Assessment of the Study Programs and Curricula for Pre-University Education in Egypt

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Abstract

The development of study programs, including the curricula and student activities, is essential to learning quality outcomes in acquiring knowledge, scientific skills, and social values. This study aims to provide a background on Egyptian thought development in the pre-university education programs, curricula, and student activities from 1990 to 2020. We used the descriptive method to collect and interpret data in this study. This method aims to describe an object of phenomena after data collection, analyze it, identify the conditions and relationships between variables, and monitor the challenges arising from Egypt’s educational system’s problems. The results showed that a) although efforts made in developing the curriculum, its quality at the theoretical level and the modern educational trends did not meet some obstacles in all education stages due to the lack of trained human resources and lack of potential, b) the diversity of government institutions related to pre-university education with little coordination, c) There is no clear link or communication between institutions and the educational decision-makers, d) there is a separation between research efforts, educational developments, and the operational efforts on the ground. The challenges of developing educational programs and curricula are related to a) lacking a future vision of the mechanism of continuity, b) lacking resources available to train teachers in the correct actual application of student activities, c) lacking commitment, and d) neglecting the role of the teachers to follow up the curriculum’s development and its implementation.

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