ICT for all education stages.
4. Evaluation system and questions banks for all educational stages.
5. Interactive learning books and sources for all educational stages.

**Figure (36) Weaknesses in Curriculums and Educational Materials System in Egypt Strategic Plan for Education (Page 104)**



**Figure (37) Pillars of Curriculums and Educational Materials System Development in**

Egypt Strategic Plan for Education (Page 105)



b) Education Technology Program

**General Objective:** expansion and maximization of ICT structure and applications in pedagogical and administrative practices in different levels of education system, to ensure the preparation of students to knowledge economy and the effectiveness and efficiency of system administration in a framework of digital values and e-government services.

### **Introduction:**

ICT occupies a major status in education reform programs in many countries all over the world, being considered as the means of transferring to knowledge economy and learning community. The need for ICT increased on three levels, namely: on school administration level, increasing the effectiveness of governance and the flow of required data for decision-taking process; on teacher level, being used in planning and presenting lessons; on the student level, being non-sufficed with ICT literacy and primary skills but making use of which in learning, accommodation, communication and acquiring advanced computer skills.

### **Strategic Objectives:**

- Continuing the technological structure required for enhancing the efficiency and effectiveness of education system management and governance and supporting decision-taking process starting from school level to central administration level.
- Providing ICT for teachers; developing teachers' capacities in benefiting from ICT in acquiring educational sources, planning and presenting lessons, evaluating and managing classes effectively and communicating with students and parents outside the classrooms.
- Ensuring ICT that provide students with related skills that benefit them in learning, self-evaluation and knowledge communication.

### **Executive objectives by the end of 2016/ 2017**

#### **Availability and equal opportunity policy:**

1. Establishing information system to determine and manage ICT components available in different Ministry of Education facilities, including equipment, devices, software, applications, networks, electronic sites and cadres trained on communicating via internet and using ICT.
2. Designing integrated models of ICT, adequate for the different infrastructures, the extent of communication services availability and expertise and qualification levels in different education levels.
3. Providing ICT potential, adequate to the size and level of school, in all Ministry of Education schools, taking in consideration equal levels of availability.
4. Providing administrative and pedagogical software and applications required for all pedagogical system participants.

### **Quality Policy:**

1. Training the pedagogical administrations in different levels on using ICT in planning, following up and taking information-based decisions.
2. Training all teachers on using ICT in pedagogical practices inside and outside classrooms.
3. Providing regular maintenance and operation materials for all levels.
4. Providing a manual for digital citizenship related to ICT usage.

#### **Institutional Set-up Support Policy and Building Decentralization Capacity:**

1. Establishing legislation for the provision of rapid maintenance and operation requirements of ICT from the decentralized budget, adding to which school jurisdictions; organizing the relationship between school and the nearest technical school to benefit from maintenance services.
2. Establishing legislation to do away with the expired equipment on the decentralized level.
3. Forming a team and establishing an information system concerned with following up and evaluating ICT dissemination program in Ministry of Education.

#### **What do we measure (Indicators) by the end of 2016/ 2017:**

1. Centralized electronic portal for education and learning curriculums and sources, evaluation and international knowledge competitions, being available for all teachers, mentors and students.
2. Number of kindergarten schools, supplied with internet connected lap tops.
3. Number of kindergarten female teachers, trained on using ICT and having personal emails.
4. Number of community schools, supplied with internet connected lap tops.
5. Number of community schools female facilitators, trained on using ICT and having personal emails.
6. Number of primary schools, supplied with ICT structure and having emails.
7. Number of primary stage teachers, trained on using ICT and having personal emails.
8. Number of preparatory schools, supplied with internet connected ICT structure.
9. Number of preparatory stage teachers, trained on using ICT and having personal emails.
10. Number of secondary schools, supplied with internet connected ICT structure.
11. Number of secondary stage teachers, trained on using ICT and having personal emails.
12. Number of secondary stage students, trained on using ICT, having personal emails and a tablet device.

### **c) School feeding program**

**General Objective:** provision of school feeding for all students, in different education stages, in accordance with nutritional and pedagogical quality standards.

#### **Introduction:**

#### **Strategic Objectives:**

- Expanding the students' community, benefiting from the school meals.
- Increasing the number of school feeding days.
- Improving the content and nutritional value of school meals.
- Educating children nutritionally and decreasing the rate of diseases caused by unhealthy food and poor nutritional awareness.

#### **Executive objectives by the end of 2016/ 2017:**

#### **Availability and equal opportunities policy:**

1. Maintaining 100% of kindergarten feeding.
2. Reaching 100% instead of 83% in primary stage feeding.
3. Reaching 100% instead of 53% in preparatory stage feeding.
4. Reaching 100% instead of 30.5% in technical secondary stage feeding.
5. Reaching 100% instead of 4% in general secondary stage feeding.

#### **Quality policy:**

1. Improving the meal to fulfill 50% of nutritional needs instead of 30%.
2. Dealing with the shortage of micronutrients, and working on decreasing the rate of anemia (iron shortage).
3. Integrating nutritional education in school activities and publishing nutritional education and awareness periodicals on school meals covers.
4. Training and preparing school feeding controllers, specialists and technicians.

#### **Designing an Institutional Set-up Support Policy and Building Decentralization Capacity:**

1. Establishing a mechanism to coordinate between technical education sectors (agricultural – industrial – hotel) in order to set a common plan, in which all parties participate for the production of school meal.
2. Encouraging and opening account for community participation to finance school feeding on the decentralized level.
3. Establishing a mechanism to coordinate between the financial administration and the feeding member in the directorates in order to prepare a feeding budget proposal.
4. Coordinating with the General Authority for Educational Buildings to necessarily take into consideration arranging for an adequate place for the preparation and provision of school feeding.

### What do we measure (Indicators) by the end of 2016/ 2017:

1. The percentage of beneficiary children and the number of feeding days in kindergarten stage.
2. The percentage of beneficiary children and the number of feeding days in primary stage.
3. The percentage of beneficiary children and the number of feeding days in preparatory stage.
4. The percentage of beneficiary children and the number of feeding days in general secondary stage.
5. The percentage of beneficiary children and the number of feeding days in technical secondary stage.
6. The content and nutritional value of meal in all stages.

### Plan for Financing:

The plan financing depends on three sources, that is to say: the State as the main source of financing, community, private sector and donors contributions and finally Ministry of Education self resources. With reference to community contributions, the signs of which early appeared, for example the construction of 3000 schools will be financed, by 1000 schools per year, in the framework of private-public partnership initiative. Moreover, the actor/ director Mohamed Sobhy adopted the establishment of 50 experimental schools in disadvantaged areas; a group of investors took up the construction of 300 schools; “renovate your classroom” initiative attracted 500 million pounds until now; Private School Owners Association is participating in the maintenance of some public schools. As for countries and donating bodies’ level, UAE has adopted the construction of 540 schools; UNICEF is financing the plan preparation and local cadres training prior to the implementation phase. These resources are expected to increase through the marketing of plan and by the State political stability. In relation to self resources development, a specialized team was formed to market the potentials available at the Ministry, from an economic perspective, ensuring the provision of resources for self maintenance and economic return invested in plan implementation. From another side, the Ministry adopts a policy for expenditures consolidation, taking in consideration the results of public expenditure following up study previously financed by EU and public expenditure analysis studies conducted by a World Bank team. The former is further made through financial sector governance from a centralized/ decentralized perspective, ensuring the transparency, accountability and efficiency of resources allocation, focusing on strategies for following up expenditures and identifying such expenditures priorities, achieving higher efficiency and effectiveness, mandating administration authorities and being held accountable for related results.

Concerning governmental financing, the public expenditure rate of pre-university education, whether from GDP or GPE, reveals a relative stability during the period 2007/ 2008 – 2012/ 2013, according to the actual results, (Figure 23). Such a matter highlights two issues, namely:

- First: education remains on the same degree of governmental expenditures priorities, as the pre-university education rate of public expenditures did not exceed 3% of GDP, equivalent to around 9% of GPE.
- Second: importance of increasing pre-university education rate of public expenditures, as the current reality pinpoints the inevitability of adopting education reform programs; bearing in mind the volume of equivalent education expenditure volume reaching in some estimation the volume of public expenditures, thus revealing irrational usage of national resources.



The aforementioned two issues call for moving education allocations, in the framework of public expenditure or GDP, to a level adequate for achieving an actual improvement in the educational process, according to the established goals, in addition to ensuring the accomplishment of expenditures efficiency and effectiveness via following up and evaluation programs.

2014 Constitution responded to the stated above by referring to the following “every citizen has the right to education. The goals of education are to build the Egyptian character, preserve the national identity, root the scientific method of thinking, develop talents and promote innovation, establish cultural and spiritual values. The State shall allocate a percentage of government spending to education equivalent to at least 4% of the GDP, which shall gradually increase to comply with international standards”. The percentage stipulated in the Constitution is equivalent to about 12% - 14% from the public expenditures of State budget. The Constitution also stated that “teachers, and faculty members and their assistants, are the main pillars of education. The State shall guarantee the development of their academic competencies and professional skills and shall care for their financial and moral rights in order to ensure the quality of education and achieve its goals.”

Heading from the referred to in the Constitution, the current pre-university education sector plan was established in a framework of medium-term expenditure, taking in consideration the following:

- Focusing on the availability goal in all educational stages in line with the quality goal, in the various programs and activities, being the two main pillars of education strategic plan, in harmony with Constitution emphasis on State commitment to the provision of education according to high quality standards.
- Connecting proposed expenditure volume referred to in the medium-term expenditure plan with identified measurable realistic goals; accountability concerning results depends on clear measurable goals and budget clarifying the minimum results of budget execution. This in return is based on limits and ceilings of expenses, accounting and revision systems, which prepare results reports.
- Achieving integrity between current and capital expenditure, thus accomplishing balanced growth and utmost benefit from human and material assets in order to reach the required reform.
- Achieving more transparency in education expenditure fields, which requires a timeframe exceeding one year, which enables the adoption of programs the impact of which on the process reform is measurable; an issue not provided in annual budgets. Transparency further provides a strong foundation for accountability. Medium-term frameworks of expenditures and budgets, if applied on the entire level, also provide better and more transparent tools in order to design, evaluate and execute fiscal policy. Besides it assists on controlling fiscal positions realistically, stably, transparently and publically. Medium-term budget frameworks depend on core institutional improvements and continuous political commitment.

**In establishing the medium-term budget framework, the following was taken in consideration:**

- Respecting fiscal policy goals, specifying sector and quantity goals and defending them on the highest governmental and legislative levels. Medium-term expenditure framework could not be established without programs targeting the improvement of pre-university education system outcomes.
- Setting budget estimations based on nominal prices “reference year prices”.
- Emphasizing on budget framework dependence on clearly identified proposals and the cost of which are calculated on the policies level.
- Coupling the medium-term budget with supported measures to review each expenditure policy and the adopted institutional mechanisms for application.

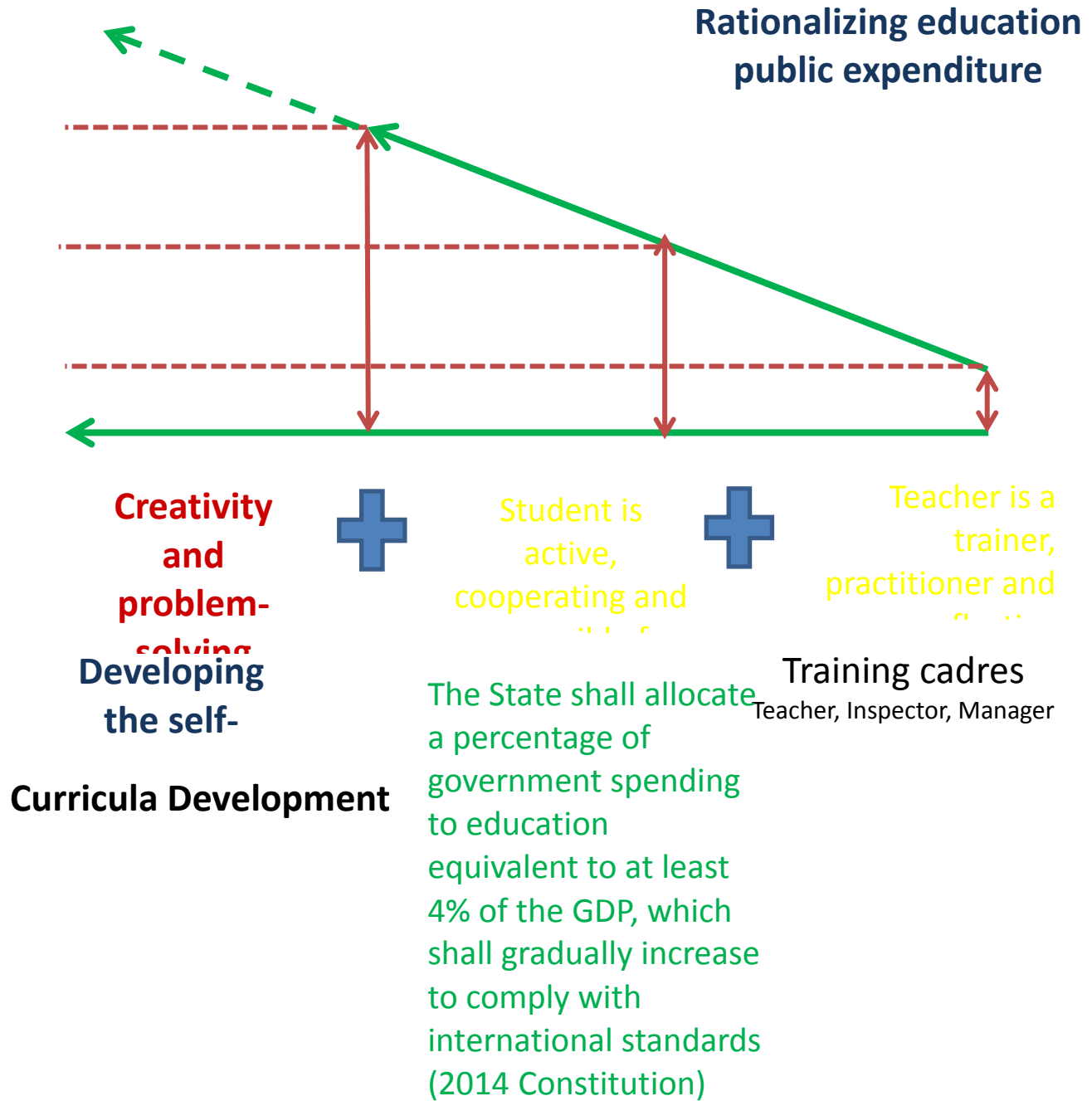
Expertise obtained from preparing the previous strategic plan was made use of, together with the following of which capacities built, talents achieved and mechanisms established related to planning and budget, when setting the current expenditure framework and accompanied scenarios. This further benefited in determining the estimated methodology for the distribution of public expenditure on pre-university education stages, based on actual statistical indicators, in addition to using “analysis and expectation model”, which enabled in predicting different programs costs, according to each program goals within the timeframe of the tripartite phase of the institutional plan.

On the other hand, establishing the plan programs on the bases of connecting between expenditure and goals or outcomes, in addition to separating current expenditure from capital one is considered a step toward performance budgets. Therefore, it becomes in line with the new administration trend, which witnessed a shift in the concept of accountability, from rules and procedures identical concept to efficiency and results based one. Such a shift in accountability concept led to a shift in the budget system, from traditional budgets to performance ones. At the same time, such an issue provides a practical foundation to connect education policies with program-based budgets, thus being consistent with the legislative amendment of State Budget Law, issued by Law Number 87 of 2005, stating in Article 4 that “State budget shall be prepared, taking in consideration programs, projects and works within a maximum period of five years from such law effective date.”

In view of the fact that the establishment of medium-term expenditure framework requires the provision a preliminary ceiling of expenditure, which in currently unavailable, therefore education sector resorted to setting hypothetical ceilings depending on previous years information, Ministry of Finance current policies, expected growth rate of GDP and the percentage allocated for pre-university education pursuant to 2014 Constitution. Three gradually increasing scenarios were set for financial ceilings. There is also a prepared methodology to execute the budget based on priorities and inspecting the financial space available when adopting any of the scenarios by the government.

The following tables provide a medium-term framework for expenditure in pre-university education sector for the period 2014/ 2015 – 2016/ 2017, coming after a framework for the period 2012/ 2013 – 2014/ 2015. Consequently, the last year is connecting between the two frameworks, which mean that they are related and continuous frameworks. Moreover, they are frameworks expressing viable plan, the philosophy of which is related to the accommodation of new changes, whether in the light of the actual execution results or the newly occurring change in the governing factors of plan preparation.

**Figure (38) Strategic Options for the Provision of Financial Resources to Finance the Programs of Pre-University Education Strategic Plan (Page 115)**



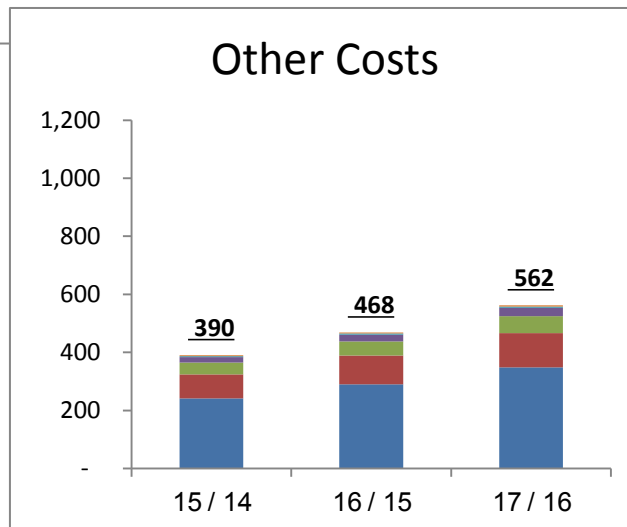
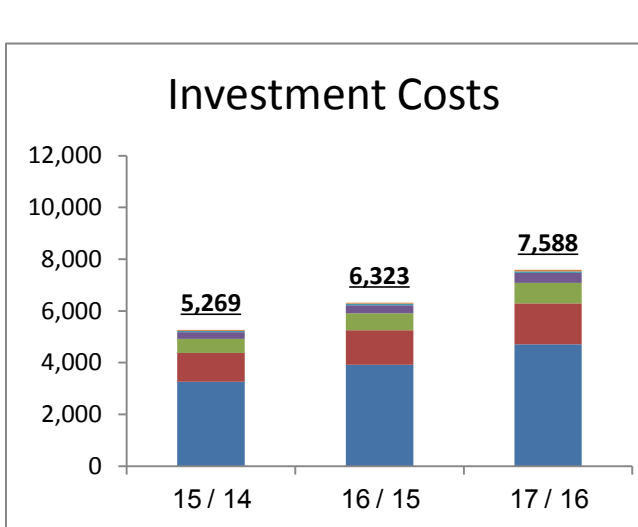
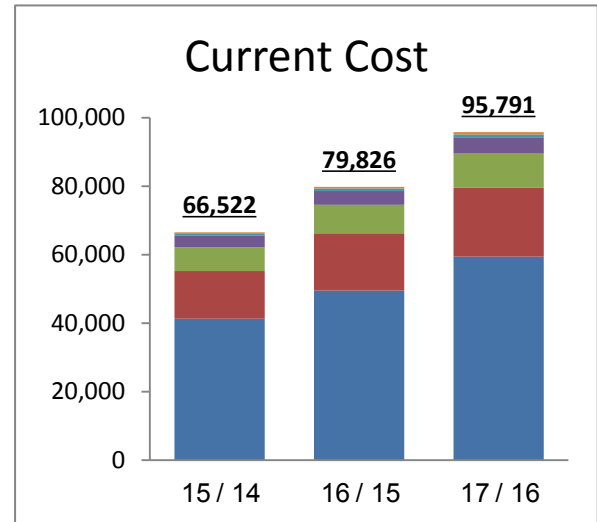
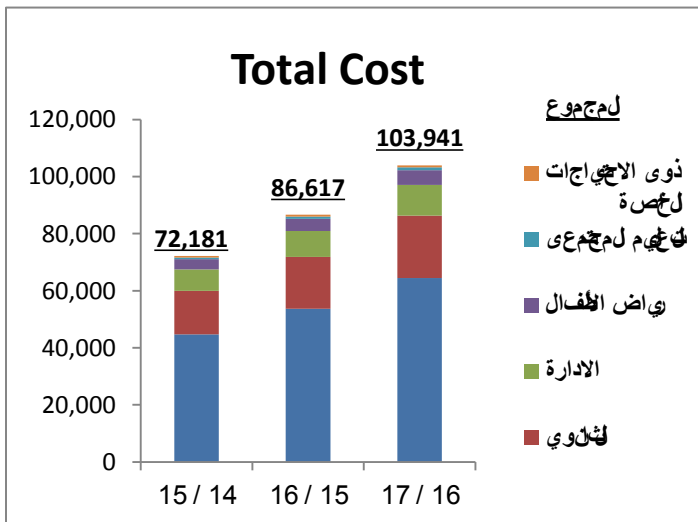
**Estimated Scenarios for Plan Cost**

First Scenario (the natural increase only through which 15% to 20% of strategic plan new activities could be implemented)

Main Programs	Kindergarten	Basic	Secondary	Administration	Special Needs	Community Education	Total	%	
2014/2015	Current	3,326,080,000	41,243,389,000	13,969,535,000	6,918,246,000	465,652,000	598,695,000	66,521,5997,000	92%
	Capital	263,465,000	3,266,956,000	1,106,549,000	548,006,000	36,885,000	47,424,000	5,269,285,000	7%
	Others	19,511,000	241,937,000	81,947,000	40,583,000	2,732,000	3,512,000	390,222,000	1%
	Total	3,609,056,000	44,752,282,000	15,158,031,000	7,506,835,000	505,269,000	649,631,000	72,181,104,000	100%
2015/2016	Current	3,991,256,000	49,492,067,000	16,763,442,000	8,301,896,000	558,782,000	718,434,000	79,825,877,000	92%
	Capital	316,158,000	3,920,348,000	1,327,860,000	657,607,000	44,262,000	56,909,000	6,323,144,000	7%
	Others	23,414,000	290,324,000	98,336,000	48,700,000	3,278,000	4,215,000	468,267,000	1%
	Total	4,330,828,000	53,702,739,000	18,189,638,000	9,008,203,000	606,322,000	779,558,000	86,617,288,000	100%
2016/2017	Current	4,789,555,000	59,390,480,000	20,116,131,000	9,962,247,000	670,538,000	862,120,000	95,791,071,000	92%
	Capital	379,389,000	4,704,417,000	1,593,432,000	789,128,000	53,115,000	68,290,000	7,587,771,000	7%
	Others	28,096,000	348,389,000	118,003,000	58,440,000	3,934,000	5,058,000	561,920,000	1%
	Total	5,197,040,000	64,443,286,000	21,827,566,000	10,809,815,000	727,587,000	935,468,000	103,940,762,000	100%

**Figure (39) First Scenario of Expenditure on Programs of Pre-university Education Strategic Plan**

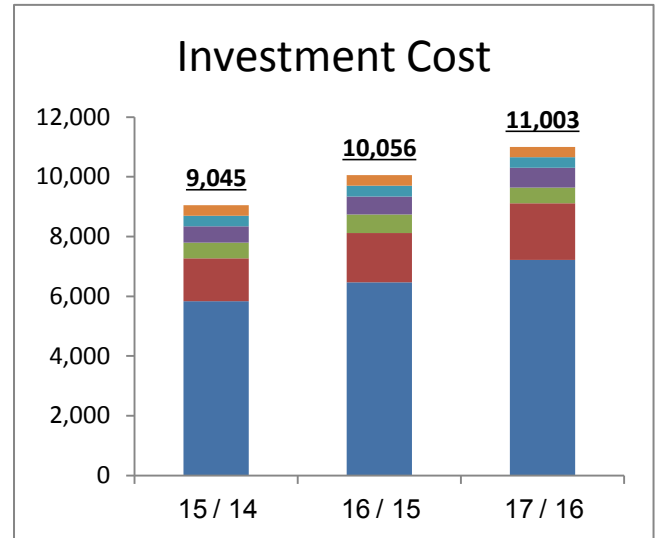
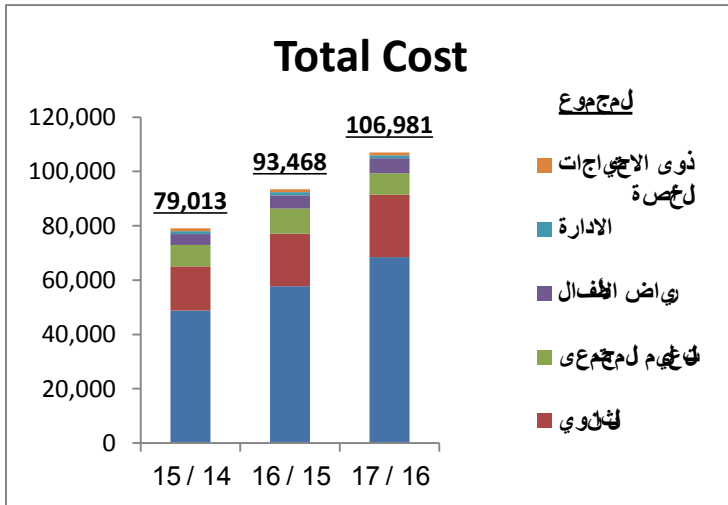
**Increasing the education percentage of expenditure**



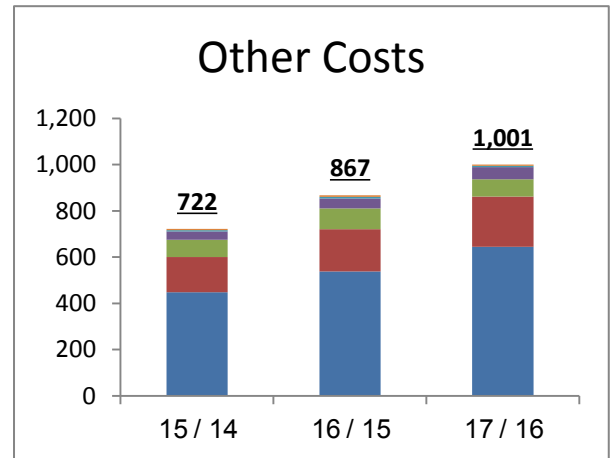
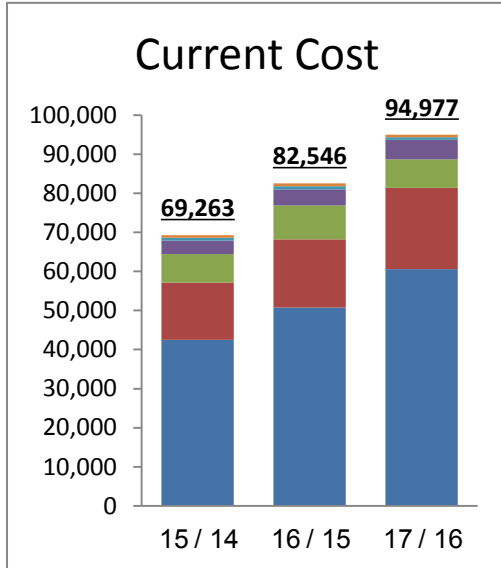
**Second Scenario (the natural increase + an amount allowing the execution of 50% to 60% of strategic plan new activities)**

Main Programs		Kindergarten	Basic	Secondary	Administration	Special Needs	Community Education	Total	%
2014/2015	Current	3,458,594,000	42,502,414,000	14,659,905,000	710,115,000	641,072,000	7,291,488,000	69,263,588,000	88%
	Capital	541,793,000	5,836,696,000	1,438,063,000	359,229,000	345,119,000	525,479,000	9,045,379,000	11%
	Others	36,091,000	447,523,000	151,581,000	6,497,000	5,053,000	75,069,000	721,814,000	1%
	Total	4,036,478,000	48,786,633,000	16,248,549,000	1,075,841,000	991,244,000	7,892,036,000	79,030,781,000	100%
2015/2016	Current	4,122,660,000	50,736,834,000	17,448,983,000	829,647,000	734,041,000	8,672,746,000	82,544,911,000	88%
	Capital	592,320,000	6,463,228,000	1,649,275,000	368,324,000	352,193,000	630,575,000	10,055,915,000	11%
	Others	43,309,000	538,028,000	181,897,000	7,796,000	6,064,000	90,083,000	867,177,000	1%
	Total	4,758,289,000	57,738,090,000	19,280,155,000	1,205,767,000	1,092,298,000	9,393,404,000	93,468,003,000	100%
2016/2017	Current	4,919,539,000	60,618,138,000	20,796,876,000	710,115,000	641,072,000	7,291,488,000	94,977,228,000	89%
	Capital	653,952,000	7,215,066,000	1,903,930,000	359,229,000	345,119,000	525,478,400	11,002,774,400	10%
	Others	51,971,000	644,433,000	218,276,000	6,497,000	5,053,000	75,069,000	1,001,299,000	1%
	Total	5,625,462,000	68,477,638	22,919,082,000	1,075,841,000	991,244,000	7,892,035,400	106,981,301,400	100%

**Figure (40) Second Scenario of Expenditure on Programs of Pre-university Education Strategic Plan (Page 119)**



- Expenditure follow up study
- Effectuating decentralization



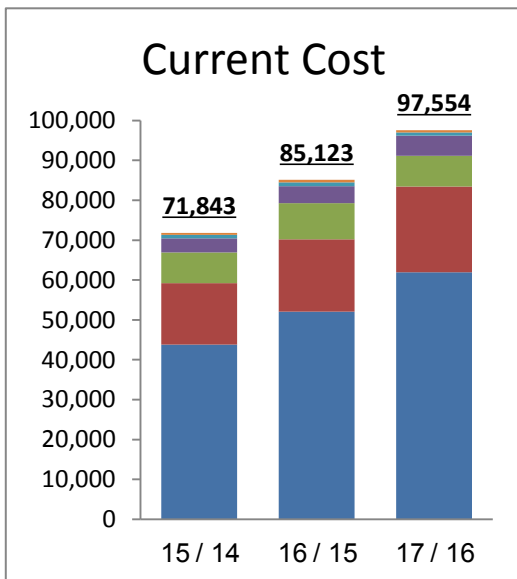
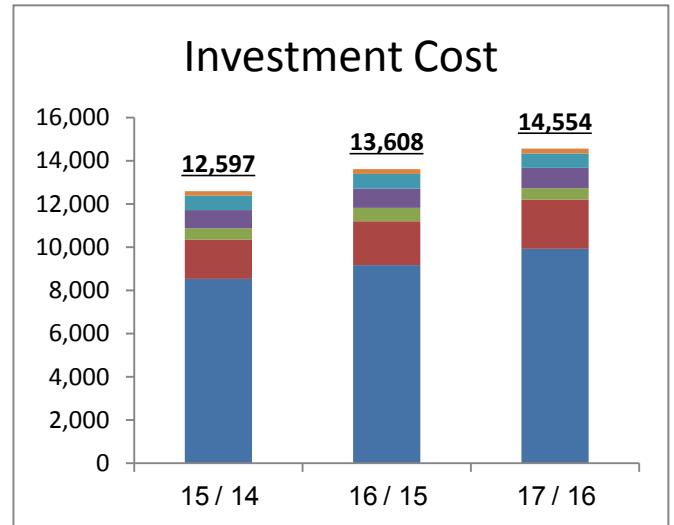
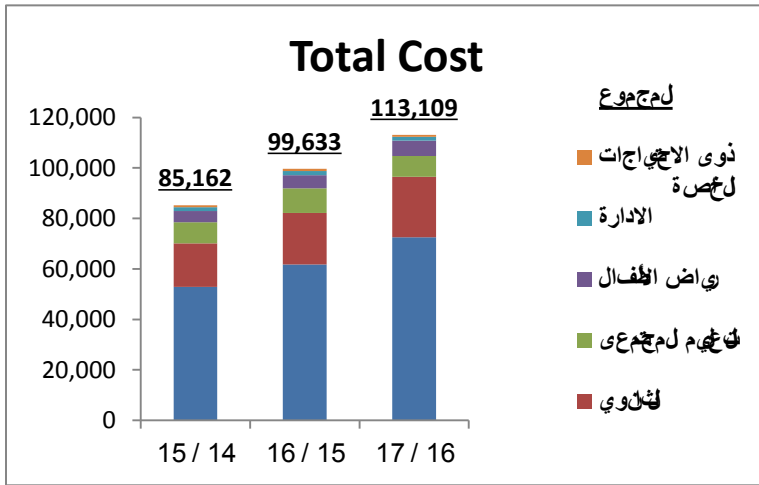
**Third Scenario (the natural increase + an amount allowing the execution of all the first three years activities of the strategic plan)**



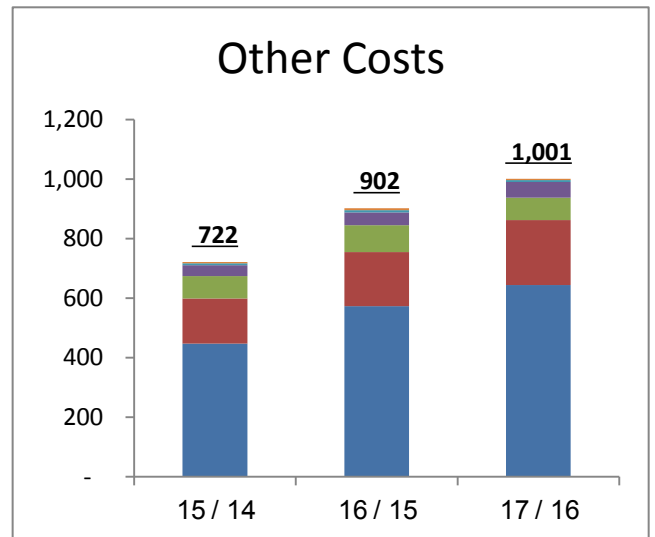
Main Programs	Kindergarten	Basic	Secondary	Administration	Special Needs	Community Education	Total	%	
2014/ 2015	Current	3,597,857,000	43,832,730,000	15,374,422,000	822,570,000	538,507,000	7,676,688,000	71,842,774,000	84%
	Capital	830,952,000	8,540,731,000	1,813,063,000	672,984,000	214,136,000	525,479,000	12,597,345,000	15%
	Others	36,091,000	447,523,000	151,581,000	6,497,000	5,053,000	75,069,000	721,814,000	1%
	Total	4,464,900,000	52,820,984,000	17,339,066,000	1,502,051,000	757,696,000	8,277,236,000	85,161,933,000	100%
2015/ 2016	Current	4,260,933,000	52,067,149,000	18,163,450,000	942,102,000	631,476,000	9,057,946,000	85,12,056,000	85%
	Capital	881,479,000	9,167,264,000	2,025,275,000	682,078,000	221,210,000	630,575,000	13,607,881,000	14%
	Others	43,309,000	573,028,000	181,697,000	7,796,000	6,064,000	90,083,000	901,977,000	1%
	Total	5,185,721,000	61,807,441,000	20,370,422,000	1,631,976,000	858,750,000	9,778,604,000	99,632,914,000	100%
2016/ 2017	Current	5,057,802,000	61,948,453,000	21,510,393,000	822,570,000	538,507,000	7,676,688,000	97,554,413,000	86%
	Capital	942,111,000	9,9191,101,000	2,279,930,000	672,984,000	214,136,000	525,479,000	14,553,741,000	13%
	Others	51,970,000	644,433,000	218,276,000	6,497,000	5,053,000	75,069,000	1,001,298,000	1%
	Total	6,051,883,000	72,511,987,000	24,008,599,000	1,502,051,000	757,696,000	8,277,236,000	113,109,452,000	100%

**Figure (41) Third Scenario of Expenditure on Programs of Pre-university Education Strategic Plan**

- Making use of Ministry facilities on all levels



Providing financial resources for plan



### Timeframe model for the execution of some pre-university strategic plan activities

#### Proposed Timeframe for Secondary Education program

Subsidiary Goals	Procedural Goals	Execution Years	2014/2015				2015/2016				2016/2017				2018/2030			
			1 <sup>st</sup> Q	2 <sup>nd</sup> Q	3 <sup>rd</sup> Q	4 <sup>th</sup> Q	1 <sup>st</sup> Q	2 <sup>nd</sup> Q	3 <sup>rd</sup> Q	4 <sup>th</sup> Q	1 <sup>st</sup> Q	2 <sup>nd</sup> Q	3 <sup>rd</sup> Q	4 <sup>th</sup> Q	Extended			
1. Increasing secondary education accommodation level to fulfill obligatory education requirements	1.1 Assimilating 30% of preparatory stage graduates	2015/2017																
	1.2 Fulfilling the human resources needs required for obligatory education																	
	1.3 Providing school feeding for students in line with the obligatory education																	
2. Providing modern curriculum based on international standards and ICT in the education and learning processes and evaluation of student performance	2.1 Setting the general framework, controls and standards of content and sources of education, learning and student evaluation	2015/2017																
	2.2 Practicing and adopting the new curriculums, taking in consideration knowledge integration between the general secondary stage students (scientific and literary divisions) and adjusting curriculums accordingly																	
	2.3 Marketing on the community level for the development, its phases and results																	
3. Promoting the capacities of teachers, school leaderships and technical guidance cadres concerning the application of secondary education upgrading system	3.1 Training of teachers, school leaderships and technical guidance cadres on all levels on the developed system and according to the international standards for the sufficiency of secondary education cadres	2015/2017																
	3.2 Setting an encouraging package, ensuring the professional continuity and development of secondary education cadres, depending on result-based regular evaluation																	
4. Developing management, following up and evaluation systems on secondary education level, ensuring a controlled educational process path	4.1 Developing methods of evaluation and general secondary education examination system, benefiting from modern technology methods in the evaluation process																	

5. Improving the quality of school life for secondary stage students	5.1 Setting a manual and applying a system of alternatives and incentives in order to provide packages of pedagogical activities, enhancing the comprehensive development of students and revealing related talents in all secondary schools, in a way adequate for school potentials and environment																	
	5.2 Bridging the gap between schools in the attainment levels																	
6. Preparing, upgrading and completing the information technology infrastructure required for the application of development	6.1 Providing the technological environment and virtual classrooms required for enhancing the pedagogical practices, applying curriculums together with education and learning methods, ensuring periodical maintenance and current costs for all secondary schools																	
	6.2 Providing a tablet device for all secondary stage students																	
7. Providing creativity models being a foundation for the continuous development of the general secondary education system	7.1 Evaluating STEM schools and intensive-program school model and adopting the proven effective one																	