
Education System in Egypt

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Abstract

This research aims to know the educational system of the Arab Republic of Egypt. The research method is literature review or literature study, which contains theories relevant to research problems. The result of the educational system of Egypt that the educational objectives are uphold democracy and the formation of democratic individuals. The authority is centralized, under the ministry of education and ministry of Al-Azhar. Curriculum preparation is carried out with teamwork consisting of experts, professors, consultants, and educational supervisors as well as experienced teachers. The government budgets 17% of the national budget. The educational structures are 1) basic education (ibtida'i), 2) secondary education/preparation (I'dadi), 3) upper secondary education (tsanawi), 4) higher education or university, and 5) elementary school level 6-11 years. The academic year start from June to August.

Keywords: The Educational System, Egypt.

INTRODUCTION

Egypt – Arab Republic of Egypt is situated in the north-east of Africa and the Asian Sinai Peninsula, bordering on the Mediterranean and Red Seas, the Gaza Strip, Palestine, Sudan and Libya. Most of the territory is covered by deserts and only less than 4% of the area is an arable land. The fertile Nile Valley and Delta led to the early colonization of the area and creation of one of the world's oldest and greatest civilizations.

The Arab Republic of Egypt has an area of approximately 1 million square kilometers. It is located on the Sinai Peninsula in the northeast and southwest of the African and Asian continents. To the north, Egypt is bordered by the Mediterranean Sea, to the east by the Red Sea, the Suez Canal and the Gulf of Aqaba. The Suez Canal separates the Sinai Peninsula from the rest of Egypt. To the west, Egypt is bordered by Libya and to the south by Sudan. The Nile River divides Egypt from north to south into two regions, Upper Egypt and Lower Egypt. Upper Egypt and Lower Egypt are divided into 26 states/governors, 150 provinces and 808 districts in different regions.

Since the 18th century, the influence of European powers, mainly of France and Britain, had developed in Egypt with time. It became officially the British protectorate at one point and then a kingdom dependent on the British. Egypt acquired a full sovereignty after the revolution of 1952 and political changes followed. The country turned into a republic with an elected president and a bicameral parliamentary system.

According to the Egyptian constitution, the basic education is compulsory. Schools run by the state are free of charge at all levels of education (art. 20). In the years 1999-2008, 16-20% of the total government expenditures were allocated each year to education (Capmas, 2008). National education expenditures are about 3.8% of GDP (2008 – in other years 5-6, 7%; which is even more than Egypt's military expenses) (Capmas, 2008; CIA, 2012). Although these outlays are

relatively considerable, they are still not sufficient to satisfy educational needs of the society. That is why the donations of citizens and local foundations are a noteworthy source of supplementary funds for development of schools network.

RESEARCH METHODS

This research is a qualitative study with a literature study method. This technique aims to reveal various important information related to the Egyptian education system with all its indicators and dynamics as well as material for discussing the results of referential research. The author prepares a literature review from various sources in the form of printed books and electronic sources in the form of articles contained in reputable journals in Indonesian and English, national and international journals

RESULTS AND DISCUSSION

Educational Objectives

In 1987, the Ministry of Education stated in detail the main objectives of Education were as follows:

1. Education is intended to uphold democracy and equality of opportunity, as well as the formation of democratic individuals
2. Education is also intended as a comprehensive nation building, namely creating a functional relationship between education productivity and the labor market
3. Education should also be directed at strengthening individual ownership of the nation, and strengthening Arab culture and identity
4. Education must be able to lead the community to lifelong education through self-improvement and self-education
5. Education must include the development of knowledge and ability to write, read, count, languages other than Arabic, artistic creation, and understanding of the environment
6. Education also serves as a framework for cooperation in curriculum development and assessment

FORMAL EDUCATION SYSTEM

The Egyptian education system consists of two parallel structures, namely:

1. Secular Structure
 - a. Regulated by the Ministry of Education
 - b. Kindergartens and playgroups, very small in number and mostly in cities
 - c. Basic Education from grade 1 to grade 5.
 - d. Elementary Education from grade 6 to grade 8 (preparatory school)
 - e. High School for 3 years
 - 1) Grade 9, Joint grade
 - 2) Grades 10 and 11, choosing between Science and Non-Science fields
 - f. If you don't go to public high school, you can stay in high school for 5 years
 - g. Higher education at universities and other specialized institutions follows General academic education.
2. Al-Azhar school system
 - a. Islamic religious education is more emphasized, the rest of the curriculum subjects are the same as in secular schools

- b. Grades 10 and 11, the same for all students. At the end of Grade 11, students can choose whether they want to go to a public school for another two years, or enter a religious school for two years
 - c. At the university level, the faculties are the same as those in secular education but the curriculum emphasizes more on religion.
 - d. All teacher education for religious education is only held within the Al Azhar system environment
 - e. There is no Technical Education in the Al Azhar system
3. Vocational/Vocational and Technical Education
- a. This education is so popular that by 1988, Egypt had 563 vocational and technical schools
 - b. At the tertiary level, there are 34 technical institutes

The private sector plays an important role in Egyptian education enhancing the schooling offer. Non-governmental schools may be distinguished from the public ones by their individualized teaching programmes or by a wider range of curriculum choice. Private schools are run at all educational levels and are conducted by religious or secular societies or individuals, Egyptian or foreign. International schools can offer a curriculum of another country (i.e. British, American) but they need to be certified by the ministry to facilitate their graduates to enroll in Egyptian governmental universities. It should be added that Al Azhar schools play a special role in Egyptian education parallel to the public educational system, using the same curriculum but with more attention to Islamic studies. However, the continuation of their studies is restricted to some extent. Although the graduates can continue academic studies at Al Azhar or any other private educational institution, it is possible only at a limited number of governmental colleges and institutes. Graduates of each level of private education receive equal certificates and qualifications as graduates of governmental institutions. However, even a private educational sector is supervised by governmental agencies to ensure that it complements the state's educational policy. Private education institutions are subject to the same regulations as governmental ones in terms of educational arrangements and certification (curricula, teacher qualifications, enrolment, grades, textbooks, diplomas etc.). The ministry of education encourages private schools to adjust governmental requirements by licensing. Authorized schools have the right to issue school certificates that are recognized by other schools and universities to enable their graduates to continue their education in governmental or private educational institutions. Offers educational services at different levels to students with special needs and also runs trainings and certifying for their teachers. There are special classes or schools tailored to the needs of the blind and partially-sighted ("Al-Nour schools"), the deaf and auditory impaired ("Al-Amal schools"), and with other disabilities the mentally retarded and the rheumatic heart diseased. There are inclusive classes in public schools in bigger cities that integrate children with light and moderate disabilities into the educational community and the Egyptian society, as well schools also provide an adequate psychological and social help for their pupils with special needs. The number of teachers of special education and facilitators has been growing constantly each year providing schools with appropriate specialists. A part from ministerial courses, teachers can enroll in a number of universities and some other institutions that offer specialization in this area of education. Although the network of classes and schools for students with special needs has been developing in the last decades appreciably, there is still a considerable societal exigency in this field.

Non Formal Education

Non-formal education is a series of planned educational activities outside the formal education system.

Adult education has got a long history in contemporary Egypt. It was basically directed at an increasing literacy among the Egyptian society and eradication of illiteracy. A specialized agenda – the General authority for illiteracy eradication and adult education cooperating with the ministry of education is in charge of dealing with these issues and the education of adults. There are a lot of forms of adult education literacy classes affiliated to the ministry of education or other ministerial divisions, special vocational training courses including literacy programmes, advanced adult educational programmes, e-learning, the open university correspondence courses, non-university higher education and others. Moreover, there are special programmes run to provide education for children who are deprived of usual educational services, i.e. one-class schools (mixed and for girls), schools friendly for girls' (for pupils aged 8-14), community schools in poor urban and rural areas, schools for street children, small schools, development centers, training and teaching centers for working children, evening classes etc. these proposals are directed at the children who are outside the formal structures of educational system. Such institutions offer basic teaching of reading, writing, arithmetic, and practical instruction in the area, for example, of health, nutrition, agriculture and environment. The ministry of education's projects of re-inclusion of children, who are beyond any kind of formal schooling, have brought until now tangible. A part from the non-formal types of education mentioned above, there are traditional Islamic classes known as "kuttab". They have provided the local society, besides religious instruction and memorizing fragments of Quran, basic reading and writing skills, what have played a supplementary role for education even in contemporary times. However, nowadays their numbers are decreased noticeably, and most of them focus only on religious education.

Non-formal education is mainly associated with literacy activities. This policy was created because:

NO	YEAR	PERCENT POPULATION ILLITERATE	OF AGE
1	1960	70%	< 10 year
2	1976	61.8%	<15 year
3	1986	49.4%	<15 year

Comparison of literacy rates of women and men in Egypt

NO	YEAR	MEN CANNOT READ	WOMEN CAN'T READ
1	1976	46.4%	77.6%
2	1986	37.8%	61.8%

Since 1986, the Ministry of Labor has provided basic programs, and those who have dropped out of formal school are between the ages of 12 and 18. They are trained in vocational skills suitable for their environment and abilities. This education is usually held for 9 months; 7 months in vocational training centers and 2 months in production units. The participants are then placed to work in the government sector or the private sector.

Education Management Authority

The education system in Egypt is the responsibility of the country's Ministry of Education. The Ministry of Education is responsible for starting from preschool education to higher education in the aspects of planning, policy, quality control, coordination and development. Education officials at the governorate level are responsible for its implementation. The Minister meets at certain times with the councils under the secretariat and a number of other councils. The Minister also chairs the Supreme Council of Universities,

which is responsible for planning and policy making. Egypt is divided into 140 Education districts with a network of supervisors and administrators. The Ministry of Al Azhar is responsible for overseeing Education policy and planning at Al Azhar universities and other colleges and schools within the Al Azhar environment.

Fundings

The Egyptian government allocates 17% of the national budget for education in 2020. This budget is less than the national education budget of 20% in Indonesia. The World Bank, UNICEF, UNESCO provide assistance to Egypt. Friendly countries such as the United States, Germany, the United Kingdom (UK), and Arab countries also provided assistance to Egypt.

1. Curriculum and Teaching Methodology

The preparation of the curriculum is carried out by the team. The curriculum team involves experienced teachers, education professors, consultants, supervisors, and education experts. A committee is formed for each subject or group of subjects, where each chairman of this committee attends the meeting so that all decisions can be decided together. The curriculum that has been prepared by the committee is then re-selected by the Preuniversity Education Council, after which it officially ratifies it for implementation. The curriculum will be changed from time to time to be adjusted according to local conditions or special things. Textbooks according to the curriculum are not exactly the same as the implemented curriculum. The difference is caused by various factors, such as classroom conditions, lack of teaching aids, and other equipment as well as the quality of teachers. Contrary to what has been outlined in the curriculum, most of the teaching is still verbally oriented. Foreign languages are taught in secondary schools and sometimes in private primary schools. Foreign language education is a must in schools, and English, French, and German are the three most popular foreign languages. The Egyptian government has a vision of local education and is very persistent in promoting foreign language education in schools, especially the spread of English.

2. Exams, Advancement and Certification

Grade promotion exams are carried out at Grades two, four and five. Implementation of the first state examination at the end of Grade eight. Students who pass get a Basic Education Certificate, and the certificate is used to continue to higher education. The high and low scores obtained determine the type of school to be entered, where in general only students who get high scores can enter the desired academic high schools to university. If they can't get the expected score, they go to technical schools or other educational institutes. This resulted in the future of young Egyptians generally depending on the scores obtained on state examinations. It is the same with students who will finish secondary education, because the number of scores obtained determines which faculty or university they can enter. These highly competitive exams make students have to study very hard, and even lead to cheating in various ways, and also lead to the emergence of private courses. There have been attempts to change this system, for example by giving a greater value to children's work throughout the year, and so on. The best solution is probably to make the exam part of the learning process.

Reform and Educational Issues

In the early 1990s there were reforms in various aspects of the education system, such as:

1. Reduction of study time in elementary school from 6 years to 5 years.
2. Basic education lasts until Grade 8.
3. An increase in the number of young people entering technical secondary schools, which is 65% of the total elementary education students
4. In non-formal education, expansion of staffing or employee training is carried out.

As a result of the rapid development of education, the Egyptian education system has experienced many weaknesses, such as:

- a) Lack of qualified teachers
- b) High dropout rate
- c) Not enough school buildings
- d) Unemployment tends to increase experienced by graduates of secondary and tertiary education

Comparison of Education in Egypt and Indonesia

The following is a comparison of Education in Indonesia with that in Egypt:

Country System	Indonesia	Egypt
EDUCATIONAL OBJECTIVES	Developing the potential of students	Uphold democracy and the formation of democratic individuals
AUTHORITY	Decentralization	Centralized, under the ministry of education and ministry of Al-Azhar
CURRICULUM	Curriculum preparation is carried out by considering the level of student development and in accordance with national development programs, the environment, the development of science and technology and the arts.	Curriculum preparation is carried out with teamwork consisting of experts, professors, consultants, and educational supervisors as well as experienced teachers.
FUNDING	The government budgets 20% of the national budget	The government budgets 17% of the national budget
EDUCATIONAL STRUCTURE	TK SD SMP SMA/SMK, PT Jenjang Sekolah dasar 6-12 tahun	Basic education (ibtida'i) Secondary education/preparation (I'dadi) Upper secondary education (tsanawi) Higher education or university Elementary school level 6-11 years
Academic Year	July to September	June to August

CONCLUSION

The best practices that can be taken from education in the Arab country of Egypt are:

1. Many schools in Egypt provide curricula in various languages. Among them are Arabic, English, French and German. By including several foreign languages, Indonesian people will find it easier to get jobs in various foreign companies starting to mushroom in Indonesia and also the opportunity to study abroad with scholarship programs.
2. Universities such as Al-Azhar are famous for their sanad (historical) system, where a student takes knowledge directly from his teacher face to face and of course the students are tested how far he masters the knowledge. This system has been around since the Prophet SAW and was practiced by the Companions and scholars after that. This sanad system is also what makes Islamic knowledge maintained from time to time.

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