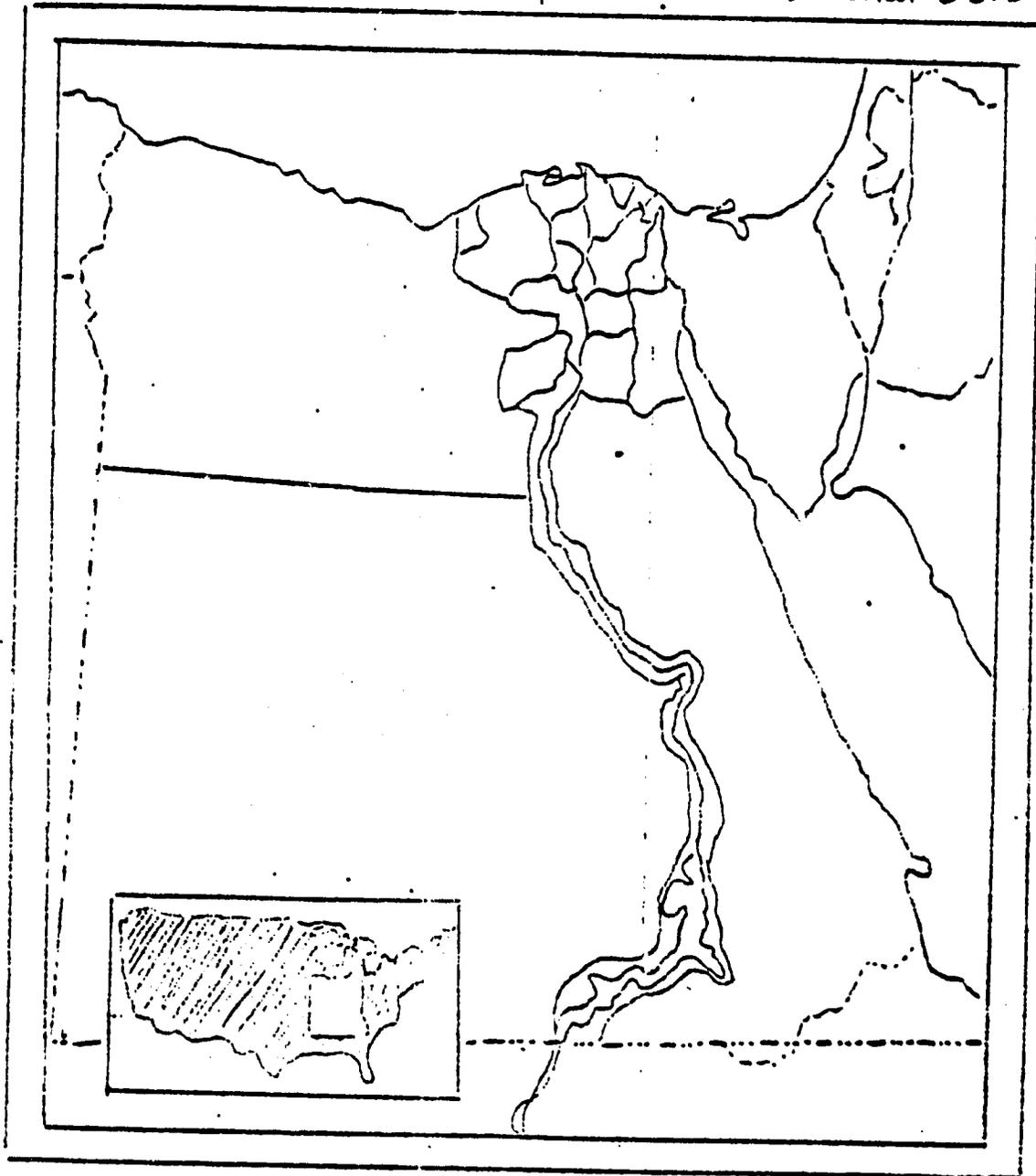


# EDUCATION IN EGYPT

A SURVEY REPORT by Donna G. Weisenborn  
Report prepared for U.S. Agency for International Development



December 30, 1977

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## Formal Education

### Introduction

The Government of the Arab Republic of Egypt is working toward the goals of citizen equality and human resource efficiency. The Ministry of Education recognizes that certain challenges must be met in realizing such goals. Changes must be made which answer the problem of insufficient means in all phases of education.

AID assistance was requested by the Ministry of Education and the Joint Working Group in Education and Culture to help on every level from pre-primary through Higher Education. Identification of the current scope of education is a first step for a complete sector study. Through an analysis of present conditions areas of best investment can be identified.

The following report is the first phase of an assessment describing the current and projected Education and Human Resources Development situation in Egypt. It is the task of this report to discuss three main areas for the assessment. These are identified as follows:

- Task 1. Survey of the current education system in Egypt, both formal and non-formal.
- Task 2. Translation of the Government of Egypt's Five Year Plan (1978-82), pertaining to Education/Human Resources Development and Manpower Education and Scientific Research.
- Task 3. Analysis of priority areas proposed for possible AID assistance.

The following is a preliminary survey report on the education system of Egypt. Its purpose is to identify problem areas and to help define the parameters of a more comprehensive total assessment of the sector.

### Historical impact on the current situation

Education in Egypt before 1925 was organized under the "Kuttab", a one class school, where children learned elements of reading, writing and reciting the Koran. There was no defined age for first enrollment, or determined period of study. This relied on the student and his ability to learn. When the student completed his studies, consisting basically of rote memorizing, he was able to enroll in Al Azhar, an ancient and venerable theological university. Studies in theology would be followed by a final exam which established the graduate as a professor in theology. Many AlAzhar students became teachers, prayer leaders and judges. As such they were highly influential in government and society.

During the same period, foreign private schools, with high fees ran separate schools. Knowledge in reading, writing and arithmetic were pre-requisites before entering for a four year period of study. Passing a primary certificate exam qualified the student for junior posts in government and business firms.

Government-supported schools began in 1925, offering a 5 year course of study. The traditional Kuttab still remained as a separate system, stressing theology.

Following 1943, there was a transformation from free elementary schools of five years to the current education ladder of 6 years compulsory primary education, 3 preparatory and 3 secondary. Promotion to levels following primary school is based on the students scores on state standardized exams.

### Geographic and population demographics

Egypt's unique geographic population distribution has imposed distinct educational patterns. Therefore the following foundational overview is presented to afford an understanding of contributing factors creating limitations on the educational system.

The Arab Republic of Egypt is located in the extreme northeast of Africa. It consists of approximately 386,000 square miles of land, about the size

of Montana, Wyoming, North and South Dakota combined.

Of this 388,000 sq. miles the total land area utilized by the people is about the size of Switzerland. The remaining unoccupied land is twenty-five times greater in area. The region encompassing the Nile Delta is the most important as it supports over 96% of the people on the country's cultivable land.

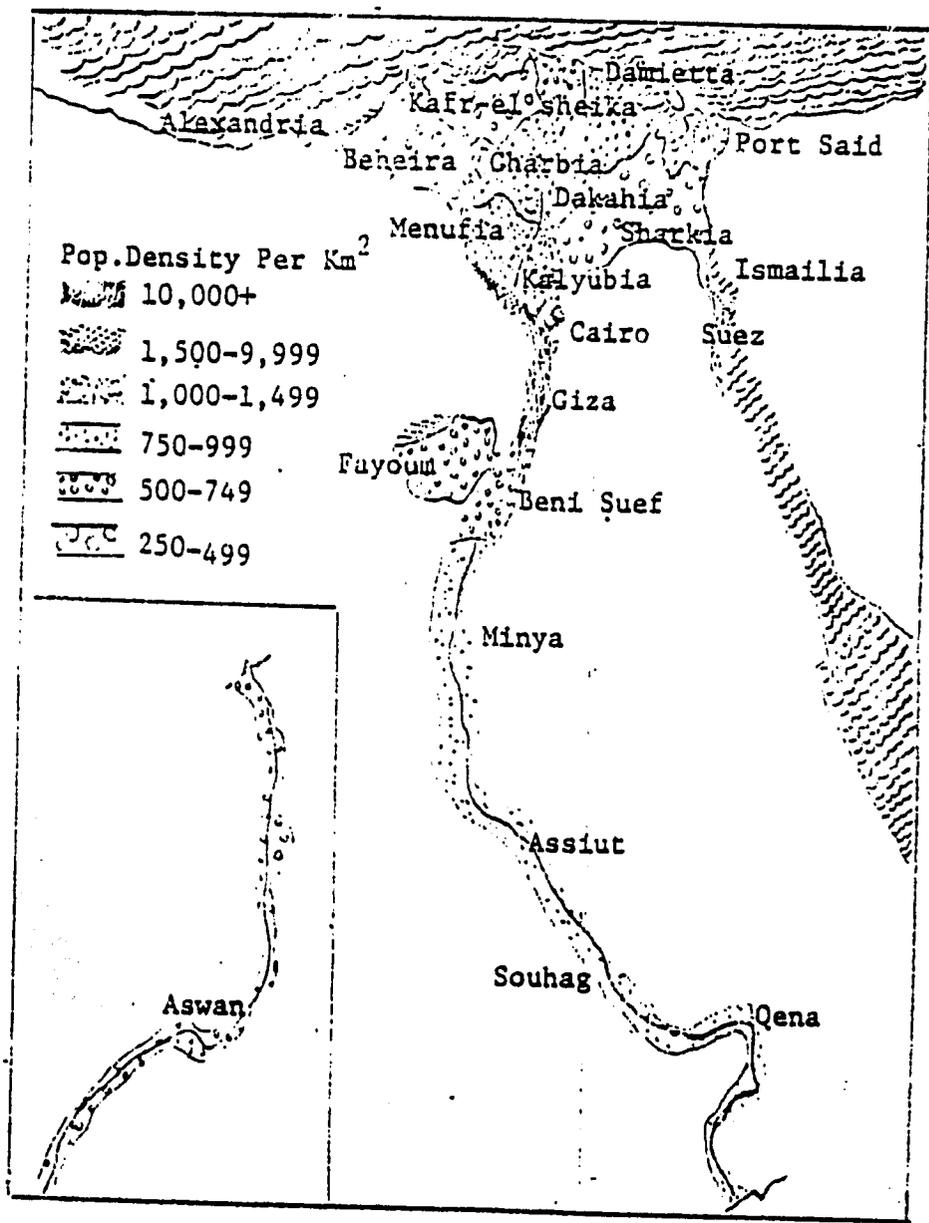
An official government census was taken in 1976, indicating a total population of 36,656,180. (Table 4 ) Since only about 15,000 sq. miles of the country are inhabited, the density of the inhabited area amounts to 2,400 per square miles. Cairo is the extreme with a density of over 70,000 per sq. mile.

Sixty one percent of the population lies within the 12-64 age group (See table 6 ). Fifty six percent of the total population is classified as illiterate, with 2.2% identified as university graduates, (Table 7 ).

Migration from rural to urban areas has shown an increase from 1960 to 1976. Urban in-migration to already over crowded cities poses a serious problem to the Egyptian government. In partial answer to this situation the Ministries of Education are trying to create equal educational opportunities for people in all geographic regions of the country.

Specific plans and projects are being directed toward the problems of Urban in migration and illiteracy. Evaluation and analysis of these projects is necessary to determine program effectiveness.

TABLE 1  
EGYPTIAN POPULATION DENSITY (Km<sup>2</sup>) BY GOVERNORATE  
1970



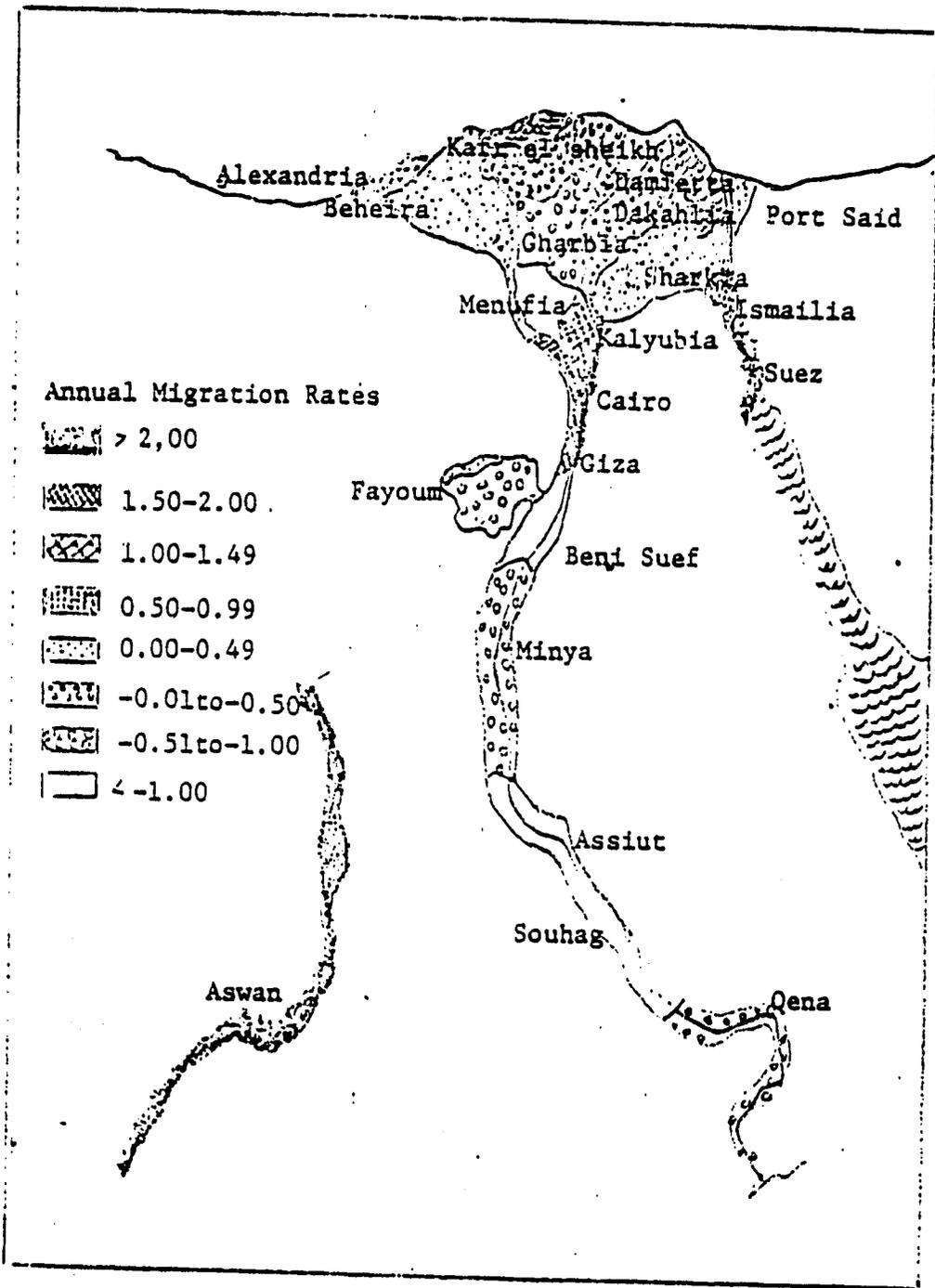
Source: Based on Table 2

TABLE 2  
The Density Discrepancy Index in the Governorates, 1970

	Density per square kilo- meter	Percent of inhabited area	Percent of total 1970 population	Density discrepanc index
<b>Urban Governorates</b>				
Cairo	23,160.6	0.6	14.9	24.83
Alexandria	7,019.0	0.8	6.1	7.63
Port Said	787.6	1.1	0.9	0.82
Ismailia	476.6	2.3	1.2	0.52
Suez	1,026.4	0.9	1.0	1.11
Sum of urban governorates	3,935.6	5.7	24.1	4.23
<b>Lower Egypt Govern- orates</b>				
Damietta	787.7	1.7	1.4	0.82
Dakahlia	729.8	9.7	7.5	0.77
Sharkia	498.6	13.2	7.0	0.53
Kalyubia	1,461.4	2.7	4.1	1.52
Kafr-el-Sheikh	353.3	9.8	3.7	0.38
Gharbia	1,042.9	5.6	6.2	1.11
Menufia	1,009.8	4.3	4.6	1.07
Beheira	432.3	12.9	6.7	0.52
Sum of Lower Egypt governorates	645.3	59.9	41.2	0.69
<b>Upper Egypt Govern- orates</b>				
Giza	1,793.2	2.0	5.8	2.90
Beni Suef	744.2	3.7	2.9	0.78
Fayoum	562.5	5.0	3.0	0.60
Minya	797.3	6.4	5.4	0.84
Assiut	957.5	4.4	4.5	1.02
Souhag	1,145.3	4.3	5.3	1.23
Qena	861.0	5.1	4.7	0.92
Aswan	737.9	2.5	2.0	0.80
Sum of Upper Egypt govern- orates	914.2	33.4	33.6	1.01
<b>Border Areas</b>		1.0	1.1	1.1

Source: Based on government estimates. Omran Abdel ed., Egypt: Population Problems and Prospects; University of North Carolina, 1973. p. 31

TABLE 3  
ESTIMATED ANNUAL RATES OF NET MIGRATION  
AMONG EGYPTIAN GOVERNORATES  
1960-1966



Source: Omran, Abdel, ed. Egypt Population problems and prospects  
University of North Carolina, 1973: p. 125

Table (4)  
Total Population of Egypt at 22/23 November 1976

<u>Total Resident Population at the Census date</u>	: 38228180
Total Population present at the Census date	: 36656180
Total Population abroad at the Census date	: 1425000
Total Population in the occupied zone of Sinai:	147000

Table (5)  
Total Increase in the Population Between  
The 1960, 1966 and 1976 Censuses and Average Annual  
Rate of Increase Between Successive Censuses

Census Year	Population	Total Increase during the Intercensal Periods	Average Annual Rate of Increase during Intercensal Periods
1960	26085326		
		3990532	2.54 %
1966	30075858		
		8152322	2.31 %
1976	38228180		

Source: CENTRAL AGENCY FOR PUBLIC MOBILISATION, Preliminary Results of the 1976 Population and Housing Census, pg. 28.

Preliminary Results of the 1976  
Population and Housing Census

Table (6)

Percentage Age Distribution of the Population In  
Census Years 1960 and 1976

Census Year	Age Group			Total
	Less than 12 years	12 - 64 years	65 years and over	
1960	35.5	61.0	3.5	100.0
1976	31.6	65.5	2.9	100.0

Table (7)

Percentage Distribution of The Population By Sex And  
Educational Status in 1960 and 1976 Censuses

Educational Status	1960 Census			1976 Census		
	Males	Females	Total	Males	Females	Total
Illiterates	56.9	84.0	70.5	43.2	71.0	56.5
Able to Read and Write	32.6	12.4	22.5	33.2	16.2	25.1
Qualifications be- low high degree	9.0	3.4	6.2	20.4	11.6	16.2
High Qualifications	1.5	0.2	0.8	3.2	1.2	2.2
<b>T o t a l</b>	100.0	100.0	100.0	100.0	100.0	100.0

Remark: In 1960 the N.S. was added to the illiterates; and able to read but not to write was added to those able to read and write, for the sake of comparison with the 1976 census preliminary results.

Source: CENTRAL AGENCY FOR PUBLIC MOBILISATION & STATISTICS  
Preliminary Results of the 1976 Population and Housing  
Census, p.30

Table (8)Percentages of Rural and Urban Population In Census  
Years 1960-1976

Census Year	Percentage of the Population		
	Urban	Rural	Total
1960	37.4	62.6	100.0
1966	40.5	59.5	100.0
1976	43.9	65.1	100.0

Source: Central Agency for Public Mobilization & Statistics, Preliminary Results of the 1976 Population and Housing Census, pg.29

### Goals of Education

Goals of education are necessarily tied in with National goals established for all of the people of the Arab Republic of Egypt. In brief, the social goals of Egypt are:

1. To continue to advance scientifically and technologically to ensure individual self-fulfillment.

2. To maintain the dignity and worth of all human beings in Egypt and the world.

In December of 1976, President Sadat made a public address to the Minister of Education, Dr. Moustafa Helemy. His speech emphasized the importance of education as a link to the overall improvement and growth of the Egyptian Nation. Sadat recognized four broad areas of educational need in furthering the growth of the Egyptian people.

1. To adapt education to every age and environment

2. Expand teaching methodology to include growth of the individual as a self-directed independent and self-controlled person with the ability to understand his role in Egyptian and world society.

3. Equal distribution of opportunities for education among all citizens commensurate with each individual's capabilities.

4. Increase of opportunities in compulsory education for Egyptian people to full 100 percent.

5. Expand scope of education program to improve performance of students and include life-long learning opportunities for all ages.

6. Emphasis on practical education as well as theoretical education with particular stress on building an attitude in the people that technical education is equal to theoretical education.

7. Curriculum of Al Azhar will move from a basically theological university to a university offering a more general curriculum to encompass more of the needs of the people.

8. In-depth review of redistribution possibilities for universities throughout Egypt, to bring about a fair distribution of opportunities for all people and to help eliminate overcrowded conditions in current universities.

9. Develop a plan to better coordinate universities with needs of society through improved scientific research and technology combined with increased opportunities and freedom of choice for universities.

### Educational Structure

The 1952 Revolution in Egypt brought about wide reform in the educational system. All private schools were nationalized and came under control of the Ministry of Education. Fees were gradually lifted, until in 1962 the entire system, primary through higher education, became tuition-free. The compulsory stage of 6 years is free from any kind of fees, but pupils in the following stages pay charges and deposits for services such as school library, health insurance, laboratories, etc..

The current education ladder was established in 1957. (See table 9) General education was organized into three levels: Primary stage (6 years), Preparatory stage (3 years), and Secondary stage (3 years). In 1962 the secondary level was divided into 5 basic types. 1, general secondary, 2 technical secondary, 3, primary teacher training colleges, 4, Agricultural secondary, 5, Commercial secondary.

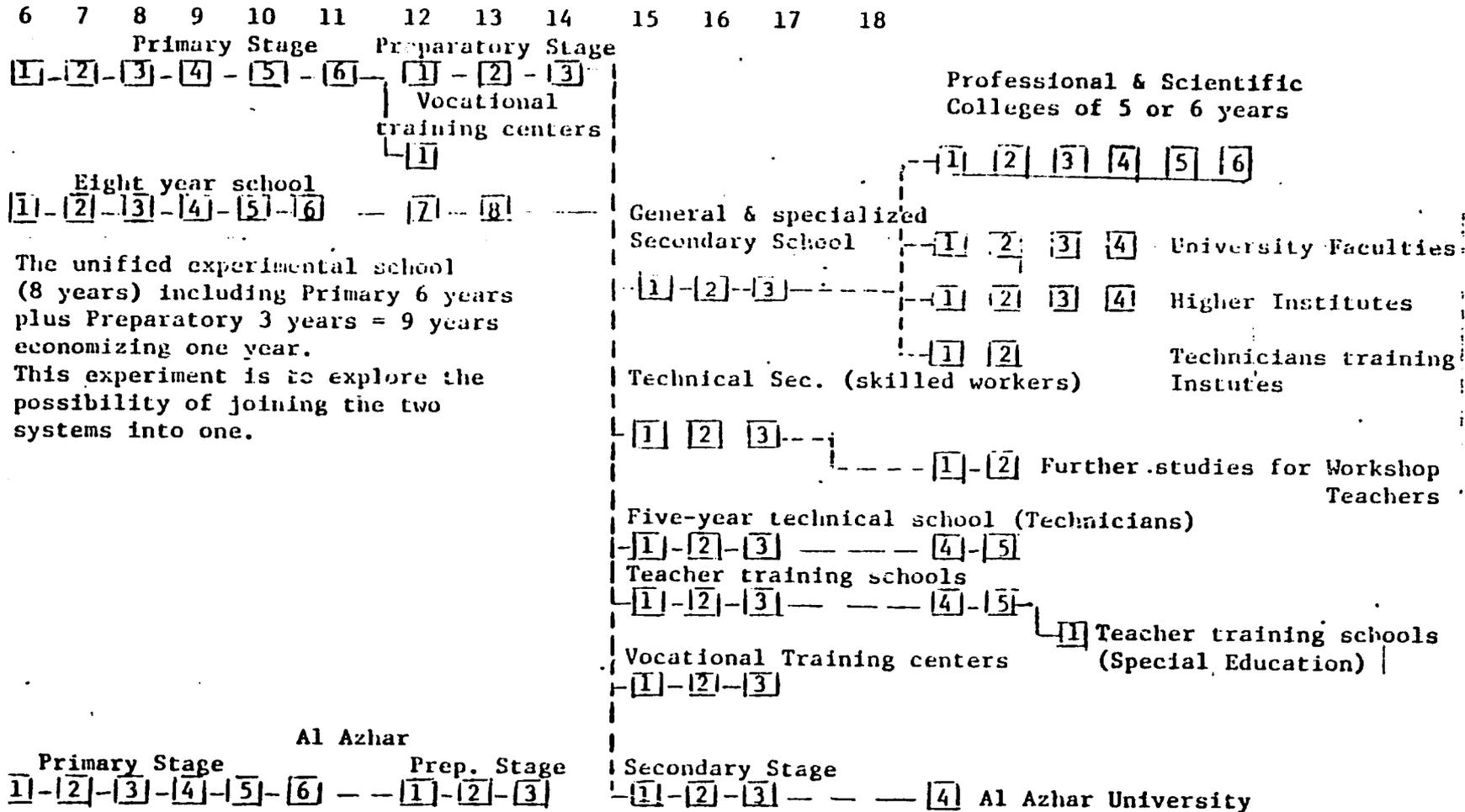
All first year general secondary students receive the same course of study. Second year students begin to specialize in either literary or scientific sections of study. The focus of the literary curriculum is on philosophy, literature and social studies at the exclusion of science and mathematics while the scientific section focuses on science and mathematics, excluding social studies, art, and literature.

Governorate-prepared standard examinations are administered at the end of each cycle (grades 6, 9, 12). Successful completion of the 12 years of general school qualifies the student to enter higher education or university education. Education at this stage is divided into two levels: 1. University level of at least four years of study; 2. Technical level of less than four years. Alongside these formal stages are schools not included in the regular educational ladder.

Every Egyptian student has the right to education. However, the selection of particular courses of study is dependent on meeting pre-conditions. The conditions are weighted most heavily on the scores the student receives on the state standard examination given at the end of each cycle (grades 6, 9, 12).

TABLE 9

The Educational Ladder in the A. R. E.



## Education System

### Pre-School Education

Pre-school centers are considered under three different ministries. Centers under the Ministry of Education are called "Nursery Schools," and are established to prepare children for school life. Centers under the Ministry of Social Affairs are called day-care centers and are considered social institutions. The Ministry of Labor forces has established a child-care center for the purpose of caring for children of working mothers. All of the centers operate under a fee-paying basis.

The number of children enrolled in pre-school centers in Egypt for 1974/75 was 91,305. Distribution:

Ministry of Education	37,584 (38%)
Ministry of Social Affairs	58,922 (61%)
Ministry of Labor	799 ( 2%)

The number of children enrolled in private centers is unavailable. Total number of pre-school centers in Egypt is 1,486. The total number of children in Egypt in 1974/75 ages 1 - 6, was 6,232,000. Children enrolled in pre-school total 1.69% of this population.\*

Reference to table 30 shows comparisons between the number of children enrolled in pre-primary to primary schools. Less than 1% of primary students were enrolled in pre-primary schools in 1957, 1% in 1967 and 1.2% in 1977.

### Primary Education

Compulsory education is currently limited to primary school. Starting age varies from 6 to 8 years, depending on the availability of regional primary schools, El-Azhar primary system follows the same pattern. Duration of compulsory school is six years. This can extend to seven or eight years if a student repeats one or two classes. The Ministry of Education is working on a plan to extend the compulsory period through preparatory school. This would create a 9 year compulsory program.

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Source: The National Center for Social and Criminological Researches: Study on the Role of Working Mothers in Socializing Their Children, November 1977

Average number of students per class in 1976/77 was 40.8. Standard classroom size in buildings built as schools after 1952 is 5 meters/8 meters or 40 square meters. This averages slightly less than one meter per student. This size decreases in buildings not originally designed as schools but taken over for school facility use. Many schools run on a double shift (exact statistics unavailable). Ratio of enrolled to sixth grade completion is detailed in section on students. The Ministry of Education has set a goal of 95% enrollment by 1980. Consideration in meeting such a goal needs to be studied in the area of:

1. Rural Enrollment
2. Teacher Shortages
3. Facility Adequacy
4. Student Dropouts

#### Preparatory Education

Traditional Preparatory Education comprises 3 years of study after successful completion of the primary certificate. Curriculum is unified at the National level. School runs on a 32 period (hour), 6 day week. Curriculum stresses theory over practice.

Currently, a limited number (150) of preparatory schools are being run on a new system. These schools integrate both practical and theoretical studies. Research is not available on evaluation of these programs

In 1972/73 a unified experimental school was established which combines both primary and preparatory stages over an eight year period. Integration of theoretical and practical aspects, particularly in Math and Science is emphasized. This experiment is being currently evaluated. The following problems requiring further research are recognized by the National Council for Education:

1. Overcrowding of schools, which requires adoption of the double-day system.
2. Poor conditions of facilities, particularly those not originally intended as school buildings.
3. School libraries in need of modern books for both pupils and staff.
4. Shortage of available trained teachers.

### Secondary Education

Students are eligible for entrance into the third level of Education after receiving the Preparatory Certificate. In 1975, first year Secondary Schools (10th grade) accepted 80.5% (248,000) of the number of graduates from the preparatory stage. Statistics on the number of prep graduates entering other type of education such as nursing schools, and training centers, in the Ministries of Defense and Industry is unavailable.

General secondary school operates a 33 period (hour) week, while technical schools increase this to 44 periods.

Primary emphasis of General Secondary is preparing students for higher and University education, whereas technical education aims at preparing students to be skilled laborers. General Secondary school emphasizes theoretical studies without technical, practical or application of studies.

The Ministry of Education recognizes the problem of people attaching more status to general secondary than technical secondary. Possible suggested solutions are: 1. Include some technical subjects in the general secondary education and raise the level of cultural subjects in technical schools. 2. Have an all-inclusive school which combines theoretical, scientific, technical and technological all in one frame.

Continued research in these areas is necessary for further analysis.

### Private Education

The growing demand for education exceeds the capacities of public schools. This has brought about an increase in private education and the establishment of a large number of schools by many societies. In

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Source: The Specialized National Councils Magazine, "The Development of General Secondary Education, Its Objectives, Plans of Study, Syllabuses, Branching off System and Choice of Subjects in the General Secondary Education Examination Certificate," Cairo: September, 1976.

1974/75 there were 565,000 pupils enrolled in private schools. This amounts to 9.41% of the enrolled pupils at the general education stage.

The Ministry of Education has organized the Department of Private Education. The Ministry provides financial assistance, while requiring the schools to follow general laws, national objectives and policies of the state.

The aid given to private schools totals 149,000 L.E. (213,070 U.S. dollars). This amounts to approximately \$.38 per student. \*1

Table 14 shows the number of schools, students and teachers in private schools compared to public schools in 1976/77. Primary schools show approximately the same number of student per class, while in the secondary it is estimated that there are three more students per class in private to public education.

Table 15 indicates the percentage of pupils in private schools to a total number of pupils at each education stage.

Table 16 indicates funds available to private education out of the budget of the Ministry of Education in 1975.

TABLE 10  
General Primary Education

Year	Schools	Total		Total Students			Avg. # Stud. Per Class
		Sec- tions	Classes	Boys	Girls	Total	
1956/57	7,701	132	47,932	1,232,758	743,116	1,975,874	41.2
1966/67	7,844	870	81,164	2,104,559	1,343,451	3,448,004	42.5
1976/77	10,000	569	101,635	2,541,505	1,610,451	4,151,956	40.8

Comments

- A. Number of schools increased during 20 year span totaled 2,229 or 23%
- B. Number of classrooms, including those added on to remodeled schools totaled to 53,703 or 52.8% increase
- C. Number of students increased by 2,176,082 or 52.7%
- D. Average number of students per class went from 41.2 students in 1956/57 to 40.8 students in 1976/77.

TABLE 11  
General Preparatory Education

Year	Total Sec-		Total Students			Avg. # Stud. Per Class	
	Schools	tions Classes	Boys	Girls	Total		
1956/57	743	170	9,585	242,547	75,696	318,243	33.2
1966/67	1,214	630	18,444	478,308	209,401	677,709	36.7
1976/77	1,820	1,299	35,888	925,299	510,230	1,435,529	40.

Comments

- A. Number of schools increased during 20 year span to total 1077 (59% increase).
- B. Number of classrooms, including those added to remodeled schools totaled 26,303, (73%) increase
- C. Number of student increased by 1117,286. (77%) increase.
- D. Average number of students per class went from 33.2 students in 1956/57 to 40 students in 1976/77.

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Compiled from Development of General Education and its Flow Since the Mid-Twentieth Century, Ministry of Education Statistics Department, 1977

TABLE 12  
General Secondary Education

Year	Total		Total Students			Avg. # Stud. Per Class	
	Schools	Sec- tions Classes	Boys	Girls	Total		
1956/57	201	78	3,522	90,877	18,272	109,153	30.9
1966/67	310	258	6,597	170,458	73,417	243,875	36.9
1976/77	444	247	9,857	256,982	135,879	392,861	39.8

Comments

- A.. Number of schools increased during 20 year span totaled 243 (54%) increase
- B. Number of classrooms, including those added to remodeled schools totaled 6335, (64%) increase.
- C. Number of students increased by 283708 (72%) increase
- D. Average number of students per class went from 30.9 students in 1956/57 to 39.3 students in 1976/77.

Compiled from Development of General Education and its Flow Since the Mid-Twentieth Century, Ministry of Education statistics Department, 1977

TABLE 13  
Projected Population at School Age (6-12)

Age	1960	1965	1970	1975	1980	1985
Males by age (in thousands)						
6	435	447	518	612	699	796
7	374	398	500	589	682	771
8	436	354	483	568	666	748
9	324	377	466	547	650	725
10	402	405	448	531	630	710
11	246	430	442	514	607	694
12	451	370	395	496	585	678
<b>Total</b>						
males	2,668	2,781	3,252	3,857	4,519	5,122
Females by age (in thousands)						
6	398	354	435	511	581	660
7	340	352	421	493	568	641
8	419	312	407	476	555	622
9	300	335	394	459	542	603
10	380	372	380	446	526	591
11	220	394	349	432	508	578
12	411	338	350	419	491	566
<b>Total</b>						
females	2,468	2,457	2,736	3,236	3,771	4,261
<b>Total</b>	5,136	5,238	5,988	7,093	8,290	9,383

SOURCE: Omran Abdel ed., Egypt: Population Problems and Prospects; University of North Carolina, 1973: p.135

TABLE 14  
Government Schools & Government-Assisted  
Private Schools Compared with Tuition-Based Private Schools  
(1976-77)

Public

	# of Schools	Total Class- Rooms	Enroll- ment	Teachers	Dirac- tors & Staff	# of Pupils per Class
Primary	9,697	96,368	3,939,752	120,985	9,203	40.8
Prepara- tory	1,578	28,141	1,133,558	1,402	1,377	40.3
General Secondary	323	7,718	302,236	15,702	389	39
<b>Total</b>	<b>11,598</b>	<b>132,227</b>	<b>5,375,536</b>	<b>170,089</b>	<b>10,974</b>	
			<u>Private</u>			
Primary	303	5,267	212,204	5,412	301	40.3
Prepara- tory	242	7,747	301,971	1,427	210	38.9
General Secondary	121	2,139	90,625	1,835	192	42.3
<b>Total</b>	<b>666</b>	<b>15,153</b>	<b>603,800</b>	<b>8,674</b>	<b>703</b>	

Source: M.O.E., Statistical Dept., Statement of total number of schools classes, pupils, teachers at the different stages & kinds of Education, 1976/77 (1 table).

TABLE 15

Percentage of pupils in private schools to total number  
At each educational stage

Primary	Preparatory	General Secondary	Technical Secondary
5.9%	18%	20%	14%

Table 16

Indicates funds available to private education out of  
the budget of the Ministry of Education in 1975

1 ) The budget of the Ministry of Education in 1975 amounted to L.E. 177,627,100.
The following sums were allocated to private education:
L.E. 95,000 in assistance to schools with fees.
L.E. 20,000 as compensation to expropriated schools.
L.E. 34,000 for private education in the Sudan and the Egyptian schools in Algeria.
L.E. 149,000 Total.

Source: Specialized National Councils Magazine, Cairo,  
January 1977, p.17.

## Administrative Organization

### A. National Level

Primary through Secondary Education has remained the responsibility of the State since the 1952 Revolution. The State is responsible for policy, planning, directing and executing public education and human resources. The system of administration is displayed in table . The main branches consist of:

#### 1. The National Council of Education, Scientific Research and Technology

One of four national development councils, established in 1974. The council is presided over by the President of the Republic. Its primary function is to assist the President in establishing national policies and long range plans.

Members of the council are appointed by the President. The Council membership is broken down into committees concerned with specific issues. The President appoints consultants as council members to assist in particular areas as needed. A public meeting is held once a year to draw the yearly work plan and to review and evaluate previous work accomplished.

#### 2. The Higher Council of Manpower and Training

Established in 1976 and presided over by the Prime Minister, this council is concerned with:

1. Attaining optimum rational development and utilization of human resources.
2. Maintaining coordination among education, social and economic long and short range goals.
3. Work with Arab and friendly nations toward lessening unemployment.

The Council submits a yearly report on Manpower and Training which reviews and suggest relevant areas of work. Council membership includes:

1. The Head of the Ministerial committee for social development and services (D.P.M.S.)
2. D. PM and Minister of War and war production (WAC)
3. The Head of the ministerial committee for production and Minister of Electricity and Energy (E.L.C.T.)
4. Minister of Manpower and Vocational Training (M.V.T.)
5. Minister of Housing and Reconstruction (HOUS)
6. Minister of Education (EDUC)
7. Minister of State for Local Government, Popular and Political Organizations (L. GOV)
8. Minister of Agriculture (AGR)
9. Minister of Irrigation (IRRIGAT)
10. Minister of Finance (FINANCE)
11. Minister of Planning (PLANNING)
12. Minister of State for Administrative Development (ADM DEV)
13. President of the Central Agency for Organization and Administration (C.A.O.A.)
14. President of the Central Agency for Public Mobilization and Statistics (C.A.P.M.A.S.)

### 3. Ministry of Education

Responsible for general education, the Ministry supervises Primary, Preparatory, Secondary, and Technical schools. In addition, the Ministry is in charge of Teacher Training Schools and Institutes for technical school teachers. Private schools, specialized schools and the center for erasing illiteracy also

fall under the domain of the Ministry of Education. The Ministry is responsible for executing policy in each of its appointed areas.

Two other Ministries in addition to the Ministry in charge of general education exist under the administrative structure of education. These include:

1. Ministry of Higher Education

Responsible for planning and supervision of Institutes for training technicians, scholarships and the university council. Universities are under the supervision of the "Higher Council of Universities", headed by the Minister of Higher Education.

2. Ministry of Al Azhar Affairs

This Ministry is responsible for planning and supervising religious education in schools and institutes of Al Azhar. These schools are equal and parallel to those of the general academic educational stages from primary stage up to the University.

### Organization at the Local Level

Decentralization of education was established under Ministry of Education, Decree Number 145 in August, 1977. Through this decree, Egypt's 25 governorates were divided into school districts of 3 different levels, each headed by a supervisor. The following norms define the qualifications establishing each level.

Level I - is established within the areas of capitals of Governorates. These areas must be within the boundaries of a village council (Markaz) where the number of classrooms equals 2,000 or more.

Level II - requires the number of classrooms within the boundaries of the village council (Markaz) to be no less than 1000 and no more than 1999.

Level III - requires the number of classrooms within the boundaries of the village council (Markez) to be no more than 999.

In council areas where the number of classrooms is less than 250, education directorates in the governorate delegate a school headmaster to represent education service in the local councils. Governorates with a wide geographic distribution of people are given level rating even though they contain only half the necessary number of classrooms. These governorates include: Matruh, El Wadi el Gedid, Red Sea, Baharia Oasis, and Sinai.

Within the 25 governorates are 18 first-level, 30 second-level and 92 third-level districts, totaling 140 educational districts in Egypt. (See table 20).

TABLE 17  
Organization of

Education and Human Resources Development

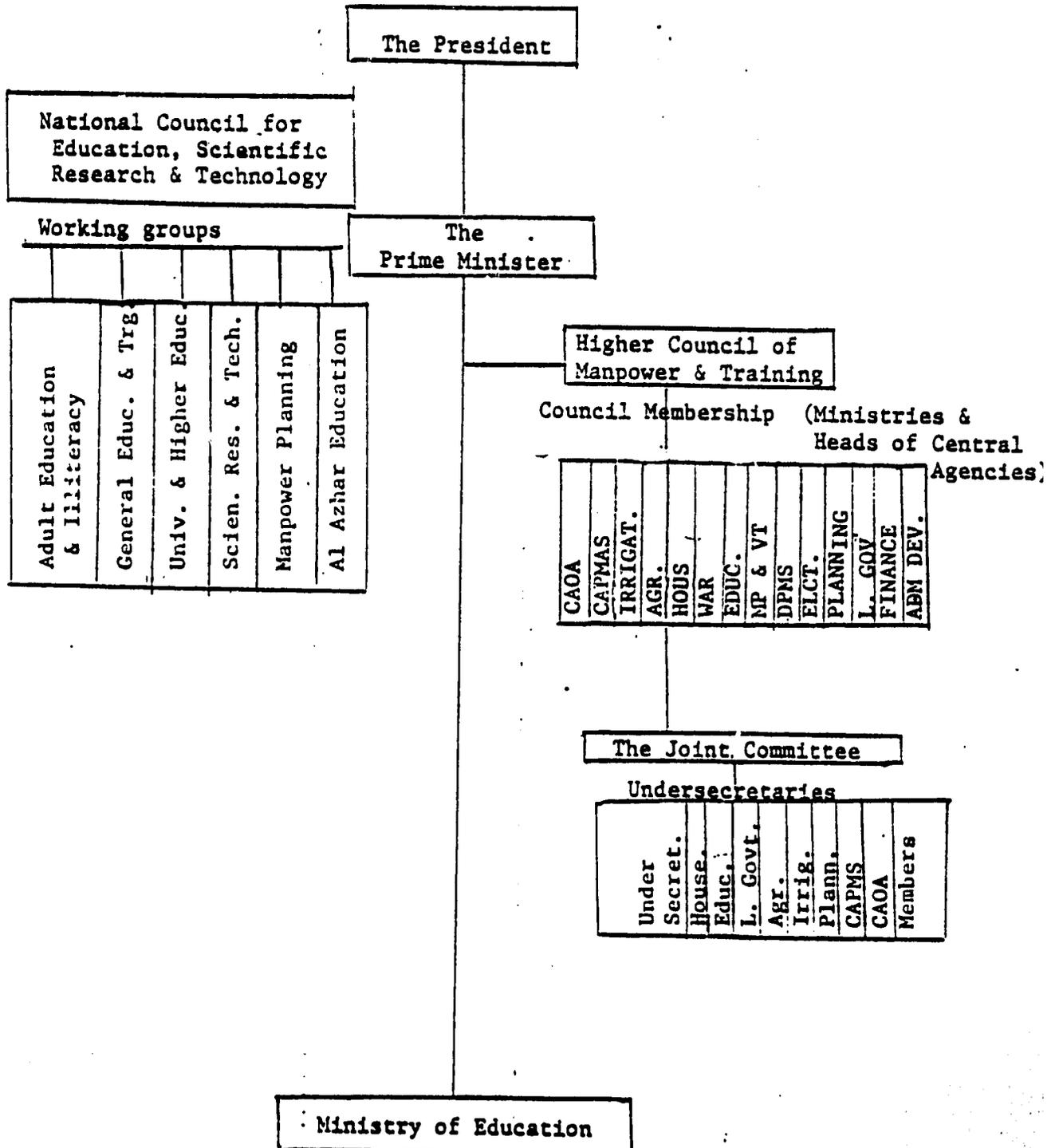


TABLE 18  
Sectoral Organization of the Central Offices

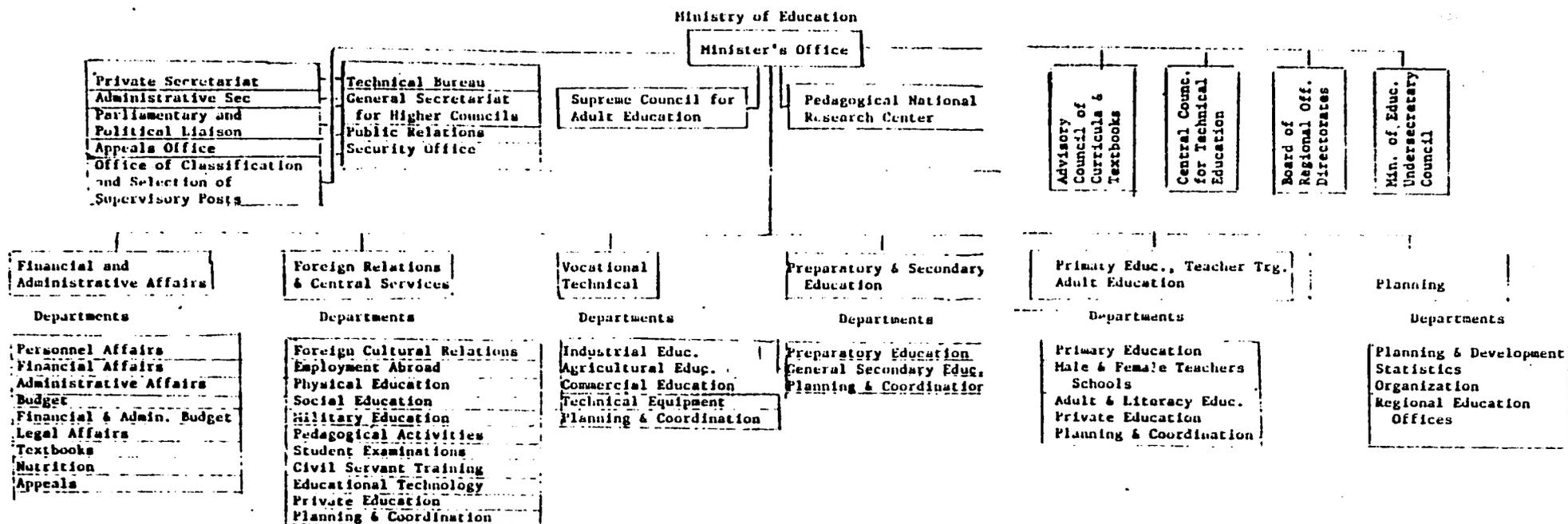


TABLE 19

AREA DIRECTOR OF EDUCATION (FOR LEVEL ONE DIRECTORATES)  
(Divisions and Departments)

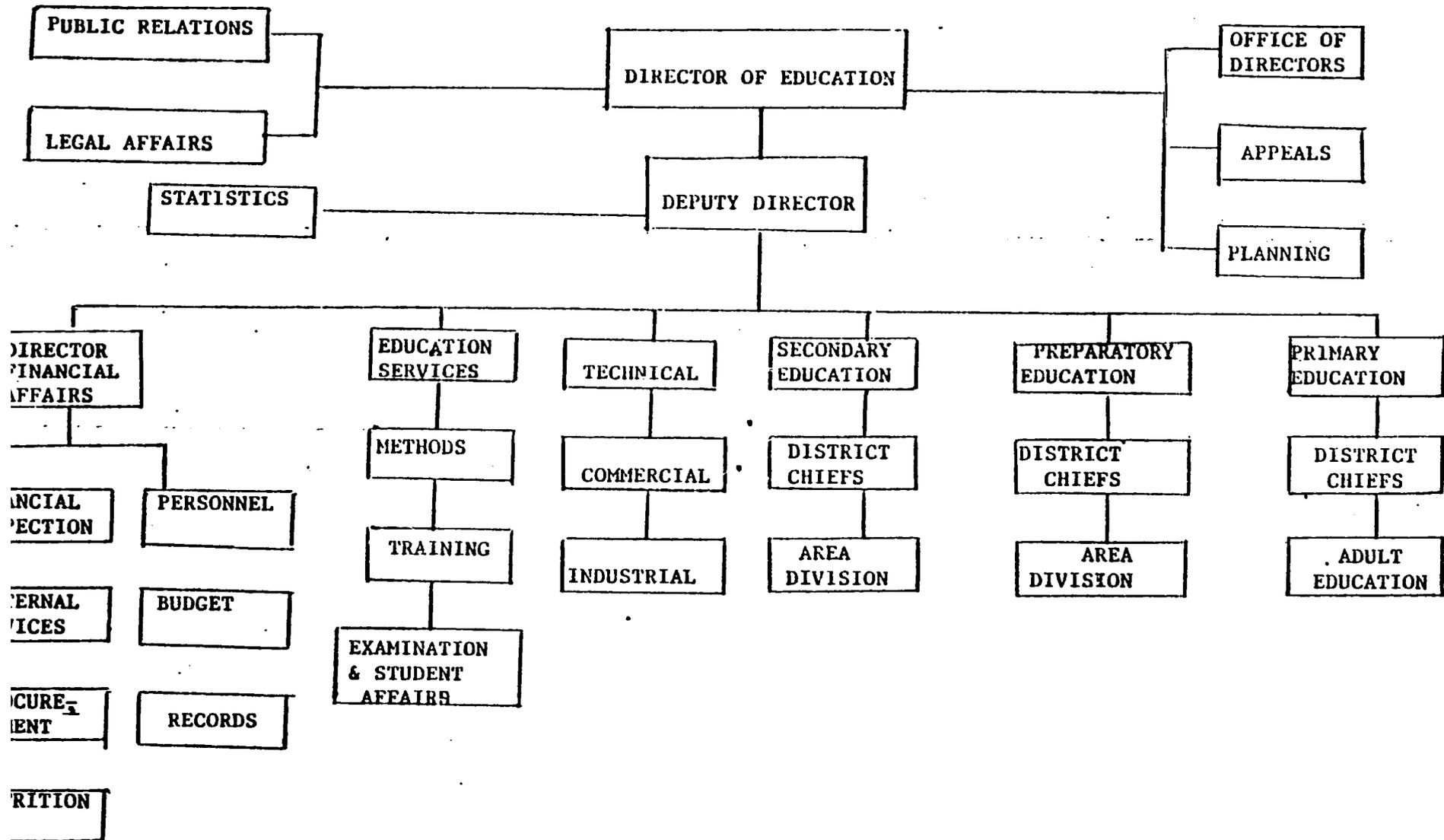


TABLE 20  
Education Districts Within Egypt

Governorates	Levels				Total
	I	II	III	Below III	
Cairo	7				7
Alexandria	4				4
Al Buhayrah		3	8		11
Al Charbiyah	2	1	5		8
Kafr El Shaykh		1	5		6
Minufiyah		3	5		8
Kalyubia		3	5		8
Dakahlia	1	5	3		9
Damietta		1	2		3
Sharkia	1	3	6		10
Ismailia		1	2		3
Giza	3	1	4		8
Fayyum		1	4		5
Beni Suef		1	6		7
Minya		1	8		9
Assiut		1	7		8
Suhag		1	10		11
Kena (Qena)		2	6		8
Aswan		1	3		4
Marsa Matruh			1		1
El Wadi el Gedid			2		2
Red Sea				4	4
Sina				5	5

\*Information on Port Said and Suez was not available

Source - Material abstracted from Ministry Decree #145,  
 8.25, 1977, 8 pages

## Students

### Enrollments

The extent of school enrollments, (pre-primary through teacher training) on a 20-year time span has been summarized in Table . Growth has been consistent from 1975 to 1977. This can be attributed both to a general population increase and an increase in the proportion of children enrolled in school to the total population.

From 1957 to 1967 there was a 54 percent growth in the number of students (2,440,953 to 4,439,460). During the ten-year period 1967 to 1977, the growth rate dropped to 27 percent bringing the total number of enrolled students to 6,060,442. Preparatory schools showed the strongest growth at 78 percent, followed by secondary, 72 percent, and primary, 52 percent. Projected census figures on the number of school-age children 6-12 in the total population show an estimated increase of 55 percent during the period 1960-1985 (see Table 13).

#### a. Primary Schools

The gross ratio of primary school enrollments to total population within the age group of 6-7 was 80.7 percent for the academic year 1976/77 (see Table 21). Total population is estimated at 949,000 with the first grade primary enrollment at 766,008.

Breakdowns between boys and girls show a male enrollment ratio of 89 percent. Total male population in 1976 for ages 6-7 was 508,000 of which 452,790 were enrolled in government schools, government-assisted schools and private schools with fees. Enrollment ratio to total population for girls age 6-7 amounts to 67 percent.

The highest ratio of enrollment to population is in the district of Port Said (269.9 percent) followed consecutively by Ismailiya (209.9 percent), Matruh (129.2 percent), Damietta (103.8 percent), Alexandria (101 percent), New Valley (99.9 percent) and Cairo (95.6 percent). Districts with the smallest ratio of enrollment are Minya (45.7 percent), Fayoum (60.6 percent) and Sohag (64.9 percent).

b. Preparatory

In 1975/76 the number of students enrolled in sixth grade primary school was 656,447. The number passing the sixth grade standard exam was 478,942. Of this group, the number enrolling in preparatory school for the academic year 1976/77 was 444,683. (364,490 in government schools and 20,193 in private schools). This shows an official gap of 34,259 (7 percent) students not enrolled in preparatory schools who passed the primary standard examination.

Ratio of students enrolled in first-year preparatory school to the number enrolled in sixth grade is 67.7 (girls 67.2, boys 67.8). Ratio of students enrolled to those passing the primary exam is 92.8 (girls 92.4, boys 93.0).

Districts with highest ratio of enrollment to students passing primary exam are: 1. Suez (115.1), 2. Sinai (103.5), 3. Ismalia (100.1), 4. Red Sea (99.8), 5. Damietta (98.3). Districts recording lowest rates are El Nadi El Gedid (84.3), Alexandria (85.6) and Sharkia (88.0).

Districts showing larger than 100 percent ratios are probably due to migration (immigrants returning to their original homes).

Comments and Questions

Second sessions are held for preparatory students who marginally passed the primary exam pay fees. Are they counted in official government records of student enrollments? What percentage attends? What is the fee? Where does the money go? Who benefits from the money?

c. Secondary

Students receiving the preparatory certificate in 1975/76 totaled 333,239. Following is a breakdown of new enrollments in secondary education:

General Secondary	119,253
Technical Secondary	34,626
Five-year Technical	882
Agriculture Secondary	13,629
Commercial Secondary	85,872
Primary teacher training institutes	<u>7,716</u>

TOTAL 262,028

This shows a student loss of 71,211 or 21 percent of those eligible for schooling beyond the preparatory stage. 1

1. Ministry of Education, Statistical Office Bulletin No. 6, Enrollment in the Different States of Education for 1976/77; Published Feb. 1977.

TABLE 21

Primary EducationNew Enrollments with Ratios to Total Population

1975/76

Description	Boys	Girls	Total
Population	508,000	441,000	949,000
New Enrollments			
Government & Government- financed Private Schools	433,655	295,891	729,146
Ratio	85.3	67.0	76.8
Private schools with fees	19,535	17,327	36,862
Ratio	3.8	3.9	3.8
Total New Enrollments	456,790	313,218	766,008
Ratio	89.1	71.0	80.7

Source: Ministry of Education, Statistical Office Bulletin  
Number 6, Enrollment in the Different Stages of  
Education, for 1976-77; published February 1977

TABLE 22

Preparatory EducationNew Enrollments with Ratios to Total Population1975/76

Description	Boys	Girls	Total
Primary Sixth Grade Students 1975/76	415,921	240,526	656,447
Number Receiving Primary Certificates 1975/76	303,135	175,807	478,942
Preparatory New Enrollments 1976/77			
Government & Government- financed Private Schools	234,804	129,686	364,490
Ratio	77.4	73.8	76.1
Private Schools with Fees	47,260	32,933	80,193
Ratio	15.5	18.7	16.7
Total Enrollments	282,064	162,619	444,683
Ratio of Those Enrolled in Preparatory to Number Enrolled in Sixth Grade	67.8	67.6	67.7
Ratio of Those Enrolled to Those Passing the Primary Certificate	93.0	92.4	92.8

Source: Ministry of Education, Statistical Office Bulletin  
Number 6, Enrollment in the Different Stages of Education  
for 1976-1977; published February 1977.

TABLE 23

Secondary EducationNew Enrollments with Ratios to Total Population  
Receiving the Preparatory Certificate  
1975/76

Description	Boys	Girls	Total
Passed the Preparatory Certificate	215,866	117,373	333,239
General Secondary			
Government & Government-financed Private Schools	60,470	33,029	93,539
Ratio	68.0	28.1	28.1
Private Schools with Fees	15,825	9,989	25,814
Ratio	7.3	8.5	7.6
Total General Secondary	76,295	43,058	119,353
Ratio	35.3	36.6	35.8
Secondary Technical	30,899	3,727	34,626
Ratio	14.3	3.1	10.3
Five-Year System	853	29	882
Ratio	.3	.02	.3
Agricultural Secondary	12,682	947	13,629
Ratio	5.9	.8	3.1
Secondary Commercial			
Government & Government-financed Private Schools	30,378	32,482	62,860
Ratio	14.1	27.6	18.8
Private Schools with Fees	11,867	11,145	23,012
Ratio	5.4	9.4	6.9
Total Secondary Commercial	42,245	43,627	85,872
Ratio	19.5	37.1	25.7
Total in Secondary (General Technical, Agriculture Commercial)	82,279	48,330	135,009
Ratio	40.1	41.1	40.5
Total Enrollment in Teachers' Schools	4,108	3,208	7,712
Ratio	1.9	3.0	2.3

Source: Ministry of Education, Statistical Office Bulletin Number 6, Enrollment in the Different States of Education for 1976-77; published February 1977.

Primary Education Broken Down by Governments

<u>School Districts of Governorate</u>	<u>Total Population</u>	<u>Students Enrolled</u>	<u>Ratio of Enrollment to Population</u>
Cairo Total	119,000	113,735	95.6
Alexandria	50,000	50,721	101.0
Beheira	66,000	47,146	71.4
Gharbiya	59,000	47,480	80.5
Kafr El Sheikh	35,000	26,507	75.7
Monufiya	49,000	40,379	82.4
Qalyubiya	47,000	42,080	89.5
Dagahliya	75,000	62,760	83.7
Sharqiya	75,000	53,551	71.4
Damietta	15,000	15,572	103.8
Port Said	2,000	5,398	269.9
Ismailiya	4,000	8,397	209.9
Suez	-	5,056	-
Giza	64,000	49,722	77.7
Faiyum	33,000	20,007	60.6
Beni Suef	33,000	22,977	69.6
Minya	59,000	32,937	45.7
Asyut	46,000	32,096	69.8
Sohag	53,000	34,395	64.9
Qena	41,000	29,495	71.9
Aswan	18,000	14,896	82.8
Matruh	2,000	2,585	129.3
El Wadi el-Gedid	2,500	2,498	99.9
Red Sea	1,500	1,330	88.6
Sinai	-	288	-
<b>Total Egypt</b>	<b>949,000</b>	<b>766,008</b>	<b>80.7</b>

1. Ministry of Education, Statistical Office Bulletin No. 6, Enrollment in the Different States of Education for 1976/77; Published Feb. 1977.

TABLE 25

1976-77 New Enrollments in Preparatory  
Education with Ratios to  
Students Receiving Primary  
Certificates

School Districts of Governates	Population 6th Grade	Passed Primary Certificate	Number Enrolled in Preparatory	Ratio of Enrollment to 6th grade Population	Ratio of Enrollments in Preparatory to those receiving Certificates
Cairo	121101	92233	85620	70.7	92.8
Alexandria	54674	41153	35326	64.6	85.8
Beheira	42730	28054	26181	61.3	93.3
Gharbiya	43763	32692	29562	67.6	90.5
Kafr El Shekh	20431	14418	13825	67.6	95.8
Minufiya	34046	23885	22785	66.9	95.3
Qalyubia	32322	22259	20696	61.0	92.9
Dagahliya	49067	43736	40491	87.5	92.6
Damietta	13247	8772	8624	65.1	98.3
Sharqiya	45928	35221	31019	67.5	88.0
Port Said	7191	5469	5393	74.9	98.0
Ismailiya	7189	5476	5481	76.2	100.1
Suez	4262	3018	3474	81.5	115.1
Giza	41646	29710	28054	67.4	94.4
Faiyum	14634	8302	8138	55.6	98.0
Beni Suef	12791	8512	8118	63.5	95.4
Minya	23195	15089	14421	62.2	95.6
Assuit	22413	15991	15087	67.3	94.3
Soha	23280	16329	15253	65.5	93.4
Qena	24773	13923	13449	54.3	96.6
Aswan	12974	10548	9813	75.6	93.0
Matruh	1256	859	831	66.2	96.7
Elwadi el-Gedid	2273	2122	1913	84.3	84.3
Red Sea	1215	1058	1056	86.9	99.8
Sinai	--	58	59	--	103.5
Total	656447	478942	444683	67.7	92.8

## Teachers

Number of teachers (pre-primary through teacher training on a 20-year time span is summarized in Table . Growth in number of teachers and students has been consistent throughout the 20-year period. From 1957 to 1976 there was a 58 percent growth in number of teachers (78,327 to 130,275) and a 45 percent growth in number of students (2,440,953 to 4,439,460). During the ten-year period, 1967 to 1977, the growth rate dropped to 36 percent for teachers and 26 percent for students, bringing the total number of teachers to students at: 183,000 to 6,060,442. Average number of students for each teacher is broken down according to education stage in Tables .

### Teacher Training

Teacher training colleges and institutes are run on the following two systems: 1. Primary Teacher Training is under the jurisdiction of the Ministry of Education. Training begins as an alternative to general secondary education, after successful completion of preparatory school. Primary teacher training is run on a three-year and five-year program. There are 64 teacher training institutes dispersed throughout the governorate education directorates. See Table for number of newly enrolled students within each directorate. Total number of teacher training students in all grades amounts to 32,844 for the 1976/77 academic year.

2. Preparatory and secondary teacher training is under the jurisdiction of the Ministry of Higher Education. Admittance into the university system for teacher education is permitted after receiving the secondary school certificate. This is a four-year program, culminating in the B.A. certificate. Current information on number of enrolled and graduates of university programs is ambiguous. Further study is required for accurate information.

### Salary

Teachers are appointed by the Ministry of Education. Salary and promotion is determined at the National level under the government civil service system. All government employees are subject to the same grading system. Teachers with minimum qualifications (three years of training following preparatory school) begin at civil servant level 8.

Promotion is based on two separate requirements: 1. teaching experience, 2. level of education certification. See Tables for salary scales.

TABLE 26  
SALARY SCALE FOR  
TEACHERS AND ADMINISTRATORS

TABLE 1:

## Qualifications:

1. General Secondary Certificate
2. Technical Secondary Diploma
3. Industrial Secondary Diploma
4. Commercial Secondary Diploma
5. Agricultural Secondary Diploma

Appointment Level or Grade	Monthly Salary	Promotion Requirements and Increments	Total Yearly Increments
8	15 LE	Promotion Begins after 6 years from initial appointment	Monthly increment each year up to 5 years: 1 LE
7	20 LE	Promotion after 5 years at Level 8	Monthly increment each year after 5 years experience 1 - 5 LE

1. Promotion to grade 2 takes 32 years from initial appointment

2. Salary ceiling LE 120 monthly

1. Primary or preparatory certificate holders are appointed beginning at the 9th level or grade. 2. Beginning monthly salary LE 13.5. 3. Yearly increments of LE .75 per month. 4. Promotions to level 8 after 2 years experience. Salary increase to LE 15 monthly. 5. Promotion possible up to grade IV.

Source - Cairo governate, Compiled by Education Directorate of Cairo-West School District.

TABLE 27  
SALARY SCALE FOR  
TEACHERS AND ADMINISTRATORS

TABLE 2

## Qualifications:

1. 5 year Teacher Education System beginning after Preparatory School
2. 2 years beyond General Secondary Diploma

Appointment Level or Grade	Monthly Salary	Promotion Requirements and Increments	Total Yearly Increments
8	LE 17	Begins 2 years after initial appointment	Monthly increment LE 1.
7	LE 20	Promotion after 6 years from initial date of appointment	LE 1.5
6	LE 27.5	After 5 years at level 7	LE 1.5
5	LE 30	After 5 years at level 6	LE 2
4	LE 45	After 5 years at level 5	LE 3
3	LE 57	After 5 years at level 4	LE 4
2	LE 73	After 26 years from date of initial appointment. Level 2 is the highest level Educators can obtain without a university degree	LE 5

TABLE 28  
SALARY SCALE FOR  
TEACHERS AND ADMINISTRATORS

TABLE 3

Qualifications:  
University Graduates

Appointment Level or Grade	Monthly Salary	Promotion Requirements and Increments	Total Yearly Increments
7	LE 25	After 2 years from appointment date	LE 1.5 Monthly
6	LE 27.5	Salary is increased to 27.5 or given a promotion increase of L.E. 1.5 eligible for promotion after 4 years of Level 7	LE 1.5
5	LE 35	After 4 years at level 6 Salary increased to LE 35 or increment increase of L.E. 2	LE 2
4	LE 45	After 5 years at level 5 salary increased to LE 45 or promotion increment of L.E. 3	LE 3
3	LE 57	After 5 years at level 4 salary increases to L.E. 57 or promotion increment of L.E. 4	LE 4
2	LE 73	After 24 years from the date of initial employment or a promotion increase of L.E. 5 (whichever is higher)	LE 5
1	LE 120	Promotion effected by a decree of the Prime Minister salary increased to 120 or LE 6 monthly Position of School District Director in Level I Schools	LE 6

TABLE 29

General Education & Teachers' SchoolsComparative Statistics

Year	Education Stage	Directors & Headmasters		Teachers & 1st Teachers		Employees Non-teaching	
		Female/Total	Total	Female/Total	Total	Tech./Non-Tech.	Total
56/57	Pre-Primary	49	58	227	330	-	-
	Primary	1,292	7,533	15,815	51,231	942	14,113
	Preparatory	180	734	2,892	16,558	436	4,784
	Secondary	41	197	1,122	7,831	440	2,576
	Teacher Schools	36	74	688	2,377	113	832
	Total	1,598	8,646	20,744	78,327	1,931	22,305
	66/67	Pre-Primary	34	59	797	804	-
Primary		1,564	7,025	39,099	87,947	875	18,244
Preparatory		310	1,157	5,611	24,820	-	-
Secondary		112	337	3,171	12,593	-	-
Teachers		30	73	1,383	4,111	-	1,187
Total		2,050	8,651	50,061	130,275	875	19,431
76/77		Pre-Primary	148	177	1,052	1,073	-
	Primary	2,359	9,499	59,151	126,397	1,227	33,273
	Preparatory	327	1,589	12,597	34,914	896	10,641
	Secondary	149	481	4,936	17,786	693	4,528
	Teacher Schools	25	64	1,078	2,830	212	859
	Total	3,008	11,810	78,814	183,000	3,028	49,804

Source: MOE Statistical Disision, Development and Flow of General Education Since the Middle of the 20th Century 1950/51-1976/77: Cairo, 1977.

TABLE 30  
General Education & Teachers' Schools  
Comparative Statistics

Year	Education Stage	Sec- Schools	Classes	Boys	Girls	Total	
56/57	Pre-Primary	55	46	240	4,698	2,731	7,429
	Primary	7,701	132	47,932	1,232,758	743,116	1,975,874
	Preparatory	743	170	9,585	242,047	75,696	318,243
	General Secondary	201	78	3,522	90,877	18,276	109,153
	Teachers	78	33	984	17,803	12,561	30,254
	<b>Total</b>	<b>8,778</b>	<b>459</b>	<b>62,263</b>	<b>1,588,073</b>	<b>852,380</b>	<b>2,440,953</b>
66/67	Pre-Primary	59	220	682	13,984	13,339	27,323
	Primary	7,844	870	81,164	2,104,553	1,343,451	3,448,004
	Preparatory	1,214	630	18,444	468,308	209,401	677,709
	General Secondary	310	258	6,597	170,458	73,417	243,875
	Teachers	72	18	1,432	24,368	18,181	42,549
	<b>Total</b>	<b>9,499</b>	<b>1,996</b>	<b>108,319</b>	<b>2,781,671</b>	<b>1,657,789</b>	<b>4,439,460</b>
76/77	Pre-Primary	12	300	1,062	24,252	23,000	47,252
	Primary	10,000	569	101,635	2,541,505	1,610,451	4,151,956
	Preparatory	1,820	1,299	35,888	925,299	510,230	1,435,529
	General Secondary	444	247	9,857	256,982	135,879	392,861
	Teachers	65	8	984	18,342	14,502	32,844
	<b>Total</b>	<b>12,341</b>	<b>2,423</b>	<b>149,426</b>	<b>3,766,380</b>	<b>2,172,062</b>	<b>6,060,442</b>

Source: M.O.E. Statistical Division, Development and Flow of General Education Since the Middle of the 20th Century 1950/51-1976/77: Cairo, 1977.

TABLE 31  
1976-1977 New Enrollments in Primary Teacher  
Training Institutes with Ratio to Students Passing Preparatory Exam

<u>Education Directorate</u>	<u>Newly Enrolled in Teachers Institutes</u>	<u>Percentage</u>
Cairo	491	.6
Alexandria	242	.9
Beheira	373	2.4
Gharbiya	228	1.0
Kafr El Shekh	490	5.1
Minufiya	336	1.99
Qalyubiya	427	2.8
Dagahliya	667	2.3
Damietta	229	4.1
Sharqiya	596	2.5
Port Said	139	3.3
Ismailiya	220	5.7
Suez	131	5.5
Giza	454	2.0
Faiyum	266	4.3
Beni Suef	150	2.5
Minya	198	1.8
Asyut	387	3.6
Sohag	570	5.9
Qena	618	7.1
Aswan	277	4.6
Matruh	88	23.5
Elwadi el-Gedid	110	9.8
Red Sea	29	5.3
Sinai	--	--
Total	7716	2.3

Source: Ministry of Education Statistical Office, Statistical Studies, Stages of Education, 1976-77. Statistical Bulletin No. 6, Feb., 1977. (p. 13)

## Curriculum and Materials

Curriculum and texts are nationalized at all levels. Curriculum planning and reform are headed by the National Center for Research and Applied Education under the Ministry of Education. Subject area specialists are brought together in study committees. Each committee is headed by an advisor from the National Center. At the end of each academic year, the committees conduct a syllabus evaluation. Recommendation for changes are made each year, with major changes undertaken every three to five years.

At the local level, teachers are required to submit annual reports on curriculum and textbooks to their school district director. Reports are summarized and sent to the National Center. District and local administrators are given advisory powers with policy decisions made only at the national level.

All schools in Egypt follow the same basic curriculum. At the primary stage, social studies topics are introduced which recognize urban and rural differences. Special units emphasize the local family, school and neighbor.

In the 11th and 12th grades, secondary education divides its curriculum into two mutually exclusive entities. Literature sections receive no coursework in the sciences while the science section brings in no literary subjects. Current reform attempts to end the strict separation between the two sections. This year the curriculum has established a few common classes in both sections. (See Table 35.)

The National Center is currently working on reform of Mathematics (traditional versus modern). Secondary education has been divided with some schools teaching traditional and others the modern. Study and evaluation of the merits of the modern math system is in progress.

TABLE 32

Curriculum  
Flow of Planning and Implementation

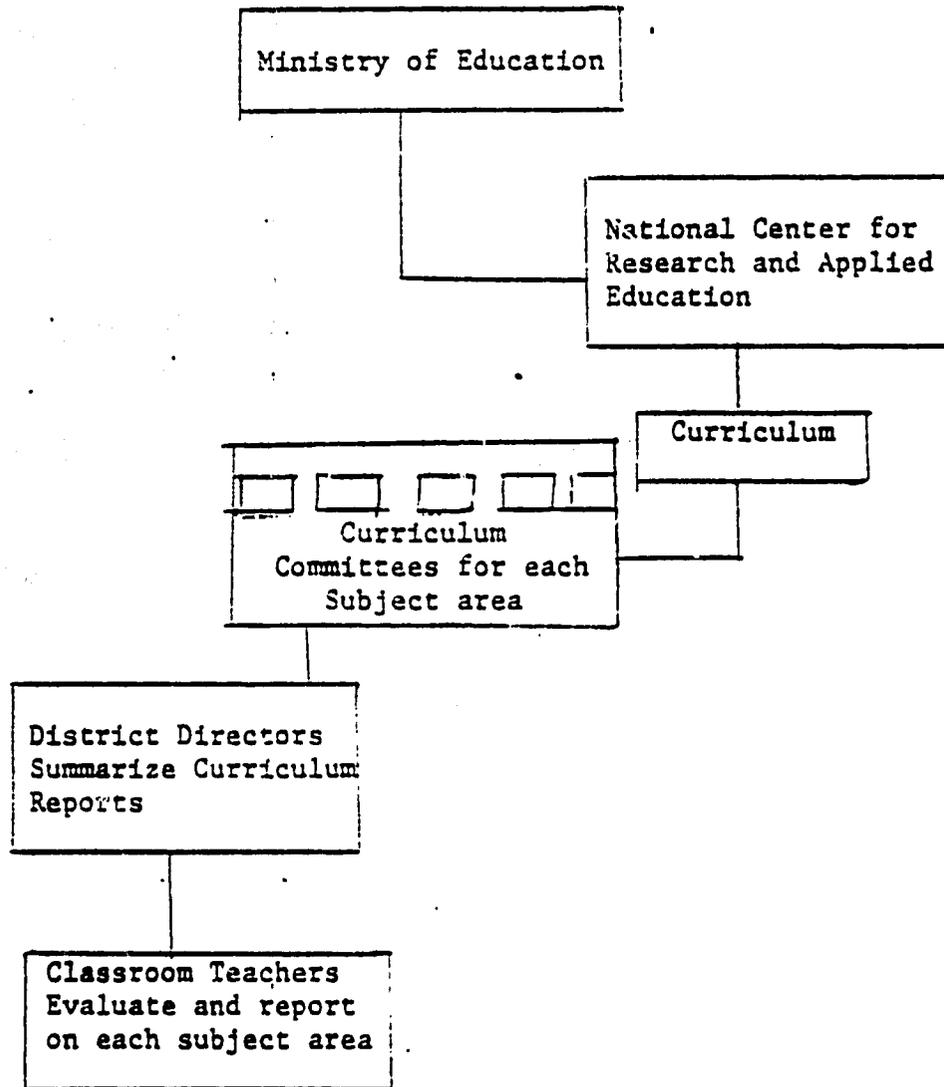


TABLE 33

Primary Stage Plan  
Number Periods Taught Per Week

School Subjects	Grades					
	1st	2nd	3rd	4th	5th	6th
Religious Education	3	3	3	3	3	3
Arabic Language	10	10	10	10	9	9
Arithmetic	6	6	6	6	6	6
Science & Hygiene	-	2	2	3	4	4
Social Studies	-	-	3	3	-	-
History	-	-	-	-	1	1
Geography	-	-	-	-	1	1
National Education	-	-	-	-	1	1
Practical Studies	3	3	3	2	2	-
Drawing & Modelling	2	2	2	2	2	2
Natural Observation & Environment	1	1	-	-	-	-
	-	-	1	1	2	2
Agriculture Activi- ties & Local for boys and home economy	-	-	1	1	2	2
Music Education for girls	1	1	1	1	1	1
Total	26	28	31	31	32	32

TABLE 34  
Preparatory Stage Plan  
Number Periods Taught Per Week

School Subjects	Number of Periods			
	1st Grade	2nd Grade	3rd Grade	
Religious Education	2	2	2	
Arabic Language	6	6	6	
English Language	5	5	5	For those who don't learn French For those who don't learn English
French Language	6	6	6	
Social Studies (history, geog. & civics)	3	3	3	
Math (Arth., Alg. & geom.)	4	4	4	
Science & Hygiene	4	4	4	
Art Education	2	2	2	
Music	1	1	1	
Physical Education	2	2	3	
Practical Studies	4	4	5	
Total	32	32	32	don't learn English
	31	31	31	don't learn French

The plan for practical studies in our Fundamental Education.  
4, 4, 4, periods.

TABLE 35

## Secondary Stage Plan

The Plan of the Secondary Schools

Number of Periods Taught Per Week

School	First Grade	Second Grade			Third Grade					
		No. of Periods	Lit. Section	Science Section	Lit. Ord. level	Sec. Spec. level	Science Section			Spec. Sec.
							Science Crd. Lev.	Spa. Lev.	Math Ord. Lev.	
Religious Education	2	2	2	2	-	2	-	2	-	
Arabic Language	6	7	5	6	1	5	1	5	1	
1st Foreign Language	6	7	6	6	1	5	1	5	1	
2nd Foreign Language	3	5	3	5	-	3	-	3	-	
History	2	3	-	3	-	-	-	-	-	
Geography	2	3	-	3	2	-	-	-	-	
Economics	-	-	-	-	-	-	-	-	-	
National Education	-	1	1	-	-	-	-	-	-	
Sociology	-	-	-	-	-	-	-	-	-	
Philos. Logical	-	-	-	3	2	-	-	-	-	
*Traditional Math	4	-	6	-	-	4	-	8	-	
Biology	2	-	3	-	-	4	-	-	-	
Chemistry	2	-	3	-	-	3	-	3	-	
Physics	2	-	3	-	-	3	-	3	-	
Art Education	1	1	-	-	-	-	-	-	-	
Physical Education	2	2	2	2	-	2	-	2	-	
Military Education	3	3	3	-	-	-	-	-	-	
Practical Studies	1	2	1	2	-	1	-	1	-	
<b>Total</b>	<b>38</b>	<b>38</b>	<b>38</b>	<b>32</b>	<b>3</b>	<b>32</b>	<b>1</b>	<b>32</b>	<b>1</b>	

\* The plan for modern Math: 5 periods (Scien. Sec. 3rd grade) .  
9 periods (Math Sec. 3rd grade)

## Pupil Evaluation Systems

Evaluation of students is conducted primarily through written examination. Promotion to the next grade or level is dependent on the scores students receive on exams. Teachers, therefore, tend to emphasize the type of learning material necessary for passing of exams. Rote memorization of theory is stressed over comprehension and experience.

Classroom teachers do not prepare the final exams of their own students. Examinations prepared by a group of head teachers are administered to children at the end of grades 2 and 4. A government standard examination is administered at the end of the 6th grade. A student who fails an examination is allowed to repeat the grade once. Since three exams are given during the primary stage, (grades 2, 4, 6) he is allowed three repeats. After repeating a class once, the student is automatically promoted to the next grade, until the end of the primary stage. The student must pass the 6th grade standard exam in order to be promoted to the next level, that of preparatory school.

The scores received on the exam are important as the student's direction of future study or phase-out is determined by exam scores.

Continuous evaluation to find areas of individual need and teacher improvement is not the primary objective of the standardized exam system. Rather, the purpose of exams has developed into a competitive system which bases success and the ability to choose the next level of learning on examination results.

The National Council of Education has publicly recognized the problems in the current examination system. The third session 1975/76 Report of the National Council has presented an analysis and two proposals, each of which includes a list of merits.

The National Council of Education proposals are as follows:

- I. Promotion based on approval of class council, using input of student's teacher, and in class year-round examinations. Council has authority to decide either

to promote the student to the next grade or hold him back, or advise parent to redirect the student to other areas of education considered more appropriate to him. Another variation of this proposal is to combine the end-of-the-year exam with scores of his daily work and have the class council make a final decision based on both.

Merits:

1. Encourages the student to work continuously during the year
2. Promotes regular attendance up to the end
3. Stresses the dignity of the teacher
4. Teacher involvement makes him more concerned
5. Ends the problem of rote memorization for the sake of an exam
6. Prompt discovery of weakness in student's scholastic performance and the resulting possibility of improvement

II. Divide the school year into two equally weighted sessions. Students take two exams which are teacher corrected. Each exam represents 50 percent of the year's work.

Merits:

Simplifies the school year by dividing the year into sessions.

## WASTAGE

According to 1976 census figures 56.5 percent of the population in Egypt is illiterate; males account for 43.2 percent and females 71 percent. (See Table .) Information on literacy rates in broad age groups is unavailable.

Law No. 213 of 1956 stipulates that education from grades 1 through 6 is compulsory for every child reaching the age of 6. High dropout rates and absenteeism, however, continue to feed the illiteracy problem. In 1974 the National Center for Educational Research calculated the percentage of dropouts per thousand pupils enrolled in first year primary with the number remaining through 6th grade. Results indicate that out of every thousand pupils enrolled in first year primary only 413 complete the primary stage. This is a productivity rate of 41.3 percent (see Table ).

Limited data are available on budget, enrollments, repeats and dropouts. Further research is necessary to determine true cost per student completing the three different levels of education. Possibly a wastage rate could be built based on the UNESCO paradigm.<sup>1/</sup>

The National Council of Education and Scientific Research in Egypt has identified the following eight causes of dropouts and absenteeism:

## Causes of Absenteeism:

1. Economy factors: the need prevalent in poor families, particularly in the countryside, for an extra income to meet basic requirements, a situation that makes it necessary for them to resort to the use of their offspring in providing this extra income.
2. Social factors and prevailing traditions particularly in the case of girls.
3. The long distances the children often have to travel owing to building schools on sites that are far away from children's homes.
4. Overcrowdedness of classrooms, overstuffing of syllabuses and the lack of interesting activities that make the prospect of attending school attractive.

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<sup>1/</sup> Brimer, M.A. and Paul, L.A. Wastage in Education: A World Problem, UNESCO:I.B.E.; Paris-Geneva: 1971

5. Dependence of teaching on dry and theoretical aspects and on memorization. No active or interesting methods are used and there is an obvious lack of audio-visual aids in the teaching process.
6. The unsuitability of school buildings.
7. Neglect of physical education and the scarcity of its equipment.
8. Improper nutrition.

Source: The Specialized National Councils Magazine,  
Cairo: June 1976, p. 19

TABLE 36  
Percentage of Dropouts  
per Thousand Students 1974

The Grade	The Registered	Percentage of Dropouts	Number of Dropouts
The First grade	1000	3.1%	31
The second grade	969	2.9%	23
The third grade	946	3.9%	37
The fourth grade	909	22.0%	184
The fifth grade	725	5.2%	37
The sixth grade	688	40.0%	275

Source: The Magazine of the Specialized National Councils,  
 Cairo, January 1977, pp. 15-25

## FACILITIES

According to 1976/77 Ministry of Education figures there are currently 12,264 schools in Egypt ranging from primary through general secondary.

Two thousand schools have been built from 1952 to 1976. During this same time period student enrollment climbed from 3.5 million to 6 million. Class size in school buildings built since 1952 is 40 square meters. This averages one square meter per child in primary school. Student enrollment per class decreases in preparatory and secondary school, thus allowing for more space per child. Rented buildings currently used as schools do not have standard size classrooms. Space per child can go down to one-half meter per child.

National reports on conditions of school facilities is currently unavailable. To gain an indication of the types of problems existing in urban districts a summary of conditions was compiled by the directorate of Cairo West School District. Following is a free translation of the report.

"About 90 percent of the schools have insufficient space for yards and playgrounds. Rented buildings not originally built as schools have only small gardens or inner courtyards. Most schools built after 1952 which originally had play yards have now had additional classrooms built in their place. All schools are surrounded by other buildings. This prevents building necessary additions as enrollments increase. The lack of open level space in Cairo is the biggest obstacle for new school construction."<sup>1/</sup>

Study needs to be conducted on library facilities and other teaching aids available to students. Statistics on the number of existing libraries fail to indicate their quality, accessibility, existence of librarians to operate them, number and types of books or materials available, yearly budget allocated for improvements and updating. School administrators indicate lacks in all of the above areas.

A sum of 4.5 million L.E. was allocated in 1972 for remodeling 750 unused schools. These include both governorate schools and government-assisted schools. The Ministry

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<sup>1/</sup> Report on School Buildings in Cairo West Directorate; Conditions of Schools, Dec. 7, 1977. (Personal report, unpublished)

of Education is currently estimating the cost of repairs to turn schools used for housing by Suez Canal immigrants back into usable schools. In 1977 the Ministry was allocated an investment budget of 137 million pounds.1/

The National Council of Education in its 3rd Session report made the following recommendations:

1. Re-establishment of the construction and organization previously responsible for school buildings. They should be responsible both for procurement of materials and construction of buildings.
2. Schools should be built on a basic design, emphasizing utility and adequacy of classroom space, teaching equipment, laboratories and libraries.
3. Inclusion of playgrounds for gymnastics and social activities.
4. Availability of health services, medical and guidance clinics.
5. Availability of workshop space for scientific and practicum projects.
6. Elimination of past problem of usurpation of service space for classrooms.2/

1/ National Council of Education Research and Scientific Training, 3rd Session Report, Chapter , "Facilities"

2/ National Council of Education Research and Scientific Training, 3rd Session Report, Chapter , "Facilities"

TABLE 37  
School Building Ownership

Stages	Buildings originally designed for schools			School buildings originally not built as schools			Schools with Libraries
	State	Rented	Total	State	Rented	Total	
Primary	4180	1580	5760	280	2220	2600	
Preparatory	1150	210	1465	70	240	210	1060
General Secondary	218	65	282	15	50	65	415
Technical Secondary	280	18	298	12	22	45	290
Primary Teacher Training Inst.	61	--	61	2	2	6	67
<b>Total</b>	<b>6092</b>	<b>1972</b>	<b>8066</b>	<b>480</b>	<b>2726</b>	<b>2026</b>	<b>1832</b>

Source: Building Bulletin 1976/77 issued by Statistical Dept. with addition of schools built in 1977

TABLE 38  
Buildings Built During  
1973 - 1977

Stages	Construction since 1973/77	Projected new school Buildings 78/82
Primary	470	600
Preparatory	85	200
General Secondary	12	25
Technical Secondary	7	10
Teacher Institute	-	-
<b>Total</b>	<b>606</b>	<b>875</b>

Source: Ministry plans from 1973 - 77

## COMMUNITY INVOLVEMENT

In 1971 the Ministry of Education adopted Ministerial Decree No. 34 concerning parent associations within the schools.<sup>1/</sup> Officially every school from primary through secondary must have a council selected from parents and teachers within each school. A higher advisory committee of parents is formed in every regional education office from which an executive committee is organized. Goals and responsibilities of the councils are uniformly developed at the National level. Goals are broad and generalized thus allowing leeway for individual council emphasis.

Parents and teachers elect representatives to the council. Students are also allowed to participate as council representatives. The council is authorized to invite non-members to participate in meetings on an advisory, non-voting basis.

Special committees are formed from the parents' council of each school. The council forms the following basic committees:

1. The Cultural Committees
2. The Social Committee
3. The School Activities Committees
4. The Advisory Committee for the parents' councils

The legal right and responsibility of citizens' involvement and cooperation in the schools is clearly stated at the National level. Evaluation on the effectiveness of parent councils on the schools since the official 1971 decree is not available. Further research is suggested in the areas of citizen cooperation and strength, coordination of schools with other local services and community-improved school conditions through community volunteers.

1/ Source: Ministry of Education, Ministerial Decree Concerning Parent Councils #34. March 1, 1971.

TABLE 39  
BUDGET  
EGYPT

Public Capital Expenditure on Education  
by Level of Education - 1973 and 1976

	1973		1976	
	LE '000	%	LE '000	%
<u>Ministry of Education</u>				
1. Primary education	7,304	28.6	2,172	8.4
2. Preparatory education	2,205	8.5	2,304	9.0
3. Secondary education:				
- general	1,463	5.7	925	3.6
- agricultural	553	2.1	330	1.3
- commercial	1,047	4.1	820	3.2
- industrial	1,845	7.3	1,229	4.8
4. Teacher training	885	3.5	98	0.4
5. Special for handicapped	197	0.8	32	0.1
6. Adult literacy	49	0.2	50	0.2
7. Administration, sports, culture	61	0.2	40	0.2
Subtotal	15,609	61.0	8,000	31.2
plus: Loans			869	3.3
<u>Ministry of Higher Education</u>				
Technical Institutes			220	0.8
Other			4,160	16.2
Subtotal	2,757	10.8	4,380	17.0
<u>Universities</u>	7,066	27.7	6,391	24.9
<u>Ministry of Industries</u>	98	0.4	569	2.2
<u>Ministry of Housing</u>	18	0.1	5,475	21.4
Total	25,548	100.0	25,684	100.0
<u>Ministry of Health</u>	150		n.a.	
<u>Ministry of Agriculture</u>	40		n.a.	
TOTAL	25,738		n.a.	

Source: Document of the World Bank, Appraisal of an Education Project in the Arab Republic of Egypt, Annexes 9,10,11,12: January 28,1977.

## EGYPT

Government Expenditure on Education 1970-1976  
(in LE '000)

I. Recurrent Expenditure

	<u>1970/71</u>	<u>1971/72</u>	<u>1973</u>	<u>1974</u>	<u>1975<sup>1/</sup></u>	<u>1976<sup>1/</sup></u>
Ministry of Education	101,781	106,156	130,263	143,965	158,704	204,804
Ministry of Higher Education	5,764	6,232	7,174	7,864	8,638	4,786
Universities	21,335	24,122	31,457	36,367	49,688	66,489
Ministry of Industries	958	1,080	1,267	1,304	1,193	1,393
Ministry of Housing	-	-	245	470	1,829	2,791
Ministry of Health	n.a.	n.a.	889	1,042	1,050	n.a.
Ministry of Agriculture	n.a.	64	309	241	207	n.a.
<b>Total</b>	<u>129,838</u>	<u>137,654</u>	<u>171,604</u>	<u>191,259</u>	<u>221,309</u>	<u>280,263</u>
As a % of central govt. recurrent expenditure	21.1%	20.0%	24.0%	26.1%	25.8%	26.4%

II. Capital Expenditure

Ministry of Education	5,434	5,782	15,609	6,603	18,923	8,869
Ministry of Higher Education	1,429	1,556	2,757	3,759	4,666	4,380
Universities	2,702	8,907	7,068	7,272	10,072	6,391
Ministry of Industries	300	205	98	90	309	569
Ministry of Housing	-	-	18	23	22	5,475
Ministry of Health	n.a.	n.a.	150	310	259	n.a.
Ministry of Agriculture	n.a.	50	40	26	40	n.a.
<b>Total</b>	<u>9,865</u>	<u>16,500</u>	<u>25,738</u>	<u>18,083</u>	<u>34,291</u>	<u>25,684</u>
As a % of central govt. capital expenditure	2.7%	4.0%	5.7%	3.1%	5.0%	2.1%

III. Total Expenditure

All agencies	139,703	154,154	197,342	209,342	255,600	305,947
As a % of GDP	4.4%	4.5%	5.4%	5.3%	5.5%	5.9%

TABLE 41

## EGYPT

Public Recurrent Education Expenditure and Unit Costs by Level of Education  
1973 and 1976 and Unit Costs

	1973					1976				
	Salaries	Other	Total	X	Unit Cost L	Salaries	Other	Total	X	Unit Cost L
<u>Ministry of Education</u>										
1. Primary education	46,792	5,642	52,434	30.8	13	71,879	9,719	81,598	29.1	20
2. Preparatory education	22,206	2,185	24,391	14.3	24	33,973	4,321	38,294	13.7	29
3. Secondary education:										
- general	14,800	1,935	16,735	9.8	52	22,527	5,574	28,101	10.0	78
- agricultural	3,300	694	3,994	2.4	117	4,942	944	5,886	2.1	149
- commercial	3,600	456	4,056	2.4	23	5,332	941	6,273	2.2	27
- industrial	6,200	1,095	7,295	4.3	84	9,365	1,941	11,306	4.0	111
Sub-total secondary	27,900	4,180	32,080	18.9		42,166	9,400	51,566	18.3	
4. Teacher training	4,360	684	4,984	2.9	179	6,762	924	7,686	2.8	232
5. Special for handicapped	400	95	495	0.3		592	150	742	0.3	
6. Adult literacy	318	172	490	0.3		547	270	817	0.3	
7. Administration, sports, culture, etc.	13,305	2,084	15,389	9.0		21,106	2,995	24,101	8.6	
Total Ministry of Education	115,221	15,042	130,263	76.5		177,025	27,777	204,804	73.1	
<u>Ministry of Higher Education</u>										
Technical Institutes	-	-	n.a.	-	n.a.	1,252	716	1,968	0.7	63
Other	-	-	n.a.	-		1,835	983	2,818	1.0	
Total Ministry of Higher Education	5,545	1,629	7,174	4.2		3,087	1,699	4,786	1.7	
<u>Universities</u>	23,173	8,284	31,457	18.5	161	44,229	22,260	66,489	23.7	n.a.
<u>Ministry of Industries</u>	-	-	1,267	0.7	n.a.	-	-	1,393	0.5	174
<u>Ministry of Housing</u>	-	-	245	0.1	n.a.	-	-	2,791	1.0	115
Total			170,406	100.0				280,263	100.0	
<u>Ministry of Health</u>			889		n.a.			n.a.		
<u>Ministry of Agriculture</u>			309		n.a.			n.a.		
TOTAL			171,604							

**TABLE 42**  
**Projection of Public Recurrent Education Expenditure, 1981**

	Enrollments			Unit Cost (L.E)			Total Recurrent Cost (in L.E '000)	
	1974/75	1975/76	1980/81	74/75	75/76	80/81	1976	1981 /1
<b>Ministry of Education</b>								
Primary education	4,075,000	4,105,000	5,029,000	15	20	24	81,598	120,700
Preparatory education	1,202,000	1,340,900	1,874,000	24	29	35	38,294	65,600
Secondary-general	340,000	360,000	395,000	66	78	90	28,101	35,550
- agricultural	38,400	39,500	78,100	123	149	172	5,882	13,470
- commercial	213,200	236,200	320,000	23	27	33	6,273	10,560
- industrial (3 yrs.)	95,800	98,500	201,300	93	111	130	11,306	26,200
- industrial (5 yrs.)	900	3,500	13,500	n.a.	130/3	150		2,020
Teacher training	33,300	33,100	45,400	180	232	270	7,636	12,260
Other							1,559	(2,500)
Admin., sports, culture							24,101	(30,000)
Subtotal							204,604	318,820
<b>Min. of Higher Education</b>								
Administration							2,818	(4,000)
Technical Institutes /2	30,000	31,350	63,610	123	63	(80)	1,968	(5,000)
Higher Institutes	49,700							
Universities	268,300		(370,000)	185	183	215	66,439	(20,000)
<b>Min. of Industries</b>								
Vocational training	(7,000)	(8,000)	(12,320)	170	180/4	200	1,393	2,460
<b>Min. of Housing</b>								
Vocational training					115		2,791	9,350/5
<b>Total</b>							<u>280,263</u>	<u>419,630</u>

/1 In constant 1976 prices.

/2 Industrial and commercial.

/3 Estimate based on actual cost of a typical center of 1,200 students.

/4 Estimate based on actual cost of a typical center of 210 trainees.

/5 Based on detailed cost estimate of the Min. of Housing and Reconstruction.

( ) = crude estimate

## Nonformal Education

### Introduction

This section considers Nonformal Education as those programs related both directly and indirectly to the Ministry of Education which deal with programs outside the structured levels of Education. Nonformal Education programs are run by the Ministry of Education with complementary activities carried out by other ministries, agencies and offices. Due to the lack of a central coordinator for Nonformal Education programs many descriptions and statistics - on the varieties, qualities, types of people and number being served are unavailable at this time. A major factor behind the Ministry of Education emphasis on NFE programs has been a lack of time to gather sufficient information to permit an adequate description of NFE programs conducted by other A.R.E. agencies.

The two types of non-formal education programs run directly through the Ministry of Education are: Literacy Education and Adult Education.

In 1970 literacy law number 67 was enacted which directed responsibility on all ministries, public organizations, trade unions and enterprises, in the planning, organizing and administering of a literacy program. Population to be affected were described as illiterate or semi-literate citizens between the ages of 8 and 45 years.

Programs are identified under several main topics. Following is a description of the organizations included within each topic.

#### 1. Public Sector

In 1961 the Egyptian Government nationalized many private enterprises. These include large private financial and economic organizations such as banks, insurance companies, large industrial and agricultural firms. These are combined with organizations originally established by the government.

## 2. Private Sector

Since the October War many private enterprises were established. This number is increasing. Most prominent are banks, commercial institutions, housing and reconstruction firms.

## 3. Ministries and Departments within the Ministries.

Each of the ministries is included. Large departments within the ministries are also recognized. These include: Ministries of Higher Education, Local Government, Social Affairs, Culture, Information, Finance, Public Health, Planning, Industry Petroleum, Mineral Resources, Agriculture and Rural Reform, Land Reclamation, Interior, War, Youth and Manpower.

### Administrative Organization

In 1972 the Government formed the "Supreme Council for Adult and Literacy Education" provided for under article 37, law number 67. The Supreme Council (S.C.A.L.E.) is an ancillary administrative organization responsible directly to the minister of Education. Four areas of emphasis were delineated by the Council.

- a. Collection of data on the number of Adult illiterates in government institutions, semi-government institutions, farmers and self employed.
- b. Providing incentives for adults to attend literacy classes.
- c. Defining and establishing roles and functions of provincial literacy education bodies.
- d. Preparing a phased plan for elimination of illiteracy, including the preparation of instructional materials.

The council is presided over by the Minister of Education. - Board memberships from public and private agencies are represented in an attempt to allow input from all points and possibilities of illiteracy training.

Membership includes:

- 1- Five members representing the Central Committee of the Arab Socialist Union (A.S.U.) appointed by its Secretary General, one of them should be a female politician.
  - 2- A representative of the Parliament Education Committee selected by same.
  - 3- Undersecretary of the MOE for primary education and teachers' schools.
  - 4- An undersecretary selected by the respective minister from each of the ministries of Higher Education, Local Government, Social Affairs, Culture, Information, Finance, Public Health, Planning, Industry, Petroleum, Mineral Resources, Agriculture and Rural Reform, Land Reclamation, Interior, War, Youth and Manpower.
  - 5- A representative of Al Azhar with the status of undersecretary of state selected by the Minister of and Al Azhar Affairs.
  - 6- A representative of the Broadcasting and Television Corporation with the status of an undersecretary selected by the Minister of Information.
  - 7- Deputy Chairman of the Central Agency for Public Mobilization and Statistics.
  - 8- A representative of the Central Agency for training selected by the Minister of Manpower.
  - 9- A representative of the National Group of Unesco
  - 10- A representative of the trade union of the Education professions.
  - 11- Head of MOE Adult Education Directorate of position as Secretary General of the Supreme Council.
- With such a large and varied membership coordination and efficient functioning appears difficult.

The General Directorate for Literacy and Adult Education, (GDLAD) occupies an administrative responsibility beneath the undersecretary of primary

education (See table ). This directorate is responsible for implementation of Adult Education and literacy programs within the Ministry of Education. It has related branches within education districts and regional offices. Primary functions and responsibilities of the GDLAD are:

1. Planning and evaluation of adult education projects on the national level.
2. Training personnel in cooperation with Arab and other international organizations.
3. Conduct comparative studies on international and Arab projects.
4. Implementation of decisions of the Supreme Council of Literacy and Adult Education.
5. Design curriculum and prepare educational materials to correspond with the needs of involved agencies.
6. Review and prepare textbooks.
7. Supervise Awareness Campaign for literacy education.

#### Educational Structure

Nonformal education classes for literacy training run for a period of 9 months. Centers and classes are basically organized with the sexes separated. Some classes are run with both male and female in the same class. (See table for detail).

Age group includes 8 - 45. Classes are not broken down by age. When a student feels ready, he/she applies for taking a standardized final examination. People may apply to take the exam even if they were not enrolled in the literacy class. If the student passes the exam, a certificate of graduation is awarded.

#### Budget

In answer to the 1970 literacy law, the Ministry of Education designed a ten year plan to eradicate illiteracy in Egypt. In 1971 L.E. 3,750,000 was

allocated to spread over a 10 year period. 2,700 classes were planned for the first year with an estimated yearly increase of 1390.<sup>1</sup>

Other funds are donated from:

1. The Central Government for the promotion of A & LE
2. A.& LE councils within individual governorates (to be expanded locally).

In 1975 a total sum of LE 132 was allocated each class for a nine month period. This amounts to 14.6 monthly. Most of this sum is used to cover teacher salary. Each class is estimated to average 36 students

Reliable sources suggest a significant difference exists between actual money spent in relation to money officially allocated as some allocated money may be siphoned off into other projects.

### Curriculum

Objectives:

1. To be able to read and write
2. Acquire Arithmetic skills
3. Awareness of principles, problems and conditions of society
4. Development of the individual:
  - a. Appreciation of the Arts
  - b. Use of leisure time

The curriculum is designed to build student learning to the 4th grade primary level.

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<sup>1</sup> M.O.E., Adult and Literacy Educ. Dept.; Bulletin on Ministry accomplishments in Literacy and Adult Educ. 1974/75 (4 pages).

TABLE II-1

## SCHEDULE

Days	Period I	Period II	Period III
Saturday	Reading & Writing	Arithmetic	General Culture
Sunday	Reading & Writing	Arithmetic	General Culture
Monday	Reading & Writing	Leisure Time Programs	Leisure Time Programs
Tuesday	Reading & Writing	Arithmetic	Theology Studies
Wednesday	Reading & Writing	Reading & Writing	Arithmetic

Texts

The four following basic texts were designed for the Adult and Literacy Education Program: 1, Arithmetic Book for Literacy and Adult Education 2, General Culture with Respect to Literacy Education 3, Basic Reading for Industrial (Urban) Environments 4, Basic Reading for Agricultural (Rural) Environments.

The books are written in large bold faced type for ease in reading. No illustrations or color is used for visual attractiveness. The same texts are utilized for all ages 8 -45 years.

Study and evaluation is necessary to determine effectiveness of the texts.

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1. M.O.E., Guide in Illiteracy Education Government & Public Sector: 1972/73, p. 33.

TABLE II-2

THE ORGANIZATION STRUCTURE  
NON FORMAL EDUCATION IN THE A.R.E.  
1977

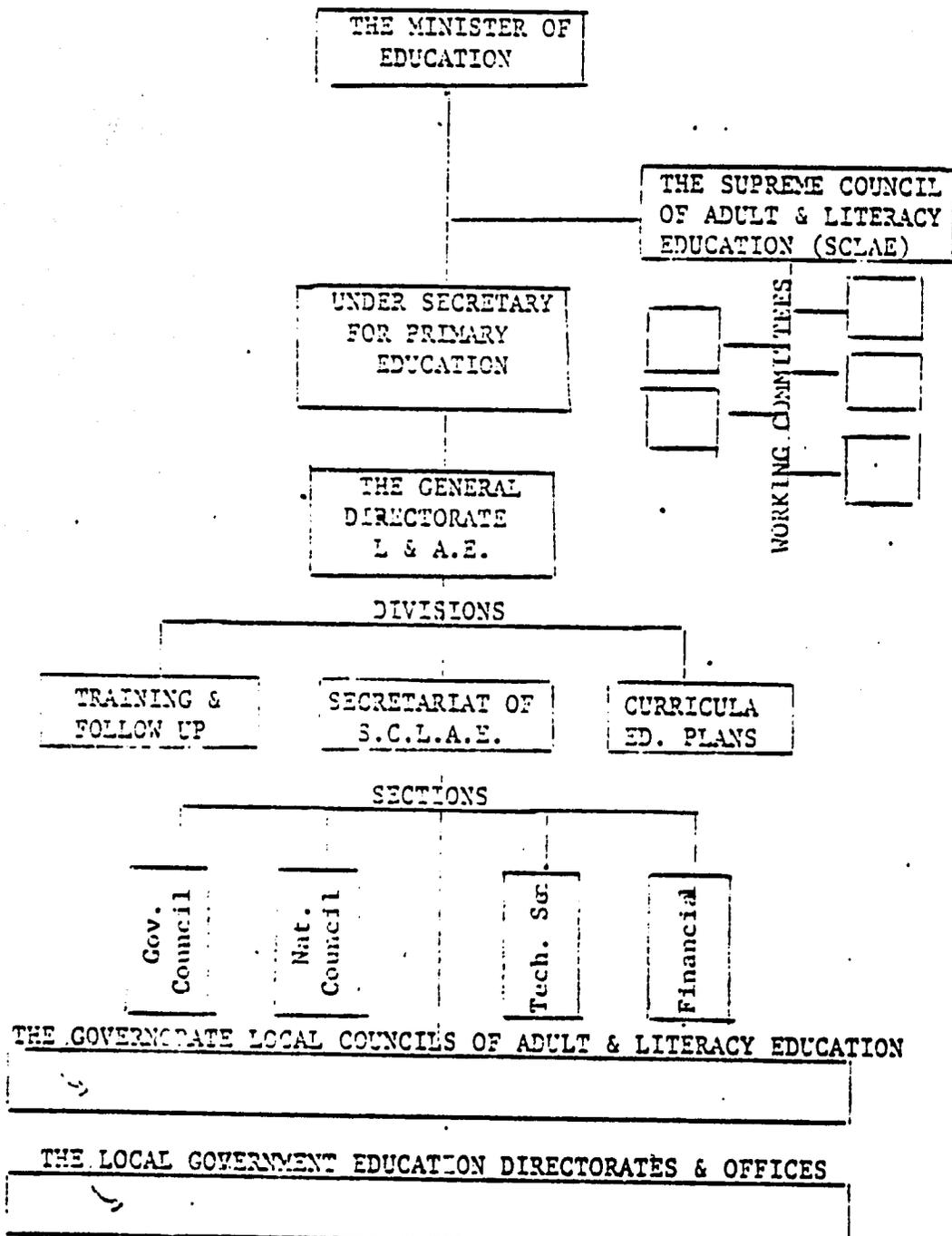


TABLE II-3  
Statement of No. Classes of Adult Education  
Budgeted for Education Directorates  
(1973-1978)

Directorates	1972/73	1973/74	1974/75	1975/76	1976/77	1977/78
Cairo	200	520	620	620	650	700
Alexandria	138	288	228	418	470	850
Behaira	245	310	424	534	550	600
Kharbia	260	300	282	482	500	585
Kafr El Sheikh	140	250	220	410	500	550
Minufiya	250	320	230	480	580	650
Kalyubia	240	325	232	452	500	550
Dagahliya	210	390	404	479	560	600
Damiecta	110	225	344	304	400	450
Sharqiya	260	300	426	526	650	700
Port Said	-	-	-	40	100	150
Ismailiya	47	72	72	102	150	200
Suez	10	10	10	50	100	150
Sinai	-	-	-	-	29	50
Fiza	240	320	409	459	500	575
Muyum	235	250	294	369	450	525
Beni Suef	145	225	274	339	400	450
Matinya	150	225	326	376	450	565
Assuit	245	250	333	433	500	550
Qohag	140	225	317	357	400	450
Qena	125	225	306	351	400	450
Asswan	220	225	257	337	400	450
Matruh	54	54	54	64	100	150
Wadi El-Gedid	60	60	60	60	85	95
Red Sea	29	29	29	29	29	50
MOE Central Office	--	--	15	15	15	--

Source: MOE, Adult Education Division; Statement of No. of Classes of Adult Education Budgeted for Education Directorates 1973 - 1978. Unpublished Table, Dec, 1977. (1 page)

TABLE II-4

Literacy Programs Identified  
by the MOE  
Centers, Classes, Students  
Within Each Governorate  
1976 - 1977

Governorate	CENTERS			SEGREGATED CLASSES			TOTAL ENROLLED STUDENTS	
	Segregated Centers		Common Center	Male	Female	Mixed	Boys	Girls
	Male	Female	Mixed					
Cairo	Numbers not broken down according to sex						Total = 575	
Alexandria	17	17	8	45	47	-	1619	1275
Beheira	172	5	15	476	12	48	13154	1051
Charbiya	136	11	15	456	44	--	16520	1500
KafrElSheikh	13	1	2	269	1	3	14250	150
Minufiya	92	10	24	282	78	--	12412	2439
Kalyubiya	99	21	41	271	37	146	11050	2200
Dagahliya	275	2	--	718	32	--	25848	2952
Damietta	122	22	--	251	49	--	10178	2250
Port Said	1	3	1	2	7	5	102	212
Ismailiya	41	10	--	86	15	1	2072	284
Suez	3	16	--	4	3	1	96	40
Giza	100	21	1	248	55	4	11699	1942
Faiyum	125	25	--	201	25	--	14679	856
Beni Suef	142	7	2	251	19	--	12626	684
Minya	192	--	2	447	2	--	16092	103
Assuit	222	15	2	468	22	--	16848	1152
Sohag	102	1	2	202	2	--	10908	108
Kena	122	8	2	207	27	--	12495	945
Asswan	59	50	--	154	80	--	2905	2072
Matruh	28	2	--	25	5	--	639	100
ElwadiElGe'd	21	2	2	20	2	2	696	95
Red Sea	8	3	--	14	7	--	227	150
Sinai	--	--	--	2	--	--	52	--
Total	2606	366	124		526			

Source: MOE, Adult Education Division; Centers, Classes, Students within Each Government for 1976-77, Unpublished table, Dec, 1977 ( 1 page ).

### Teachers

Teachers are selected from the regular teaching staff. They are paid an additional salary over their regular wages. Study is necessary to ascertain if any additional training or inservice is required for teachers in A & LE programs.

### Student Evaluation

Law number 67, article 10 states that examinations are to be held at the end of each scholastic year by education directorates and offices throughout the governorates. Organization and regulation of tests are determined by the director of education in accordance with the policy of the Council of A & LE within each governorate. Students passing the exam are granted a literacy certificate accredited by the director of education. Citizens not regularly enrolled in classes may also apply to take the examination for certification credit.

As an incentive to become certified, article 12 states that a student failing to get the certificate will be denied promotion and salary increments normally due him.

### Facilities

Literacy and Adult Education programs within the MOE use the primary school facilities. Therefore facility problems will be the same as discussed in the section on formal education. Additional problems identified by administrators within the Adult Education directorate include: 1. Programs must be run after the regular primary school sessions, thus limiting available time for programs. 2. Classrooms are set up to meet childrens needs, not adults, thus equipment such as desks and chairs are inadequate for adult use.

Further study needed for adequate analysis of overall quality and quantity of facilities provided by organizations within and outside the MOE.

### Rural Illiteracy

Illiteracy in rural areas is more pronounced than in the urban areas. Motivation for attending school beyond the compulsory stage is weak, therefore the need to pass a state standard exam is lessened, as a result fewer children attend school with any regularity.

In recognition of this problem the Supreme Council of A & L Education re-established the one class school known as the Kuttab (See historical review section) in less populated rural areas. The Kuttab is not tied to existing enrollment regulations. Eligible students are those over the age of 6 not enrolled in primary school. The MOE established more than a thousand Kuttab in 1976. This number increased to 1800 in 1977 with a projection for an additional thousand in 1978.\*

### Special Education

The Ministry of Social Affairs is responsible for the organization and implementation of Special Education in Egypt. Centers have been established for mental retardation. Separate programs are run for the blind and the deaf. Details of these programs are currently unavailable. Further study will be necessary for evaluation of quality and quantity.

1976/77 statistics on mental retardation indicate a total of 628 clients currently being served. Of these, 499 are male and 129 are female.

The following tables show: 1. The distribution of cases according to age and center, 2. Distribution of cases according to I.Q..

Information on special training to teachers, quality of facilities, teaching aids, budget and method of accepting clients is currently unavailable. Further

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Source: Government Statement, Dec 5, 1977

TABLE II-5

Mentally Retarded Programs in  
The Ministry of Social Affairs

Table

Distribution of cases according to I.Q.

25-49	50-55	56-60	61-65	66-70	71-75	Total Sum
56	193	127	107	74	71	628

Table

Distribution of cases according to age & centre

Center	12-14	14-16	16-18	18	Total
Mataria	56	83	42	36	217
Zeitoun	11	25	38	15	89
Qubba	73	13	9	-	100
Halwan	14	11	9	18	52
Agouza	13	12	12	3	40
Giza	20	38	17	5	80
Outside Unit	4	17	7	22	50
	191	204	134	99	628

Source: Fourth Progress Report: Establishment of a Comprehensive Research and Training Center in Mental Retardation. No. 19-P-58027-F-01: Sept. 1976-Aug. 1977; p.4

research is necessary for evaluation of program and identification of areas needing assistance.

National Council of Education (Studies & Recommendations)

The National Council of Education, in its 3rd session report - recognized the importance of Adult Education in Egypt. The following free translation refers to the report of the Adult Education Committee.

1. Adult Education Movement in Egypt

An historical survey was completed on the adult education movement. Topics of study include:

- (1) Historical and civilization roots
- (2) Evolution of peoples' schools from the end of the first decade of this century.
- (3) History of illiteracy eradication
- (4) Evening studies
- (5) General service programs in universities
- (6) Community development programs
- (7) Agriculture guidance
- (8) Health education activities
- (9) Workers cultural organizations

2. The Popular University Project (Cairo)

The popular university in Cairo was the core subject of this study. It established an organization of adult education in 1945 through the Ministry of Education decree of Oct 10, 1945. The goal was the propagation of popular culture among citizens to

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Source: 1 Report of the National Council, Education, Scientific Research & Technology, 3rd Session, "Report of the working group for illiteracy & Adult Ed." Oct 75 - July 76; pp 69-82.

satisfy personal needs. No formal education qualifications were required for enrollment.

The popular university gradually became accepted by the public and many citizens made use of its resources. Culture centers were also established in provinces by Minister of Education decision No. 7869 of May, 1943. These were affiliated branches of the popular university. Goals of this organization were:

- a. Propagation among citizens, of popular culture relevant to their desires and personal aptitudes.
- b. Participation in evoking national awareness by upgrading the citizen's social and mental standards.
- c. Organizing scientific, practical and technical courses to help develop citizens personalities and aptitudes.

This organization directed its educational and cultural services to (1) citizens who became literate (2) Others of mediocre culture (3) peasants and workers.

### 3. The Rural Cultural Centers

To extend culture services into the village, the popular university established rural culture centers supplied with needed equipment: Cinema projectors, broadcasting sets, etc.

The most salient activities of the popular cultural organization at all levels were: public lectures, broadcasting service, cultural films, libraries. Teaching plans and curricula were flexible, so that courses varied in the same class to accord with the culture levels of student groups. These were theoretical courses, political, historical, literary, social and journalism areas. Practical courses included carpentry, mechanical industries, motor-car repair, wireless engineering, and others. In addition, women economics, fine arts, health and commercial studies. The public service section of this organization was concerned with improving social life of both sexes.

#### 4. The Free Culture University

By 1958, the popular cultural organization was transferred to the Ministry of Culture. In 1959, M.O.C. issued a ministerial decision forming a review committee to consider the status goals and development of this organization. It was to aim at practical goals that satisfy the needs of the people. To effect this, a ministerial decision No. 44 of 1959, was issued changing the name of the popular cultural organization to the Free Culture University, 22 centers were distributed throughout the governorates. Each center represented all the activities of the Ministry of Culture. It included a stage, a lecture and seminar room, a garden and yards for practicing various arts.

The Ministry of Culture planned to build a culture palace in each governorate, with a movable culture van. The first part of such a plan included building 15 palaces for a budget of L.E. 600,000.

#### 5. Other Culture Establishments

To extend the above activities, culture moving caravans, and floating stages were started. Information and culture centers increased in number. Culture directorates were formed in governorates and decisions organizing the popular culture activities were issued.

#### 6. The Nature, Content and Functions of Adult Education in Egypt

The working group noted that the concept of adult education in many developing countries, and within Egypt, concentrates on literacy training. This causes a neglect in the organization and development of the full scope of adult education. The council concluded that adult education encompasses the following six areas:

1. Literacy training and basic education
2. Training for rehabilitation or improving efficiency
3. Education in health, social welfare and family affairs
4. National, political and social education

5. Education for self realization
6. Follow up of learning in a specific specialization
7. Views on Adult Education in Egypt

Egypt has presently ambitious plans for economic, social and cultural development. These plans cannot be successfully implemented with a large percentage of illiterates, semi-literate or semi-educated. This problem negatively affects production and services' plans.

The high rates of population growth, social change, availability of leisure time, and increase of enrollment in all cycles of education, especially higher and university education, stipulates search for new goals outside the area of formal education. Nonformal education extends its organization and methodology beyond the boundaries of schools to answer needs of ever changing life.

Adult education must be viewed within overall national goals that principally intend to establish education democracy and citizen's cultural development. Realization of an educated society can be made within the context of a complementary education policy. Therefore, adult education is considered a necessary sector of the education system. Adult education should connect the goals and contents of its programs to development movements, the people's needs and all effective factors.

### 8. Recommendations

The National Council of Education issued seven recommendations covering the following areas:

1. The policy of adult education
2. Adult education organizations and curriculum
3. Relation of AE to the Formal Education System
4. Methods of adult education

5. The role of universities, institutes and educational organizations
6. The role of popular communication media
7. Forming a National Agency for Adult Education

(1) A Policy For Adult Education

It is important to design a comprehensive policy of AE directed at manpower development in Egypt. This policy has to be both related to the educational movement in society and to the economic, social and cultural plan. It should include all training programs, define the role and present activities of each program, its limits and problems. It is necessary to coordinate work among organizations using of inter-communications through continuous channels.

(2) About Adult Education Organizations and Curricula

Strengthening present organization and curricula of adult education may include: literacy education programs, mass culture, labor culture, extension studies, family culture and public service curricula. Organizations include: theological societies, athletic services, and recreation clubs, womens', youth and students organizations, cooperative societies, rural development, and revival centers, broadcasting, television and others. Plans must be designed to coordinate work among these programs and organizations. Priority should be given to such special groups as the semi-educated leaving literacy and primary schools, seasonal labors of immigrants from rural to urban areas, immigrants to Arab States or those seeking work in and out country, inhabitants of remote areas and liberated regions, bedwins, fishermen and others needing such programs. Priority may extend to include those who were deprived of education by reason of economic or social conditions.

(3) Relations of Adult Education to the General Education System

Adult education is to be considered as a complementary part of the national education system and thus acquire a fair share of concern, resources and financial

allocations. Placing adult education within the field of activities. Adult education can no longer be a fringe sector of activity in Egyptian Society. It must be given a proper place in educational policies and budgets.

#### (4) Methods of Adult Education

Adult education must be flexible and free from structural restrictions that can limit its mobility and freedom. Classrooms can be transferred to clubs, mosques, factories, organizations, societies, conference rooms, universities and others. A.E. must be freed of time restrictions so that teaching could suit the time requirements of the student. Areas of study must not be restricted so that the learner is exposed to general cultural subjects regardless of previous basic education. Students of different cultures and professions could be combined. Functions of adult education should be propagated and enforced through cooperation with local and popular organizations. In brief, freedom of all structural restrictions that obstruct flexibility and mobility of work.

#### (5) The Role of Universities, Institutes and Educators Organizations

Universities, institutes and other educational organizations are expanding their service to respond to youth and adult needs. They must also strengthen their relations with society and extend their educational services to elderly people.

#### (6) Role of Mass Communication Media

Special care should be directed to the definition and implementation of effective policy in using mass communication media for educating adults. This area is under the Mass Culture Department of the Ministry of Culture (with a budget of about 1.5 million pounds).

#### (7) Forming a National Agency for Adult Education

The Council stresses the need for a national agency for cultural development that coordinates the

activities of agencies, organizations and institutions concerned with adult education within an organization system that monitors all extra educational and cultural services.

Such recommendation is worth further study if we include manpower development in the area of adult education. Training activities in Egypt an overall planning and coordinating organization that monitors program implementation.

## GOE FIVE YEAR PLAN

## VOLUME II Chapter 5

## Manpower Planning

Egypt is considered foremost among developing countries characterized by an abundance of human resources. -Such resources are recognized as a key element in accomplishing goals, policies and plans established in the five year plan. Thus employment policies are concerned with the following elements:

- A. Balance between manpower supply, local and foreign demand with respect to quantity and quality
- B. Design of education and training policies which answer to the balance in manpower demand
- C. Establishing relevant employment policies
- D. Developing wage and incentive systems that answer to A,B, & C above.

A more detailed discussion of each of these topics is presented below.

#### Supply and Demand Equilibrium

Care must be directed to both quantity and quality for complete or semi complete balance between supply and demand in the work force. This balance should not be effected only on the national plan, but it has to also be implemented on the sectoral and regional levels to guarantee a real balance. The most relevant elements on each side are discussed below:

#### 1. The Supply Side of the Work Force

##### Composition:

- . Graduates of all education and training cycles.
- . Dropouts of all education and training cycles.
- . Uneducated or untrained immigrants from village to city
- . Non-Egyptian incomers to Egypt seeking work.

Estimation of the supply side can be accomplished through the regular education and training statistics plus demographic statistics and studies. Current studies and forecasts are available through such agencies as the Central Agency for Public Mobilization and Statistics (CAMPMS) and the Ministry of Manpower and Vocational Training. Assumptions and alternatives based on existing data are summarized below:

#### a. Population

Population in the first year of the plan according to the 1976 general census is 38,228,000. It is expected to reach about 41,769,000 in 1980. Population in 1987 is expected to reach 48,290,000. This is an increase of 10,062,000 or about 26.3% of the total 1976 population.

b. Work Force of the Age Group 12-64

The volume of labor in 1976 is estimated at 11,707,000. Projections raise to 13,250,000 in 1980 and 16,612,000 by 1987. Several causative factors contribute to the increasing rate of available work force. 1, the population within the defined work age is accelerating. 2, Increasing participation of women in the economy. 3, Increasing ratio in the number of students entering the labor age.

c. Population outside the Production Age

The ratio of total population outside the production age (less than 12 years and more than 65) decreases from 33.6% of the total population in 1976 to 13.9% in 1987. This is due to the decreasing birth rate indicated by the 1976 census.

2. Labor Demand

The demand side of the labor force in Egypt has been divided into two main categories, 1, internal demand and 2, external demand.

(1). Internal Demand

This is represented by the total demand of the existing and projected production and service units during the 1976-1982 plan period, working with the public and private sectors together with the Government sector. Limitations inhibiting the ability to determine manpower needs at the national level are attributed to the following causes: 1, Scarcity of planning cadres capable of assessing demands with sufficient accuracy. 2, Inability of work units to aim at optimum utilization of available resources. 3, Loose and weak contact of the production units to the planning process on both sectoral and national levels.

Concern should be directed to: a, the planning process generally and manpower planning specifically so that productive units can plan their projects within the framework of Egypt's national goals. b, The Ministry of Manpower and Vocational Training has to strengthen its field offices distributed over

the country. Available technical planning staff has to be trained in manpower planning. The prime functions of these offices would be to provide assistance and technical expertise in the field of needs assessment and manpower planning for the production units within the geographic area of each office. c, Coordination of data gathering and research would be accomplished through the Ministry of Manpower and Vocational Training with the aid of the Ministry of Planning and other concerned administrative branches.

The Ministry of Planning assessed the volume of internal demand on labor. Emphasis was given the following main sectors of the economy:

1. Agriculture
2. Minerals and Petroleum
3. Industry
4. Electricity
5. Building
6. Transport and Communication (Including the Suez Canal)
7. Services (Including commerce, finance, utilities, housing)

Labor position levels have also been considered. These include:

1. Directors
2. Supervisors
3. Technical and intermediate positions
4. Clerical
5. Skilled labor
6. Unskilled labor

The following breakdowns have been made within the seven economic sectors listed above:

1. Labor distribution on position structure within the seven main sectors of the economy was completed for the year 1976. (See tables 12 & 13 ).
2. Assessment of the productivity for 1976 on the defined economic sectors.
3. Yearly means on the development of productivity on the national level for each of the identified economic sectors based on 1975 prices (See table \_\_\_\_\_).
4. Assessment of total demand of manpower in each economic sector with an estimated increase on labor demand for the years 1978-1982 (Based on available data on the national level and products of productivity within each economic sector) See table 5.
5. Number of needed manpower replacements based on a 2% ratio. (Replacements restricted due to immigration, death or disabled).

## (2) External Demand

This includes the permanent immigrants <sup>to</sup> from the Arab States and other nations. All categories of workers are included in the estimates. This number is expected to increase at high rates in the coming years as most of the petroleum Arab States are implementing ambitious development plans.

Estimates of number of Egyptians working abroad are varied. In 1976 the total number of workers abroad amounted to 600,000. Accurate forecasting of the mean increase in workers abroad is difficult to estimate. It has been cautiously estimated at a continued moderate increase within 25,000 workers a year. It is estimated that by 1987 there will be one million Egyptians working abroad. These are crude estimates. A more precise assessment is needed which can take into consideration of the following factors: 1. Utilization of the results of surveys and studies done by the Arab League organizations, in particular, the Council of Economic Unity and the Industrial Development Center.

2. Assigning specialized analysts to conduct condensed studies using historical data and indices of economic and social development plans of the countries importing Egyptian workers.

3. Convening bi-lateral sessions between the Arab Republic of Egypt and States importing Egyptian manpower. Conventions would be held for the purpose of defining manpower demands of each State with respect to numbers, levels and specialization within a period of five years. With such a procedure the following problems could be addressed:

- a. Equalization of wages for Egyptian workers
- b. Negative impact on the employment structure of internal manpower due to unplanned immigration
- c. Inability to plan adequately the methods and systems of education and training because of the corresponding inability to determine the demands of the foreign markets from the Egyptian work force.

## The Human Profile

### 1. Correlation Between Education and Manpower Planning

Education and training are recognized as necessary vehicles in bringing about a balance between supply and demand in manpower. Careful analysis of need is required to determine

the necessary manpower for various positions on both the national and sectoral levels. Presently no consideration is made with respect to the conditions required for admission to various posts and levels of work. Egypt now has a high ratio of people who occupy important posts in many sectors who are not university graduates. In addition many technically trained personnel occupy non-technical posts who are not technically qualified. Most skilled and unskilled laborers are illiterate. It is in the light of the aforementioned problems that time tables for job restructuring have been established up to 1987. Based on this principle, numbers of new employees needed yearly, distributed on the previously identified job levels from 1977 to 1987 has been estimated as shown in table \_\_\_\_\_. In addition, the Planning Agency has assessed the yearly graduates at each education level - university, intermediate (technical and general), preparatory and primary for the period 1977 to 1987 and compare them to local demand.

Comments:

1. Education agencies need time to satisfy the identified requirements, therefore a time lag needs to be allowed for.
2. More detailed studies are needed to specify the kinds of specialization, dropout ratios, and the numbers of teachers and classes which account for necessary expenses.
3. Particular consideration at the primary education stage to limit dropouts and re-illiteracy.
4. Expansion of all levels of vocational training while limiting expansion of theoretical education.
5. Development of a parallel plan for education that determines the exact future demand on university graduated in numbers and specializations.
6. Preparation of needed professors to reach the goals of expansion without jeopardizing the quality of university education.
7. Broadening the base of training at all work levels so as to give manpower flexibility in dealing with probable changes in the structure of demand in future employment.

## 2. Employment Policies

Employment policies are an important factor in realizing the goal of manpower plans. The following policies or combinations of both are outlined as possible guidelines.

1. Following a policy of full employment irrespective of the kinds or levels of needed investment. Egypt has followed such a policy to a large extent in previous years, preferring the social group goal over the economic goal.

2. Following a policy which considers numbers, kinds and investment levels in economic projects. This implies concentration on the following economic factors:

- a. Not imposing surplus manpower on economic units
- b. Placing the right man in the right place with respect to the level of learning, training, and expertise.
- c. Taking into account the necessary time lag between definition of manpower demand and satisfaction of defined need.

It is possible to establish a rational combination between these two policies. This allows the State to combine labor with capital intensive projects for economic absorption of the maximum volume of surplus manpower on one hand and increase the rate of productivity on the other. It is also necessary to consider the relevant geographical distribution of these projects as indicated by a regional manpower plan. The government has to set up a new policy of gradual change from its commitment to full employment of university graduates. Change must be planned carefully to ensure the avoidance of social side effects.

TABLE III-1

1976 - 1987

Workforce Distribution

Year	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987
Total Population	38,228	39,099	31,971	40,870	41,675	43,675	43,593	44,517	45,447	46,388	47,334	48,290
Population less than 12 years	11,774	11,976	12,178	12,379	12,581	12,871	12,982	13,181	13,380	13,578	13,771	13,956
Students in schools, Institutes, Universities	2,811	3,037	3,281	3,546	3,832	4,142	4,477	4,840	5,232	5,658	6,118	6,617
Non-working -housewives-handicapped	10,866	10,910	10,938	10,948	10,895	10,815	10,817	10,583	10,379	10,183	9,938	9,656
Population 65 yrs. and over	1,070	1,095	1,119	1,144	1,211	1,238	1,364	1,691	1,363	1,392	1,420	1,449
Total	26,521	27,018	27,516	28,017	28,519	28,976	21,441	29,895	30,354	30,711	31,255	31,678
Workforce total 1 - 2	11,707	12,081	12,463	12,853	13,250	13,699	14,152	14,622	15,093	15,577	16,071	16,612
Foreign demand on Egyptian labor	600	680	740	780	820	850	875	900	925	950	975	1,000
Available labor force inside Egypt	11,107	11,401	11,723	12,073	12,430	12,849	13,277	13,722	14,628	14,627	15,104	15,692
Labor demand with -in Egypt unemployed	9,628	9,988	10,359	10,738	11,135	11,642	12,166	12,769	13,325	13,957	14,617	15,324
	1,479	1,413	1,364	1,335	1,325	1,205	1,111	993	843	770	487	288

TABLE III-2

Additional Yearly Demand  
Of Manpower Distributed  
According To Occupational Levels  
On the National Level

Years/Occupations	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987
Managers	-	19,324	19,943	20,531	21,417	25,532	26,477	28,224	29,781	31,419	32,886	34,969
Higher Positions	-	24,292	25,071	25,810	26,923	32,098	33,286	35,482	37,440	39,500	41,342	43,960
Middle Position Tech.	-	34,782	35,897	86,956	38,550	45,958	47,660	50,803	53,608	56,555	59,195	62,943
Clerical & Assis- tance Posts	-	34,230	35,328	36,369	37,938	45,230	46,903	49,997	52,756	55,657	58,255	61,944
Skilled Workers	-	109,316	112,820	116,147	121,156	144,441	149,787	159,667	168,478	177,745	186,941	197,823
Non-skilled Labor	-	330,741	340,741	350,787	365,916	436,241	452,387	482,227	508,838	536,834	561,881	597,462
Total	-	552,1	569,8	586,6	611,9	729,5	756,5	806,4	850,9	897,7	939,6	999,1

TABLE III-3

No Of Additional Manpower  
Distributed With Respect To  
Position Levels And The Corresponding  
Educational Levels  
1977 - 1987

(in thousand of worker)

Educational Levels	Corresponding Education of levels	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987
University Levels	Directors of Higher Post	43,616	45,014	46,341	48,340	57,630	59,763	63,706	67,221	70,919	74,228	87,929
Secondary Education	Technical Intermediate positions	178,328	184,045	189,472	197,644	235,629	244,350	260,467	274,841	281,957	303,491	322,709
	Clerical & Assistance Posts											
	Skilled labor											
Primary Preparatory Education	Unskilled labor	330,156	340,741	350,787	365,916	436,241	452,387	482,227	508,838	526,824	561,881	597,462
<b>T o t a l</b>		<b>552,100</b>	<b>569,800</b>	<b>586,600</b>	<b>611,900</b>	<b>729,500</b>	<b>756,500</b>	<b>806,400</b>	<b>850,900</b>	<b>897,700</b>	<b>131,600</b>	<b>999,100</b>

TABLE III-4

Numbers and Position Levels in Manpower Distributed  
According to Main Sectors of Economy

1976

Activities, In Thousands	Agriculture	Minerology Petroleum	Industry Industry	Electricity	Constr- uction	Transport- ation Communica- tion Suez Canal	Services (Commerce Finance Housing etc.)	Total
<b>Directors</b>								
<b>Supervisors</b>	12.7	1.0	32.6	2.0	2.0	14.4	266.6	349.3
<b>Managers</b>	25.3	1.3	50.0	4.5	21.7	34.2	299.5	436.5
<b>Middle Tech.</b>	38.0	2.	88.4	4.7	38.6	74.7	365.4	612.2
<b>Clerical</b>	42.4	1.9	58.2	3.9	15.2	44.7	451.0	617.1
<b>Skilled labor</b>	101.4	17.1	531.6	17.3	167.5	134.2	931.6	1900.6
<b>Non-skilled labor</b>	4004.3	22.5	402.5	14.7	171.0	119.9	977.6	5712.5
<b>Total</b>	4223.9	46.2	1163.3	47.5	434.0	422.1	3291.7	9628.2

TABLE III-5

National Predictions  
 Total Production, 1975 Prices, Total Work Opportunities  
 Yearly Expected Increase In Work Opportunities  
 In The Years 1977-- 1987

Year	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987
Total Production in million pounds	10049.0	10786.5	11784.0	12934.0	14377.0	16025.0	17132.0	19769.9	22437	24417.0	272.7.1	30291.6
Total labor demand in 1,000's	9,628.2	9,987.6	10,358.6	10,738.2	11,135.4	11,642.1	12,165.9	12,729.0	13,335.4	13,956.7	14,617.2	15,324.0
Yearly Increase of labor in 1,000's	-	359.4	371.0	379.6	397.2	506.7	523.8	563.1	596.4	631.3	660.5	--06,8
Yearly increase for replacement of workforce in 1,000's	-	192.7	198.8	207.0	214.7	222.8	232.7	243.3	254.5	266.4	279.1	292.3
Total yearly increase in work force in 1,000's	-	552.1	569.8	586.6	611.9	729.5	759.5	806.4	850.9	897.7	939.6	999.1

GOE FIVE YEAR PLAN  
VOLUME II Chapter 4  
Education and Scientific Research  
(Free Interpretation of Main Topics)

A. Present Situation

Over-crowded conditions and insufficient funds available for construction together with increasing enrollments led to the temporary adoption of double and sometimes triple school sessions per day. Double and triple session schools have continued to increase. 1975/76, 65% of the public schools were operating for more than one school session per day. Negative consequences of double school sessions include:

(1). Condensation of the syllabus. Deletion and reduction of the time allotted each class period.

(2). Cancellation of extra curricular activities, tutorial classes and school clubs.

(3). Increase of student density per class. High urban areas of some Cairo governorate schools and in many capitols of governorates over 55 students per class is recorded. Average number of MOE students per class does not exceed over 43 pupils. Al-Azhar Institutes average 39 students. The legal maximum number of students is 40 for primary schools, 36 in preparatory and secondary.

(4). Increase in the number of dropouts. There is a 20% dropout rate in primary schools.

(5). Ratio of total population age 6-12 to number of students enrolled in all 6 grades of primary schools has not exceeded 61.9% over the past 12 years. This ratio reached its lowest level, 57.4%, in 1975/76. Enrollment percentage decreased in outlying governorates compared to centralized urban governorates.

(6). Insufficient laboratory and educational equipment available to technical education (commercial, industrial, and agricultural).

(7). Shortage of teachers and inability to train enough teachers in all stages of education. Average number of teachers per class in MOE schools is: primary 1.1, preparatory 1.2, secondary 1.8.

#### 1. Higher and University Education

University expansion has led to the establishment of provincial universities and a generalized curriculum at Azhar University. Percentage of university students to population within this age group (19-24) has shown a steady yearly increase. (See table \_\_\_) for ratios. Staff and equipment have not been able to adequately meet this demand. Consequences of increased enrollments are:

(1). Dispersement of limited staff, resources, labs, amphitheaters and university texts among large numbers of students; thus noticeably lowering the standard of education.

(2). An increase of apparent and hidden unemployment among a growing number of graduates due to an abundance of graduates in unneeded areas within Egypt.

Universities in the last 5 years are working toward solutions of identified problems. These include:

(1). Establishment of a greater number of practical than theoretical colleges to meet the needs of development planning.

(2). Expansion of higher education in the provinces. Establishment of Mansoura, Tanta and Zagazig Universities. Colleges in Qena, Minya and Sohag affiliated with Assuit University. Opening a branch of Azhar University in Assuit, Tanta and Mansoura. The above colleges are in addition to the recently established universities in Helwan, Suez Canal, Munufiya and Minya.

(3). Increased educational service to students.

#### 2. Statistics on Present State of Education in Egypt

(1). Education, at present, includes seven million students at different stages enrolled in 13,000 schools and 11 universities. Therefore, 1 out of every 6 citizens is studying at one of the educational stages.

(2). Primary education includes about 4.2 million pupils. This accounts for 83% of the children between 6 and 12 years of age (approximate 5.5 million). The Ministry aims for total enrollment at the compulsory stage by 1981.

(3). Preparatory education includes about 1.3 million students. This is 50% of those between 13 and 15 years old.

(4). Secondary education of all types include 820 thousand students. This is 33% of those between 16 and 18 years old. This breaks down to 385,000 in secondary general schools, 400,000 in secondary technical and 35,000 enrolled in teacher training institutes.

(5). University and higher education includes about 400 thousand students. 10% are between the ages of 19 and 22. There are 11 universities and 121 colleges in current operation.

(6). Current education budget is approximately 280 million pounds, about 12% of the total state budget.

(7). Yearly rate of expenditure per student is 18 LE for primary school, 35 LE per student in preparatory and 65 LE per student at the general secondary level. Technical schools average 85 LE per student. Universities average 100 LE per student in theoretical colleges and 225 LE at practical colleges.

### B. Cultural Strategy of Education in Egypt

It has become imperative that manpower be used to accomplish the necessary changes in industry and agriculture. Well trained personnel are required to eliminate production waste. Thus, long term planning strategies in education necessitate drastic changes in its future development.

#### 1. Characteristics of Today's Education

Many features distinguish our present age. The most obvious is over-population in conjunction with advanced technology and mass media. Modernization and change is developing in geometric proportions. Therefore, an urgent need exists for social and economic development. Poverty, ignorance and disease must be checked.

TABLE III-6

Ratio of University Students  
To Total Population Within The  
Same Age Group

Scholastic Year	Number of those within the age of university & higher education	Number of those really enrolled at universities & higher ed.	Percentage
64/65	2,597,000	157,600	6.1
65/66	2,663,000	172,400	6.5
66/67	2,731,000	174,000	6.4
67/68	2,800,000	171,200	6.1
68/69	2,871,000	180,200	6.3
69/70	2,944,000	2196,900	6.7
70/71	3,019,000	218,300	7.2
71/72	2,844,000	246,600	8.7
72/73	2,909,000	284,800	9.8
73/74	2,975,000	316,800	10.6
74/75	3,051,000	345,900	11.3
75/76	3,135,000	386,000	12.2

Education only influences prevailing conditions of the environment. This is readily seen during periods of occupation and imperialism, where social injustice prevails in the form of education for the elite minority at majority expense.

In the new regime, all people speak out for their right to education. Coordination between education and the developing society will be established in the free society.

## 2. Meaning and Functions of Education

Education, in this century, has four identifiable periods.

(1). The traditional eliteist system was divorced from regular society. Education was considered a privilege, and a path to political positions of the State. Education did not take into consideration economic and political needs of the complete society.

(2). The world witnessed many social changes during the 20th century. These changes affect education philosophy and trends. Education has become inseparable from society. It is both affected by it and has an influence over it.

(3). Economic influences have become a factor along with the social influence. Education can affect labourers and sufficiency of production. Some people view educational institutions simply as a means of providing specialized labour to promote the national economy.

(4). Continuous education attempts to integrate all forms of education for the betterment of the productive society, the culture and the individual. A self motivated individual could continue his education regardless of age or place. This could be achieved with the help of mass media. The ultimate goal being the creation of a teaching - learning society. Education therefore, must be evaluated in light of how much it has participated in achieving the objectives of comprehensive development.

## 3. Education and Manpower

Societies experiencing independence after years of occupation must consider two main factors which promote the interest in education.

(1). Equal right to education brings a sudden increase in number of students. This leads to deterioration in quality of teaching, due to overcrowded conditions, and consequently to a lowering in the standards of graduates.

(2). From the economic point of view, education of the masses is necessary as the means of preparing specialists required for economic development.

As a result of the two points above (equality of peoples rights, and economic productivity) demand for education has accelerated.

There is a time lapse, which must be recognized between the period changes are implemented and results are seen. Without careful planning a situation can be created of more graduates to available vacancies, resulting in the phenomena of the educated unemployed. Planning must be done to avoid a surplus of graduates in some areas at the expense of a shortage in another.

#### 4. Principal Issues

The role of education to modern advancement is related to the following issues:

##### (1). Illiteracy

Percentage of illiteracy remains high. This signifies the difficulty accelerating the change over to a modern society. Reorganization of national effort on all levels is necessary to solve this problem.

##### (2). Education Separate from Society

Contradictions of values and behaviors to heritage must be considered. Education needs to follow modern trends, yet be integrated as smoothly as possible into the basic belief and traditions of society.

##### (3). Balance between Economic and Social Development

Economic progress necessitates acceleration in knowledge absorption. Balance between economic, social development and education requires study into the means of raising the standard of education.

## (4). Technology

Recognition of need for improved proficiency through practical experience. Therefore, education must be related to the productive process.

## (5). National, Psychological and Humane Youth Orientation.

We must make decisive solutions on problems to best exploit the capacities of all young people. We need to prepare our young people for shouldering their responsibility in developing our society.

C. Education Plan 1978 - 19871. Basic principles and concepts of the education plan are:

(1). Each citizen has the right to education according to his mental abilities, regardless of his social status.

(2). Education is a functional process affecting society socially, educationally, economically, nationally, and internationally.

(3). Democratic education includes provision of equal opportunities for children from families of limited income and culture who may have been deprived of education during the compulsory age. This concern is aimed at breaking down social differences and realizing a genuine democracy.

Equalizing the standards of schools between rural and city education is necessary to overcome the existence of higher quality in the city than in the country. To help eradicate the status bias between different types of education, separation between theoretical and vocational education must be reconsidered. Everyone from parents, students, teachers, economic, social and political organizations must work together to plan education, so it will be a true movement of the people.

(4) Rapid change distinguishes our world today. It is no longer feasible to follow rigid educational theories or stereotyped models. There are common international trends, but progress and development of education must conform to conditions within each society. Consideration must be made for a country's history and its aspirations for the future. Each society must

be free and set its own educational policy and strategy to suit its' conditions and realize its' goals.

## 2. Innovation in Education

Innovation must be thought of as an integrated whole. All aspects of life must be considered, including educational, cultural and social. A balance must be struck between the rights of an individual and the needs of society. We should therefore free ourselves from traditional patterns and adopt ones more appropriate to a modern society.

The most important modern trends are:

- (1). The comprehensive integrated concept
- (2). Relation between education and environment.
- (3). Freedom of thought
- (4). Non-traditional education

Traditional education considered each stage of education a separate entity. New concepts relates primary preparatory and secondary into an integrated whole. This entails coordination among stages and collaboration among all administrative departments.

Programs evaluating scholastic achievement solely through examinations does not consider social, economic or cultural achievement. The main objective with the learning process is to cultivate scientific thinking and instill spiritual values. Education will be aiming at the cultivation of free thinking in a democratic society. This necessitates the revision of our present educational programs, which depend on spoon-feeding and memorizing facts. This includes consideration of curricula, books, teaching methods as well as the system of examinations.

## 3. Non traditional Schools

(1). One-class school. This was designed to fulfill the needs of the illiteracy program. One-class schools enroll students who failed to enroll in primary schools or who dropped out before the end of the compulsory stage. Sixteen hundred and fifty kuttabs were opened last year. Priority was given to small villages and farmers living in remote areas whose children have been deprived of schooling.

The syllabus is limited to the Arabic language, Arithmetic, hygiene and religion. Once they have reached a level equal to that of a class in compulsory school, they are placed in the regular public school system.

Any available building can be used for classes and non-certificate teachers are employed.

(2). The Experimental School. The ministry in collaboration with Western Germany has established an experimental school at Medinat, Nasr', Cairo. There are 8 classes encompassing both the primary and preparatory stages. Programs of study include theoretical, practical, and technological. The first group graduated last year.

A followup study of their progress in secondary school is currently underway. If the experiment proves successful similar schools will be opened.

(3). The Comprehensive School. The trend has been to coordinate learning programs with environmental needs. At these schools students will be both vocationally and academically trained. An agreement has been signed with the International Bank for Development and Reconstruction to establish comprehensive schools. The project is presently limited to one preparatory school at Tanta and two secondary schools, one at Tanta and the other at Suhag.

#### 4. The Future of Education

(1). Primary education. The education plan aims at total enrollment at the compulsory stage by 1981.

This year 790,000 were accepted in the first year primary stage. This 83% of the total number of the population within this age group. The number is predicted to increase to 834,000 (87%) by next year.

Presently, 4,300,000 children are enrolled in the primary stage. Last year the percentage of those passing the end of this stage was 71%. Some governorates had an enrollment to population percentage of 83 % while others went down to 60%. 120,000 girls were enrolled in primary schools. This indicates a continuing lowering of women in social status.

It was necessary to request the help of I.F.O. and U.S.A.I.I for flour and dry milk. This made it possible to offer lunches to primary school children in seven governorates. This program may be extended this year to include 17 governorates. Assistance totals approximately 45 million dollars extended over the next five years. Egypt will gradually increase its share of expenses over five years.

(2). Preparatory Stage. 1,300,000 pupils are enrolled in 1750 schools. Facilities can accommodate 93% of the students completing the primary stage. 80% enroll in government schools and 20% in private schools.

(3). Secondary Stage. Secondary school facilities can house 85% of the students passing the preparatory exam. 80% enroll in government schools and 20% in private schools. The remaining 15% passing the preparatory exam attend the nursing schools of the Ministry of Health or the Vocational Centers of the Ministry of Industry and the Ministry of Defense. Presently general secondary schools are not expanding. The focus is on increasing the number of technical and teacher training schools. The Ministry plans to expand technical enrollment from 52% to 61%. This year 115,900 have been accepted in general secondary compared to 132,00 in technical and 8,500 in teacher training schools. Total number in secondary stage is 820,000; general secondary 385,000, technical secondary and 400,000; teacher training 35,000.

There are 450 general secondary schools, This encompasses 8,000 classes and 17,000 teachers. Technical secondary schools total 330. (11,000 classes and 25,000 teachers), Teacher training schools number 65 with a teaching staff of 3,000.

(4). Vocational Training Centers. In cooperation with the housing Ministry a center for construction industry was established. 14,000 students have been trained over a period of about 3 months.

(5). Special Education. Handicapped children being served totals 1 1/2 %.

(6). Literacy. The concept of illiteracy here includes social, cultural and vocational illiteracy in addition to the

inability to read and write. Previous plans for illiteracy eradication have failed.

It is recommended that illiterates be divided into 3 different groups:

a. Children between the age of 6-12 to be responsible to public education organizations.

b. Illiterate adults working with the government and public sector to be responsible to their employers.

c. Illiterate adults working with the private sector to be responsible to employers and political organizations.

#### Textbooks

Curricula committees wrote or modified 200 texts within the last two years. This was done by teams of specialists in the different subjects. Classroom teachers worked side by side with University professors. In addition to providing free books to students, the Ministry distributed about 22 million copy books to primary school children, (5 copy books to each child).

#### School Buildings

There are currently 13,000 school buildings, 42% of which are owned by the Ministry. The number of school buildings has not increased at the same rate as the number of students. As a result 60% of the primary schools run on two shifts as do 40% of the preparatory.

Some classes have had to be built on the playgrounds. This cut down on space previously used for physical training and other activities.

#### The Teacher

There are currently 230,000 teachers employed by the Ministry of Education. Teachers have been underpaid in the past. A law has been recently issued to amend their salaries. About 66,000 teachers were promoted last year.

Inservice training program have been planned to raise the standard of performance for teachers currently working in Egypt.

20,000 teachers are on loan to other Arab or African countries. The Ministry has negotiated a salary increase between 30 to 40% for these teachers. In addition 10,000 other teachers are on temporary leave to teach abroad.

Budget for Education,  
Scientific Research and Training

The five year plan (1978-1982) allocates 413.4 million pounds for Education. (5.5 million L.E. for private schools, 412.9 for public schools.

Priority will be placed on technical secondary schools and teachers institutes. 65% of the secondary students will be in technical secondary and teacher training by 1985.

Total enrollments in the primary stage will reach 95% by 1982. 52.9 million L.E. is allocated for primary education.

General secondary schools will receive 4.6 million L.E. preparatory, 33.4 million L.E., technical secondary, 32.1 million L.E. and 9.8 million L.E. for Alazar Institutes.

1980/81 goals are:

1. Full enrollment
2. Raising the compulsory stage to 15
3. Increase technical school enrollments to 61% of all secondary enrollments.
4. Modern equipment.
5. Illiteracy eradication through the addition of 1310 new public school classes and 1,000 kuttabs
6. Elimination of double session school days.
7. New facilities to replace those presently inadequate for school use.

University and Higher Education

194.2 million L.E. has been allocated for University and Higher Education over the next 5 years. 13.7 million L.E. for technical training in industry and commerce, 127.2 for Alazar University projects.

Priorities established in the five year plan include:

1. Increasing the number of technical training institutes through the assistance of the International Bank of Reconstruction and Development. Equipment will be modernized and new work shops and laboratories built.

2. Funds will be provided to complete building construction at all universities.
3. Increase the number of specialists necessary to raise the standard of higher education.
4. Increase student housing