



Research Paper

School Admission and Enrollment in Egypt: The Impact of Past and Future Policies

M. A. Zaki Ewiss

Department of Physics, Faculty of Science, Cairo University, 12630 Giza, Egypt
mzewiss@cu.edu.eg

ABSTRACT

The development of education in Egypt occupies a high priority in society's interests, despite the diversity of priority issues. There is a conviction that the Egyptian development society's situation and even its future destiny depend on its members' quality. The interest in this vital sector and the development of awareness among all its important communities have grown. It is the gateway to the future and progress—the Nations' national security and a condition of action in a world characterised by intense competition. This study aims to provide a background on Egyptian thought development in students' admission and enrollment in pre-university education from 1990 to 2020. In this study, we used the descriptive method to collect and interpret data. This method aims to describe an object of phenomena after data collection, analyse it, identify the conditions and relationships between variables, and monitor the challenges arising from Egypt's educational system's problems. In conclusion, many challenges are facing the enrollment of the pupils in the various education stage such as; a) Justice, equality, and equal educational opportunities; b) Quality in the provision of academic service; c) Availability; d) Student densities, linked to population growth, especially in the age groups of school ag; e) Leakage, failure, and waste in the educational process; f) Spending on education, and efficiency; g) Education and alternative opportunities (child labour); h) Education and the labour market.

KEYWORDS: Pre-University Education, Student Enrollment, Educational Policy, Quality Education

Received 02 Mar, 2021; Revised: 12 Mar, 2021; Accepted 14 Mar, 2021 © The author(s) 2021. Published with open access at www.questjournals.org

I. INTRODUCTION

According to Index Mundi, 2020 [1], and Campas, 2020 [32], Egypt's population reached 104 million in July 2020, making it one of the most populous in the Middle East and Africa. The total population has been growing at roughly 2% annually between 2015 and 2020. The proportion of people living in urban areas has remained steady over the past ten years, with almost 43% of the population located in urban areas. The demographic profile indicates that the child population between 0 and 14 years of age is 35 million, representing 33.62 % of the total population. Between 15-24 years of age is 18.753 Million, representing 18% of the total population. The acceleration in population growth poses several challenges, shared among other developing countries with similar characteristics. Rapid population growth poses excellent concern regarding governments' ability to provide services like education, health, potable water, and sanitation; and complicates government poverty alleviation efforts.

Despite the Egyptian government's efforts and strategies to reduce poverty, child monetary poverty has been rising over the past 20 years, both in absolute numbers and percentages, with a marked acceleration since 2010/2011. According to Campas, 2005 [17] and Campas, 2015 [27] Household Income and Expenditure Survey (HIECS), national poverty rates rose from 20% in 2005 to almost 28% in 2015. In 2013, 28.8% of children were reported to be living in extreme monetary poverty, compared to 21% in 2000 [12, 25, 33-37]. Over the last three decades, Egypt has recorded substantial progress in many child well-being dimensions (in child survival, education, and access to water); however, multidimensional poverty remains widespread. Almost three out of every ten children suffered from multidimensional poverty (based on the child multidimensional poverty analysis). The child considers multidimensionally inferior when severely deprived in at least two well-being dimensions [38-41]. According to the strategic plan of education 2014-2030 [40], the pre-university Egyptian education system divided into two stages: a) the basic education stage, comprising the primary and preparatory levels and covers nine years of study, b) the secondary education. According to Egyptian laws,

primary education aims to develop pupils' capacity, preparedness to satisfy their interests and provide them with the necessary values, attitudes, and knowledge. Besides scientific and professional skills consistent with the circumstances of their different environments, those who complete their basic education can continue their learning in a higher stage and face life after obtaining the appropriate professional training.

The International Standard Classification of Education (ISCED) divided basic education into two stages, as follows [42]:

- A) The primary stage is for six years and targets the age group of 6 to 11 years. The student enrolled in primary education at the age of 6 to 8 years since 6 is the official enrollment age.
- B) The preparatory stage is for three years, corresponds to the age group of 12-14 years.

The preparatory stage prepares the student to enrol in secondary education in any of its two branches. The first is general secondary education, where pupils who study for three years will prepare for enrollment at university or post-secondary non-university education (technicians' institutes). The second track of secondary education is technical secondary education, from 3 to five years. They are preparing the student to join the labour market. Students' enrollment in any tracks depends on their performance in the preparatory stage's final test, the student's desire, and the available places available in each of the two channels. It is worth noting that secondary education corresponds to the age group of 15-17 years.

The children over the age of primary school enrollment (eight years) or who have dropped out are guiding to join the one-class schools or community schools [43]. These are public schools operating under the umbrella of the general education system and established in the nineties by UNICEF in collaboration with the Ministry of Education and the local community. They are known as second-chance schools. Such schools have usually opened in areas of a limited population deprived of schools and educational institutions. Also, they are adopting a flexible system that allows the teaching of more than one level in the same classroom.

In the academic year 2019/2020, the educational system distinguishes a high enrollment rate in the primary education stage. However, this does not necessarily mean that the number of students is proportional to classroom seats to follow teaching strategies and apply student-centred learning practices. Such as active learning, critical thinking, comprehensive assessment, and practical in-class and out-of-class activities [32,44-45].

Acceptance policies have been referred to as "the set of criteria. The foundations and conditions to enter the education of any kind emanating from the laws and decisions governing this education's movement. The education policy, in general, originates from the general philosophy of the State and the appreciation of the needs of its human wealth [46-48]. Thus, this pillar has exposed the acceptance and vulnerability policies to previous issues in the various pre-university education stages. It is far away from achieving the previous education's objectives. The objectives of education achieved by monitoring three main steps as follows:

- In the 1990s, a significant development in education issues, including primary and secondary education conferences. The Teacher-Preparation Conference organises under the Ministry of Education's auspices and Mubarak's qualitative transition education theme. Accordingly, the Minister established the centre for educational research & development and the National Centre for Evaluation and Examinations [2-11].
- The second period comes at the crossroads, education and the future. The standards movement adopted by the Ministry of Education resulted in national standards for education and the introduction of modern technology, computers, the internet, e-government, and distance education in the Egyptian education system. The idea of educational quality has based on national standards was adopted to achieve excellence and excellence for all [49]. The national standards project of achieving education quality in its input processes produces quality outputs with no different skills than the world's educational product. The world has become a small village, a single market in which institutions compete according to uniform standards adopted nationally and internationally. In 2006 the National Education Quality Assurance and Accreditation Authority had established to improve the educational system's quality. In turn, it will lead to their dependence at the local, regional and global levels.
- In the final stage, the political, social, and economic changes occurred due to the revolution of January 25, 2011, which had repercussions on the educational process and its course and achieved its objectives in light of the ministers' successive changes in education. The various policies included in their short periods, which had an impact on the educational process.

Many studies have indicated the impact of several issues on public policies, including but not limited to:

Student densities:

The classroom density crisis is severe in Egyptian education. It reflects the problems of financing education, whether in the financial capacity to expand school construction, the lack of building spaces, and the cost of maintaining school infrastructures. In some public schools, the density may be as high as 45 to 55 pupils per class, requiring work in two periods a day to provide classrooms for growing student numbers. The crisis

associates with poor outcomes of the educational processes. A heavy burden on the teacher to meet the individual and differentiated differences of many students. This situation may not enable him to pay sufficient attention to the poor on the one hand, the superior on the other, and the inability to address education issues such as values and behaviour other than generating psychological effects on students that cause hatred of the school [33,37,50-52].

Justice and equal opportunity:

This problem illustrates the impact of justice and equity in the distribution of ratios decided by the State [2-12,44-45,48,53-54]. The student's percentage of public spending on higher education is more than three times that of his pre-university education counterpart, unlike in other countries. The percentage of students in higher and pre-university education is almost equal; students belonging to low-income families account for 25% of primary education students, 14% of preparatory school students, and 4% of secondary education students. The enrolment rate of students from the most well-off families in higher education had estimated at 98.5%. In comparison, the proportion of students from the most disadvantaged families is 5.5% for students from the most underprivileged families. They are the ones who can attend higher education institutions.

Private lessons:

This problem is one of the significant challenges to Egypt's education system. About 58.4% of current students take private lessons outside school hours, causing widespread absenteeism, especially among high school students. Students use these lessons to succeed in the exam-only to reach the next level of schooling [45].

Dropout from education:

Dropout of School is one of the problems that the Ministry of Education is trying to reduce, as it is a crucial maternal regression source. Still, the numbers indicate an inability to overcome, the total number of dropouts from the education stage has reached from the year 2010 to 2011, there were 28,841 primary school pupils, and 130,564 students from Egypt's governorates remained the highest in the dropout rate in Matrouh, North Sinai, South Sinai, Beni Suef, Assiut, Sohag, Red Sea, Minoufia, Fayoum, Qena, Damietta, Luxor, and Qalyubia [22,23].

Girls' education:

There is no doubt that the family's cultural level affects girls' dropouts because low-income families prefer boys' education over girls. They cannot afford it, and the dominant gender roles of local culture, especially in the countryside. They force girls to help with domestic work or engage in child labour, reinforced by women's lack of employment opportunities. After school in some areas that cause girls to travel long distances in unsafe areas and lack facilities. Separate health for girls and cultural traditions that guide girls towards early motherhood also contributes to their early school abandonment.

Child labour:

One of the problems affecting the pre-university system in particular and human rights, in general, is that, according to estimates by the International Labour Organization, child labour in Egypt has reached nearly 2.2 million children, up to 26% of the total admitted children. In 2013, according to the latest statistics of the Central Bureau of Mobilization and Statistics, the number of child labour was 1.6 million children, of whom 83% work in the countryside compared to 16% in cities. 46% of all working children are between 15 and 17 years of age, 78% are male, and 21% female and these children spend more than 9 hours a day on average and more than six days a week [35,37,42,55].

Lack of reading and writing:

The educational system's internal competence and the performance of its duties are severe problems in education. As well as students in technical secondary education, varying proportions of primary and middle school students suffer from poor reading and writing in a clear reflection of the delay in the curriculum and teaching methods at those stages. The Ministry of Education has conducted a programme to treat poor reading and literacy [1,33,49,56-58].

Illiteracy

Egypt is one of the highest uneducated countries. In 2012, Egypt's illiteracy rates were 28% in the 15-35 age group, with 17 million people. In 2020, this rate increases to 40% in the age group aged 15 and over 34 million. The illiteracy rate among males is 22% among females, 37%, and about 64% of illiterate people in rural areas, including farming and poverty [24,32].

The Egyptian education system is one of the largest globally and in the Middle East and North Africa (MENA) region. In 2020, it had 23.5 million students at different levels of pre-university education. Primary education has the most significant number of 12.7million, equivalent to 54%, enrollment, and 5.2 million students, equal to 22% in the preparatory level of public education. Secondary general and Secondary technical levels have 7.7% and 8.7% enrollment, besides in private schools, 7% and 2% pilot schools, 11% for al-Azhar (Islamic) institutes [32,59].

II. ADMISSION POLICIES FROM 1990 TO 2020

2.1 Kindergartens

Preschool education is receiving increasing attention from all countries of the world and regional and international organisations. UNESCO, for example, has made it one of its priorities and one of the six goals of Education for All. The reason for this interest is that preschool education contributes effectively to preparing children for primary education. It increases their chances of success and excellence in their academic career. All studies in this field who received early upbringing often outperform their peers deprived of essential differences. For these considerations, preschool education has become one of the pillars of equity and equal opportunities in education. Ensuring them for all children is an urgent demand and a goal that states seek to achieve.

The policies for admission to this stage have based on age only. In Egypt, kindergarten is in the age group of (4-6) years, not compulsory for primary schooling. Still, the goal of education policy in Egypt is to expand kindergarten to 60% of children's number to make it one of the primary education requirements. (NCERD, 2004 [60]).

Several governmental and non-governmental bodies oversee early childhood and kindergartens, and the essential government bodies for early childhood services include [60]:

- National Council for Childhood and Motherhood.
- Ministry of Health.
- Ministry of Social Affairs.
- Ministry of Education.

Kindergartens, under the Ministry of Education, divided into:

1. Official kindergartens divided into:
 - Official Arabic Language: The kindergartens attached to primary or independent schools.
 - Official Foreign Languages: The pilot schools where science and mathematics activities in English and enrolled in two academic years, first-level - second level.
2. Private kindergartens divided into:
 - Special Arabic Language: All activities provide in the Arabic language in addition to English activity
 - Special Foreign Languages: Science and Mathematics activities provide in Foreign Languages
 - Arabic National Schools: All activities provide in the Arabic language in addition to English activity
 - National languages Schools: Science and Mathematics activities provide in Foreign Languages

2.2 The analyses of Egyptian's kindergarten stage

a) During the period 1990-2000

This period 1990-2000 was a breakthrough in the interest in kindergarten schools and their curricula and university institutions concerned with the rehabilitation of their teachers, and one of the Ministry's most significant efforts in the development of kindergartens in this period are:

- The declaration of the document entitled: The First Decade for the Egyptian Children Protection and Care. The establishment made by the National Council for Children and Motherhood,
- In 1995, the Minister of Education issued a decree abolishing homework in kindergartens, and he set the kindergarten stage at two years and was an independent educational stage.
- In 1996, the Minister issued the Egyptian Children's Law No. (12) of 1996, which included a whole chapter in which the section of education emphasises the importance of kindergarten and clarifies the child's rights at this stage [61]).

The interest in kindergarten is in line with modern trends that emphasise this stage's importance in the educational process. It is the stage of training and preparation. It instills the first seeds of personality and forms habits and trends and grows tendencies & preparations. It dramatically impacts the child's achievement level and social adaptation in all the following stages [2-12]).

b) During the period 2000-2010

Some of the most important laws and procedures in this period are:

- The President of the Republic announced that the period from 2000-2010 considers the second decade for the Egyptian children's protection and care. He stressed the importance of gradual expansion in the establishment of kindergartens to accommodate at the end of the decade 60% of the total children in the age group 4-6 years to become part of the compulsory free education stage.
- In 2000, Ministerial Resolution No. 65 issued informal education in kindergartens and not linked to a specific study period. This resolution organising work in kindergartens, and it is prohibited to collect halls in classes, use mechanical games, force the child to write, hold exams, or give children grades or assignments.
- In 2003, the Minister of Education opened the Center for Early Childhood Development as part of the Education for All programme. The centre aims to develop a comprehensive strategy to develop the educational curriculum taught to children, train academic and administrative cadres for kindergarten, and establish a database on early childhood in Egypt [13-22,33,49-50,60].

c) During the period 2010-2020

The 2014 Constitution emphasised the importance of childhood. Article number 80 was drafted in the Constitution affirming that every child has the right to early education in a children's centre up to six years old [46]. The number of pupils enrolled in kindergarten has evolved. From 1990 to 2017, the number of schools increased from 3,919 to 8,955 schools, and the number of pupils enrolled risen from 383,616 to 932,879, but the enrolment rate is still far from being targeted; the net enrolment rate was 27.8 %, and the overall enrolment rate was 31.6 % [2, 29]. The low enrollment rate at this stage is because most schools with kindergarten classes are expensive. Therefore many low-income families are reluctant to send their children to this stage. Consequently, they should take care of this stage and be attached to the educational ladder to achieve equal educational opportunities and social justice for all Egyptian people. Table 1 shows the development of kindergarten public education (school's number, pupil's number, and classroom's numbers and density) from 2000 to 2017

Table 1: the development of kindergarten public education (school's number, pupil's number, and classroom's numbers and density) from 2000 to 2017 [12-32,62].

Year	School's number	Classroom's number	pupil's number	Average classroom's density
2000/2001	3,919	12,402	383,616	31
2001/2002	4,312	13,504	41,725	31
2002/2003	3,485	8,422	260,945	31
2003/2004	4,002	9,611	298,319	32
2004/2005	4,494	10,745	328,255	30.6
2005/2006	4,876	11,826	364,680	30.9
2006/2007	5,259	12,898	407,409	31.6
2007/2008	5,910	14,670	481,581	32.8
2008/2009	6,401	16,124	543,471	33.7
2009/2010	6,679	17,198	529,696	30.8
2010/2011	7,029	18,304	630,246	34.4
2011/2012	7,264	18,361	652,841	35.6
2012/2013	7,446	20,149	725,835	36
2013/2014	8,202	23,034	839,668	36.5
2014/2015	8,496	23,444	889,840	37.9
2015/2016	8,806	23,971	918,462	38.3
2016/2017	8,955	24,638	932,879	37.9
2019/2020	12,493	40,046	1,458,909	36.4

2.3 Basic education

The basic education phase divided into two phases:

1. The first phase is the primary education level
2. The second phase is the preparatory education level

2.3.1 The first phase is the primary education level

At this level, the schools divided into three types:

- a) **Public schools:** The policy of admission depends on age only, does not require the student to attend kindergarten for enrollment, and the age is not less than six years, which is a compulsory and free stage according to the Egyptian Constitution

- b) **Experimental language schools:** all science and mathematics courses had taught in English. It requires children to attend the first and second kindergarten levels, which is not free of charge.
- c) **Pilot schools for the future:** In 2004, the Ministry of Education began establishing experimental schools for the future, and the conditions for admission depended on the following:
 - Get the first and second level of kindergarten.
 - Interview supers with parents.
 - Test for students.

The policy of primary school admissions depends on equal educational opportunities and social justice, and education is a right of all Egyptians guaranteed by the State for all citizens.

The permanent Constitution of the Arab Republic of Egypt, issued in September 1971 and amended in 1980 and 2005, affirmed that the State guarantees equal opportunities for all citizens in its second article. Article 18 adds that education is a right guaranteed by the State and compulsory at the primary level.

The right of every citizen whose goal is to build the Egyptian personality, preserve the national identity, establish the scientific thinking approach, develop talent, encourage innovation, show cultural and spiritual values, and demonstrate concepts of citizenship, tolerance, and non-discrimination.

The State is committed to considering its objectives in the education curriculum, teaching methods, following international quality standards. It stipulated in the Constitution in this article to extend the compulsory education stage, as it specifies that education is mandatory until the end of secondary school or its equivalent.

The State has therefore taken several steps to make primary education available and upgrade its quality, the most important of which are:

a) During the period 1990-2000

Some of the most critical decisions and procedures that have had an impact on this stage are the following:

- In 1990, the Ministry introduced the two-semester system at all school levels by ministerial's decision Number 185 to further alleviate pupils' suffering from a heavy load of books. In 1994, The English and the French languages taught in the fourth grade, starting to train students in language skills from a young age [63].
- The number of schools was increasing in both the primary and preparatory levels. It aimed to achieve the complete absorption of those of compulsory age and provide education for all, as confirmed by the principles and global trends [2-12].

b) During the period 2000-2010

The most important laws and procedures of this period were:

- In 2004/2005, the Minister decided to return the sixth grade to the primary stage of basic education starting, which abolished in 1985.
- Some see the re-run of the sixth grade after its abolition as a stark example. It leads to confusion and conflict in the opposing policies of ministers.
- The English course taught from the first grade [64] to keep pace with modern trends that emphasise the importance of language study for children of a young age,
- Table 2 shows the quantitative development of primary school pupils. In this Table, the class density is defined to measure the average number of pupils in the class at a particular age.

The quantitative development of the number of schools, classrooms, and pupils

In the 1990s, the number of schools was 15,082 (1990/1991) attended by 6,402,427 pupils, and in 2000/2001, the number of schools developed was 15,546 schools, and in 2016/2017, there were 16,196 schools enrolled in 10,012,983 students [2-29]. From Table 2, it is worth noting that the quantitative development in the school's number is much less than the quantitative growth in pupils' number. The schools increased by only 1114 schools in approximately twenty-seven years. The pupils' number increased by 3,817,883, which affected the classroom's density and, therefore, the educational process's quality.

2.3.2 The second phase is the preparatory education level

By signing the Education for All initiative and the Millennium Goals, Egypt has committed itself to provide entry opportunities and completion of preparatory education for both boys and girls for the age group 12-15 by 2015. This phase had divided into general and vocational preparatory [65].

a) General preparatory (private and government) schools:

These schools are attended by those who have completed primary education.

b) Vocational Preparatory Schools:

It is joined by those who have exhausted the repetitions in the sixth grade of primary school and have exhausted the general preparatory classes' repetitions.

The preparatory stage is compulsory and free following the Egyptian Constitution. The State has paid particular attention to this stage to achieve the objectives it has committed itself before the international community in raising the rates of availability and quality of this stage. The significant efforts of the State during the period 1990-2020 are the following:

- An article concerning the technology for developing innovative and creative thinking and solving problems introduced in the study plan [69],
- Integrating contemporary concepts and issues into the curriculum.
- Add enriching aspects to the study syllabus for the first and second preparatory levels [64],
- Quantitative expansion in the number of preparatory schools and classes

Table (3) shows the quantitative development of schools, classes, and pupils for the public and private preparatory levels.

From the previous two tables, it was apparent that in 2015/2016, the number of pupils enrolled in the preparatory level in public and private schools reached 4,630,636. The net enrolment rate was 83.4%, the total enrolment rate was 94.8%, and in the 2016/17 academic year, the number of pupils was 4,725,732, the net enrolment rate was 82.5 %, and the total enrolment rate was 94.6%. Thus, approximately 5.4% of the children of this stage have dropped out of education (according to the overall enrolment rate).

The Ministry of Education has estimated 4% of the dropout rate for middle school students in the 2015/16 academic year. Therefore the State has not been able to absorb the students of this stage fully [28].

The vocational preparatory schools had abolished in the 1960s for several reasons, the most important of which are:

- The specialisation in its branches at the age of 11 is incompatible with the child's psychosocial development, preparations, and interests to direct to a specific discipline.
- These schools' skill learning levels have not proved efficient for the labour market's demand.

In the mid-1960s, it had decided that the preparatory stage should be standard in its admission systems, curricula, and examinations.

These schools were reinstated by resolution 209 of 1988 and accept students who had exhausted the repetition scoring times at the primary level. Those who could not complete the preparatory certificate in the home system and the duration of their study period of three years.

At the beginning of the third millennium, the trend began to reduce the number of pupils in vocational preparatory schools based on studies that proved that this type of education was useless at a young age.

From 2010 to 2020, attention remained to reduce vocational preparatory students, although it is different from the 1960s since abolishing [22-32].

The coordination system followed the admission system and the student who received low grades. Therefore it gave the opinion that the preparatory stage settled in the structure of access and its curricula and examinations. These schools today accept students who have exhausted the repetition times.

Therefore, it is a kind of change. It allows the students to continue technical secondary education, so the decision to reduce or cancel their numbers will harm a specific group of students. It may cause them to convert into illiterates. Table (4) shows the development of the number of general and vocational preparatory students.

It is clear from the Table that the enrolment rate for vocational preparatory education was 3.74 in the 2001/02 academic year and then 2.92 in the academic year 2011/12, which is in line with the Ministry's policy of abolishing these schools

2.4 Secondary education

This phase divided into:

- a) General secondary education: It is one of the most critical stages of education, as the total that the student will receive will determine the type of university study for him.
- b) Technical secondary (industrial, agricultural, commercial- hotel): These are finished certificates after which the student receives a technical diploma, and there are two systems, a three-year system, after which the student gets a technical certification and a five-year plan, after which the student receives an above-average technical.

The admission policy for secondary school depends on the student's total received in the preparatory certificate's final examination.

The State's most significant efforts to develop this phase include the following:

Table 2: the development of public education (school's number, pupil's number, and classroom's numbers and density) from 1990 to 2017 [32,62].

Year	School's number	Classroom's number	pupil's number	Average classroom's density
1990/1989	14,767	142,117	6,155,100	43
1991/1990	15,082	146,420	6,402,472	44
1991/1992	15,361	150,467	6,541,725	44
1992/1993	14,654	144,064	8,333,703	45
1993/1994	15,861	160,635	7,049,549	44
1994/1995	16,088	165,406	7,313,038	44
1995/1996	16,188	168,745	7,470,437	44
1996/1997	16,152	171,699	7,541,739	44
1997/1998	15,617	172,741	7,499,303	44
1998/1999	15,566	173,520	7,351,118	42
2000/1999	15,533	173,220	7,224,989	42
2000/2001	15,546	173,724	7,142,127	41
2001/2002	15,653	174,451	7,141,303	41
2002/2003	14,609	158,902	7,585,748	41.5
2003/2004	14,792	159,809	7,639,757	41.6
2004/2005	14,951	183,249	7,939,554	43.3
2005/2006	14,963	184,317	8,078,202	43.9
2006/2007	15,074	185,538	8,160,236	44
2007/2008	15,194	187,087	8,308,003	44.4
2008/2009	15,282	189,111	8,446,722	44.7
2009/2010	15,329	218,133	8,550,513	39.2
2010/2011	15,411	198,452	8,687,181	43.8
2011/2012	15,496	198,036	8,804,286	44.5
2012/2013	15,587	200,340	8,959,343	44.7
2013/2014	15,755	203,431	9,008,244	44.3
2014/2015	15,908	203,155	9,306,857	45.8
2015/2016	16,058	204,585	9,632,056	47.1
2016/2017	16,196	207,292	10,012,983	48.3
2019/2020	19,059	253,339	12,820,294	50.6

Table3: Quantitative development of the school's number, classes, and pupils for preparatory school students [32,68].

Year	School's number	Classroom's number	pupil's number	Total enrolment	Net enrolment
2010/2011	10,113	103,018	4,153,142	91.9	77.8
2011/2012	10,372	103,501	4,158,845	92.1	81.7
2012/2013	10,608	105,077	4,279,909	93	83.7
2013/2014	10,928	107,720	4,377,705	91.9	80.9
2014/2015	11,228	107,859	4,523,102	94.8	83.8
2015/2016	11,466	109,189	4,630,636	94.8	83.4
2016/2017	11,667	109,919	4,725,732	94.6	82.5

Where the ratio of the total and net enrollment calculated as follows:

$$\text{Total Enrollment Ratio} = \frac{\text{Total number of student enrolled at a given stage (regardes the age)}}{\text{Number of members of the same age group}} \times 100 \quad (1)$$

And

$$\text{Net Enrollment Ratio} = \frac{\text{Number of enrolled pupils who belong to the official age group}}{\text{Number of members of the same age group}} \times 100 \quad (2)$$

Table 4: Development of general and Technical preparatory school's student numbers [25]

Statement	2001/2001	2003/2004	2010/2011	2011/2012
Public General Preparatory Schools	4,044,943	4,029,039	4,024,841	4,158,845
Enrolment rate	96.25%	96.38%	96.99%	97.07%
Public Technical Preparatory Schools	157,446	150,925	124,579	125,094
Enrolment rate	3.74%	3.61%	3.09%	2.92%

a) During the period 1990-2000

- Law Number 2 of 1994 amended some Education Law Number provisions. Under the amendment, the high school examination became divided into two stages: the first at the end of the second year and the second at the end of the third year.
- The student is entitled to take the re-examination in the subjects he failed and who wish to improve their grades, and the student's score is the set of rates obtained in both stages.
- The system of improvement was abolished by Law No. 160 of 1997, which stated that this decision was not the result of scientific study and serious discussion.

This law is in keeping with modern educational trends, which have reduced the burden of examinations and puts them in the proper context in the educational process. It helps the student so that his or her future in higher and university education does not depend on one academic year.

The Ministry of Education has given increased attention to technical education as the primary responsibility for preparing the trained workforce to meet the needs of the labour market, and one of the Ministry's most important decisions in this area is:

- The construction of the Mubarak Cool project in 1991, the project aims to create a generation of technical workers trained scientifically and technically in the means of production and advanced modern technology, in line with the needs of factories and other economic fields.
- The trend to expand quantitatively in technical education, reaching 70% of graduates of general preparatory education.
- The Mubarak/Gore initiative's launch to achieve a partnership between business people and schools to train technical school students in privately owned factories can accommodate them as employees later [67,68].
- The establishment of Technical schools in various disciplines, including technical high schools, three-year system, five-year hotel high school, technical school of information technology, and technical school of maintenance technology

Table 5 shows the school's student numbers in general and technical secondary schools between 1991/1992 and 1998/1999. It is noted from Table 5 that the proportion of pupils enrolled in general secondary education reached 34.33%. In comparison, the ratio of technical secondary education was 65.67% of the total secondary school students. The early and late-era trend in the 1990s was to increase technical secondary education enrollment. However, studies confirm that the significant increase in the proportion of registration in secondary technical education will result in vast flows of technical secondary graduates who will not absorb in the labour market. At the end of the contract, they range from 75% to 90% [11]. The educational policy remained in place until the end of the 1990s. Therefore, that period's educational policy did not harmonise the labour market requirements with technical secondary education outputs.

Table 5: The school's student numbers in general and technical secondary school between 1991-1999 [68,69].

Academic Year	General Secondary Schools	Secondary Industrial Schools	Commercial secondary Schools	Agricultural secondary schools	Total Technical Secondary
1991/1992	572,026	521,670	455,727	132,787	1,110,184
Ratio	34%	31.01%	27.09%	7.89%	65.9%
1998/1999	968,708	838,357	838,079	198,500	1,874,936
Ratio	34.6%	29.4%	29.4%	6.98%	65.93%

b) During the period 2000-2010

The most significant decisions of the period were:

- The trend towards increasing the rate of admission to secondary education to reach the ratio between general and technical secondary education 1:1

- Two hundred five commercial secondary schools in 14 governorates have converted into public secondary schools to balance general and technical education gaps.

c) During the period 2010-2020

- The high school system has changed to go back to one year.
- The policy of reducing the number of students in technical education and increasing the proportion of secondary school enrolment swells and shows the development of the number swells of general and specialised secondary students in that period.

Table 6 shows the school's student numbers in general and technical secondary schools during 1991-2020 [3-32]. From Table 6, we notice that the educational policy began to reduce the number of technical secondary education students and increase general secondary education students. In line with recent trends that emphasise the importance of higher and university education in the knowledge society, where the proportion of secondary education students reached 44.85% in the academic year 2011/12 from 36.15% in the academic year 1991 /1992, while the number of pupils enrolled in technical secondary education decreased from 65.45% in the 1991/92 academic year to 55.14% in 2011/12 and in the 2019-2020 academic year, the proportion of secondary school students in the year was 43.1%. Figure 1 shows the distribution of 23,567,060 pupils in the various education stage in the academic year 2019/2020.

From Figure 1, it is worth mentioning that 2,038,550 students dropped out of education which is representing 8.7% of the total students. The total number of enrolled students in 2020 is increased compared to the corresponding number of 22,458.000 and 23,201.000 persons of 2016 and 2017. These values are much higher than a low enrollment of 12,870.000 Persons recorded in 1994 [6].

Table 6: The school's student numbers in general and technical secondary schools during 1991-2020

Year	General Secondary Schools	Ratio	Technical Secondary School	Ratio
1991/1992	572,026	36.15%	1,110,184	65.45%
1998/1999	968,708	34.6%	1,874,936	65.78
2001/2002	1,162,879	35.10%	2,149,408	64.89%
2002/2003	1,249,709	36.07%	2,214,152	63.92%
2009/2010	862,147	40.61%	1,260,793	59.38%
2010/2011	723,235	30.21%	1,670,125	69.78%
2011/2012	1,324,440	44.85%	1,628,168	55.14%
2012/2013	1,390,262	45.81%	1,686,859	54.81%
2015/2016	1,576,336	47.95%	1,710,685	52.04%
2016/2017	1,641,218	47.78%	1,793,110	52.31%
2019/2020	1,819,497	43.1%	2,053,505	45.67%

Source: [3,4,10,11,13-32,69]

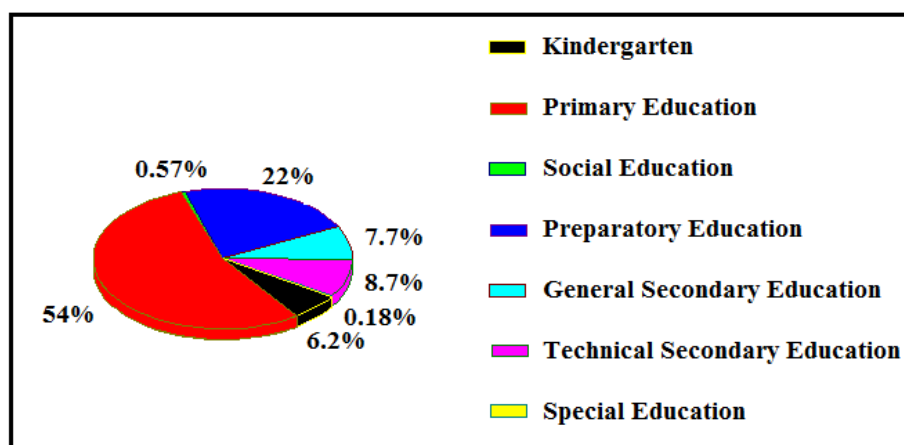


Figure 1: The distribution of 23,567,060 pupils enrolled in the various education stage (Source: [23])

III. CONCLUSION

From the above, we conclude the following

1. Although there is interest on the part of the State in the kindergarten stage, it still did not reach the Ministry of Education's policy indicators, hoping that the net enrollment rate would get 60%. However, the statistics for 2019/2020 indicate that the absorption rate is still low for this stage, where the net enrolment rate for this stage was 27.8% despite the importance of that stage.

2. By signing the Education for All initiative and the Millennium Goals, Egypt has committed itself to provide access to and provides education for all children aged 6-15.
3. Egypt gained access to primary education, where the absorption rate reached 98% for primary students.
4. Still, we have a low quality of primary education in Egypt. In this regard, Egypt ranked 134th out of 135th countries in providing quality primary education.
5. Egypt has not been able to achieve access to all children in the second cycle of basic education, where the net enrollment rate for students in this stage was 82.5%
6. The educational policies in Egypt have recently moved to change the policy of admission to secondary education. The admission rates have varied from 70% for technical secondary education and 30% for general secondary education to approximately 47.7% for general secondary and 52.3% for technical secondary school.
7. Studies have shown that admission to specialised education continuously increases. It expands the gap between scientific and technological progress between developed countries and Egypt.
8. The education provided to the student is far below the knowledge and skill needed for the experience and technological progress. How can they influential their role in society with this level of learning.
9. Addressing poverty and cultural gender biases affecting education will require pro-poor strategies and social protection reform, and equity in development on the long-term plan. However, awareness campaigns on education value, particularly the importance and positive impacts of girl child education, should be revived.
10. We need to apply the legal and constitutional controls to achieve justice and equality for students' admission and registration at all education levels, especially at the preschool and primary levels.

ACKNOWLEDGEMENT

This research is part of the project entitled "Cairo University proposal to develop education in developing countries in the Egyptian context." The financial support of Cairo University is acknowledged.

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