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History of Education

Importance, method, and strengths The factors affecting the educational system

Chapter 1

History of Education: Importance, Curriculum, and Strengths The factors affecting the educational system

introduction :

The history of education is usually seen as a treatment of education from its historical perspective, and this means that the history of education is an independent subject in itself, and on the other hand it is seen as a part of general history like that of political or economic history. Rather, it is often treated in This case is considered part of the cultural and intellectual history of the peoples, and attention is paid to the history of education. It can be simply that it is the history of education. Here we ask what we mean by the word "history." This simple question is important because it helps us deepen our understanding of the subject of the history of education.

The word history dates back to a Semitic origin consisting of two syllables that means determining the month or time, then the scope of this word expanded to include the meaning of identifying an event and its narration. Rose" i.e. specifying the beginning of the month, and this is also supported by al-Khwarizmi in his book "Mafatih al-Ulum" 0

In the language, history, history, and chronology mean informing of the time, and the date of a thing may indicate its purpose and time, at which its time ends and what coincides with great events and facts join it.

It is said that history began to appear in a primitive form when the primitive man, since the dawn of the city, told his children the stories of his fathers and grandfathers mixed with his legends and beliefs. Gradually, the history is fundamentally based on recording the procession of mankind as the woman, the record, or the comprehensive book that presents us with different types of events, arts from countries, and types of antiquities.

History simply means the story of man in his struggle through the ages, and therefore historians mean by human history since man knew writing and kept his written records, a period that extends over nearly seven thousand

years, and the period before that does not mean historians because it falls in a period before History, which does not concern historians, because it falls within the scope of archaeologists and human consensus.

The eras of history are usually divided into ancient, medieval and modern times, and it is divided, although it is convenient in the methodological aspect, but it is not based on a scientific or basic objective basis from history, because there is a specific date for the end of antiquity and the beginning of the Middle Ages or the end of the middle and the beginning of modern times. This division is not known, yet there is nothing wrong with it for the purpose of scientific treatment.

As for the subject of education, it is related to the treatment of education from the historical perspective. On this basis, we can understand the issue of the history of education as related to the history of one of the broad sectors of human culture, which is the education sector.

The history of education is mainly concerned with educational practices, how were they across the different ages? How did the educational goals and patterns evolve through these ages? How does education differ in different societies and different ages? How did the school emerge as an educational institution? How did it develop? Why did its roles differ from one society to another and one era to another? And how was it a reflection of the hopes and aspirations of nations? How was education a reflection of the social, economic, political, natural and geographical conditions? .

The history of education also deals with educational thought and its development through the ages, as it is the result of the views of philosophers of education through different ages and societies, given that the opinions of these philosophers were an essential part in the development of education, and a basis for educational practices through different ages and societies, and from here it is also necessary not to be neglected The history of education in its study of educational practices, the treatment of educational theorists and philosophers of education who appeared through different ages.

In general, whoever wants to get acquainted with an actual nation should contemplate the history of its education, and for knowledge it is a long history that began with the appearance of man in work and thinking, and mankind has known him for thousands of years, and his upbringing did not

stop at a particular society or people in itself. The history of education and education is the history of all human civilization. ? .

In the past, the great sage of China "Confucius" said that the ancient people were interested in studying the past with the intention of educating and developing themselves, and education by its nature is a historical process, and because the motive of education is nothing but an extension of the past, and one of the characteristics of retaining many of the elements of this past, therefore, any educational thinker cannot He delves into the origins of education and understands its dimensions and problems without taking into account the historical dimension. He returns to this past, explores its origins and roots, traces the historical development of educational issues and links them to the present reality in which he lives and benefits from the experiences of this past in facing the challenges associated with education problems and issues.

<https://education.stateuniversity.com/pages/411/Egypt-EDUCATIONAL-SYSTEM-OVERVIEW.html>

First: The importance of studying the history of education

- A necessary means for the student-teacher, and for all those working in the field of education, to get to know the present of Egyptian society, to research the historical origins of educational issues, to trace the historical developments that accompanied them, the circumstances that exercised their influence on them, the dimensions of the problems they faced and the solutions offered to overcome these problems, and also to learn about the experiences of societies and other educational systems, evaluating these experiences, and making proper use of their advantages in reforming the current educational systems.

The historical study of education is a matter that must precede the researcher for an educational philosophy that leads and directs the educational work.

Verifying the validity of these theories, criticizing them by resorting to them in the face of current education issues, and arriving at the best opinions and theories that can be applied, taking into account the time difference and the different cultural and historical circumstances and dimensions in each case. Egyptians and Arabs, such as Al-Tahtawi and Muhammad Abdo, so that we do not insist in the minds of the emerging generations of

educated people that the Arab mentality alone is the innovative and creative mindset of the theories and ideas that define the way and methods of education.

- In light of the efforts being made currently to reform and develop education in Egypt and improve its quality as a necessity to achieve development plans and Egypt's national security, and one of its most prominent entrances for the coming century - comes the importance and necessity of studying the history of education in Egypt to create generations of educated people capable of leading the development movement, and having knowledge With the roots of the social obstacles that hinder the reform movement and the mechanisms that enable these obstacles, and facing the challenges with an educational system at the level of the challenge, whoever wants to take a step forward must take a little back to get the necessary impetus to launch. Therefore, the history of education and its value is not limited to clarifying the nation's past. Rather, this study is considered the best guide in dealing with education issues and administering its rulings in the nation's present and future.

The history of education tells us about human experiences, experiences, and experiments through the ages, and reveals to us the ideals of peoples and their great hopes, and clarifies to us the different educational practices and the different foundations, philosophies and trends.

Finally, the academic and scientific importance of studying the history of education, in that science is a value in itself.

Second: Researching the history of education

History is an accurate record of events, but it is not a photographic record of them. All that the historian strives for is to try to explain this record in an accurate interpretation, because in the science of history, events cannot speak for themselves, but rather the historian plays a major role in determining their meanings.

1 - Specifications of the researcher in the history of education:

This seems to be the task of interpreting history a daunting and profound task. Therefore, the historian should have qualities that qualify him for this important and hard work, including:

The organized mind that helps it organize facts and organize the temporal and spatial relationships that link them.

- To have a critical thought that can penetrate to the origins, sources and references to draw conclusions from them, and the researchers' differences in understanding, interpretation and inference lead them to different results and interpretations that make the historical research in constant motion. Objectivity in the interpretation and away from bias and fanaticism, and the historian can avoid a great deal of bias in the interpretation of history, but it is sometimes impossible to avoid the innocent bias in this field, for example, historians of ancient Greece tend to consider the city of Athens during the fourth and fifth centuries BC as a factory He produced the best that Western civilization knew, both in terms of mental and aesthetic terms, and they are undoubtedly exaggerating, because the Greek civilization during that period was a student of the ancient Egyptian civilization, and was quoted from and influenced by it. And he himself had visited Egypt and wrote about it in the book "The Laws," which is considered a product of his old age. Also, it is clear bias that historians of education in the West neglect to talk about Islamic culture in the Middle Ages, even though it was the greatest known to human civilization during that period, and it is known that the world The Islamic civilization reached the peak of its intellectual and civilizational renaissance during the four centuries from the eighth to the eleventh century AD, and this civilizational renaissance was the ray that provoked the darkness of Europe In which she lived, and it was the mental, intellectual and even spiritual nourishment that brought life back to Europe again, and had it not been for this food, according to the European historians themselves, the European Renaissance would have been delayed, with which Europe began a new period of life that was able to break its shell and extend its hand to the head of hope The good in South Africa, and from there to India and the Far East, and the Renaissance was the basis of the prosperity of Europe in the modern era, and these are just a few examples of the choice of historians.

2- Evaluating the historical document as a source of information:

The value and importance of the document for historical research is the amount of truthful and reliable information that this document provides. We can use the following criteria to evaluate the document as a source of information. The criteria for evaluating the historical document as a source of information include:

A- Efficiency of the position or writer of the document:

Undoubtedly, one of the most important features of judging the document is what is related to the efficiency, fame and scientific reputation of its author. The sources written by professional historians must differ in value from those written by amateurs. It is of great scientific value, as it gives the reader confidence and reassurance that what he reads was done by a capable person who has a clear scientific view.

B- The relationship of the historian with the event he is chronicling:

It is a given that the closer the author is to the event he records or dates to, the more useful and valuable the document or source will be.

C- Extent of pressure to which the historian was subjected:

During his historical writing, the historian may be subjected to various types of personal, social or political pressures, and thus his writing is a distorted picture of what happened.

It is fake and does not exist, which causes it to increase and decrease, which of course affects the accuracy of its recording of events, and the general political or social atmosphere in which he lives may be traveling without explicit or correct writing about the event itself, and all of these things reduce the value of the document as a source of information that can Trust and confidence in him.

D- The aim of the historian:

The document may be written for different purposes. The purpose of writing the document may be informing or remembering, as in personal notes, and the document's goal may be guidance, as in orders, decisions, directives, or regulations, and the document's goal may be to make a certain impact on the reader, as is the case in advertising. The document may be for recreation, as in personal correspondence, and there is no doubt that the purpose of writing the document is a major factor in judging the document as a historical source.

3- Research directions in the history of education:

Research trends in the history of education

We can distinguish among the research trends in the history of education what is related to the form and what is related to the content. According to

this approach, ages are usually divided into three sections: Antiquity, the Middle Ages, and Modern Ages, and to the Middle Ages and Antiquity in Pharaonic Egypt, for example, or in India, or in Greece, or in China. In the Middle Ages, Christian and Islamic education is studied, and so on for For modern times, this approach was followed by many historians of education in the West, including Butts and Mulhern, and the authors of the history of education in the East followed them.

As for the second approach, it is known as the longitudinal or vertical approach, and based on this approach; education is studied historically in the form of problems or topics so that each problem or topic is addressed through different ages. Such as secondary or university education or teacher preparation and so on, and the curriculum represents Brubacher. In terms of addressing the content, there is more than one method or method, foremost of which is the narration method, which consists in limiting the narration of events to a chronological and spatial narrative without exposure to interpretation and analysis. It lacks the flesh and blood that coats the bone to make it something meaningful.

There is the analytical method that attempts to analyze the temporal and spatial relationships of educational events and phenomena so that these relationships become meaning and interpretation, and the researcher plays an important role in the meaning or interpretation that he describes on these relationships. Allow but may call for such a review.

There is also another common way of interpreting the history of education is what is known as the utilitarian method or the utilitarian doctrine, and the utilitarian interpretation of the history of education is one of the most common interpretations, as it is interpreted in light of the needs and circumstances of the era, and perhaps the oldest systematic study of the history of education on the basis of the utilitarian interpretation is the book "Abi Cloflory (1640-1722) is an article on the selection of studies and their approach, which he considers as the first systematic study of the history of education. Based on this approach or method, educational phenomena are explained in light of the needs of the age. Florey, for example, reached this reproduction. The utilitarian doctrine is "that the Roman education was directed to the training of orators and lawyers, because Rome needed such men." The utilitarian doctrine is an attractive form of interpretation, and it

was used by famous men, including the nineteenth century English philosopher "Herbert Spencer," where his utilitarian doctrine became clear in what He wrote about education in 1859 AD in a famous article entitled: "Which knowledge is more useful?"

Although the utilitarian doctrine has proven its usefulness in the interpretation of education, it does not escape criticism for its failure to draw a complete or comprehensive picture, because the inclusion of the interpretation is first and foremost one of the criteria for evaluating the appropriateness of any theory, and if we evaluate the utilitarian doctrine, it is clear that it must That the theory expands to explain other non-utilitarian aspects, for example, the explanation of the reasons that made many educators praise professional and specialized training or insist on free education and public education, including the interpretation of education that aims to help in self-analysis and other examples.

Perhaps the best method for dealing with the content of the history of education is the method that combines all methods and methods, so that each method is used in the situation that requires it, and so that these methods integrate among themselves to present educational phenomena in a coherent intellectual form that enables them to be understood and contemplated to extract lessons learned from them.

Third: Forces and factors affecting the educational system

Education is not a self-contained system, but rather it is a sub-system of the social system that society is based on and upon. The forces were close. An educational organization appeared similar in its philosophy and patterns, and vice versa.

Therefore, philosophers, researchers and thinkers in education affirm that education builds all of it, as it seeks to impart to individuals the behaviors, ideas and beliefs that exist for each society, as it derives its objectives and requirements.

And its capabilities from the society, in order to eventually strive to achieve the goals of this society, and for this reason some see that education is the woman of the people. When you try to get to know this society, study and analyze its educational system. Some countries claim democracy and adopt dictatorial or racist educational systems that have nothing to do with democracy.

In light of the foregoing, the most important forces and factors affecting educational systems can be addressed as follows:

(1) Natural and geographical forces and factors:

The educational system differs from one society to another according to its geographical and natural environment, from location, climate, and terrain. Since ancient times, the geographical conditions and the harsh nature of the Greek Spartans played a major role in determining the philosophy, the education system, and its current goals, to achieve military superiority, to protect the Spartan society from internal and external errors, and to provide the individual with the sciences to enable him to achieve courage and instill the values of loyalty and blind obedience to the law.

On the contrary, the geographical and climatic conditions were reflected on the goals and education system in Athens, which aims to achieve the integrated growth of the individual, physically, mentally and emotionally, and unleash his abilities and creativity without restraint by the state.

The education system varies within a single country depending on a set of geographical and natural factors, as is the case today in the United States of America, where educational systems vary according to the diversity and different geographical conditions of each state. The harsh - for the southern United States, where the climate is moderate or hot in the south in determining the appropriate age for children to enroll in schools, compulsory and voluntary attendance, holiday seasons, and the shape and architecture of the school building, where we see the covered halls in the coldest and rainiest areas.

It is also noted in the very cold Eskimo regions, the scarcity of the kindergarten stage, the late school age and the difficulty of compulsory attendance, as are the countries that are characterized by the difficulty of transportation and the large number of terrain. These remote areas are sparsely populated, so small units of schools are established, or education is by correspondence or virtual.

Rather, geographical factors play a major role in determining the content of the curricula, which vary according to the diversity of the geographical environment, and their activities are related to serving this environment and achieving its development, whether it is a coastal, industrial or agricultural environment.

(ii) Economic Forces and Factors:

The economy represents the backbone of every society. Therefore, economic factors play a major role in shaping educational systems and achieving their goals. The educational system is affected by the economic level of the state, as the rise of the economy leads to the prosperity of education, the multiplicity of its institutions, the improvement of educational services, and the achievement of the principle of equal educational opportunities, and this clearly affects the The Middle Ages, when the economic progress of the Islamic state led to a flourishing educational renaissance that the state witnessed in Baghdad during the Abbasid era, and in Egypt during the Fatimid and Umayyad era.

On the contrary, a stagnant economy prevents the creation of educational opportunities for individuals, as is the case in developing societies (which are still sitting in spectators' seats) that suffer from a low economic level, which leads them to rely on loans offered by economically rich countries to finance education.

On the other hand, the economy is affected by education, where education is the performance and the means to prepare the workforce necessary to develop the economy and achieve development through the preparation of educated and trained human cadres who lead work in various fields. It was even said that (the short Japanese was able to ride the shoulders of giants and became taller than the giants themselves), and then planning for education is linked to the need of countries from the labor force on the one hand, and the need of labor markets on the other hand.

(3) Political Forces and Factors:

The influence of political factors is evident from several aspects, including: Education is used as a tool for instilling and spreading the political doctrine espoused by the state, and the education systems, programs and methods of teaching it become a reflection of the state's political goals. From Nazi Germany and Fascist Italy the political trends of these countries.

- The influence of political forces on education is clear that temporary or emergency political conditions, as is the case when revolutions occur, disturbances, wars or occupation occur, as is the case during the British occupation of Egypt in 1882 AD, where the policy and philosophy of education were drawn up to serve the interests of the occupation aimed at

neglecting education, which it became with expenses and was abolished free of charge, and education in Egypt became limited to the rich minority loyal to the English, and the goal of it became to graduate a group of employees to manage the administrative apparatus, the English language was not introduced to replace the Arabic language, where work in government offices was in English, and schools were also abolished. Especially the industrial technical schools, in line with the British economic policy aimed at marketing English products, and with the outbreak of the July 1952 revolution in Egypt, the educational system changed in its philosophy and objectives to be in line with the principles and ideology of the revolution. In 1967 AD, curricula serve their interests and obliterate the passion Egyptian ya.

The influence of political factors in the different goals and ideology of conflicting political currents on governance is also evident. Any current that wins power and forms the government changes educational systems according to its electoral program (for example - the Labor Party and the Conservatives in Britain, one of whom supports the comprehensive school and the other is the opposite).

(4) Social Forces and Factors:

The social structure affects education greatly, and the social structure represents the conditions of society in relation to the different social relationship prevailing in it, where racism imposed the existence of two different sectors of education within the same society, one of which enjoys all the privileges and deprives the other party of services, which results in a decrease in educational opportunities.

The ancient Greek society suffered from the problem of racism or disparity between social classes, where slaves, despite their large number, were deprived of education, and the masters of the upper classes enjoyed all the privileges. All their rights, the most important of which is the right to education.

In the modern era, the Israeli authorities dealt with the Palestinian elements in the occupied State of Palestine with the same class logic, depriving them of access to a distinguished education and resorting to the method of violence, abuse, dismissal and exclusion of many Arab teachers qualified to work as teaching without any reasons.

The social forces and factors can be dealt with from the following aspects:

(a) Debt:

Where education in any society seeks to prepare young people according to religious foundations that are consistent with the belief, culture and identity of this society, the policy of education is drawn up in the light of the religion adopted by the state. Its institutions and curricula, whether in the mosque or the church, and educational institutions were used as a means to spread the legislation of religion and the religious doctrine adopted by the state, as in Al-Azhar to spread the Shiite doctrine among the Fatimids, and the mosques of Baghdad to spread the Sunni doctrine.

Whatever religion the state adopts, the state must adhere in its educational systems to the religion of the minority and the majority, and this must be taken into account in the study sessions. In general, the countries of the world can be divided in terms of the religious position into:

- Countries where the state controls education and religious bodies or religious institutions have no influence on education (as in the former Soviet Union)

The principle of duality in education, and each of the religious institutions and the state has its own institutions and has a great and direct impact on young people (as in the United States of America), as it is not allowed to perform prayers in schools or classes.

Cooperation between the state and the religious institution: where the educational policy is drawn up in cooperation with religious institutions, where education stems from religious philosophy, as in the Arab countries.

(b) Language:

In the case of the presence of one language within the country, this does not represent a burden on the educational system, but in the case of the presence of more than one language within one country (for example: Canada - South Africa - India), it represents a burden in preparing curricula, teachers and others.

(c) Customs and Traditions:

The multiplicity of customs and traditions represents a burden on the educational systems, some of them are positive and may lead to the development of the system, and some of them are negative that may lead to its backwardness. Minorities, as in India and America, represent a great

burden, and the pattern and behavior of these negative individuals may lead to the school administration being devoted to solving students' problems and separating them. Riots, etc.

Quizzes

- 1) What is the importance of studying history of education?
- 2) How to research the history of education?
- 3) Write about the forces and factors affecting the educational system.

Chapter II

The education system in Egypt

From the Islamic conquest until the end of the eighteenth century Education in the period that preceded Muhammad's rule passed through a number of stages, and its philosophy, objectives, systems and institutions differed in light of the social conditions and developments surrounding each stage. The most prominent of these stages are:

<https://www.britannica.com/place/Egypt/From-the-Islamic-conquest-to-1250>

First: Education in Egypt after the Arab-Islamic conquest

Egypt became an Islamic state after it was conquered by the Arab leader "Amr ibn al-Aas" in the year 641 AD. This was accompanied by the Egyptians' turn to embrace Islam and the spread of the Arabic language, which began to replace the Greek and Coptic languages.

In the light of the Arab-Islamic culture, education flourished, and the prevailing education in that period was Islamic religious education, and the aim of it was to spread the Islamic religion, and the aim of it was to spread the Islamic religion, and explain the teachings of the Holy Qur'an. The educational institutions and stages varied, the most important of which are:
A- Al-Kateab:

It specialized in teaching young people to read, write and arithmetic, and memorizing the Holy Qur'an. According to Ahmed Shelby, the kotatayeb was known as educational institutions before the advent of Islam, then it spread and their number increased clearly with the spread of Islam and the expansion of the Islamic state.



B- Mosque schools:

Mosques were used as places of worship, meetings were held, the headquarters of the judiciary and the dissemination of Islamic sciences. Over time, mosques were transformed into schools for education, and study circles spread there and prepared students for higher education.

C- Higher Education in Al-Azhar:

Al-Azhar Mosque was built in the tenth century AD during the reign of the Fatimid Caliph Al-Muizz Lidin Allah and by the leader of Jawhar Al-Siqilli, a mosque for religious rituals.

Education flourished in Al-Azhar during the era of the Fatimid Caliph Al-Aziz Billah, who was interested in establishing an internal department to receive students of knowledge from different parts of the world, and thus Al-Azhar became one of the most important scientific centers in the Islamic world.

D- Vocational education:

This type of education is known as the sects system or the crafts guilds, and it appeared in an organized manner in Egypt during the era of the Ayyubids, as there were no special institutes for teaching crafts or various industries. This type of education aims to prepare craftsmen professionally and morally, maintain the level of the craft and its traditions, and create a sense of belonging and security among members of the sect or craft.

E- Education in schools:

Schools were known in their modern sense in the Ayyubid era, when they were independent of mosques, and a building was allocated to them that included a hall for lectures and seminars

Among the most famous schools that appeared in Egypt during the Ayyubid period:

1- The Nasiriyah School: Founded by Al-Nasir/ Salah Al-Din Al-Ayyubi in the year 566 AH.

2- The Qamiyah School: It was also founded by Salah al-Din al-Ayyubi as a school for the Malikis and was named so because it relied on the wheat produced by Fayoum to spend on it.

3- Al-Salihiya School: It was built by the Ayyubid Sultan Najm Al-Din Ayoub in 639 AH.

Second: Education in Egypt during the Mamluk era

The origin of the Mamluks are races of white slaves brought from central and western Asia, and the Ayyubid rulers used them to work in the service of the palaces.

The Ayyubid Sultan "Saleh Najm al-Din Ayyub" was the first to care about the education of the Mamluks in Egypt and used them in the service of the army. The influence of the Mamluks, then they ascended the throne after the fall of the Ayyubid state and the marriage of "Shajarat al-Durr" to your Turkman father, who became or the Mamluk ruler of Egypt, the Levant and the Hejaz in the thirteenth century AD. Egypt's economic conditions flourished during their reign as a result of the passage of trade from Europe to India and the Far East through its lands, which had the greatest impact on the prosperity and recovery of education, and Egypt became a center for scientific and religious activity in the Islamic world. The Mamluks are of two types:

1) Special education from the Mamluks:

Mamluk education is carried out in three stages of education:

The first: in which the Mamluks learn to read and write while memorizing parts of the Noble Qur'an.

Second: To learn the sciences of jurisprudence.

Third: During adolescence, during which the Mamluk is taught Arabic science and fighting skills in preparation for his entry into the service.

2) Public education of Egyptians:

This is done through the following educational institutions:

A -al-Kateeb: History testifies that the Mamluks established many kuttaibs and established large endowments on them.

B - Schools: The traveler Ibn Battuta mentions that the schools of Egypt, whether attached to or independent of mosques, spread in that era to an

extent that no one could enumerate, and great celebrations were held upon the completion of the construction of any school attended by the Sultan and appointed teachers, jurists and employees to work in it, and in it Religious and linguistic sciences are taught in addition to mental sciences such as logic, philosophy, chemistry, and astronomy. Every school had a bookcase that students and professors referred to to benefit from. It was among the most famous schools built in the century.

The Mamluk t. The Nasiriyah School, which was founded by Sultan Al-Nasir Muhammad bin Qalawun, which represented the finest Islamic architecture attained, and the Sultan Barquq School, which he established between the two palaces.

C- Education in Al-Azhar: Students enroll in it after completing the initial study in the schools or schools. The fame of Al-Azhar scholars was one of the most important factors for students from different parts of the Islamic world to study in it. Charitable people competed in allocating financial resources to spend on education in Al-Azhar.

D- Craft education: As previously said, this type of education is similar to what we call today the apprenticeship system, where the boys' period was the most important period of industrial education, and the first steps of vocational or craft preparation where the boy lived with the teacher "Al-Usta" and he had a duty to obey and respect the teacher. To the boy, it is the duty to recommend and teach him the craft that he practices. For each teacher there are a number of boys that he may not exceed him. There were no specific years for the apprenticeship period, which may sometimes reach seven years, after which the boy would pass a practical exam to choose his skills in practicing the craft, then he would be promoted to the rank of corporal. Then a teacher or a mediator.

The "Sheikh of the cult" was at the top of this system and he derives his strength and influence from the trust granted to him by all members of the craft, and one of his most important responsibilities is the organization (the role of the sect), the distribution of works, and the maintenance of the level of the craft.

Third: Education in Egypt in the Ottoman Empire 1517 A.D

A - The Ottoman rule of Egypt:

The Ottomans came from the peninsula of Asia Minor, and were able to seize Constantinople and the Balkan Peninsula until they reached Austria and were tempted by the political and economic weakness of the Mamluk state in Egypt and the Levant as a result of the Portuguese discovery of the Cape of Good Hope road and the gradual diversion of trade from Egypt through this new road, in addition to the large number of The wars waged by the Mamluks against the Portuguese, which exhausted the plaque economically, and indeed the Ottomans turned towards the Mamluk state, who could not withstand the Ottoman advance, and the matter ended with the Ottomans seizing the Levant after the defeat of the Mamluks in the Battle of Marj Daiq in 1516 AD, and this economy was a motive for the Ottomans to conquer Egypt And its seizure after the defeat of the Mamluks in the battle of Raydaniyah in 1517 AD, and thus both the Levant and Egypt became part of the Ottoman Empire.

B- The conditions of Egypt under the Ottoman rule:



The Ottomans were interested in expanding and preserving the states they occupied, and this prompted them to pay attention to building their military forces in order to absorb security and order, in addition to paying attention to protecting funds, and imposing taxes to finance the Turkish military forces, and this was not accompanied by any interest in the affairs of the states economically and socially. In the following respects:

* The political situation :

The ruling system in Egypt was built on a policy of "divide and rule", and power is divided between four bodies:

The Turkish governor who is appointed by the Sultan.

The Diwan: It is a body that includes senior scholars and notables and shares the governor's duties.

The military garrison whose mission is to maintain security and defense.
The Mamluks rule the minority internally.

The conflict between the four powers led to the instability of the states, so that the Ottomans remained the owners of power and influence, and the only force benefiting from this conflict.

*Economic conditions:

The monopoly of land and the imposition of taxes on land owners led to poor agriculture and neglect of agricultural projects such as building barrages and canals, which prompted the Egyptians to stop their properties for charitable causes.

The policy was the displacement of skilled workers from Egypt to seek assistance and the imposition of exorbitant taxes on the existing industries, which affected the weakness and deterioration of the industry.

It also neglected trade, and spread chaos and lack of understanding of security, as well as the policy of imposing exorbitant taxes on commercial caravans.

*Social status:

The Ottoman rule was keen to divide society into classes, namely the Turkish ruling class, which is an aristocratic class isolated from the people and does not mix with its sons, and the class of the ruled from the Egyptian subjects that suffer from poverty resulting from the deteriorating economic conditions, and they have to work in the service of the ruling class or lower jobs.

* Educational and cultural conditions:

The period of the Ottoman rule over Egypt in the year 1517 AD, which lasted for nearly three centuries, is among the historical periods that raise a lot of controversy among researchers, and the vast majority of them tend to stress that the cultural, scientific, and intellectual stagnation that afflicted Egypt dates back to that period.

While the writings of the minority tend to refer to the eras that preceded the "Ottoman rule" and in the search for the state of science and education or the conditions that affected its movement, and the reasons for the decline in the scientific and cultural conditions in Egypt during that period, this can be summarized as follows:

1- Since the Ottoman rule of Egypt in 1517 AD, until the fall of the Ottoman Caliphate in 1924 AD, the Ottomans tried to make Istanbul, and not Cairo, the new capital, not only for the caliphate and rule, but for culture and science. Forbidden Egypt and the Egyptians of scholars, books and references.

2 - The prevailing education in that period was an expression of the social structure that characterized the society at that time in the presence of a fortunate minority of Turks, princes and Mamluks who obtained all the privileges, and the oppressed majority of the common people suffered from injustice and poverty.

This was reflected in education, and the educational intervals became parallel to the class divides, and the aristocracy and class of education were confirmed, and education became limited to non-Muslims holders and privileges, as they were allowed to build special sectarian schools for their children to learn. Private schools for Bahman in the synagogues.

As for the founder Education for the general Egyptian people has been affected by the lack of resources due to poverty, so the state neglected to encourage popular education, and the construction of schools and schools stopped due to the cessation of charitable funds and gifts provided by the rich, merchants and scholars.

Many schools that existed before the Turkish occupation were closed, and the rest of the schools and schools failed to carry out their educational function due to the deprivation of their children from health, social and educational care due to the lack of capabilities, as well as the stagnation and stagnation of the curricula, and the neglect of scientific studies that benefit the preparation of students professionally. .

The economic and social conditions that prevailed in the plaque during this period played their role in the decrease in the number of educated people in the khateeb or schools, despite the absence of obstacles to joining these institutions, where the study was free. A reason for the reluctance of many to enroll in educational institutions.

3- The prevalence and spread of "Sufism" helped a lot to neglect science and learning in that period, and disclosure and psychological struggle became the means of accessing knowledge instead of complying with science and learning, and people fled from their harsh political and

economic conditions to an atmosphere of spirituality, and this new spirit resulted in people's tendency to isolation and distance from the flowing stream of life, and the Ottoman Empire encouraged this new life until it distracted people from the affairs of the caliphate, and imposed a policy of isolation, and scientists neglected rational and technical sciences, and inspiration, not achievement, became the tool of knowledge. Arab culture and its backwardness, and the deterioration of intellectual and mental stagnation.

4- The spread of many negative values in this era and its effects on education and culture, including the spread of superstitions and ignorance, and the prevalence of nepotism and bribery within the councils of science and scholars, and "Al-Jirni" mentions that some sheikhs began to prevent children "scientific licenses" by virtue of bribery, bribery or family ties. And the kinship that binds them to these children without them deserving it efficiently. This led to the spread of the spirit of hatred and animosity, and quarrels broke out between students and followers of different sects. Attachment and hypocrisy spread among scholars, and there was less respect for scholars in the hearts of students, and religious and scientific renewal was less.

As a result of the Ottomans granting the Mamluk princes power and influence in exchange for the loyalty of the Mamluks to the Ottoman Sultan and the payment of the annual royalty, corruption spread as the Mamluks indulged in luxury and corruption, burdened the Egyptian people with taxes and extorted money.

5- "Turkish" and not "Arabic" became the official language in Egypt, in addition to being the language of the rulers, the language of the aristocracy, and the language of the official newspaper of the state.

6- Despite the influence of Al-Azhar as an educational institution in the previous circumstances, as it lost its effectiveness and positivity, and its curricula became stagnant and stagnant. For the four schools (Shafi'i, Maliki, Hanafi, Hanbali), Al-Azhar scholars were competing with knowledge to reach this high religious scientific position and to obtain professorship - this system - it was changed in the Ottoman era with a new system in which the Ottoman Hanafi judge takes over the doctrine, assisted by three Egyptian scholars They represent other sects, and this weakened the spirit

of enthusiasm and the scholars neglected the interest in science and were preoccupied with competition to reach the degree of professorship.



Despite the previous circumstances, Al-Azhar continued as an educational institution that resisted the factors of corruption and led the national building, and education in Al-Azhar was the only way to obtain freedom and social privilege, as its scholars enjoyed the management of endowments, exemption from taxes, and gained the respect of the general public, and were close to the rulers, and became The best of this perks are safe for themselves.

Fourth: The impact of the French campaign on Egypt and the Egyptians
The search for colonies was one of the peculiarities of the modern era in the history of Europe, after the end of the era of feudalism and the emergence of nation states and commercial capitalism, the emergence of the Industrial Revolution, the expansion of the trade market and the need for markets and colonies.

After the outbreak of the French Revolution in 1793 AD and the abolition of the monarchy and the proclamation of the Republic in France - the English-French competition intensified, as England led the policy of encouraging European alliances to eliminate the French Revolution and prevent the leakage of its principles outside the borders of France, and launched a series of wars against France in the period from (1795-1797). France was able to achieve victories over the hostile forces and expand its borders, but it was not able to declare war on England because of its geographical location and the superiority of the English fleet. The English colonies in India and the striking of the English interests there, and the success of the campaign was helped by the weakness of the Ottoman Empire due to the many wars, and the occupation of its internal affairs.

The cultural and scientific effects of the French campaign on Egypt:

Although the French campaign did not last in Egypt for only three years, it left many influences, and awakened the country from its deep slumber with the new systems and ideas that the Egyptians were not familiar with before, and it carried with it modern weapons. It was used by the Mamluks and the Ottomans, and it is the first sign of the progress that took place in beating compared to the conditions during the period of the rule of the Ottoman Empire Mamluks and Ottomans.

Napoleon also worked to organize the participation of Egyptians in government and the formation of national councils in Cairo, and left the Egyptians the right to choose the head of the National Office, which consists of Egyptians, and this had an impact on the Egyptians' tendency to change their way of life, as their experiences expanded in political and governance experiences and this contributed to changing their attitudes and the emergence of personalities Scholars, supervisors and merchants played a major role in participating in the course of political events later on, and that was the gateway to the emergence of the history of loyalty between the Arab-Islamic thought based on obedience to the Caliph and the ruler, and the secular European thought, which is based on the separation of religion from politics and governance.

The campaign revealed a group of brilliant French scientists in various branches of science and arts, amounting to (146) one hundred and forty-six scientists, and established the scientific complex in Egypt similar to the scientific complex in France.

Quizzes

- 1) Clarify the educational institutions in Egypt after the Arab Islamic conquest.
- 2) What are the conditions of education during the mumluk era?
- 3) Draw the picture of political situation under ottomans rules.
- 4) Explain the economic, social and educational conditions under ottomans rule.

chapter3

Education in Egypt during the era of the successors of Muhammad Ali



<https://www.cambridge.org/core/books/abs/cambridge-history-of-egypt/egypt-under-the-successors-of-muhammad-ali/D6E3846A5098684F5BB7BEDF0F7957C9>

Introduction:

Whatever the case, this tremendous experience through which Egypt witnessed the birth of a modern educational system has left far-reaching effects in the life of the Egyptian society, and was one of the most important factors that spread the spirit of renewal in the life of society and its transition from the stagnation of the Middle Ages to the dynamism of the modern era. Education was about to collapse at the end of the rule of "Muhammad Ali", as its effects were not fully granted, but rather remained complete awaiting resurrection. Education during the era of Muhammad's successors can be dealt with as follows:

1- Education in the era of Khedive Abbas and Khedive Saeed:



Hitting “Muhammad Ali” politically and eliminating the economic monopoly system had negative effects on the course of the educational renaissance that took place during the era of “Muhammad Ali”. From Europe and the United States to establish their own schools (schools for missionary) in line with foreign investments in the field of economy. These schools, which Egyptian children enrolled in, contributed to deepening the duality of thought and culture.

2- Education during the reign of Khedive Ismail:



When Ismail assumed power, most of the schools established by Muhammad Ali were closed, and since he was in agreement to rebuild Egypt on European lines, influenced by his life there, he found that the main means of this mastery in education, and on this he reconfigured the school office to supervise the establishment of schools. The necessary, and throughout the period of his wisdom (1863 - 1879) he founded the following various schools: Harbiye, Al-Muhandis Khana, and Al-Haqooq, which have great merit in advancing law, legislation, the judiciary, literary and political life, Dar Al-Uloom School for graduating Arabic language professors, and the School of Medicine.

Ismail was also interested in educating girls, and before that, women's education was a matter of non-existence, as there was only a maternity school in the country and he did not enter it into the Abyssinian, so two schools for girls were established in Alexandria and Cairo ().

I was also interested in industrial education (), agricultural, surveying and accounting, as well as primary and secondary schools () and Ismail sponsored education and encouraged enrollment in it. He was interested in holding school parties for the end of the school year, attended by senior statesmen, in which prizes and rewards are distributed among the successful applicants.

At the same time, there were many European schools established by religious missions in Egypt for boys and girls, and they did not spread in any era as they increased and spread during the era of Ismail (70 schools).

And the commercial field, banks, consulates and mixed courts, and many of them received foreign protection and came under the rule of foreigners. In the era of Ismail, the matter did not stop at the interest in education in the various stages and specializations, but the field opened wide for a diverse cultural movement that had a strong impact on building Egypt's cultural personality, and the missions of the era of Muhammad Ali had begun to bear fruit.

In this regard, the Knowledge Society (1868 AD) for publishing and culture was formed through authorship and publication by public subscription. It printed a group of the most important books on history, jurisprudence and literature, and Dar al-Kutub was established (1870 AD).

3- National trends in education:

At the beginning of this period, in January 1863 AD, the school office, which had been abolished during the reign of Said, was re-established and allocated to it during this period, the Serail of the Prince, Fadil in the path of the Jamamis. The sari was also expanded to include nine private schools such as Al-Muhandis Khana, Law, Surveying, Accounting, Preparatory School, Dar Al-Kutub, and an auditorium for the lecture.

However, the turning point in educational reforms began when the Consultative Council of Representatives met in October 1866. The council members called for the necessity of paying attention to education and spreading it as a means of political education for the people. In November, the council members issued the following decisions:

- 1- Working to establish a school in each district, and there is no need to establish schools in Cairo and Alexandria.
- 2- Allowing any child to attend these schools, provided that he is not over 14 years old.
- 3- The School Board determines the duration of study in these schools, and organizes the study plan.
- 4- Spending on these schools shall be from endowment revenues and from the people's donations, and each directorate shall spend on the schools located in them.

These decisions were an echo of what public opinion began to advocate, and indicated that education is a national duty that the people must

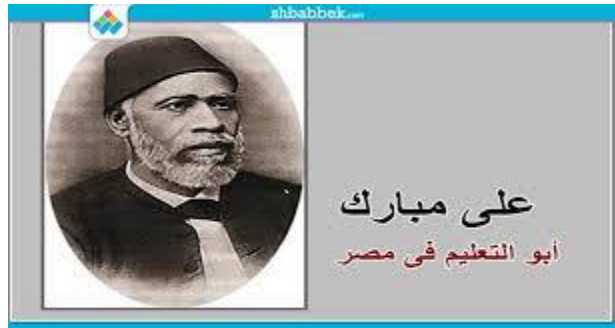
cooperate with the government in order to generalize it, and that spending on first-stage schools can be done through civil endowments and donations from the capable parents.

Rajab Regulation 1284 A.H. (November 1867 A.D.):

In light of these principles, Mubarak, who was an overseer of the charitable bridges and an agent for the Schools Office, submitted a draft regulation to implement the general principles that he advocated and approved by the Shura Council of Representatives.

A committee was formed to study it in November 1867 AD. Its thirteen members included Refa'a al-Tahtawi, head of the translation department, Abdullah al-Sayed, member of the Alexandria Appeals Council, Ismail al-Falaki, head of the School of Engineers Khanna and Monitoring, and Mahmoud al-Falaki, the commissioner of the astronomical map, Sheikh Abd al-Hadi al-Ibiari, one of the scholars, and Sheikh Ismail al-Halabi, the former Mufti of Endowments. Among the scholars and government officials, some notables of Cairo and the provinces suggested to it, and the committee enacted the list that was known as the Rajab list.

The "Ali Mubarak" project was based on his study of the popular education system, which was represented in the categorical schools and civil offices, and Ali Mubarak believed that the corps could contribute to the dissemination of education if the government supervised it in all aspects, from buildings, teaching staff and curricula, provided that it is funded by endowments, and a donation from the rich people, as he saw the possibility of establishing new offices next to the existing schools at that time, and demanded the establishment of primary schools in the capitals of the directorates and centers named after the central schools, and also agreed upon from the endowments and the people's money, provided that external sections are opened for the students who live near them by 29% From the Ministry of Interior and suggested to Mubarak that those who are able to pay the expenses for the education of their children in these schools.



When the committee agreed to these proposals and the order was issued to implement the regulation in May 1868, the implementation phase began, and the education of the first stage consists of three types of institutes, schools, civil offices, central schools and primary schools.

Develop educational reforms:

The educational reforms did not stop at this point. Rather, the Rajab Regulation was a basis for various educational developments, and the most important of these developments was the organization of the School Diwan by Mubarak. The Diwan was organized on the basis that it would have a management for the royal schools, and an inspection department. In 1871 AD, the private offices had a special administration It was attached to the school office.

When Mustafa Riad was appointed director of the Schools Bureau in August 1873, he made the mission to spread national education throughout Egypt, provided that the khateeb is the basis of this education. .

Mustafa Riyad tried to benefit from the efforts of the Swiss educator, who came to visit Egypt and taught the education system in it, and had valuable opinions regarding education. In the Diwan, he continued to perform his work until his death in 1880 AD.

The job of the inspector general and its organizations was abolished, and the inspectors were attached to other jobs until the inspection was re-inspected in 1882 AD.

Education in the early eighties to 1882 AD

Despite the dismissal of Ismail in 1889, the nationalist trend became more comprehensive, and with the increase of the national trend, the enthusiasm for the dissemination of education intensified, and the dissemination of education was accompanied by an attempt to apply the principle of equal opportunities for the first time in our educational system, by dissolving the

differences between education in schools and civil offices, and between primary schools. In order to provide opportunities for all children who have completed primary school education, to enroll in preparatory schools. Attempts to reform education in these two years were represented in the "Knowledge Organization Commission" project.

Project "Knowledge Organization Commission":

The government at that time was headed by Mustafa Riyad, who initiated a series of educational reforms in the year 1873 AD, when he presented Ibrahim, the overseer of public education, in May 1880 AD, with a memorandum to the Council of Principals demanding some educational reforms.

The Superintendents' Council issued a decree on May 27, 1880 A.D. to form a committee headed by Ali Ibrahim called "The Knowledge Regulation Commission" to study the state of education and suggest means and treatment. The committee submitted its report to the Superintendents Council in December 1880 A.D.

The committee's report consists of seven chapters, the first of which deals with primary education, the second for preparatory education, the third chapter deals with private and higher education, and the fourth chapter deals with general issues such as the establishment of a higher council for knowledge and teaching various subjects, and in the fifth chapter the report deals with the issue of scientific missions to Europe and foreign schools. and Al-Azhar, and the sixth chapter deals with administrative issues such as the budget for schools, the renovations of schools and the Khedivial Bookstore. As for the seventh chapter, it is a summary of the commission's report. Amin Sami distinguishes in two parts in the report: the first part is concerned with the dissemination of primary education, and the second part examines the state of existing schools and ways to advance them.

Publication of primary education:

Among the most important proposals demanded by the committee for the dissemination of primary education is to make primary primary education free in accordance with the external system, provided that the governorates and directorates spend on it through an annual education tax and the

necessity of the knowledge visionaries contributing to some of the expenses of private offices.

The committee demanded that elementary schools be on the lowest levels, the primary offices of the third degree in the villages, and the offices are gradually included in the place of the khateeb.

And she considered that a third-class office should be established in every village whose population ranges between 2000 to 5000 people. The Holy Qur'an, reading and writing, the four arithmetic, the use of scales and scales and preliminary information, Egypt's geography and health.

A second-class office will also be established in the capital of each center and city, with a population ranging from 500 to 10,000 people. It consists of two classes and has two teachers. The subjects taught in the third offices are taught in it, in addition to the history of Egypt, some principles of history and practical exercises on measuring surfaces, volumes and lines.

As for the offices of the first degree, it was established in Cairo, the directorates, centers and all the cities of the regions, at the rate of one school for every ten people. One of the foreign languages, but the students who do not attend the preparatory school can spend another year during which they receive information in agricultural surveying and natural history applied in agriculture if the school is located in an agricultural area, or they work on commercial accounts, bookkeeping, calligraphy and some general information in trade and industry. If the school is located in a commercial area, This study is a preparation for students to make a living.

However, we find a study of students whose school is located in an industrial area, and it seems that the care of industry did not attract the attention of the educated at that time, or that they did not find any reason to establish industrial studies on the basis that the manufacturer was learning in the industrial workshop.

General proposals for education reform:

The committee requested the following:

- 1- Establishing councils for improvement, or a board of directors for each school headed by the school principal and consisting of five members at least and ten members at most. The members of this board are teachers or non-teachers with experience appointed by the knowledge overseer based on a proposal from the school superintendent.

2- Establishing a library in each school, provided that the Knowledge Center allocates a certain amount each year to be distributed to schools to achieve this purpose.

3- Establishment of a school for preparing teachers of two sections. The first section is the Dar Al-Uloom School, which was in place at the time to prepare for primary primary schools and for teachers of Arabic language and the Noble Qur'an in primary schools. The school is a nucleus for the establishment of subsidiary schools in the regions for the preparation of teachers, and grants a license for primary education only. Students in this school study teaching methods and practical education. This proposal shows the influence of "Dor" who was enthusiastic about establishing many institutes to prepare teachers to feed the many schools at that time to raise the level of education, and nourish Schools established as a result of the proposals made by the committee.

4- Establishment of two adjacent schools of agriculture and veterinary medicine.

5- Granting academic certificates to raise the level of education. With this certificate, the student can join the educational stage following the stage he completed.

6- Health care of the students by examining them medically from one point to another. The committee suggested that a doctor visit the school daily.

7- Taking care of selecting students who are sent on missions abroad, and increasing the funds allocated to educational missions.

8- Establishing a Higher Council for Knowledge to help organize study plans and education laws, and to submit suggestions in all that the knowledge overseer asks of him. The council consists of fifteen members, a knowledge representative, an inspector of schools and offices, four members elected from the princely departments, a member of the educators, and school principals. The five privacy, and two members of the teachers.

9- It should be mentioned that although the committee decided to allocate an annual amount in the budget to subsidize foreign schools, it decided that these schools could not be helped unless the government agreed to inspect their work. On the other hand, the committee demanded that the

school programs be identical to those of government schools if the schools
The foreigner wants some of her students to attend private schools.

Implementation of the proposals of the “Knowledge Organization
Commission”:

The government agreed to the commission’s proposals, and some actual
steps began to be implemented. It agreed to establish a teacher’s school in
its two sections. The school opened in September 1880. Three schools of
the three grades were also established to be the nucleus of the proposed
schools. In November 1881, a second-class school was established in
Qalyub. At the end of 1881 AD a first-class school in Bandar Giza, and in
January 1882 a third-class school in Batukah, and an order was issued to
form a Higher Council for Knowledge on March 28, 1881 AD, which opened
on April 4, 1881 AD.

However, the political events that took place and led to the Urabi
Revolution and then the British occupation of Egypt stopped these
conventions and instead of establishing primary schools with their grades,
the trend took the path of establishing primary schools of the first degree,
as the consideration was soon dismissed from the Higher Council for
Knowledge.

Suspension:

Although weakness and collapse afflicted the educational system at the
beginning of the second half of the nineteenth century, the period that
begins since 1863 is considered a prosperous period for Egyptian
education, during which educational projects that tried to spread the
education of the first stage and achieve equal opportunities at this stage
were established. And while the first half of the nineteenth century was
characterized by the flourishing of higher education in particular, the
second half was characterized by the flourishing of the education of the first
stage. They gained the fortune of education during the era of "Muhammad
Ali." When they occupied the main centers in the state, they, in turn, tried to
spread education among their citizens, and they were distinguished by their
foresight, so they directed their attention to the education of the first stage.
Efforts to spread education proceeded in two directions: The first trend was
based on reforming and multiplying religious schools and making them a

base for popular education, and this trend was led by “Ali Mubarak” starting in 1866 AD. degrees replaced, and the second trend aimed at:

(1) Raising the level of education on the one hand.

(2) Dissolving the differences between schools and schools on the other hand.

(3) The door was also opened for the graduates of the three primary offices to enroll in the preparatory schools. As for those who did not enroll in the preparatory school, a vocational education was organized for them to prepare them to earn a living, and this direction was called by the knowledge organization commissioner in 1880 AD, as a result of the efforts of the knowledge inspector “Ali Ibrahim” .

With these efforts to spread the education of the first stage, the field of the principle of government supervision over education, and the principle of the people’s participation in financing education with the government, appeared. In the year 1880 AD, he succeeded in assigning the responsibility of collecting donations and supervising the endowments endowed on education to the directorates, and each directorate forms the specialized committees for this purpose.

The efforts of Egypt’s men in this period were not limited to spreading education in the first stage, but rather extended to interest in higher education. This period was also marked by the establishment of the first teacher training institute and the first girls’ school.

There was no doubt that Egypt had started organizing its education on a national basis, and if Muhammad Ali was the originator of the modern education system in Egypt, there is no doubt that the men of this period, headed by Ali Mubarak, are considered the originator of the national education system in modern Egypt, despite the turbulent financial situation. In this period, however, education took great steps based on planning, but the financial turmoil soon led to political interference and then to the British occupation of Egypt in 1882 AD.

The various efforts undertaken during this period were halted, and the British occupation was not limited to stopping previous educational projects, but rather sought to stop the spread of education and eliminate its national components.

Quizzes

- 1) Describe the education in the era of khedive Abases and saeed.
- 2) What are the achievements of khedive Ismail in education?
- 3) Write about national trends in education 1863.
- 4) What is Rajab regulation 1867?
- 5) Write about project knowledge organization commission.

Chapter 3

The plight of education in the era of the British occupation
1882-1952AD

(1) Military and cultural colonization (1882-1906 AD)

<https://www.scirp.org/journal/paperinformation.aspx?paperid=85250>

In the previous chapter, we presented the various efforts that were made to promote education and spread it among the people, and we mentioned that the most prominent of these efforts tended to spread education in the first stage through private offices and primary schools. In the first stage, and as a result of this trend, many private offices, central schools and primary schools were established.



However, the political and economic conditions that the country was going through and halted the progress in implementing and disseminating education reform plans. Foreign intervention took a blatant form after the dismissal of Ismail and the appointment of Tawfiq. The drafting of a constitution approved by the Consultative Assembly of Representatives in February 1882 CE that fulfilled the ministerial principle before the House of Representatives. However, England was afraid of the flowing patriotic trend, so it rushed to intervene under the pretext of defending Tawfiq, the holder of the legitimate right, and the protection of foreigners, and Britain's

military intervention ended with the elimination of the Urabi Revolution and the occupation of Egypt.

The British ruled the country through pressure, terrorism and control over all the civil and military facilities of the state. Then they started working on culturally colonizing the country after they had colonized it militarily. Education was their means to achieve their goals. They established only a few schools, while they worked on the English formula. This led to the deterioration of education in the initial years of occupation.

However, the national awakening before and after the Denshway incident had the greatest impact in the hands of the “national resistance movement,” which prompted the British to try to appease the Egyptians and pretend to introduce some reforms to the education system. Since then, national and civil efforts have been made to spread education.

In this chapter, we will study the development of education during the occupation era until 1906 AD, a period in which education affairs were neglected, and then show the impact of national awakening in putting pressure on colonialism to occupy an interest in education, as years of national civil efforts have led to some reforms in the field of education. This period starts from the Denshway incident in 1906 to 1922 AD, when the February 28 declaration was issued to abolish the protection of Egypt in Paris. Violent campaigns were spread against the English colonialism and the complicit regime with the British, but what was issued of them did not exceed eighteen issues. It was issued by Mr. Abdullah Al-Nadim, the preacher of the Urabi Revolution in 1892, and it did not last long because he was removed from Egypt in 1883 AD.

The British were thus able to suppress Egyptian public opinion, especially in the period following the defeat of the Arabists in 1882 AD, and the arrest of many patriots on charges of collaborating with the Arabs. Prominent at the beginning of the occupation era.

educational developments:

At a time when the British began to control every political and economic activity, they took control of education in order to direct it in the way that guarantees them the political, economic and social weaknesses of the country, and the British did not find any need to spread education or develop educational plans to spread education. Therefore, they set plans to

limit the increase in the number of schools and the number of learners, and they believed that teaching reading and writing was sufficient for all of the people, and that some clerical staff were sufficient to meet the needs of government departments, while higher education began to limit the number of its students until the various areas of development in economic aspects were paralyzed. social and political.

Cromer was the British derive of indignation, and the absolute ruler of Egypt lasted for nearly a quarter of a century and was dismissed in February 1869. He explains in his report: “The government in recent years has been educating for a twofold purpose. From the population alike, a simple type of education is limited to knowledge of the principles of the Arabic language and arithmetic. As for the second part, it is the desire to prepare an educated class with a sophisticated education, that meets the demands of service in the government, and it is clear from that that the numbers of educated citizens were never among the objectives of the occupation policy. .

Rather, the dissemination of the simple form of education that Cromer talks about was not achieved with evidence that the illiteracy rate was in 1882 at 91.7% and in 1917 it became 91.3%, meaning that the illiteracy rate in thirty-five years did not decrease by only 0.4% and the trend of education did not stop. The sources of knowledge that are under the control of the British led to allocating a small budget for education, and this budget in the year 1885 was 81,131 pounds, and in the year 1900-1091 it amounted to 107,227 pounds.



For the sake of fairness, we would like to record the report of the Consultative Council of Laws in December 1884 A.D. in which it laments the neglect of education, saying: The dissemination of education has completely regressed from what it was before, and it is better for us to say:

Those who hold the reins of public knowledge and its administrations have endeavored With all diligence to ways to reduce education, and closing its doors with every trick in the faces of the nation, and if it were not for the small number capable of paying the expenses, it would not have been found in schools from the students as much as the number of teachers and staff, as is the case now in the School of Engineers and other schools that have deteriorated such as the School of Medicine, and I wish the spectators She used to accept everyone who came to her vowing to pay the expenses, but she also blocked this door in many cases and parties. The occupation authorities have deliberately intended to limit the people's demand for education, which He made it with expenses after it had been free since the era of Muhammad Ali, and that meant limiting education to the few sons of the rich class and depriving both the people of the children of farmers and workers from education in schools and depriving them of moving in the social ladder. Aristocratic overtones with the aim of freezing social conditions and stopping the wheel of social development and relying on the support of the rich class for them, as restricting education to primary and secondary schools, and then higher education to the capable and wealthy classes, meant their preparation for major jobs in the government and outside the fields of government, as it also meant the continuity of Power and influence are in the hands of the rich class of the great farmers and merchants, and as long as the English adhere to the first strings of power, this meant an alliance between colonialism and the rich class or most of the sons of the rich class.

In this period, the class of notables and the great owners of agricultural land and trade benefited from irrigation projects, the progress of transportation methods and the invasion of foreign goods in the country. Education spread among the sons of this class and their standard of living rose and they began to go along with Western civilization in their lives, and many of them showed their loyalty to the occupation authorities and the middle class tried Catching up with the rich class and imitating it, so it took care of educating its children, and accordingly the number of middle-class people working in government jobs increased. In addition, the English worked to spread the English language, by making it the language of education in schools, and their efforts tended to erase the national and

national pages from the history courses in schools. Which led to a distortion of the teaching of history and to show European countries as the only countries with an ancient civilization.

Characteristics of education in the era of occupation:

We can define the main characteristics of education during the occupation era as follows:

First: The English were not serious about spreading education in Egypt, and this was not one of the goals of their policy at all, and that is why they had no deliberate plans for spreading education. Rather, it would be more correct to say that they had deliberate plans to stop the spread of education until they stop the development of the people.

Second: The aim of education during the occupation era was to prepare a class of civil servants and technicians to work in government departments and to facilitate the accuracy of government work. It is sufficient to prepare clerical staff in primary education and some secondary education. As for the technician class, there is no need to graduate large numbers of them, rather it is sufficient for the fewest. So that this class does not fill the people's need for various services.

Third: To restrict the dissemination of education among the people, primary, secondary and higher education after the occupation became with expenses, and before that was free, and the occupation gradually applied this policy starting in the year 1884, and Jacob Artin, who was an agent for the auditors, tells that the number of students who were learning For free in 1893, there were 1,337 students with expenses, 761 students. It is strange that Artin was radiating the abolition of freebies and an increase in school fees equivalent to what the government spent on the student, and his argument was to use the students' expenses to establish new schools, and it was not until 1903 that the number of students Those who study for free in primary and secondary schools have decreased significantly. The number of free education at Ras El-Tin High School in Alexandria was seventeen out of 145 students, and there were only three students studying for free in the medical school, and in 1904 the free education was completely abolished.

Fourth: The British neglected technical education, especially industrial education, and tried to confirm their opinion that Egypt is an agricultural

country that does not have the necessary ingredients for industry to establish it.

Fifth: Education during the occupation era was limited to the number of employees and technicians in medicine, engineering and others, without any attempt to prepare the invested citizen who could discuss or criticize the existing conditions or absorb the values worthy of a free person.

Sixth: The English worked to introduce the English language into education, then shortly afterwards, English became the language of instruction in schools instead of the Arabic language. Occupation into employees who can understand with their English superiors and be a mediator of understanding between them and the people, and this was followed by the appointment of a large number of English teachers in schools, especially in secondary schools.

Seventh: The British spread an atmosphere of terrorism in schools that extended to principals, teachers and students, and forbade them to discuss national issues on the grounds that discussing them is considered preoccupation with politics. The loyal national leaders who resisted the policy of colonialism the most.

Eighth: Confirming the central tendency in education to achieve English control over all minutes of education, and the government system in the era of Muhammad Ali proceeded according to the central system, but with the developments that occurred in the country and the relatively large number of intellectuals in it, it was possible to adopt some of the advantages of decentralization, and it was formed in During the occupation era, a committee called the High Administrative Committee was tasked with examining the prescribed books, setting the dates of examinations, establishing new schools, and appointing the school superintendent. Thus, all matters of education were concentrated in the hands of the English educational authority in Cairo, which disrupted the independent independence and led to dependence and dependence on the chiefs in issuing decisions in every small and big thing. And linking the regions with the wheel of Cairo, and spreading stagnation and implementing the craft of laws and regulations.\

NS Knowing the first stage:

The occupation authorities began to tighten their grip on teaching the first stage of the kotatayeb to primary schools, so in 1889 they transferred the kotatayeb that belong to the Endowment Department to the Department of Education, and the number of these kitabees was 68, of which four were closed, and it became clear after that that only 46 books were valid. An attempt was made in the year 1890 to place the private schools under the supervision of Nazarat al-Maarif.

(2) Education in the era of partial independence (1922-1952):

- Hopes and Expectations 1922-1931:

Although England issued a statement on February 28, 1922, the English armies remained in Egypt, and they were followed by the continued control of the British over the country and their interference in its affairs whenever their interests were threatened. However, they eased the matter a little, according to Abdel Rahman Al-Rafei, a historian of the nationalist movement in Egypt. Is that the February 1892 declaration was issued by England alone, and that is not a matter that restricts Egypt.

It was believed by many that the next stage would achieve many hopes and expectations, in which the national struggle would be organized anew on the basis of establishing a democratic life that would revive the country after the dark years of occupation, and help strengthen ranks in preparation for another round with Britain. However, hopes and expectations quickly dissipated when he succeeded. The feudal lords infiltrated and controlled political parties and governed in accordance with their interests, and neglected the interests of the people, and educational reforms prevailed in class, which had the worst impact on the development of education on the one hand and the development of Egyptian society on the other hand.

Then the Second World War broke out, and the principles of democracy and social justice began to spread with it. Despite that, corruption became rampant in the life of the country - and the citizens began after a while that an alliance in advance was made between the tyrannical monarchy and political parties, feudalism and capitalism to take away the rights of the people, and soon a strong public opinion of The sons of the middle class and the masses of workers and peasants, began to attack corruption on the pages of newspapers, clubs and societies, and demanded radical changes that reached the point of demanding the oppressed masses of the people

for revolution, and in the wave of political, economic and social collapse that helped during the war and afterwards, the leaders of education in Egypt tried to obtain some educational offices to the people, and sowing the seeds of democracy in the educational system, and their view was that the spread of education would increase the regime's sense of injustice, support the power of the masses of the people, and lead to a revolution against injustice and corruption.

Educational developments:

At the beginning of this period, the Egyptians' hopes were attached to education to prepare good citizens who could contribute to the advancement of their country. Article 19 of the 1923 constitution stipulated that education is compulsory for boys and girls between the ages of six and twelve, and in this year in which the 1923 constitution was issued, it was decided that councils The directorates manage public offices in cities and villages, while the Ministry of Education undertakes technical and health supervision over them.

The Ministry of Education implemented a project to popularize education in the same year, and called them project schools, but the ministry changed this project and turned to universal education free of charge through compulsory schools in partnership with the district councils, and began implementing the new project in 1925-1926.

It appears from this project that those responsible for governance did not want the people to learn in primary schools alongside their children, so they decided to establish free compulsory schools for the poor people, and the period of study in compulsory schools was six years, starting from seven to thirteen years of age. The duration of the study in 1930 was five years, and education in it was based on a half-day system, so the school worked in two shifts, which meant educating a group of students from morning to noon and educating another group from after lunch to evening, and the intention was:

- 1- Doubling the number of students who teach from the economy in the expenses of buildings, furniture and teachers' salaries.
- 2- To train the students in the second half of the day when they do not receive education in agricultural and industrial work to help their families

and so that the dissemination of education does not lead to children abandoning farms and factories.

There was a big difference between compulsory and primary schools. Education in compulsory schools was free of charge, while education in primary schools with fees. This meant that primary schools would not open their doors to the children of the people, but to the children of the rich classes who could pay the exorbitant fees. It also meant that the compulsory schools were allocated for the poor people.

The difference between the two schools was not limited to the expenses alone, but the difference was very large between the education system in the primary school and the education system in the compulsory school.

While the study plan in the primary school exceeds the compulsory school in teaching English, and the state was closing a great deal on primary schools, these schools had large excellent buildings, spacious playgrounds, and equipped laboratories, and they provided a meal for primary school students. As for the compulsory schools, their buildings are poor and their capabilities are weak. Offer her students meals at all.

Teachers in primary schools were highly qualified, while teachers in compulsory schools were graduates of the aforementioned primary teacher schools, and those who graduated from elementary schools or who spent a few years at Al-Azhar joined them.

The difference between the two schools also appears in the gradation of each of them in the educational ladder. Primary education pushes the student to secondary school Then to the university or higher schools, then to leadership positions in the state, major work centers, and various professions such as medicine, engineering, law and education. As for compulsory education, it was a closed education that did not lead to anything. So whoever finishes his studies at the compulsory school cannot enroll in secondary or technical middle schools, but was He can join the elementary teachers' schools, which prepare teachers for compulsory schools.

Allocating free compulsory schools to the children of the people and primary schools with expenses for the able-bodied means:

- 1 - Depriving the majority of the people, farmers and workers, from moving up the ladder of education and contributing to serving their country in leadership positions.
- 2- Depriving the nation of benefiting from talented people from the poor classes.
- 3- The capitalists and feudal lords monopoly of the state's large leading positions, which helped them direct state policy in directions that serve their interests and preserve their privileges.
- 4- Freezing the social situation whereby the sons of peasants and workers remain in their place and do not move, and the sons of the rich capitalists and feudal lords remain at the top.
- 5- Falsification of democratic principles, as they are apparently applied and practically not applied as long as there is a blatant discrimination between the people in education and in the various fields of work after completing education.

In addition to the above, and since education in the first stage differentiates between the sons of one people, education in the middle stage directs the children of guidance that is consistent with the existing social conditions in that period. Secondary education remained, which leads to higher education with expenses. Its expenses were few, then after a while it became free to encourage the children of the poor to join it, and technical education prepared the student for professional numbers without giving him a measure of general culture that would prepare him for good citizenship and to understand the problems of society. The rich have opted for this type of school, and enrollment has become limited to those who cannot enroll in secondary schools due to their poverty or who fail in secondary school. respecting the practical process, as it affected the growth of technical education in general, and industrial education in particular, and also affected the progress of industry in our country It hindered the number of categories of educated skilled craftsmen, and dependence in a large number of mechanical industries was based on foreign workers. Otherwise, in addition to these government schools, many free schools and foreign schools were established and their number increased, and foreign

schools attracted a large number of children of the rich classes, who later had a great influence in managing the affairs of the country.

This meant the existence of a strange mixture of schools, especially in the first stage. There are primary government schools, there are compulsory schools, there are elementary schools, there are religious institutes and Al-Azhar, and there are foreign schools. This was not, of course, desirable because it does not create a common culture that helps all citizens to meet around.

Leaders of reform in education:

And soon the hopes of the intellectuals about the new democracy and educational projects began to evaporate when it became clear to them that education was organized on undemocratic bases, and that it was poured into the "feudal capitalist mold" that began to dominate political, economic and social life. Some of these intellectuals criticized class trends in education and demanded Applying sound democratic principles.

Among the most prominent advocates of democracy in education and pushing the wheel of educational progress in the country, despite the political and economic conditions, is Ismail Al-Qabbani and Taha Hussein.

Quizzes

1) Clarify characteristics of education during occupation era.

2) education in the era of partial independence 1922-1952,explain .

Chapter 4

Education after the 1952 revolution

introduction:

The July Revolution of 1952 AD to save the country from the great deterioration that prevailed in the political, social and economic life. The people gathered around the revolution that was launched to fulfill their wishes, and Farouk abdicated from the throne, followed by the abolition of the monarchy and the proclamation of the republican system. Since its establishment, the revolution announced its following six principles:

- 1- Elimination of colonialism and its henchmen.
- 2 - Elimination of feudalism and the control of capital.
- 3- Eliminate monopoly
- 4- Establish sound social justice.
- 5- Establishing a strong national army.
- 6- Establishing a healthy democratic life.

The revolution moved towards achieving the country's independence. In 1954, an agreement was concluded to evacuate the English forces from Egypt. These forces were evacuated on June 13, 1956 AD, when the United States and England announced their retraction in their offer of a loan to Egypt to implement the High Dam project. Egypt decided to nationalize the canal. In July 1956, in order to depend on the resources of the Canal in the construction of the High Dam.



In order to restore its sovereignty over the canal, the revolution in achieving the country's independence was not limited to the evacuation of foreign forces, but also generalized the evacuation of economic and foreign influence from the country, so it decided to Egyptianize banks, companies, and commercial and foreign agencies.

In this chapter, we will show the efforts of the revolution to establish a democratic socialist Arab society in which social democracy is achieved along with granting political democracy. We will also show the various efforts to advance the national economy to achieve prosperity for the people. Then we will follow the various developments in all educational fields.

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Political democracy and social democracy:

The men of the revolution realized from the beginning that the political democracy that Egypt experienced from 1922 to 1952 was a false democracy. The effect of the need for a living to give them their votes in the elections, and it became clear that the concept of political democracy cannot be straightened without achieving social democracy to dissolve the differences between classes and improve the standard of living of the masses of workers and peasants, and according to the charter: that political democracy cannot be separated from democracy The citizen is not free to vote in elections unless he has three guarantees:

To be free from exploitation in all its forms

To have an equal opportunity to injure a just person from the national revolution.

To get rid of every anxiety that squanders the future mother in his life.

Therefore, the first laws issued by the revolution to achieve social democracy were the agrarian reform law on September 9, 1952 AD. This law limited the ownership of land to no more than two hundred acres. In July 1961 AD, socialist laws were issued that sought to nationalize companies, factories and banks and organized them in what is known as the sector. In order to prevent the capital from controlling and controlling it, these laws decided not to limit the agricultural ownership of the individual to one hundred acres and decided to compensate those who took from them more than one hundred acres, as it began in 1953 AD to distribute the seized lands to the teachers farmers, ranging between two and five acres The price of the land is to be paid in installments over twenty years.

If we knew that the rural population at the time of the revolution ranged between 14 and 15 million people, and that agriculture absorbed the efforts of about 8,500,000 people, or more than 60% of the working population, we would realize the extent of the changes brought about by the agrarian reform laws in the life of the Egyptian countryside.

The area of the land that was distributed amounted to 1,060.196 acres, or about 20% of the cultivated land area. .

Among the most important results achieved by this law are the following:

- 1- Reducing the differences between the classes of the people and expanding the base of agricultural ownership.

- 2- Creating a new class of small owners, which will have an impact on creating a sound social structure in the Egyptian village.
- 3- Ensuring political freedom for the peasant voters. The peasant used to elect the feudal owner who controlled the livelihood, but now the peasant is able to elect his real representatives in the representative assemblies.
- 4- Raising the standard of living of agricultural workers.
- 5- Investing the money that was used to buy the land in new economic fields.



Social Developments:

In all the various developments that arranged the country, social, economic, political and cultural, the role of education emerged as a force with its role that it must play and the responsibilities that it must carry in the stage of building a new society. If the revolution aims to strengthen democratic principles, education is responsible for preparing citizens. Democrats whose behavior and thinking are characterized by democracy, and if the new society is developing industry, then education is responsible for preparing technicians, including engineers and educated workers, to work in all industrial projects. Responsible for facing this challenge, preparing large numbers of doctors and teachers.

And if the revolution has restored to the workers and peasants rights they were deprived of for a long time, and they became represented by at least 50% in the people's councils, then the duty of education is to prepare them appropriately as voters and elected people who discuss matters related to the future of the nation, issue decisions, and be held accountable. The executive authority is responsible for the work it provides, and more than that, education rests with the responsibility of preparing all citizens in an appropriate cultural manner so that when they go out into the field of life

they can spend their free time in a productive way, so that industry advances, and machines are introduced into agriculture, workers and peasants have free time It is not enough for schools to teach citizens the principles of reading, writing, arithmetic, and other subjects, but they must teach them how to choose the good of what they read after they learn to read and write, and how to understand well what they read. .

Education goals:

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Therefore, it can be said that all the social, economic, political and intellectual developments created by the revolution had to be reflected on the educational system, and the educational goals became as a result national goals stemming from the philosophy of the society that eroded in the light of its long history, its struggle against colonialism and foreign influence, and its efforts to build itself The goals of education are no longer imposed on the people after the people have become their own master, and after they are in a position to remake life on their land.

Education at the present time tends towards achieving the growth of individuals who can advance the society, and it also tends to advance the society through the development of the individuality of each citizen in a way that achieves the maximum degree of growth for him and that also achieves the maximum degree of growth for the society.

The objectives of education can be defined as follows:

- 1- The harmonious growth of individuals in terms of mental, physical, social, moral and emotional aspects.
- 2- Preparing the student for life in a socialist democratic society where his thinking and behavior are democratic and socialist by imbuing him with socialist democratic ideals.
- 3- Guiding each student in his studies in accordance with his preparation and abilities.
- 4- Instilling the tendency towards respecting manual work in the students' hearts.
- 5- Preparing each individual to earn a living.
- 6- Directing students to spend their free time in a useful way that helps to maintain their ability to be productive.

7- The student's contribution to serving the local community in which he lives and working to promote it.

8- Develop the student's pride in his homeland and develop his concepts of Arab nationalism.

9- Raising a generation that believes in its nationalism and Arabism, and believes in the necessity of cooperating with human beings everywhere for the sake of human happiness and achieving a better future for all peoples of the earth.

The main lines of the educational policy:

To achieve the educational goals, the main lines of the educational policy are defined as follows:

1- The necessity of establishing educational policy on the basis of planning.

Planning is the scientific method that the state has begun to adopt to remake life. Building human forces is no less important than building material forces. Rather, building human forces is the basis for the advancement of economic, political and social aspects. Education matters are dealt with by improvisation as was the case before. Rather, education is now being planned in the light of the study of the reality in which the society lives, and in light of the demands and needs of the future, just as educational planning no longer exists as a unit in isolation from other sectors of the state. Rather, education plans have taken In line with the country's economic, social and intellectual needs, a five-year plan for education was drawn up from 1960 to 1965, which achieved great success, and the second five-year plan continued from 1965 to 1970

2 - Achieving the principle of equal opportunities in education so that every citizen, regardless of his social or material condition, has the right to develop his aptitude, talents and abilities to the maximum extent possible.

3- Educating every citizen in one school for a reasonable period in a way that helps create a common culture among the people of the nation and spreads national awareness among them.

4- Working on the generalization of education in the shortest possible period, as the construction of the new society cannot be elevated unless every Egyptian gets his right to education. Therefore, it was taken into account in educational plans that primary schools gradually accommodate all children of primary school age.

5- The need for education to contribute to economic and social development plans so that education prepares the necessary technicians that the country needs in the various fields of work.

6- Diversity of secondary education, so technical secondary schools (commercial, agricultural, and industrial) are located next to public secondary schools, and the way is opened for outstanding graduates of technical secondary schools to complete their higher education, and the expansion of technical secondary education has become necessary in light of the current industrial and agricultural developments.

7- Expanding higher education so that higher education institutes prepare experts who undertake various leadership work in different fields of work.

8- Providing rewarding financial grants to outstanding students in secondary and higher studies to encourage them to be able to complete their studies and so that the state can benefit from their talents without hindering them from completing their studies due to their financial inability.

9- Report free education at all educational levels, primary, preparatory, secondary and higher.

10- Working on developing curricula in line with the various internal and external developments. With regard to national history, the Arab nation's common struggle against colonialism, and in order to achieve the Arabs' hope for establishing an Arab unity that would bring them together, and in science curricula, modern scientific developments began to take their place, and science teaching became in line with modern scientific progress.

Factors affecting education in the period from 1979-1992

(1) Political Factors:

Education is a woman on which political systems are reflected, and there is often a relationship between education and political systems, both of which affect the other.

It is impossible to study an educational issue away from its political reality.

Egyptian society during the period from 1919 to 1952 had no freedom except for an almost illusory share. The main objective of the educational movement was to obtain a certificate because it is the passport to a job.

This can be attributed to the combination of occupation, occupation, the system of agricultural and capitalist property in making this policy.

The fact that Article 19 of the 1923 Constitution stipulated: “Primary education is compulsory for Egyptians, boys and girls, and is free in public offices.” And the fact that this resulted in the establishment of schools, the most important of which were:

Project schools, public schools, and compulsory primary schools, but the ministry was facing in all cases the lack of financial resources allocated to education, and Egyptian education in that period dominated the theoretical nature and did not stress that technical education, whose policy was based on a general rule, which is to measure the ability of the student As much as you save.

This turmoil in educational policy continued until 1952 AD, which led some to demand the separation of education from politics because education needs stability in the management of education systems, and the turmoil of education contributed to the intrusion of partisanship into schools, which dispersed the efforts of the administration and students, and the parties paid more attention to education in their speeches than their intentions. in its work and applications.

As for the period from 1952 AD until 1978 AD, the starting point in the philosophy of education was to consider the achievement of progress as a common goal for both revolution and education, so it was obligatory for the educational policy to get rid of colonialism, and in order to achieve a sound democratic system, the philosophy of education was based on facilitating education for all sons of the nation. Offer to provide them with the basics of culture.



The change in education went parallel with the political system after the gathering of the national forces, which helped in developing the students'

political awareness, giving them the opportunity to practice democracy, and taking the education of the girl into a plan of attention.

With the beginning of 1979, the impact of the political situation on education became clear. On March 16, 1979, the peace treaty between Egypt and Israel was signed, and initiatives continued until the last stage came, which is the Taba problem. On 9/11/1986, the text of the final agreement on Arbitration conditions in the Taba dispute. Thus, the liberation of Taba was the last link in the Egyptian-Israeli negotiation series. As soon as the peaceful political negotiations ended, the stage of internal construction began, democracy flourished and the multiplicity of parties flourished, and freedom of the press began to flourish, which led to its multiplicity and diversification of its fields. , and actual, including specialized and general newspapers.

It begins with freedom of speech and opinion, development began in the era of peace in all fields, and among these fields, the field of education, in which the number of students admitted to schools and universities increased, and many ideas spread seeking to develop and raise its level.

(ii) Economic Factors:

During the period from 1919 AD to 1952 AD, the state relied on the cotton crop in its economy, and this was a danger to the national economy, so he alerted and drew up school curricula for this danger and suggested the necessity of diversifying crops and creating new industries.

Despite this, government officials did not realize the importance of agricultural education, and Egyptian education could not be closely linked to production problems.

The call has been repeated to demand the development of technical education to be consistent with the industrial renaissance and its demands, and that the education curricula conform to the demands of industries as much as it is consistent with the school system.

As for the educational policy in that period, it was compelled and its matter was left to chance, and there are no programs or policies for the educational process.

As for the period from 1952 to 1978, the state made great efforts to expand the scope of education for the people despite the economic conditions as a result of successive paths and military preparations.



The state has taken a revolutionary method to modify the economic path in various fields, which has placed on education the responsibility of developing legislation for the public and private sector systems, by preparing studies in universities and research centers so that the method of production and economic development is in line with the events of legislative systems.

The state also paid attention to the establishment of faculties of education to graduate teachers in all their specializations to fill the deficit in teaching jobs. The state, after their graduation, was also interested in material terms as well as in the field of training, which indicates the state's interest in education with a great interest in that period.

During the study period from 1979 to 1992 AD, and as a result of the peace of Rabu', which was based on the discovery of all the people of all their sects, economic life began in Egypt with its three fields of agriculture, industrial and commercial, and each field had an impact on education.

(3) Social Factors:

Egyptian society before the revolution was divided into three classes: the upper class, which consisted of large landlords and the royal family, the middle class, which consisted of middle merchants and owners of middle property and a section of intellectuals, freelancers or government workers, and the lower class, which consisted of workers and peasants who bore the main burden In production, education responded to this class as it varied according to the diversity of those classes.

After the revolution of July 1952, the revolution learned about achieving social justice, dissolving differences between classes, and equal opportunities in education and services, in addition to childcare, motherhood, family and students.

Since its establishment in 1936, the Ministry of Social Affairs has been keen to provide its services within a framework in which the fields of care and social development are integrated. The social care program includes many areas, including child and maternity care, family care, and child care. woman .

This period witnessed great interest in the social field and that brought together the new classes created by the economic conditions after the introduction of the policy of economic openness, as the burden of social welfare continued to be not a grant but a right for every citizen, and it worked to ensure its availability.

The social welfare program is closely related to the provision and development of education. Taking care of kindergarten children and imbuing them with moral and behavioral values from an early age make them accept education and desire it, which is reflected positively on their progress in study without trouble.

Also, social services fall within the scope of education, working to help students financially, as well as solving their social problems in schools and universities through social and psychological specialists.

The youth welfare and social service offices in the universities also carry out research to assist the academically superior students who belong to families whose numbers are large, and the financial return is low.

It is clear from the foregoing that social services contribute effectively to the progress of the educational process, thus promoting education and progressing students in their studies, and thus the society advances.

(4) Cultural Factors:

Nationalist currents and trends emerged after the revolution, and one of the most important of these currents was the Islamic current that participated in the revolution and wanted to use it in its favour, but could not. The nationalist is the one who cares about Egyptian freedom and national literature.

The Islamic trend has played an effective role in the school curriculum in terms of the topics prescribed in the different classes in the various stages of education.

As for the Marxist and Western currents, the emergence of the first was clear when the political relations with the eastern bloc - the former Soviet Union - were good and strong, and the second was a better moment and still is, because many scientific missions and most of the current and former university professors obtained their practical degrees from Western countries.

The national trend and its impact on education had "a great deal of luck, and this was evident in the education curricula at its various stages."

That period witnessed great interest in the cultural field, with a great development in the cultural apparatus, including radio, television, the press, theater and cinema, the National Center for Fine Arts, the Opera House, the Antiquities Authority, and the General Book Authority.

It also witnessed great interest in some sectors of mass culture, such as music, folk arts and children's culture.

Among the manifestations of interest in the cultural field is the diversity of newspapers from national and partisan newspapers, their spread and distribution, the multiplicity of television channels from two to seven channels, in addition to the international judicial channel, and the number of local radio stations during the study period, as did the Nile channel, but the emergence of this channel outside the study period, meaning that it did not Established only after 1992 AD.

This interest resulted in not being limited to what was in 1979 - the beginning of the current study period - but that the state took into account in the two development plans (82/1983 - 91/1992) an increase in interest in some cultural aspects, including: support for mass culture, and an increase in palaces and homes In the field of cinema, cultural development mistakenly targeted the completion of the new laboratory for studios. From them to the theaters of the first degree.

The interest in that period was not limited to the urban area, but the countryside gained its share of cultural concerns. After the Egyptian countryside suffered from severe shortcomings in cultural development, this deficiency began to decrease during the current study period.

Among the manifestations of diminishing cultural deficiencies is the increase in the number of schools, the spread of clubs and rural youth centers, and the cooperation of some institutions that play a cultural role, the rural health unit and the social unit.

In addition to the foregoing, that period witnessed some achievements in the field of culture, including: the implementation of the mobile library system, the implementation of the Reading for All project, the establishment of the latest fine arts hall and cultural palaces, the establishment of model libraries for children, the remodeling of the National Museum, and the establishment of fourteen film units.

These achievements resulted in the contribution of these institutions, along with the Ministry of Education, to literacy programs, especially in the countryside, where the establishment of cultural libraries and the establishment of cultural seminars contributed to spreading awareness and guidance among farmers.

These institutions also contributed to urging rural women to participate in literacy programs, child care, combating addiction, holding religious competitions, and setting up rural sports clubs.

Among the educational goals achieved by the cultural organs in Egypt is what the Egyptian Opera House has done, as it contributed to providing the people with the cultures of other peoples. The National Center for Arts enriched art, and the Antiquities Authority developed patriotism and loyalty to the homeland, and the Book Authority is the artery of culture in Egypt. Where it has carried out its services to the fullest extent to serve culture, education and children.

Second: The educational situation in Egypt in the period from 1979-1992 AD:

The change in Egypt during the period from 1979 to 1992 was not limited to the political, economic, social and cultural aspects. Rather, these aspects contributed as cultural forces and factors in bringing about educational changes that cannot be overlooked.

If the revolution provided the opportunity for students to enroll in schools and institutes of education, and sought to improve the qualitative aspects through the enactment of laws, including Education Law 68 of 1968, with these concerns, the end of the period preceding the study period was a

good planting of the seeds of adopting the philosophy of basic education and the open university, and thinking about preparing teacher on brain The levels are numerical, so the period from 1979 - 1992 is the period of the actual application and the fruitful harvest of this law.

The most important changes that occurred in the types and stages of education during that period were:

(1) Kindergarten stage:

One of the most important aspects of change is for the Ministry of Education to form a committee that specializes in planning curricula, books, educational equipment and aids, and various activities to develop the skills and abilities of children in kindergarten.

The developments that occurred were not limited to the foregoing, but this period witnessed many ministerial decisions that organized admission to kindergarten institutions, how to spend and supervise them and develop their departments.

Article (13) of Ministerial Resolution (154) decided that children between the ages of four and six should enroll in kindergarten classes, and some private kindergartens may accept children under four years of age within three months, and this stage is subject to the supervision of the Ministry of Education.

In terms of spending on kindergartens, the competent educational directorate is committed to it, as is the case with the schools to which those kindergartens are attached, in accordance with the established rates and spending purposes.

It also directs the outcome of the general activity, providing additional services in the fields of educational activities, and providing the necessary equipment and tools for each activity.

In light of the development of kindergartens, a general administration for kindergartens was established under the Central Department of Basic Education, whose mission is to general supervision of kindergarten classes from a technical and administrative point of view, and to follow up on everything related to them. Thus, kindergartens became an independent educational stage.

A higher committee was also established for the development of kindergartens, and this committee was specialized in setting up the

organization aimed at facilitating the management of kindergarten affairs and estimating educational services for the various activities, building development, technical supervision and follow-up.

The establishment of this committee and its interest in technical supervision and follow-up resulted in the issuance of Ministerial Resolution (411), which allocated twenty female teachers in cities or fifteen female teachers in non-cities to confront the activity, and this applies to the music director and the social director. in cities and ten in others.

From the above, it is clear that the interest in the pre-school child, and this interest represented in building the child's personality in a consistent manner, also presented the problem of the density of classes in kindergarten and the characteristics of the administrative system, and the qualities of both the director and teacher of kindergarten, which is the preparation of this child for the stage of basic education and so that this child does not stumble in his future study.

(2) Basic Education Stage:

Basic education at this stage of study means that education that provides the children of the community - at the beginning of their lives - the basics of knowledge, skills and attitudes that are indispensable to face the affairs of their future lives.

The period of basic education until 1989 was nine years, then a ministerial decree (233) was issued, which emphasized in its first article that "the period of study in basic education shall be eight years, starting from the academic year 1989, and the study shall consist of two cycles: the primary cycle and its duration is five years." The preparatory cycle lasts three years.

A- The first cycle of basic education (primary school):

The number of years of the first cycle of basic education continued until it was decided by Law (213) of 1956 until nearly the end of the study stage, where the reduction of the study years from nine years to eight years only resulted in the reduction of the number of years of study in the first cycle for a full academic year.

Based on the foregoing, the school year was increased to 32 weeks instead of 28 weeks, and it reached 38 weeks in the fourth and fifth grades, and this did not result in any reduction in the level of courses in the primary school.

In the same year, technology was introduced in the fourth grade of primary school to educate children on a practical and creative life, and the number of schools was increased to accommodate everyone who reached the age of six.

B - The second cycle of basic education (preparatory school):

This seminar was considered mandatory in the light of Law (139) of 1981 AD, and the law turned it into mandatory after much experimentation that started from the high-end primary and primary schools that were established in 1916. the job .

The attempt to establish primary schools in the high-end primary school, many attempts began to develop the middle school until the main attempt came, which is the experience of establishing the Nasr City Unified Experimental School with eight grades in 1977, then experimentation began at the level of educational directorates in the capitals of the governorates until the experience prevailed in the first half From the eighties.

In light of the development that occurred with the first half of the first years of the study period, the schools of the second cycle diversified and included:

1- Public Preparatory Schools: These schools accept in their first grade all students who succeeded in the fifth grade exam, which is prepared in the educational directorate of the first and second patrols, and that is in coordination with the experience of those educational directorates in the governorates. The current study .

2- Preparatory vocational schools: Pupils who express their desire to join these schools after passing the primary cycle, and students who repeatedly failed in the primary cycle, provided that they spend seven years or more there, as well as students who repeatedly failed for two consecutive years in the same year in the public preparatory school, and the duration of The study in these schools is three years, and its students are distributed in them according to the geographical division. These schools were established during the study period.

3- Experimental Sports Preparatory Schools: These schools were established during this period and are accepted by male and female students who Those who successfully complete the fifth grade primary

exam after obtaining a medical examination, a capacity test and the approval of the guardian, then arrange the students according to the total scores of the entrance tests, preferably those who have a championship in sports and the duration of study in this school is three years.

It is noted that these schools were not circulated in all governorates, hence their spread to achieve the principle of equal educational opportunities.

In light of the interest in the stage of basic education, the Specific Council for Basic Education was established, which is concerned with some matters, including: proposing the necessary foundations for the study and development of basic education plans and programs, and submitting the results of its study and recommendations to the Secretariat of the Supreme Council for Pre-University Education, in preparation for submission to the Council, and a study of what is presented by the Minister Education or what is referred by the Higher Council for Pre-University Education regarding the general policy of basic education, its relationship to other educational stages, and the means of linking it to society.

It is clear from the previous presentation that this period witnessed many achievements in the field of basic education by establishing vocational preparatory schools, and experimental sports preparatory schools, and those schools did not exist in the period prior to the current study.

(3) Secondary education stage: .

A- General secondary schools:

These schools had existed before, but they were covered by development and attention during this period. In light of the interest in secondary education, a ministerial decision was issued explaining the new study plan for the general secondary school, and this plan takes three years, starting from the academic year 91/1992 AD.

This study plan consists of basic or compulsory courses, other optional courses, and three specialized courses in addition to the high level, and this study plan is for third year secondary students only, because the old system of public high school was limited to compulsory courses only in addition to high-level subjects.

A ministerial decision was issued explaining the examination system for this new study plan, starting from the academic year 91/1992.

The academic year in public secondary schools has been divided into two semesters, and each semester ends with a study and an examination in a set of prescribed subjects, and this is in the first and second grades only. When evaluating students, it is taken into account that an exam is held for the subjects they studied in the first semester, and 40% of the total score for the subject is allocated to it, 40% is allocated to the second semester, and 20% is allocated to the grades of the year's work.

On the path of development in general secondary education, one or several classes were created for outstanding students in each class, in order to take into account the individual differences between students, and to take care of those with mental abilities and outstanding achievement, with the aim of benefiting from those in the leadership of society and the effective contribution to making progress.

Students who obtain the highest marks in the basic education stage examination are entitled to these classes, so that it is not less than 90% of the total marks, and that the student has not failed in any of the classes of study in the basic education stage, and the density of the class does not exceed 35 students, and he studies. These teachers have special competence in the subjects of their specialization, and the school also provides these classes with newly equipped libraries and laboratories, which will benefit them in absorbing the study materials.

B- Experimental Preparatory Secondary Schools for Teachers:

These schools were established by a ministerial decision in 1988, but the study did not start with them until 1989 AD.

A school of this kind has been established in each governorate and its headquarters will be the Teachers' House, and the teachers in that governorate. This school aims to prepare its students to join colleges specialized in teacher preparation in art education, music and home economics.

Students who obtain a certificate of completion of the study in the basic education stage join these schools after passing the admission requirements as well as the ability test.

The duration of study in these schools is three years, and the study in the first and second grades is general, and in the third grade, the study is

specialized, and the maximum class density in these schools is 32 students.

The curricula in these schools contained many courses, as they taught their students all high school subjects in addition to technical and educational subjects. However, the experimental school students entered the coordination of general secondary students, which made them not enter any public or technical college.

The fact that the motive for the establishment of these schools is not yet clear - these schools were abolished after the graduation of the first batch of them.

C- Experimental Sports Secondary Schools:

Due to the importance of physical education for all sectors of the people in general, and for the student and youth sector in particular, experimental sports secondary schools appeared. And work on the integration of the personality of students in these schools.

Students who have completed the preparatory school for sports, or who have completed the basic education stage, are enrolled in these schools, provided that they pass the fitness tests in these schools, and the graduates of these schools are accepted into the faculties of physical education.

However, these schools are not spread in a way that meets the needs of those who want them, especially at this age, as it is noted that their number is large in the governorates of Al-Wajah Al-Bahri, while it is less in the governorates of Upper Egypt.

D- Technical secondary education:

Technical education is part of secondary education, and it is a distinct type of education that produces skilled workers in all disciplines, in order to support the development plan. This type of education focuses on the practical side, in addition to paying attention to theoretical and practical cultural subjects.

This type of education includes two school systems: the technical school is a three-year system, and the advanced technical school is a five-year system.

Students who have completed the study in the basic education stage studied on the condition that they pass an examination to be held for admission, taking into account the aspect of the aggregate and the age, and there is a study plan developed for these schools with the aim of promoting technical education.

The plan developed in the three types, besides general cultural materials, includes commercial technical materials and vocational training for commercial schools, agricultural technical materials and optional materials for agricultural schools, industrial technical materials and vocational training in industrial schools.

In light of the process of developing technical education, the permanent capital project for education and production appeared in the schools of technical education. In contributing to the state's production plan for the benefit of the national economy, and increasing the income of students and trainers through incentives, the general committee for this project is headed by the Undersecretary for Technical Education.

The General Committee for Projects is specialized in many tasks, including: working to achieve the objectives of project implementation in technical education schools, supervising the implementation of the project in financial and administrative terms, organizing the distribution of capabilities, defining activities, and approving final accounts.

In light of the development of technical education during that period, a unit was established to implement technical education projects in the ministries of education and higher education, funded by foreign bodies. This unit consists of a director of the unit, a department for equipment, and a department for the administrative secretariat.

Despite these attempts to develop technical education, there was a shortage of technicians that reached 40% in 1980, and there was an increase in the number of non-artisanal workers, which reached 23% in the same year.

This disparity may be due to many factors that must be studied, including what is related to the prevailing values in society and their appreciation of public education at the same time that their view of technical education is low.

Among the features of developing technical education is the conclusion of an agreement between the ministries of education and electricity aimed at establishing joint classes, a three-year system, to prepare technical cadres to work at the Ministry of Electricity and Energy in new projects.

A protocol of agreement was also signed between the government of Egypt and the African Regional Development Fund to develop industrial secondary schools. The protocol consists of three agreements, the first of which included: a grant from the African Development Fund to develop industrial schools, in addition to the Mubarak-Kool project to advance technical education between Egypt and Germany.

Education reform and development in the present era: a view of the future Egyptian society is currently going through circumstances that push it to review its reality and seek to develop it, and in light of multiple global, regional and local variables, there is an urgent need to reform and develop education, as it is the main axis of our national nation, and our path to global competition.

The current situation indicates a number of challenges that have been reflected in education, including:

- The population problem and its associated doubling of population numbers and their poor distribution, and this was reflected on education, and the crisis of educational buildings emerged, and the operation of the school building for more than a period, and the insufficiency of equipment, laboratories, libraries and the room for practicing educational activities in proportion to the required needs, and this reflected the situation on education and contributed to the decline its level and the deprivation of some educational services, especially in villages and remote areas.

The spread of the problem of unemployment and its increasing rates among the educated, and the negative effects and social symptoms that it has that are linked to the high rates of symptoms and the increase in crime rates among unemployed youth.

Challenges associated with many educational crises, involving the teacher and his low economic and social level, as well as the low level of his preparation and rehabilitation, and the consequent spread of negative phenomena, most notably the phenomenon of private lessons, which is one of our most serious educational problems.

The curricula crisis, which still suffers from stagnation, neglect, and inconsistency with technical progress and the information and knowledge revolution, and focusing on filling students' minds and minds with knowledge based on methods of memorization and indoctrination, without paying attention to providing them with skills and mental abilities based on thinking processes and problem solving.

The low efficiency of the education system as a result of the previous factors, and the spread of repetition and dropout phenomena,

In light of the above, the most important features and axes of the new educational policy included in the education development plan are as follows:

Not violating the principle of equal opportunity.

Not to burden the Egyptian family with any additional burdens, whether financial or psychological.

Education is a national security issue.

Education is an investment.

- Developing education in line with the revolution of technology, information and knowledge that the times are witnessing.

Involve public opinion through its legitimate channels in implementing the new educational policy.

Introducing technology and computer sciences in schools.

- Strengthening the relationship between the family and the school, establishing boards of trustees and defining their roles.

Reform the conditions of teachers scientifically, professionally and socially, and raise the level of their preparation and rehabilitation.

Expanding the establishment of schools and the emergence of new educational patterns such as one-class schools and girls' education initiatives.

Encouraging and activating community participation, strengthening the link between the school and the local community, encouraging the private sector and individual initiatives to contribute to the development of education policies, support efforts to develop and monitor and contribute to the adoption of these policies.

Reconsidering the development and reform of technical education of all kinds and encouraging new types of education that prepare the learner for

the needs of the labor market and provide him with the knowledge and technology required to meet the challenges of the times.

Quizzes

- 1) Write the principles of revolution 1952.
- 2) Write the efforts of revolution 1952 to establish democratic society.
- 3) What are education goals of revolution 1952?
- 4) What are factors affecting education in the period 1979-1992?
- 5) Write about important stages of education .