

EDUCATIONAL SYSTEM IN EGYPT AND JORDAN: A COMPARATIVE STUDY

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ABSTRACT *The current study aimed to show the most important similarities and differences between the Educational System in Egypt and Jordan. The results showed that there are a lot of similarities between the both systems, for example: education in both countries is available for everyone as it's compulsory, free of charge but within nominal fees, The increasing number of schools and students in both countries leading, both countries seek to improve the quality of education and its outputs to suit market demands, the similarity in kindergarten stage in terms of age and prevalence, both countries agree upon social and individual needs for education, as it provides children with essential values and information enabling them to conduct their multiple needs. On the other hand there are some important differences between the two systems, such as: In Jordan the compulsory stage is extended to 10 years whereas in Egypt, the stage which is similar to a compulsory stage in Jordan is extended just to 9 years, the new education plan was implemented under which the primary stage became 10 years, but in Egypt started to extend the primary stage to 9 years, as it began to realize that the much the development is, the much is the need for further extension in education stages to encounter new challenges in front of society. If we wish to realize the general characteristics of education in both countries, we have to perceive that many factors led to their present form, one of which are historical and cultural developments through which Arab World have passed, and political and economic powers that rule.*

I. INTRODUCTION

The bewilderments and queries on the overall educational systems and their various parts or sub-systems have motivated the researcher to study these systems according to societies associated with; so that the educational aspects and facts could be understood and explained in details in this regard; Thus, the comparative pedagogy is a science that interested in studying the educational systems and its shapes in different countries by investigating into every unprecedented event to find the real causes leading either to its emergence or current situation. The methods and techniques of educational research introduced by humanities are usually utilized in this study. Therefore, there are many types of methodologies that can be used to have useful study and not limited to one type [1].

This research is just for studying the educational spectrum in Egypt and the Hashemite Kingdom of Jordan .And it is clear that how the two countries are always leading other countries in developing their educational systems through holding national conferences on educational development particularly at the time of 1980_2000 AD to cope with different, technology, social and political developments .Furthermore, the Arab countries began to implement legislation law of compulsory education in a bid to increase the proportional capacity of children, and extend the compulsory period, also started to accept more and more students in secondary and high education stages which reflect the real increased concern about educational affairs in these countries in the last years.

The Importance of Selecting this problem in this research:

The necessity of selecting this issue to be debated (The Comparison between both Educational Spectrums in Jordan

and Egypt) springs from the very urgent need to identify the most important stages, changes and reasons - even if they are partial - leading to educational amendments in the two countries by following scientific methodology.

Methodology Used in this Research:

"George Birdie method" known by the four – stage method or the scientific methodology, which is characterized by studying the comparative pedagogy based on scientific methodology, has been chosen in this research summarized as follows:

Stage 1_The Description

It is the process of showing data obtained by intensive reading, reports collections and so on .In another way, it is the arrangement of information in tables and graphs in order to have preliminary generalizations.

Stage2_analyzing and clarification

It is the analyzing of educational information in the light of every country's circumstances, and of every society different aspects Barady means at this stage is to assist and analyze the educational information to the country under research in terms of historical, political, economical, social, geographical and philosophical ... aspects.

Stage3_The parallelism and assesment

The comparison foundation, in an attempt to find similarities and differences between educational systems, should be established and arranged upon main ideas .This aims to gather the data of both collected materials for comparison depending on common bases . The scheduling is the simplest way to do parallelism by arranging the materials to be compared in columns . As a matter of fact, the parallelism, which seeks to find similarities, is the essence of the comparison process .

Stage 4_The Comparison

It is the thorough comparison between educational problems in both countries, Jordan and Egypt leading to general results correspond to preceded assumptions.

The people ethnics origins in terms of, number, kind, and their various ages are the most important issues that the searcher has to take in consideration to obtain the comparison effectively _ as shown in "MOLMAN " pattern _ .Also it is essential to know the regional and environmental features, and how the culture has been progressing through time... . this is shown in one of the tables .Afterwards, I'm going to discuss the education policies and its stages in Egypt, the most important one of which is the educational spectrum in Egypt and Jordan. Pre _ studying stage till primary and secondary stages would be clarified, and the volume of technical and secondary educational developments through various successive periods in Egypt are shown in tables . Furthermore, "MUBARAK CALL " is included in this regard in addition to university and high education stage in Egypt . Then the educational stages in Jordan are going to be discussed and shown, starting with the lowest education during the early stages of the last century, then the educational spectrum during EMIRATE period. Because it is the most active method in developing and improving the education process, the educational philosophy should be explained. This research highlights the educational formation

in Jordan in the course of time showing the fourth recommendation of educational development conference in 1988 on educational formation .Finally, a table would be shown clarifying the educational spectrum in Jordan via successive years _1921-1962

Followed by educational spectrum to be explained in details before and after the educational developments conference .

The Analyzing of Educational System Using Mol man's Theoretical Pattern

The appropriate way to perceive the pedagogy in the field of education is the comparative study ; As it provides the scientific bases for educational strategy inside societies .The educational system, which is part of other systems in a society in any state, contributes to form the general system

.One of the pioneers who accomplished progressive steps in this regard following the new methodology in this studying was" Mol man" (1963); As he produced a theoretical pattern possible to be used in studying and analyzing the educational system and the factors contribute to its formation .(Morphology) which means, according to "Mo l man" is the study of the object structure or its shape which is imperative be taken in consideration which helps us study the current educational system and its developments in the course of time.

There are just some tables, as it is not possible to show all of them in details, showing the analyzing of educational systems-differences and similarities- that a researcher could benefit from the process of contrast and comparison.

TABLE 1

| Sequence | Long-term factors | The description of description of the long – term factors | The important issues related to them |
|----------|-------------------|--|---|
| 1 | People | Ethnic origins (number, kind, various ages) | Amount Sort |
| 2 | Place | Areas' concepts The natural and regional aspects | Mutual benefits, Struggle for survival |
| 3 | Time | Temporal concepts The historical development and cultural progress | Natural growth, External exchange |
| 4 | Language | Symbols, written contacting systems, thought connection (via concepts) | Communication, Imagination |
| 5 | Art | Aesthetics (explaining the other phenomena via psychology, history, sociology, searching via beauty and playing) | Getting advantages of phenomena's interpretations |
| 6 | Philosophy | Morals choices-looking for wisdom, new life | Risk (experience, experiment & peace) |
| 7 | Religion | The relationship between Man & Universe, convictions strategies | Morals, Faith |
| 8 | Social structure | Family-kinships-gender-principles of manners-social classes | Elite, Mobs |
| 9 | Government | Human relationships' principles, the governmental organizations and their operations | Freedom, Discipline |
| 10 | Economics | Meeting needs (sufficiency), exchanging products, consumption | Restoration, Safe Guard |
| 11 | Technology | Producing natural sources Technical & power sources | Suitability, Creativity |
| 12 | Knowledge | Knowledge in natural and human fields | Humanitarians Natural Sciences |
| 13 | Health | The good physical, emotional and psychological estate along with living conditions. | Physique, Intelligence |
| 14 | Education | The social process in direct (official and unofficial education) | Specification , Generalization |

The comparative Pedagogy is one of the most vital branches of educational system, as it concerns about studying the period of this stage, which is independent, is two years (4 -6 years old) receives children upon the ministerial decree NO:154/1988AC amended into a new ministerial decree NO:34/1990,and the ministerial decree NO:411/1990.This

stage, which has witnessed significant increase in its (schools, branches, classes and children), intends to fulfill the integral comprehensive development for children to be prepared effectively for the primary stage. The table below shows the increasing kindergarten quantity in Egypt from (1990-1991)__ (1995-1996):

TABLE 2

| Year | School & departments | Terms numbers | Children number |
|------------|----------------------|---------------|-----------------|
| 90-91 | 1075 | 5002 | 198742 |
| 95-96 | 2060 | 7747 | 266502 |
| Increase | 985 | 2745 | 677760 |
| Percentage | 91.63 % | 54.88 % | 34.09% |

The No of the children, aged from 4-5, enrolled in these kindergarten represents just 7% of the whole No which is very few despite of the significant increased volume No. And about (76.4%) of kindergarten classes, which is the most, is annexed to private schools which accommodate to (76.6%) of the enrolled children .

The primary Education stage:

The primary education, to which the State is committed, is a right for every six –year old Egyptian child under the education act No 139/1981and its amendments under the law

223/1988. The parents have to abide by the law for eight years, so the Governors order ordinances that should be taken on this matter and ordain the submitted be distributed at every primary school in a governorate [4].

The Objectives of the primary education in Egypt

This stage aims at enhancing pupils abilities, readiness for the better, addressing their tendencies effectively and providing them with necessary good ideals, behaviors, information ; And practical and vocational skills, that meet

various situations to continue the following stages after finishing the primary. Or else to have him trained extensively to be active, productive and useful in his society.

The primary stage includes two phases:

1- The elementary phase, which is divided into two levels, :started as of, 1988/1989 lessened from six to five years :A- the level that comprises the first three classes. B-the level that comprises the remaining ones.

A two – stage exam is being held at the end of each level. Then at the level of education department, the elementary phase was amended to six years as before as of,1995.

1- As it is the corner stone of both university education and overall education system, the new education policy gives the primary stage a - great importance [4].

The education at this stage intends to provide cultural basics and national identity and its constituents at all personal, national, Arab and humanity levels in order to build his abilities to be able to serve his country. On the other hand, the elementary education witnessed a tremendous progress in the No of its schools and their classes to accommodate the growing numbers of new students As we see on the table (15) below showing this during the years from 1990/1991--- 1995/1996.

TABLE 3

| Year | Schools | Semesters number | The children number |
|------------|---------|------------------|---------------------|
| 1990/1991 | 146420 | 146420 | 6402472 |
| 1995/1996 | 16188 | 168745 | 7470437 |
| Addition | 1106 | 22325 | 1067965 |
| percentage | 7.33% | 15.25% | 16.68% |

All school classes during this elementary phase provide the pupils with curricula of: Arabic language, Mathematics, Religious, Sport, Art and Music education. Also there is a unified general information curriculum the pupils provided with during the first three classes which is followed by a private curriculum for: Social, Scientific and Health studies in addition to scientific fields which enable the males to study in the Agricultural and Industrial fields, and females to study in the Housekeeping field, and for both to study the material about reconstruction and maintenance, which are provided to the pupils according to the nature of the environment, in

order to attain the primary vocational skills in these fields.

2- Compulsory (preparatory) phase:

It is the second chain of the primary stage considered as normal resumption to the elementary stage, looking forward to backing the pupil mentally, physically, nationally by discovering his desires and abilities as much as possible to steer them correctly in the right path, preceded by proper training to continue secondary or vocational study according to every one abilities and willingness.

The table below shows the increasing No of students enrolled in the compulsory stage in 1991-1997:

TABLE 4

| Year | Schools | Students |
|------------|---------|----------|
| 1990 | 5853 | 3593365 |
| 1997 | 6905 | 3679325 |
| Addition | 1052 | 85960 |
| percentage | 15.2% | 2.4% |

Furthermore, the curriculum of the compulsory stage has witnessed remarkable development emanating from conference's recommendations held in, 1994 of November for developing the compulsory education, which included : study plan, curriculum content, the content of the books and their language and the associated activities. The period of this stage is three years at the end of which is a two – stage exam held at the Governorate level. The successful students are granted a certificate indicating the end of the stage .

keep pace with modern educational developments. These reforms are based on dividing the curriculum materials into: obligatory that are few to preserve the minimum culture of society, and optional that meet students 'inclinations to continue university and high education. These reforms are actually put in to effect in,1994 under decree, No :2 which stipulates in article 62 that "the general secondary education stage consists of materials – obligatory and optional-. And the article, No:82 stipulates that "a two -stage exam has to be done to obtain a High school certificate – the first, is at the end of the second year and the last at the end of the third year –in a bid to get rid of the heavy psychological burden caused by traditional tests the families had experienced for so long as indicated by official reports. The table below shows the development in the secondary education stage during the period from,1990/1991AD- 1995/1996 AD – Aboud and others [4] the table shows the quantity development for this stage 1990/1991-1995/1996 No's of schools, classes and students.

The Secondary Education Stage:

It is imperative that the student complete the primary stage successfully to be excepted into secondary stage, which prepares him well for future life in addition to university and high education ;Or participating in public life to reiterate the religious, behavioral and national concepts [4].

This stage is divided into two kinds:

A-general secondary education: it has witnessed, since the last decade of the 20th century, radical and deep reforms to have it developed comprehensively and fundamentally to

TABLE 5

| Year | Schools | Semesters numbers | Children number |
|------------|---------|-------------------|-----------------|
| 1990/1991 | 1145 | 15813 | 576435 |
| 1995/1996 | 1396 | 21416 | 817387 |
| Addition | 251 | 5603 | 240952 |
| Percentage | 21.92 % | 35.43 % | 41.80 % |

B- Technical secondary education: the purpose of this education, which has two levels and just includes the students who have finished the primary

education, is to address various demands of the production and services sector:

a-three – year system at which the technician is prepared in

the industrial, agricultural and trade fields. Having finished this term successfully, the students are going to be granted a three- year diploma certificate system of technical secondary schools (industrials, agricultural, trade).

b-a five –year system which has two categories : the technicians of the first category prepared well to meet the various market's demands, and the second, is the technical trainers who are going to train students enrolled in the industrial schools practically. The students, who have

completed this term successfully and have the primary education certificate, are going to be granted a five –year diploma certificate system of advanced technical schools (industrial, agricultural, trade).

In addition to quantitative development in the technical secondary education which is recently remarkable, the number of its schools, classes and students is on increase as shown on the table below during the period from,1990/1991-1995/1996 AC [4].

TABLE 6

| Year | Schools | classes number | The children number |
|------------|---------|----------------|---------------------|
| 1990/1991 | 1385 | 29156 | 1026159 |
| 1995/1996 | 1599 | 48648 | 1785424 |
| Addition | 214 | 19492 | 759265 |
| Percentage | 15.45 % | 66.85 % | 73.99 % |

a successive developments have been witnessed in the last years in the qualitative regard, for the addition of new branches and fields of specialty to keep up with the market's needs, computer's study, and finally, Mubarak- call.

Mubarak-Call Project.

The idea of this project began in,1991 which stipulated that Germany would help Egypt in developing the technical and vocational education by inserting a dual education system, with which Trainee could be trained practically during the time of apprenticeship at one of the workshops or factories for four days in a week, to have him practically developed in his craft, and two days in a week for three years to study cultural and technical academic materials at industrial secondary schools [4].The project was put into effect to implement the policy of expansion in,1995 of September in the City of (tenth of Ramadan, Sixth of October, Sadat in,1996 of September and finally in Salihia in,1999 of September). The No of schools engaged in this project reached to twelve in,1997 of September including (2300,students) and (260, instructors and administrators). Also the No of the factories engaged was (390) distributed over ten Egypt ion's cities. On the other hand, of the most advantages the trainee enjoys in this project is the financial reward granted to him during the time of training, the priority of appointment at the factory or company at which he/she has already become acquainted with in addition to training on the latest equipments.

The University and High Education Stage:

The student has to attain an average of 65% at either branches of general secondary education –technical or academical – to be accepted in this stage which comprises:

a-Universities :there are twelve public universities distributed across the Republic of Egypt in addition to the Azhar University, based on the system of a two – term university comprising (237873, students), and (41594, Professors and their Assistants).

In a bid to expand the university education in its quality and quantity, a- republic decree was issued in,1996 of July to establish four private universities in addition to the American university in Cairo. Remote education is added to the universities of Cairo, Alexandra and Asuit, the Affiliation system is applied in all universities of Egypt furthermore.

b-The high technological and industrial colleges:

they are five, which addressed the needs of production facilities and to provide graduate instructors in industrial education field, comprising (5000, students).

c- Private high colleges:

They are (39, colleges) including, (47000, students), which can be divided into: high colleges of (social service,

technology, tourism and hotels, agriculture and administrative co-operation, administrative and economical sciences, computer and media.

d-private Intermediate colleges:

They are just (12, colleges) during the years, 1993/1994.Then as they turned to be high colleges, the No dropped to (9) during the years, 1995/1996.

d- Hotels, commercial, industrial and technical colleges:

Their number reached (44, colleges) in, 1995/1996 including about, (200000, students). But these buildings were subjected to many defects in their premises in addition to problems in curriculums the graduates of public and technical secondary schools were studying.

f- Azhar elementary institutions reached the No of, (1938 in 1993/1994) comprising, (683000, students) and the compulsory institutions reached to (1028)

having (150000, students).The secondary institutions reached the No of (611) comprising, (164000,students). Then is the Azhar University which includes in addition to the faculties of: (Sharia, Law, Islamic bases, Islamic studies, Arabic language and the Noble Koran and the various sciences affiliated with it) The faculties of: (Medicine, Engineering, Trade, Agriculture, pedagogy, Languages and Translation, Pharmacology, Dentistry and Science), which indicates how the Azhari Education has been proceeding alongside with the preceded universities at which about (131000, males and females) is the No of students enrolled. More than,(12000, males and females students) are from 60 various countries as well [4].

With the evolution erupted in Egypt on,1952 of 23 of July, many political, economical and social changes took place. Thus the education sector witnessed various radical changes in the policies, targets, curricula and legislations. The constitution of Egypt defines the main features of education in the followings:

- Education is free for various stages at state institutions.

-State supervision is the only responsible for overall education.

-The independence of Universities and for Scientific researches centres which is guaranteed by the state to achieve the link between these facilities and the needs of local community.

-The education, which is a right the state guarantees, is obligatory in its primary stages and the state is looking forward to expanding the compulsory education by adding further stages [5].

The Arrangement and Stages of Education in Jordan

Lowest Elementary Schools:

The Emirate of East Jordan was under the control of Ottoman

Empire, in 1921AD, and was part of Syrian State wherein the education was at its lowest level in contrast with other States of Ottoman Empire [6].

The education started at those schools at the hands of the elders of Mosques and Imams in which the initiative was individualistic where the elder of the Mosque was gathering the children of the country or city, who were prevented from continuing their education, and began to teach them the principles of reading and writing in return of amount of seeds given to him every yearly harvest. The overseers on those schools, who were preachers, paid in addition to seeds some of loaves and eggs. These kind of schools, which were just limited to men, formed before, during and after the Emirate had had the great merit in eliminating much of illiteracy when scarcely were the real schools. At the same time, the women were left at great illiteracy stood at 100% in some Jordan countries, who were deprived from education due to the prevailed customs and habits at that time. The remains of these types of schools prevailed in the remote places of Jordan countries due to the lack of regular schools proceeding alongside with the regular schools until the fifties of the 20th century where you could see their ruins spreading in some outlying countries [7].

The Educational Spectrum during the Emirate Reign:

There are many types of schools during the years from 1945-1945:

1- Rural Primary Schools of a four- year term: in which the English language was not taught, pushing the outstanding well off students at the 4th grade to enroll at the schools in cities, wherein teaching English started at the 4th grade in order to study English language.

2-Initial Primary Schools of a five –year term.

3-Upper Grade Primary Schools in cities of a seven –year term.

4-Secondary Schools of a four –year term end at Matric (an old name for a third secondary class certificate).

5-Industrial Schools.

A preparation stage preceded the first primary class the student had to enroll in, so that the principles of writing, reading and calculating could be measured. The Education Spectrum was changed in 1944-1945 and has become as follows:

1-Elementary Schools of a seven –year term at the end of which was an exam held named, Elementary School certificate whereby the successful students could pass into Secondary Education.

2-Secondary School of a four –year term after the preceded one ending with Matric Certificate.

3-Industrial School in Amman [7].

The Educational Philosophy in Jordan

It is one of a general dimensions of philosophy springs from the needs of society to it as other needs of political, social and economical philosophies. Dr "Okonor" interpreted philosophy that it is general mind directives for educational purpose either forms of which is official or not. If we look into Educational Philosophy in Jordan we can find but principles, norms and legislations instead of philosophy.

Looking into this philosophy, we can discover a development in principles, norms and legislations since of Ottoman Reign when the Primary Teaching Legislation issued in,1913 adopted by the Department of East Jordan until the issuance of Almaaref System in,1939 whereby the

Emirate schools were established. Administrated and inspected by Almaaref Department [7].

The first Educational Philosophy or a system to convey the first principles, norms and legislations instead of philosophy in issuing Education act, No- 16 surfaced and appeared in Jordan in, 1964, which focused on the followings, taking its norms from the nature of Jordan society and its constitution:

a- To believe in ALLAH and Ideals presented in Islam Religion.

b- To take care of pupils including the overall –physical, mental, social, ethical and emotional aspects.

c- To be proud of our Arabian Nationality, and improve our customs and habits in a way that suit the updates and new technology without opposing our ideals as Arab and Muslims.

d- To respect the freedom of the individuals and give –away to thinking and creativity.

e- To consider all Jordanian regardless of their classes, nationalities and religions as one community whose loyalty just for ALLAH, Home and King.

f- The regime in JORDAN is monarchical, hereditary, constitutional and parliamentarian.

The education act, No16, of 1964 had been valid for 24 years. Then was replaced by the act No,17 of, 1988 which is still valid until this time. Due to new developments in technology, and changes in the structure of Jordan society, The previous education act (No,16,1964) was replaced to cope with the new strategies of education system and proceed with the world developments in all prospects in a way that preserves the Jordanians high values and does not oppose our Islamic Religions as Muslims [7].

The philosophy of education according to the new Act based on the followings:

1.Intellectual grounds : to believe in ALLAH, Arab Nationalism and the high ideals of Arab Nation of which Jordan is an integral part, As it is an Islamic society abide with the instructions of Islam as its way of life.

2.Patriotism, nationality and humanitarian Grounds:

Jordan whose regime is monarchical, hereditary and the language of which is Arabic is an integral part of Arab nation.

3.Social grounds:

Jordanians are equals before the law, and freedom of every one is guaranteed (every one has the right to speech, write, express about his/her self or about ...) [7]. The state carries out the biggest burden of responsibility for supporting this sector, as the Ministry of Education takes over the process of supervising upon the whole Educational Departments in terms of administrative and technical affairs, and sometimes the Ministry of (Defense, Social affairs, Health, Awqaf, Relief Agency for refugees and some of national and foreign institutions) share the responsibility for supporting this sector which is provided freely to the people. In addition, the Ministry of Education provides financial assistance to some private school the quantity of which depends upon the students No and the scientific level. The Public Schools are distributed thoughtfully across the Kingdom either in cities or countries, and in every place all over the Kingdom a primary school is established if the No of students stands at (15 and above, of the two genders). (documentation section,1980).

Educational Structure System in Jordan:

The structure of education aims at achieving the following objectives :

- 1-To improve the level of primary education.
- 2-To improve the level of secondary education.
- 3-To have channels open between the types of education.

The structure of education has the following stages:

a-A two – year kindergarten stage :

It ensures to provide a proper climate for the child to live in, at which he could build good health habits, improve his social r elations, boost his positive aspects and passion for school life.

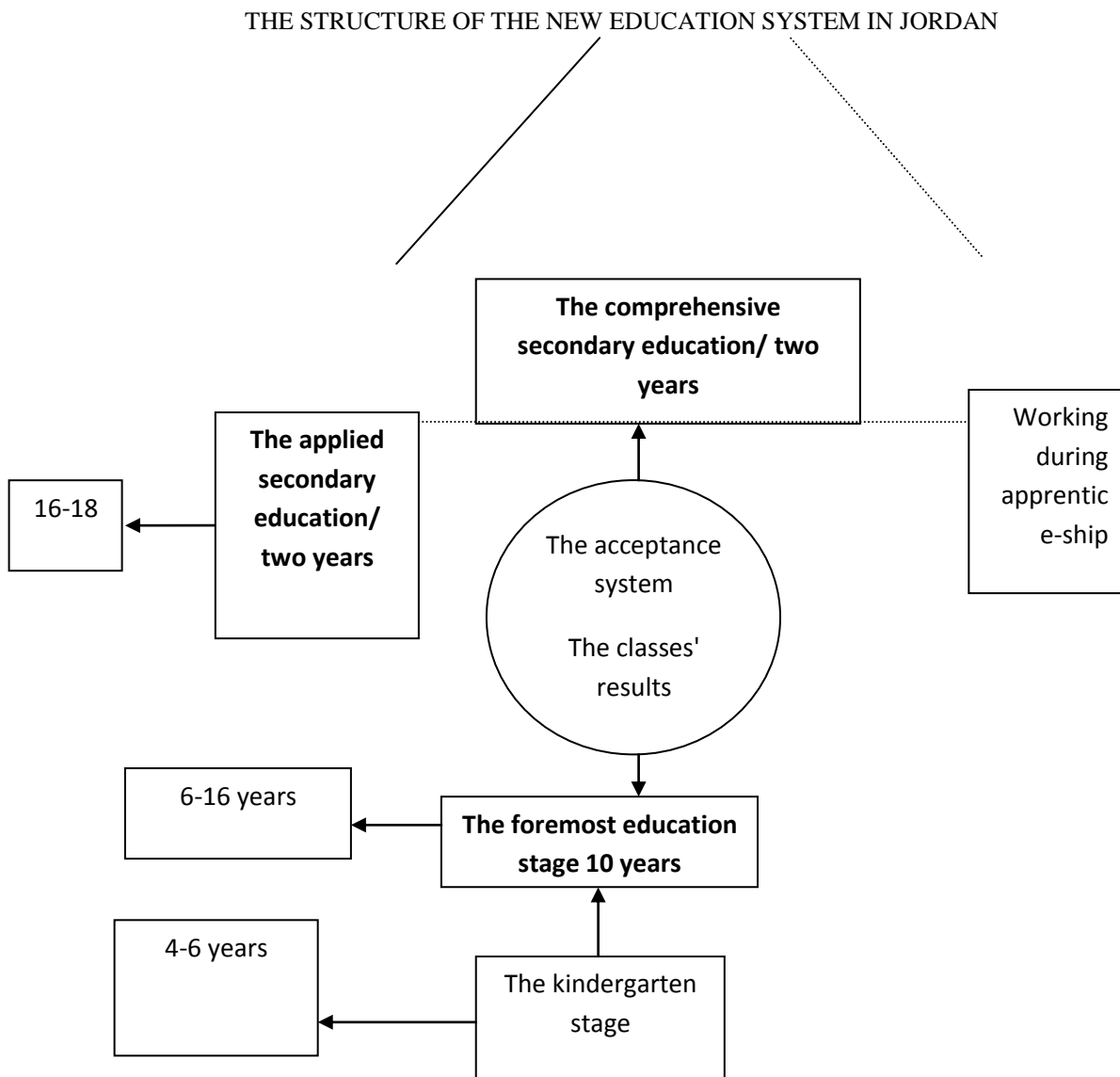
b-A ten – year primary stage:

It is the most essential part of the educational system to solidify the national unity, enhance the abilities and tendencies of the students whereby they would be directed

accurately. It intends to obtain the whole- aims of the educational activity and prepare the individual at various levels physically, mentally, spiritually, emotionally and socially as well.

c- A two –year secondary stage:

This stage, including students with respect to their abilities and tendencies, produces special cultural, scientific and vocational experiences that address either the current or future needs of Jordan society in a way that qualifies him /her to continue the high education or take part the role in labor market. The target of this stage is to form a person who is able to attain a number of various skills and abilities in the scientific, practical, personal, national and humanitarian fields. (the principles of educational policy –educational development conference) teacher message,1992.



Shape 1

The fourth recommendation of educational development conference -1988-----the educational format

The fourth recommendation came as of the latest developments in technology and science, which demand the level of students culture who head towards the labor market in general be upgraded. therefore it's necessary that enlisting in the field of speciality be delayed as much as possible, and

the period of compulsory- stage should be coordinated well to detect the proper age fitting to enter the labor market based on orientations of modern education. On the other hand, it is very imperative that all impediments facing the process of well education be removed from various fields of education,

academic, vocational and others, taking in consideration to help push forward for better level of education by deeply concentrating on content and material selected according to the students wills. And to make this essential sector be able to achieve the main three objectives of (education, life and citizenship preparation), the conference recommended that:

1- The orderly education preceding high education be of two stages :the primary and secondary stage.

2- The primary education extend to ten years of unified compulsory education, for the students aged from 6-16 years old.

3- The assessments to the achievements of students be at the end of the primary education stage, and advice them join an accurate type of secondary education after looking into their tendency and willingness.

4- The secondary education extend to two years which is optional and in the fields of specialty, based on a unified general culture including students aged from 16-18years old.

5-The secondary education following two routes :

a-comprehensive secondary education route : which covers various academic and vocational fields in a framework of general culture of, Humanitarian, Sociology nature and technological sciences.

b-Preparation and vocational route: looking for producing a well- skillful laborers in the main crafts.(teacher message P No: 64.1988 of August, National Conference for educational development).

The formation of the educational system is the structure that determines education stages, its branches, the No of years for each stage, types of specialty fields, the conditions and legislations that related to each field the student is going to join. The educational system is being developed, advanced, and expanded depending on many strategies, so that this sector can cultivate the objectives and aims that have been set in previous [8].

The main factors that play a significant role in forming the structure of educational system

Philosophical, psychological, economical and social factors correlated with each other, could affect the structure of educational systems and its orientations. So the psychological factors are related to the philosophy of a present -day society and its outlook to, man, universe and knowledge, as this philosophy is going to determine the structure of educational system and the overall objectives. The other factors related to psychology are that which related to psychological development, So that we can determine the requirements for every stage of biological growth which has a great influence that marks the initial period of education, and the knowledge that suits each period of biological growth. The years of study to each stage, and what Psychological and social characteristics and capabilities are proper to each stage are determined as well [8].

The factor that play the most important role in forming the structure of educational system is the social and economical factor, represented in manpower on which the factor depend. So for society to be developed and advanced, it needs qualified, trained, technical and professional manpower at all social and economical activities. This can be attained by creating a form of educational system that takes into account the necessity to build a qualified manpower that has various skills and fields of specialty, in a bid to cover various society needs [8].

The structure of the educational system was simple at the beginning, comprising two stages during the years from, 1921-1937:a four – year elementary stage and a three –year secondary stage which became four years afterwards [8].

The educational system comprised two stages during the years from, 1953-1957: a six – year elementary stage –from the first grade to sixth grade, and a five – year secondary stage divided into:

1-A three –year first secondary course.

2-A two –year second secondary course.

The educational spectrum Act was amended in 1958 under which the stages of education became three :

-A six –year elementary stage extended from the first elementary grade to the end of the sixth grade.

-A three – year preparatory stage extended from the first preparatory grade to the third preparatory grade.

-A two- year secondary stage extended from the first secondary grade to the end of the second secondary grade.

The structure of the educational system Act was amended as it was before, 1957, upon which the stages of education were divided into two stages:

1- Asix – year elementary stage.

2- A five – year secondary stage.

This was valid until 1959,during which the structure of education system Act was amended as it was in, 1957 divided into three stages till the year of, 1961. In line with Arab Culture Unity Accord, that stipulated " the period of the secondary education is five years decreased or increased according to the education objectives and country needs ". In,1957 of March, based upon Article, (15) of Almaaref Act No,(20) in, 1955 [8].

The Ministry of Education extended the period of the secondary stage for the first time to twelve years in, 1961 /1962- a year was added – whereby a three – stage educational structure was revealed :

a-A six – year elementary stage.

b-A three – year preparatory stage.

c-A three – year secondary stage. The table below shows the amendments to the education spectrum in, 1921-1970.

"The history of The Educational Spectrum in Jordan"

TABLE 7

| 1921-1937 | 1938-1953 | 1954-1957 | 1957/1958 | 1958/1959 | 1559/1960 1960/1961 | 1961/1962 And above |
|-------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| Grade The elementary stage | Grade one Grade two Grade three | Grade one Grade two Grade three | Grade one Grade two Grade three | Grade one Grade two Grade three | Grade one Grade two Grade three | Grade one Grade two Grade three |
| Grade one | Grade four | Grade four | Grade four | Grade four | Grade four | Grade four |
| Grade two | Grade five | Grade five | Grade five | Grade five | Grade five | Grade five |
| Grade three | Grade six | Grade six | Grade | Grade six | Grade six | Grade six |
| Grade four | Grade seven | Secondary | six secondary the 1 st | Secondary the | preparatory the 1 st | preparatory the |
| Grade five | Secondary the | the 1 st | secondary the 2 nd | 1 st | Preparatory the | 1 st |

| | | | | | | |
|-------------|-------------------|-------------------------------|-------------------|-------------------------------|---|---------------------------------|
| Grade six | first | Secondary the 2 nd | secondary the 3rd | Secondary the 2 nd | 2 nd preparatory the 3 rd | Preparatory the 2 nd |
| Grade seven | Secondary the 2nd | Secondary the 3 rd | ----- | Secondary the 3 rd | Secondary the 1 st | Preparatory the 3 rd |
| Grade eight | the 3rdh | Secondary the 4 th | | Secondary the 4th | ----- | Secondary the 1 st |
| Grade nine | secondary the 4th | Secondary the 5th--- | | Secondary the 5th | | Secondary the 2 nd |
| Grade ten | ----- | | | ----- | | Secondary the 3rd |

The Educational Spectrum in Jordan pre-conference on educational development

Before the application of the suggested education Act No, 27 of 1988, the educational spectrum was divided to the followings:

- 1-Kindergarten stage, which is optional, supervised by private sector.
- 2-Asix –year primary education at which students are enrolled without having to be enrolled previously in kindergarten.
- 3-A three – year preparatory stage, following the primary stage and both of which are compulsory.
- 4- The secondary stage, following the preparatory stage, divided into the followings:
 - a- A three- year comprehensive schools that are academic and vocational schools, end with secondary school diploma.
 - b- A three –year academic schools, end with secondary school diploma exam.
 - c- A three – year vocational schools including, industrial, commercial, agricultural, nursing, postal and hostelry fields. end with vocational secondary schools diploma according to the field of specialty.
 - d-A two –year craft centres, at the end of which a student does not have the right - at any field - to apply for a secondary school diploma exam [7].

Stage -2: Analysis and Clarification

The researcher should take into account, political power, philosophical, economical and social factors that affect educational views. Consequently, He should clear up these factors. Depending on Mol- man's theoretical pattern, The educational views could be interpreted through long – range factors – people, place, time, language, art, philosophy ,religion, social structure, organizations, Government-disciplines, economics, technology, science, health, education, etc

With respect to education order and its stages in Egypt, it is similar in all regions as the people are of the same race. On the other hand, the different category - age of people has imposed a real pressure on the decision makers for having different tracks of education: (technical, industrial, commercial, etc...) to address the many requirements. Moreover, the increasing no of students is an impediment in front of development projects, which are un able to keep up with the very significant increase in population No, related to many reasons such as, the development in, medical, public services and health sectors.

Egypt is located in the north – eastern part of the African Continent through which the Nile River passes which is the life blood of this Arab- Countr. So that most of the Nile valley is over populated in addition to the northern coast, since most of Egypt's territories are desert drought. The characteristics and situations of different regions- climate- in this country do affect the education strategies ;Therefore, every location has its own style of school construction, type

of materials used and transportations ; consequently, The horizontal and vertical expansion in education, variety of activities and its programs, improvement the quality of teacher and his/her performance are associated with the monetary, economic and geographic location levels.

The time and its concepts are always linked with The culture of people, progressing alongside with historical evolution, thus the Egypt ions are proud about their long history as they belong to ancient civilization that has had its plain fingertips in the very old history. So we find the ancients had been leading other cultures in various industrial, commercial, constructional and medical fields. The decision makers and the planners of educational policies have been motivated by these factors to develop and improve the process of education in a way that commensurate with the ambitions and hopes.

The first language in Egypt is the Arabic languag ; Verily, Language which is symbols of communication whether is written or spoken is related back to ancient period and culture. For they have a great influence on the Egypt ion society as the pyramids and Egypt ions old ruins, which are of the substantial achievements in the course of time ,have been standing still clearly visible for everyone to see, so the art and aesthetics in line with the psychology, history and sociology are responsible for uncovering many strange phenomena. These arts should be employed to improve the educational system for the better therefore. As the tangible arts of multiple kinds should be set as models for modern construction, they should be put into effect through teaching methods as well to be reflected at, and in preparing - curriculums with which the current and future demands might be addressed.

With respect to philosophy which has a relationship with the principles of, values, seeking of wisdom and looking into the new life, all of which are connected with the believes and the way of the most Egypt ion people think, have an effect at the methods, content and order of education in Egypt ; What is happening in the education field is only a mirror that reflects the real image of society. Since the school is the mirror of society, it will reflect the power of religions in affecting education systems as they unveil Man relation with the universe, and are the principles of, faith, ethics, values and beliefs.

The social structure in addition to family tree, relations of lineage, gender, species, etiquette and social classes that related to, effect the educational system. For instance, etiquette should be the same inside and outside school.

The Government influence on the educational system is related to human- relations restrictions and the Government procedures and regulations, the most important of which are the freedom and discipline. These two concepts are connected with internal and external factors : one of the external factors is, Governments that try to develop societies at all prospects, but not too far for the former being not overthrown. So these policies often reshuffle the structure of societies with a small

amount of development specially in the fields of freedoms and democratic believes.

On the other hand, the financial and economical factors are of the most imperative factors and determinates to educational order ;The state budget in Egypt cannot afford to expand rapidly in establishing buildings, educational facilities and resources of teaching, so that we find the class- rooms are overcrowded with students at most schools Which is a bad indication reflected on the quality of education produced to them.

With respect to technology and the art of craftsmanship and everything that is related to them as the manufacturing of natural resources, techni- ques used and power sources in addition to the science and its level in the fields of

Humanities and natural sciences, all of which effect and be effected. And so do the health, physical, emotional, good psychological, physique and intelligence states. But when looking into education – itself, it is the essence of every education system in the whole world represented either in officially or semiofficially direct learning, because every education system looks forward to obtaining goals and outputs by the end of time that will have been embodied effectively in the learners and members of society.

Stage-3parallelism and assessment

We have jotted down the similarities and differences between the two Educational Spectrums in both countries, Egypt and Jordan by using tables as a reliable of classification as much as possible:

TABLE 8
The table showing the similarities & differences in Educational spectrum for Egypt & Jordan

| The Educational spectrum stages | The similarities or differences | Egypt | Jordan |
|---------------------------------|---|--|--|
| | <p>The most important effects on education</p> <p>Its contents</p> <p>Its period</p> <p>Its objectives</p> <p>The increasing No of kindergarten</p> <p>First, the kindergarten stage</p> <p>The number of the children enrolled</p> <p>AIMS</p> | <p>The revolution erupted in Egypt in,1952 of July after which the society witnessed many, political, economical and social changes. Consequently, a radical changes in education occurred including its, targets, policies, order and curriculum. The main education characteristics are determined in the Constitution as follows:</p> <p>-The education is free in its various stages as the state is the only side responsible for both public and private sections.</p> <p>-The independence of universities and scientific research centers is guaranteed by Government in a way that meet the needs of society.</p> <p>-The education, which is free guaranteed by the Government, in its primary stages is compulsory for which the Government is working to extend for further stages.</p> <p>-</p> <p>The Educational Spectrum in Egypt consists of: The primary, secondary, university and high education stages preceded by a pre – school stage</p> <p>The kindergarten stage is an independent stage extends from 4-6years old.</p> <p>-To achieve comprehensive, integral development for the child to prepare him well for .school</p> <p>.The No of kindergarten has increased recently</p> <p>The No is very limited and just represents 7% of the whole children aged from :-4-5.</p> <p>Second, the primary stage</p> <p>To develop and improve the students' abilities, satisfy their tendencies and provide them with sufficient amount of good ideals, behaviors accompanied with practical and vocational experiences that cope with various situations to continue the high education following the</p> | <p>-The Education Act No, 16 of, 1964 was valid for 24 years, until 1988 when was amended by the Act No, 27 which has been valid till now.</p> <p>-As to cope with world 's various developments in technology which led to change in education system, and the changes in social- structure, the education Act No,16 of,1964 was amended in away to keep up with these changes but at the same time to abide with Islam principles as Muslims [7].</p> <p>-The new philosophy of education according to new Act is based on the followings :</p> <p>-Intellectual bases : represented in believing in ALLAH, the high ideals of Arab Nation as Jordan is an integral part of it. And its society is a Muslim society abided with instructions of Islam in its way of life, and believing that its Identity is Arab Nation Identity.</p> <p>-Humanity, National, patriot bases :Jordan is part of Arab Nation, and its Regime is, Monarchal, Hereditary the language of which is Arabic.</p> <p>-Social bases: Jordanians are equal before law and every Individual' freedom is guaranteed.</p> <p>The educational Spectrum in Jordan consists of : kindergarten, primary, secondary, university and .high stages</p> <p>Two years (4-6)</p> <p>-To have him prepared in a comfortable climate by which he could attain healthy habits, social relations. To enhance positive aspects inside him and to encourage his passion for school life</p> <p>.The No of kindergarten has increased recently</p> <p>The No is still limited and there is a study being conducted to annex kindergarten with some schools.</p> <p>It is the ground of education system to build in them national unity at its wide level. Also to develop their abilities and tendencies through which they might be directed. It is the process of creating a person who is, emotionally, mentally, .spiritually and socially prepared well</p> |

| | | | |
|-----------------------------|---|--|---|
| | | primary stage, or submit under intensive training to be an individual active and productive in the .society | |
| | Consists of two stages (chains) | The primary stage :in, 1988 /1989, was reduced from 6 years to 5 years. Divided to two stages : the first includes the first three stages, and the second includes the other two stages .Back to be 6 years in, 1995 | According to the recommendations of education development conference, the education term is 10 years. The education system was divided to 6 years in primary stage, and to 3 years in preparatory stage. Which means the primary education has .become, 10 instead of, 9 years |
| | AIMS | To provide fundamentals of culture and national identity represented in national, Arab and humanitarian levels to enable them develop their .abilities to build their country | |
| | Development in primary stage | It witnessed tremendous development in its, .schools, classes and students | It witnessed tremendous development in its, .schools, classes and students |
| | Material provided to students in the elementary education stage | The primary school provides, Arabic language, Islamic studies, Math's, sports, music, Arts curriculums available at all classes, besides a unified- curriculum for the first three classes, after which a private curriculum provided for, social, scientific and health studies. (The preparatory stage) | The Arabic language, maths, social studies, national studies, English language, sciences, Islamic studies, vocational studies, sport and art. |
| | AIMS | It is to develop students, mentally, physically, nationally besides discover their abilities and tendencies in order that could be directed in the right path to work either in the labor market or continue secondary education depending upon their abilities.. | |
| Stage -3 Secondary stage | Curriculums | Preparatory curriculum stage has witnessed considerable development, based on the last recommendations of conference for developing preparatory education, held in, 1994 of November. the development included, curriculums and their contents, books and their : (content, language and the activities taught at this stage) | The syllabuses of the education have had a noticeable development since the educational development conference which was held in Amman 1986/1987 in which it included the developing of the educational system completely the programmers, activities, restructuring and more-a comprehensive development. |
| | Acceptance Requirements | It is essential to complete primary stage successfully to be enrolled in secondary stage. | This stage includes students according to their abilities and tendencies at which, cultural, scientific and vocational experiences are produced to enable them to continue either high education or enroll in labor market. |
| | AIMS | Besides preparing students for high education, secondary stage prepares them to face the life, or else practice a craft. It reiterates that ideals, behaviors and national aspects be established .upon Islam | It is the stage of creating a good person who can achieve multiple capabilities and skills in various : scientific, personal, national and humanitarian .aspects |
| | Secondary Education branches | .Academic and technical Education | Comprehensive secondary stage including :academic, vocational in a framework of common subjects. |
| | Levels of secondary schools | There are two levels : a three- year technical schools for (preparing technicians in industrial, commercial, and agricultural fields), which has just students who have completed successfully the primary stage. A five –year technical schools for: (preparing technicians of first degree to meet various market demands), and (trainers technicians for training students of technical schools). these schools are just for students who completed secondary education granted and the end of this stage A five – year School Diploma Certificate school diploma. | All technical schools have a two –year term. |
| | The most important educational projects | Mubarak Call : the idea of this project began in, 1991 which stipulates that Germany would help Egypt in developing its education system by inserting dual education system under which the trainee is trained for four - days practically at one of the workshops and factories, in order that his skills can be developed for the better, besides common basic (theoretical, cultural and technical subjects) for two days a week in technical school classes. This stage is a three- year term. | Educational Development Conference : it is because of successive developments in science and technology which demand that the level of common culture be developed for students heading into the labor market after primary compulsory education, and depending upon educational orientations which demand that the period of compulsory education be extended for further stages, so that the trainees can be improved very well to meet the new labor stage, also the |

restrictions between various branches of secondary stage were removed, taking in consideration to upgrade their levels, so that an individual might be prepared well to be effective in his society, the education development conference was formed. Passing secondary school certificate.

Stage -4 university and high education.

ACCEPTANCE

Passing academic or technical secondary stage with an average not less than 65%

This stage includes

-The universities are (12) public universities distributed all over Egypt, in addition to Al –Azhar university which is based upon A two – system chapter.
-Industrial and high technological colleges.
-Private high colleges.
-Private intermediate colleges.
-Technical, industrial, commercial and hostelry colleges.

Public universities are(10) -
-Private universities.
-private colleges.

S stage- 4 Comparison

According to description at first, followed by clarifications for the reasons and causes, finished by forming table on which is shown the most important features of similarities between both of education systems in Jordan and Egypt. Now, here are the most important similarities and differences briefed:

Similarities:

- 1-The education in both countries is available for everyone as it's compulsory, free of charge but with in nominal fees, and the poor are exempted from.
- 2-The increasing No of schools and students in both countries leading to spread of education.
- 3- Both countries seek to improve the quality of education and its outputs to address market demands.
- 4-The very intensive concentrated information in curriculums more than emotional and valuable- values..
- 5-There is a similarity in kindergarten stage in terms of age and prevalence.
- 6- The education during the occupation was developing slowly and restricted for few people only.
- 7- Both countries agree upon social and individual needs for education, as it provides children with essential values and information enabling them to conduct their multiple needs.
- 8-Both countries agree upon enhancing integral personality, and ensure the link between theoretical information and application.
- 9-As it relies on social philosophy, proud in the heritage, interesting in other's cultures, liberation from occupation, concentration on freedom and democracy),the philosophy of education is identical.
- 10-Both states are responsible for funding the process of education.
- 11-Both countries allow private schools, funded by their owners, to be established but supervised by Ministry of Education .

The differences:

- 1- According to the recommendations of education development conference in Jordan the compulsory stage is extended to 10 years, for successive developments and to have a considerable amount of information, skills and principles that enable children to continue their secondary education, otherwise either enroll at vocational training department to learn a craft, or directly join the labor market. Where as in Egypt, the stage which is similar to a compulsory stage in Jordan is extended just to 9 years. Divided into primary for, 6 years and preparatory for, 3years. In the early

sixties, the preparatory stage was not compulsory upon Act No, 79 in, 1964 of, October stipulated that the preparatory stage was 4 years, optional and the students were subjected to exam in Arabic language and Math's where legislations of acceptance were very strict.

2- The Jordan Government gave technological and scientific education a great interest during the eighties of the last century as it linked the educational plans with social and economical plans. As of,1987 the national conference for educational development was held, after which the recommendations were implemented thoroughly into comprehensive plan for educational development .

-3During nineties of the last century, the new education plan was implemented under which the primary stage became 10 years, from 6 – 16 years old, and the secondary stage 2 years. But in Egypt started to extend the primary stage to 9 years, as it began to realize that the much the development is, the much is the need for further extension in education stages to encounter new challenges in front of society .

The Conclusion:

If we wish to realize the general characteristics of education in both countries, we have to perceive that many factors led to their present form, one of which are historical and cultural developments through which Arab World have passed, and political and economical powers that rule. Here are the most common features between both countries:

--there is no clear educational philosophy, as of the previous and current situations of occupation. Egypt for instance had experienced French occupation, and Jordan the British- one. Un doubtedly, the occupation imposed his philosophy upon the occupied. The Religion in Arab Countries is the factor that we depend on to form educational philosophy, resulted in emergence of different philosophies that led to wipe out educational theory. therefore, we have to create a philosophy that match the coordination between spiritual and mental aspects to face reality on a well- founded ground.

---The theoretical education is dominant at the expense of practical education ; as it is cheaper, and the practical one needs high technological facilities and qualified instructors [9].

---The prevalence of private education in Jordan based upon Government directives in a bid to reduce the financial burden loaded on Government's shoulder, but under Ministry of Education's supervision. Whereas, private schools in Egypt are not prevailed as it is in Jordan .

---The most educational problems in Egypt are, the weak relations between primary and other educational stages.

furthermore, there is no clear primary education concept in addition to curriculums inflexibility, and the escape of students from the schools Hajji [10]. I think these problems are the same in Jordan but with varying rates Suleiman [11] indicates that overcrowded classes, large No of students during each term, few school buildings and low level of primary education.

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