# English language teaching and learning in Egypt: an insight

Hamish McIlwraith and Alistair Fortune



All images © Mat Wright

**www.britishcouncil.org**

# English language teaching and learning in Egypt: an insight

Hamish McIlwraith and Alistair Fortune

# Contents

# Introduction

English language teaching (ELT) in Egypt is set in an uneven context. In the most recent World Economic Forum *Global Competiveness Report*, Egypt was placed last of 148 countries for the quality of its primary education and 145th for the quality of its higher education and training system.[1] Symptomatic of this is the fact that almost 30 per cent of the Egyptian population is illiterate.[2] While the illiteracy rate is under 20 per cent in larger towns and cities, it exceeds 30 per cent in rural districts, with some governorates in Upper Egypt, reaching 37 per cent. The illiteracy rate in the over-60 age group is 64.9 per cent.

There is little public trust in state-provided education. Instead, parents put their faith in private tutors to give their children a competitive advantage in life by achieving high scores in public examinations, which, in turn, offer the best chances of access to higher-quality further education and employment. Families spend some $2 billion on private tuition per year, which is roughly equivalent to 25 per cent of the total education budget.[3]

One of the root causes of pressure on the education system has been a growing population, which, according to the UN, increased from 44.9 million in 1980 to approximately 78.1 million in 2010. In addition, despite reduced fertility rates, by 2050 the population will have increased to approximately 121.8 million owing to increased life expectancy and reduced child mortality.[4] So, while the proportion of the population under 15 years of age has been decreasing since 1980, the share of the working-age population (15–64) has increased and is projected to reach 66.9 per cent in 2040. Unemployment is correspondingly high and has increased by 1.3 million since 2010. In the last quarter of 2013, the Central Agency for Public Mobilisation and Statistics (CAPMAS) officially estimated it to be some 13.4 per cent of the working population. Of this number, almost 80 per cent were between 15–29 years of age,[5] reflecting both slow economic growth and the increase in the number of people under the age of 30. Almost 85 per cent of the unemployed had school leaving certificates or tertiary qualifications.

University graduates can take up to five years to find a job.[6] While this in itself is a shocking statistic, it masks what some feel is a cultural reluctance among young people to actively seek employment (particularly in the private sector) or take work that they might, on paper, be overqualified for. Instead, many seek government posts, which are considered to be more secure.

There are two main aims to this insight paper. The first is to present the education goals of the Ministry of Education (MOE) and how these are incorporated into the National Curriculum Framework for English as a Foreign Language: Grades 1–12. (See Appendix for a description of the education system in Egypt.) The second aim is to present different perspectives of ELT, particularly at basic and secondary stages of education, from the point of view of ministries, teachers, students, parents and employers. These views were gathered during two separate consultancy visits in September and October 2014. The first visit was limited to Cairo and to meetings with MOE staff and British Council partners, including Al-Azhar schools and University, the US Embassy Regional English Language Officer, the National Centre of Examinations and Evaluation (NCEE), Ain Shams University and a school supervisor. The second visit was extended to include Alexandria and involved observations in a secondary school[7] and private classes, the national institutes, Ain Shams, meetings with employers, interviews with parents and a meeting at the Centre for Educational Leadership. We developed two surveys to gauge attitudes towards and use of English (one for students and one for teachers), which were translated and distributed by the MOE.

On the basis of this, we make recommendations as to what changes education authorities might make to improve English learning and assessment and to suggest how UK agencies might successfully engage with the Ministry of Education's reform process.

---

1   See the *Global Competitiveness Report 2013–2014* www3.weforum.org/docs/WEF_GlobalCompetitivenessReport_2013-14.pdf p. 177.
2   See www.dailynewsegypt.com/2014/09/07/egypts-2013-illiteracy-rate-25-9-capmas/
3   See www.bbc.co.uk/news/world-middle-east-27251107
4   See www.escwa.un.org/popin/members/egypt.pdf
5   See www.dailynewsegypt.com/2013/11/17/unemployment-rates-reach-13-4-in-3q-2013/ and
    www.theguardian.com/global-development-professionals-network/2014/aug/20/youth-unemployment-interactive-salma-wahba
6   See www.chathamhouse.org/sites/files/chathamhouse/public/Research/Middle%20East/0312egyptedu_background.pdf
7   El Agouza Secondary School for Girls.

# 1. ELT education goals

The MOE *Strategic Plan for Pre-university Education Reform 2014–2030*[8] states that every child has an equal right to receive quality education in accordance with international standards, thus allowing every child to contribute effectively to the social and economic development of the country and to compete regionally and globally.[9] This idea of global participation is developed in the MOE *The National Curriculum Framework for English as a Foreign Language: Grades 1–12*:

> '*The learning of English opens up the world for our children and youth. It gives them the ability to become active participants in the knowledge making society and raises their awareness of the multilingual and multicultural world they live in. (…) English is the principal international language of diplomacy, knowledge, business and tourism. Thus, it has a dominant position in international media, in science, and in modern technology. A high percentage of world publications in science, technology and commerce is published in English. That is why learning English as a foreign language is assuming an increasing importance worldwide as well as in Egypt both within and outside the school system. Through learning English, learners will develop the confidence to communicate effectively in speaking, listening, reading and writing English that will enable them to participate actively in a global society.*'[10]

The ambition is to develop research and lifelong learning skills, learners' communication skills and to support active learning and the enhancement of critical thinking to standards developed by the National Authority for Quality Assurance and Accreditation of Education (NAQAAE).[11] This body was created in 2007 following the completion of the MOE National Standards of Education Project that ran from 2002 to 2003 and which produced a three-volume set of educational standards in 2003.[12] In Volume 2, it states that 'students must use English for social purposes. They need to socialize with peers and teachers, and use English for their enjoyment […] The focus of language instruction is on functional, communicative English and all the four language skills are emphasised.'[13]

These principles have been applied in the *Hello! English for Secondary Schools* series of textbooks, which were introduced in the 2008–09 academic year (for Years 1, 2 and 3).[14] The introductions to each of the three sets of teacher's guides state that critical thinking skills and strategies to improve language and learning skills 'contribute to the development of a more autonomous learner'.[15] There is an expectation that the student-to-student interaction takes place: 'Students need to speak and work together cooperatively when asked, they need to help each other when directed, and they need to develop a sense of independence and responsibility for their own learning. Therefore, they will need to be able to work together in pairs, as well as in groups, and to work on their own or as a whole class.'[16]

In addition to taking into account an assumed mix of student 'learning styles' (for example. learners who prefer to learn through visual, auditory or kinaesthetic approaches[17]), the teacher is expected to perform a wide range of roles in the classroom:

- **planner:** the teacher decides on the aims and anticipated outcomes of each lesson in order to decide what is taught, how it is taught, and what equipment and materials will be needed in the lesson
- **instructor:** the teacher introduces the language to be learned, gives instructions to students, and decides what language and activities need to be practised

---

8   Arab Republic of Egypt, Ministry of Education, *Strategic Plan For Pre-University Education Reform in Egypt 2014–2030*. Available online at: http://planipolis.iiep.unesco.org/upload/Egypt/Egypt_Strategic_Plan_%20Pre-University_Education_2014-2030_eng.pdf

9   *Strategic Plan for Pre-university Education*, Foreword, Minister of Education p. 2.

10   *The National English Language Curriculum Framework Grades* 1–12, p. 4.

11   *Ibid.*, p. 4–5.

12   Abdel Latif, MM (2012) Teaching a standard-based communicative English textbook series to secondary school students in Egypt: Investigating teachers' practices and beliefs. *English Teaching: Practice and Critique* 11/3: 79. Available online at: http://edlinked.soe.waikato.ac.nz/research/journal/view.php?article=true&id=818&p=1

13   *Ibid.*

14   See www.longmansec.com.eg/default.aspx

15   *Hello! Teacher's Guide Introduction* (by Steve Thompson), p. 1.

16   *Ibid.*

17   The visual, auditory, kinaesthetic (VAK) model of learning styles is one among many, including Kolb's four-stage model of concrete experience, reflective observation, abstract conceptualisation, active experimentation and Honey and Mumford's 'activist, theorist, pragmatist and reflector' model.

- **language model:** the teacher provides a model of spoken and written English for students, especially when new language is presented and practised
- **manager:** the teacher organises the class in order to fulfil the different activity requirements. Sometimes this may mean putting learners into pairs or groups
- **controller:** the teacher controls the pace and content of a lesson, and the behaviour and discipline of the students
- **decision maker:** the teacher decides what activities students will engage in, which students to ask questions to, and how long each activity should last
- **adviser:** the teacher monitors the progress of the class, deciding how learners are performing and what extra input should be given, such as further clarification of the task or extra examples of language items
- **monitor:** when the students are working individually or in pairs or groups, the teacher moves from one student or group to another, helping students or correcting mistakes
- **personal tutor:** the teacher identifies individual students' areas of difficulty and finds ways of helping them
- **assessor:** at different points in a class the teacher may observe the performance and progress of particular students with a view to awarding ongoing assessment marks or marks for participation.

The *Hello!* textbooks are designed so that teachers manage activities for individuals, pairs, groups and the whole class. Teachers are encouraged to 'invest time and effort in training their classes to change from one format to another in an efficient way'.[18] Assessment is formative in orientation, with low-stakes review and practice tests designed to allow students to learn from their mistakes, and for teachers to identify areas of student weakness and thus address them in class.[19]

Textbooks at primary level have similar principles. These include *Everybody Up*, the American English book for learners aged 5–12,[20] the six-level course *Jump Aboard*[21] and the MOE-set books, *Time for English.*

## 1.1 Challenges to the ELT system

There has been considerable thought and some development in creating appropriate textbooks to achieve the overall curriculum goal stated in the most recent MOE Strategic Plan. However, there are several challenges to meeting the MOE's ELT ambitions to the standards developed by NAQAAE. These include:

- quality of teaching
- private tutoring
- high-stakes examinations.

### 1.1.1 Quality of teaching

The lack of quality in the education system is illustrated by the data in the World Economic Forum *Global Competiveness Report,* which is reflective of the malaise in (particularly) government education.[22] Some go so far as to suggest that parents regularly complain that *'mafish ta'lim'* (there is no education).[23]

### Low pay and class size

A root cause of poor teaching is low pay. There is variation in the figures. Some of our respondents suggested that a newly graduated teacher might have a salary of some EGP300 per month while those near retirement age might receive between EGP2,500–3,000.[24] Others note that government schoolteachers hired on temporary contracts receive pay as low as EGP2 per class, which is equivalent to EGP105–120 per month.[25] This is significant because only some 30 per cent of teachers are fully contracted with a salary linked to the Egyptian Professional Academy for Teachers (PAT) career ladder known as the 'Teacher Cadre', which was approved in 2006.[26]

A further factor is large class sizes and lack of facilities. Overcrowding is normal, with class sizes of 40–50 being commonplace.[27] Our respondents stated that there are classes of up to 120 learners in governorates such as Giza and Alexandria and in poor, populous slums. Class sizes in national institutes can be as low as eight but more commonly 30 pupils per class, while in experimental schools sizes range between 60–80 pupils per class.

18 *Hello! Teacher's Guide* Introduction, p. 5–6.

19 *Ibid.*, p. 13.

20 See https://elt.oup.com/catalogue/items/global/young_learners/everybody_up/?cc=gb&selLanguage=en

21 See www.macmillanenglish.com/courses/jump-aboard/

22 This is despite some concerns over the report's methodology, which concentrated on gathering opinions on a sample of 71 business people.

23 Sobhy, H (2012) The de-facto privatization of secondary education in Egypt: a study of private tutoring in technical and general schools. *Compare* 42/1: 47–67, 51.

24 This respondent had 20 years of experience and receives a salary of EGP2,000 per month.

25 Sobhy, p. 52.

26 *Ibid.*

27 Loveluck, L (2012) *Education in Egypt: Key challenges.* Chatham House. Available online at: www.chathamhouse.org/sites/files/chathamhouse/public/Research/Middle%20East/0312egyptedu_background.pdf p. 6.

## Lack of time

In addition, English teachers in secondary schools only have five 40- to 45-minute lessons per week to teach *Hello!*, one of which is often given over to the reader.[28] As a result, teachers are highly selective in what they teach and do not follow the instructions in the teacher's guide. Critical thinking and reading tasks are not completed and writing tasks at paragraph level and beyond are assigned for homework.[29] Teachers also state that students' low English levels inhibit them from implementing speaking, writing and listening activities, but it may also be the case that teachers' *own* poor levels of English prevent them from teaching such activities.[30] This would seem to be an argument supported by our respondents at teacher training institutions who reported that language competence is a problem with trainee teachers who need to work on language, pronunciation and grammar.

## Inadequate teacher training

This lack of coverage of the syllabus is also partly owing to inappropriate teacher qualifications and inadequate teacher training. Our respondents told us that, at present, students who graduate from a faculty of education with a bachelor's degree in English and Education are qualified to teach. However, even students who have just a degree in English and English Literature are qualified to teach from primary through to secondary, which contrasts with the stricter teacher selection criteria in private and international schools. Yet even graduates with a degree in English and Education have limited pre-service training. In their first and second years they study language and literature. It is only in the third and fourth year that they study subjects such as curriculum, methods, testing and psychology. In the final two weeks of third and fourth year trainees are placed in schools, but often simply to observe and not teach (unless there is an inspection). The suggestion is that even for trainee teachers there is not enough time for teaching practice and not enough time on syllabus content.

## Teaching culture

We were told that when graduate teachers go to their first school a senior teacher will often dismiss their training: 'Forget what you have learned at university. It's just theoretical. This is the real world.' This attitude of established teachers to recent trainees is indicative of an inflexible and teacher-centred culture in schools, particularly in staff with greater length of service and those who have not had adequate access to appropriate in-service training.[31] This teaching culture conflicts with the approach set out in the standards-based, communicative textbooks, such as Hello!. One study found that grammar and vocabulary was allocated over two-thirds of class time (70.08 per cent) with listening, speaking and writing barely accounting for four minutes in a lesson.[32] In the observed classes, teachers frequently focused on grammar and/or vocabulary regardless of the lesson type. Teaching strategies included:

- ignoring inductive grammar activities in the textbook and explaining grammatical rules deductively using the board
- focusing solely on grammar and vocabulary in the warm-up stage
- changing reading lessons into vocabulary lessons and transforming listening and critical thinking lessons into grammar and/or vocabulary lessons
- teaching reading and listening lessons in the approved manner, but frequently checking students' grammar and vocabulary knowledge, or explaining a grammatical rule or the meaning of new words and their derivatives, synonyms and antonyms.[33]

One teacher commented:

*'In our educational society, when people say someone is a successful teacher, this generally means they teach students about 20 words in one class, and help them understand grammar perfectly. People don't need a successful teacher who uses communicative activities.'[34]*

These observations chime with our own experience in government schools and in private lessons. Teachers felt that the textbooks they were using were 'good', but we noted in all of the classes we observed a tendency of the teacher to dominate the class; exercises were rushed through at a hectic pace with little chance for students to reflect on what they were expected to be studying. Neither teachers nor students had time to complete all of the activities. Shouting down students who offered inaccurate or incorrect answers (and not allowing the learners to self-correct or be peer-corrected) was common.

---

28  Abdel Latif, p. 90.

29  *Ibid.*, p. 91.

30  *Ibid.*, p. 87.

31  *Ibid.*, p. 89.

32  *Op. cit.*

33  *Ibid.*, pp. 85–86.

34  *Ibid.*, p. 90.

## 1.1.2 Private tutoring

A consequence of low teacher pay is high levels of private tutoring across all socio-economic groups. Almost as soon as a child starts school, families are 'pressured and intimidated by poorly paid teachers to enrol their children in private tutoring in order to pass from one year to the next'.[35] The prevalence of private tuition creates a clear-cut clash of teachers' private interests and public obligations whereby teachers neglect to teach full lessons at school with the aim of 'encouraging' students to take up private lessons with them in order to cover the syllabus adequately.

As one of our parent respondents noted: 'All students take private lessons in school time. They start at 7am and go to private classes until late in the evening. You can be marked down if you do not take lessons from your own teacher.' This first category of private lesson referred to here, i.e. in school, is the officially sanctioned 'in-school tutoring' class (*majmu'at al-taqwiya al-madrasiya* or *magmu'at*) that was first introduced in 1952, but later formalised under Law No. 149 in 1986.[36] The second type of tutoring, i.e. *after* school, is what most casual observers would regard as 'private lessons'. These are known as *durus khususiya*. Such lessons take place in students' homes or in a tutoring centre (*marakiz*).

It is easy to see the attraction for a teacher on a low salary to gather groups of students for private classes. Fees range from EGP5–8 per student per class in packed rooms in poorer districts to EGP120 for small groups of students in more affluent areas.[37] The teacher in the tutoring centre we observed charged EGP30 per month per student for twice-weekly 1.5- to 2-hour lessons. We observed two classes (of four delivered by the teacher after school). There were 45 students in the first class of Year 4 students (23 boys and 22 girls). Twenty-one students from Years 10–12 attended the second lesson. The supervisor we interviewed claimed that some teachers of English make up to EGP750 per day through private tuition.

## 1.1.3 High-stakes examinations

However, the complaint is not just that private lessons are a result of, and contribute to, poor teaching, but that their ubiquity has effectively displaced state education: 'Private tutoring is no longer seen by individual students as a "choice". Students are forced to obtain tutoring, each family according to its means.'[38] One of the main reasons for this is the huge impact that the examination system has on Egyptian education (including English teaching) and, in consequence, on the continued growth of private tuition.

There are three high-stakes public examinations. The first, as our test developer respondents told us, is at the end of Year 6 (the end of primary level) at the age of 12 when learners are initially split into dual streams of continuing education or technical–vocational education. There is a further division at Year 9 (the end of preparatory level) resulting in a rough 60–40 split between a continuing 'academic' stream and a technical–vocational stream. The third high-stakes examination is the secondary school leaving examination (*thanaweya amma*). Scores determine which university and academic programme students can join. There is enormous pressure on students and families. As one of our respondents put it: 'In the school system exams are more important than education [...] This is a life-*defining* exam not just life-changing.' Competition for places in prestigious subjects is fierce. One of the parents we interviewed reported that this year the Supreme Council has set a score of 98.9 per cent in the secondary school leaving examination for entry to a university faculty of medicine.

Given the high stakes of the examination, students often start to prepare a year or more in advance, mostly in private classes.[39] Many students do not attend school during this time. We were told by the students in the second private class of students from Years 10–12 we attended that: 'We are too busy studying to go to school'. All of them said that they were cramming for the short term only and would forget most of what they were memorising as soon as they finished their examinations.

---

35  Sobhy, p. 47.

36  *Ibid.*, p. 49.

37  *Ibid.*, p. 50.

38  *Ibid.*, p. 63.

39  Gebril, A and Brown GTL (2013) The effect of high-stakes examination systems on teacher beliefs: Egyptian teachers' conceptions of assessment. In *Assessment in Education: Principles, Policy and Practice* 21/1: 16–33.

Indeed, as with other subjects, the *thanaweya amma* English examination tests memorised material with an emphasis on vocabulary and grammar. It includes:

- paragraph writing (x 2)
- reading comprehension (on two texts)
- vocabulary (1 x multiple-choice questions [MCQ], 1 x short-answer questions [SAQ])
- structures/grammar
- dialogues (gap filling)
- translation (English to Arabic)
- translation (Arabic to English)
- questions on the set reader.

There is no oral examination.

### 'Additional' books

As a consequence, teachers omit to teach speaking and listening activities and dictionary-based tasks in the *Hello!* coursebooks. The teachers in the secondary school we visited said that while they felt the students' book was 'good', the workbook was more important because it included extra grammar, vocabulary, and reading and writing exercises. They – and their students – preferred it as the material was the same as in the Year 12 examination with the types of tasks they know will be used in it such as gap fills, mini-dialogues and MCQs.

However, the workbook is insufficient for the needs of students competing for top scores in the Year 12 examination. This has resulted in the creation of a market for examination preparation practice and revision books such as *Bit by Bit: New Hello! 2 Revision and Exams* and *The Best in English: Final Revision*. These books are aimed solely at students wishing to pass the Year 12 examination. *The Best in English*, for instance, has over 550 densely packed pages of gap-fill situational dialogues, writing skills tasks, grammar revision (mostly MCQ-based) and translation exercises for teachers and students to use in private classes. An example of a writing task is: 'Write a paragraph of about 100 words about: "Our planet is always exposed to natural disasters"'.[40] There is no sample or model material of, or criteria for, a 'good' or appropriate answer.

### Comprehensive assessment

Some suggest that the highly profitable and powerful textbook and tutoring lobby blocks education reform in the MOE.[41] What is certainly true is that the MOE is fully aware of the need to change approaches to assessment, which it has been trying to achieve through the Comprehensive Assessment initiative. This is why *The National Curriculum Framework for English as a Foreign Language: Grades 1–12* includes a statement of three purposes of assessment:

1. providing ongoing feedback to learners and parents
2. informing learners, teachers, parents and school authorities about learners' demonstrations of learning achievements and abilities
3. guiding decisions about learners' needs, learning and teaching processes, progress and future programmes.[42]

All assessment, it states, should be valid, explicit, comprehensive, fair and aligned with teaching.[43] This guidance, however, is aimed at classroom-based formative assessment with the aim of developing teaching and learning (in line with the standards developed by NAQAAE and the principles exemplified in the *Hello!* coursebooks), and it seems highly unlikely that teachers will change their practice to a more learner-centred approach unless there is significant reform of the high-stakes examination system.

In addition, the small team at the National Centre of Examinations and Evaluation (NCEE), which oversees all government school tests from Years 1–12 (18 million students), needs considerable support. It has tried to develop test specifications for use at primary level. It has also created sample examination materials for all levels of primary education in an activity book for learners, with sections on 'test specifications' and 'language enrichment exercises'. Significantly, we were told that the aim is 'to train students to get the highest mark in tests'. The specifications themselves lack structure, e.g. there are no clear definitions of which language skills or elements are to be tested, criteria for marking or justifications for choosing specific item or task types.

40  Ragab, M and S Zaiada (2014) *The Best in English Final Revision 3 Secondary 2014*, p. 239.
41  Sobhy, p. 54.
42  National EFL Curriculum Framework, p. 12.
43  *Ibid.*, pp. 12–13.

## 1.1.4 Further challenges to the ELT system

There are two further challenges to the ELT system, which are common to the organisation of teaching and learning of all subjects across the country. The first is the entrenched inequity in education. According to the United Nations Development Programme (UNDP), living in urban or rural areas of Egypt is a major predictor of school achievement.[44] School achievers predominantly come from urban areas. Those who come from poor households constitute just over five per cent of achievers in the primary education stage, considerably less at the preparatory stage and less than one per cent at the general secondary education stage.[45]

One of the reasons why these figures are so low is simply that over a quarter of 18- to 29-year-olds do not complete basic education, of which some ten per cent never enrol in school.[46] However, more importantly, technical and vocational education is poorly regarded in Egyptian society (as against high-status academic subjects) and so 'students going to technical colleges are predominantly general secondary track students who failed to gain admission to university. Students of the technical and vocational education and training (TVET) sub-system are effectively "tracked-out", facing a dead-end in terms of their prospects for further learning'.[47]

There is huge disparity higher up the education ladder. Only 4.3 per cent of higher education students come from the lowest income quintile, whereas 46.5 per cent are from the wealthiest 20 per cent of the population.[48] This is reflected in the up to EGP40,000 undergraduate tuition fees at the American University in Cairo[49] and the German University in Cairo.[50]

A final challenge is the tendency of government to exercise centralised control, which the OECD suggests is a limiting factor in parents making the most appropriate educational choices for their children's future.[51] This is acknowledged throughout *The Strategic Plan of Pre-University Education 2014–2030*, but there is a concession that 'despite (...) efforts, decision-making is still strongly centralized; actual application remains limited'.[52]

44  United Nations Development Programme (UNDP). 2010. Egypt human development report: Youth in Egypt: Building our future. Cairo: UNDP, p. 46. Available online at: http://hdr.undp.org/sites/default/files/reports/243/egypt_2010_en.pdf

45  *Ibid.*, p. 45.

46  UNESCO International Bureau of Education (IBE) (2012 revised) *World Data on Education (Egypt) 7th edition 2010/1*1. Available online at: www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Egypt.pdf

47  OECD and IBRD/The World Bank (2010) *Higher Education in Egypt*. Available online at: www.oecd.org/education/skills-beyond-school/44820471.pdf p. 29.

48  UNDP, p. 46.

49  See www.aucegypt.edu/students/finaff/fees/Pages/TuitionFees.aspx

50  See www.guc.edu.eg/en/admission/undergraduate/tuition_fees/

51  UNDP, p. 159.

52  Strategic Plan, p. 43.

# 2. Perspectives on ELT

This section draws on the survey data we collected, interviews we conducted and lesson observations we made. We use this to present the different views and perspectives of users of the education system with regard to ELT: teachers, students, parents, employers. We created two main survey instruments: one for teachers and one for students. The base documents were translated into Arabic and paper versions were distributed to schools in Cairo through the offices of the Ministry of Education. The completed questionnaires (of 198 students and 149 teachers) were translated and collated by a Cairo-based company through the British Council.

## 2.1 Teacher and student perspectives

The vast majority of students (135) were from government schools. There were 60 from experimental schools. Only two were from private schools and one from a university.

There were similar returns from teachers: 91 were from government schools and 54 were from experimental schools. There were four returns from teachers working at private schools.

We gathered teachers' views on their:

- commitment to teaching
- professional self-concept
- satisfaction with levels of support they receive
- satisfaction with teaching resources
- ability to create and use assessments.

Students responded to questions related to their:

- commitment to education
- support from teachers
- support at home
- support from peers.

**Attitudes to English**

We also asked both groups about their attitudes towards the English language and, in particular, their views as to the extent that English may be negatively affecting Arabic culture (see results page 11), which has been a concern raised in some sections of Egyptian society. One of our respondents at Al-Azhar schools and University readily conceded this, but maintained that: 'We have been through this many times: that learning English threatens Arabic culture. I have made over 100 visits to Parliament to discuss this and to persuade and reassure people that we are not trying to corrupt young people, but are offering a route to understanding with others' cultures.'

## Student attitudes towards English

| | | | |
|---|---|---|---|
| **Learning English is important to my future** | Strongly agree | 170 | 89.5% |
| | Agree | 16 | 8.4% |
| | Undecided | 1 | 0.5% |
| | Disagree | 2 | 1.1% |
| | Strongly disagree | 1 | 0.5% |
| | **Total** | **190** | **100%** |
| **Learning English enriches my personal identity** | Strongly agree | 125 | 65.8% |
| | Agree | 41 | 21.6% |
| | Undecided | 13 | 6.8% |
| | Disagree | 7 | 3.7% |
| | Strongly disagree | 4 | 2.1% |
| | **Total** | **190** | **100%** |
| **Learning English increases my status in the community** | Strongly agree | 140 | 73.7% |
| | Agree | 39 | 20.5% |
| | Undecided | 5 | 2.6% |
| | Disagree | 2 | 1.1% |
| | Strongly disagree | 4 | 2.1% |
| | **Total** | **190** | **100%** |
| **Lots of people being able to use English is good for Egypt** | Strongly agree | 130 | 68.4% |
| | Agree | 30 | 15.8% |
| | Undecided | 15 | 7.9% |
| | Disagree | 11 | 5.8% |
| | Strongly disagree | 4 | 2.1% |
| | **Total** | **190** | **100%** |
| **Too many people learning English will negatively affect/ change Arabic culture** | Strongly agree | 13 | 6.8% |
| | Agree | 12 | 6.3% |
| | Undecided | 24 | 12.6% |
| | Disagree | 43 | 22.26% |
| | Strongly disagree | 98 | 51.6% |
| | **Total** | **190** | **100%** |

## Teacher attitudes towards English

| Teaching English enriches my personal identity | Strongly agree | 71 | 62.8% |
|---|---|---|---|
| | Agree | 31 | 27.4% |
| | Undecided | 3 | 2.7% |
| | Disagree | 6 | 5.3% |
| | Strongly disagree | 2 | 1.8% |
| | **Total** | **113** | **100%** |
| Teaching English increases my status in the community | Strongly agree | 82 | 71.9% |
| | Agree | 23 | 20.2% |
| | Undecided | 3 | 2.6% |
| | Disagree | 5 | 4.4% |
| | Strongly disagree | 1 | 0.9% |
| | **Total** | **114** | **100%** |
| Lots of people being able to use English is good for Egypt | Strongly agree | 94 | 82.5% |
| | Agree | 15 | 13.2% |
| | Undecided | 4 | 3.5% |
| | Disagree | 1 | 0.9% |
| | Strongly disagree | 0 | 0% |
| | **Total** | **114** | **100%** |
| Too many people learning English will negatively affect/ change Arabic culture | Strongly agree | 17 | 15% |
| | Agree | 17 | 15% |
| | Undecided | 7 | 6.2% |
| | Disagree | 28 | 24.8% |
| | Strongly disagree | 44 | 38.9% |
| | **Total** | **114** | **100%** |

Language and culture is a topic that divides people, and while it is true that a significant number of people across the world assert that the English 'language teaching establishment is engaged in 'linguistic imperialism',[53] the vast majority of users of English make it their *own* language for their *own* purposes and for their *own* needs rather than (somehow) absorbing a foreign culture along with the language they learn. As our results show, this is also what teachers and students seem to think, although the older generation are a little more sceptical than young people. (Thirty per cent of teachers feel that learning English *will* negatively affect Arabic culture, but less than half that number of students believe that this is the case).

The overwhelming majority in both groups feel that teaching or learning English enriches their personal identity and increases their status in their communities. Similarly, the majority believe that people being able to use English is good for Egypt and almost 98 per cent of students agree that learning English is important for their future (89.5 per cent strongly agreeing with this point of view and a further 8.4 per cent agreeing). In addition, 76 per cent of students felt that they needed an 'advanced' level of English for work purposes.

---

53   Phillipson, R (1992) *Linguistic imperialism.* Oxford: Oxford University Press.

## 2.1.1 Teacher perspectives

The vast majority of the 149 teachers (77.9 per cent) returning survey questionnaires had ten or more years of experience. Most (52.7 per cent) had a degree in English with just over a third (36.3 per cent) having a bachelor degree in Arts. Fewer than 10 per cent (9.6 per cent) had a diploma in education. Eighty-five per cent taught primarily through the medium of English and ranked their level of English language proficiency as being either 'good' (33.8 per cent) or 'very good' (61.5 per cent).

### Commitment to teaching and professional self-concept

Over 95 per cent (96.1 per cent) feel good about being a teacher and believe that they work hard and are good at their jobs (97.1 per cent and 90.4 per cent respectively). There are similar figures regarding how confident teachers feel in their knowledge of their subject, their interest and rapport with their learners, how they are able to find ways of helping students to understand what they find difficult and adapting lessons to suit their students' needs. The vast majority of teachers (96.2 per cent) try their best to make their lessons interesting. The same number of teachers believe that they produce good lesson plans and judge that they know how to teach communicatively (90.3 per cent).

On first viewing, these figures seem encouraging. However, there are considerable discrepancies in the data. Over 35 per cent of teachers (35.6 per cent) feel bored at school and, despite feeling 'good' as a teacher (97.2 per cent), over 35 per cent (35.6 per cent) want to leave teaching as soon as possible and get another job, with another 16.3 per cent undecided. One of the reasons for this may be because of a lack of access to professional development; over 20 per cent (21.2 per cent) do not feel that they have sufficient access to courses that will help them in their careers. A significant number of teachers (27.6 per cent) agree that how well they perform as a teacher will not make much difference to their students' lives. Over 15 per cent (15.1 per cent) do not think that their classroom is a positive environment in which to learn, with a further 16.2 per cent undecided.

At the heart of these data is what it means to be a 'good' teacher. As described in section 1.1.1, being a 'good' teacher means being able to teach vocabulary and grammar and to prepare students for high-stakes examinations (year after year). Thus, knowledge of the subject and the development of 'good' lesson plans is founded on *knowledge* of rather than *use of* the language as one might expect in a communicative classroom. In this, the teachers seem to be heavily influenced by their students:

> 'Students are more interested in passing the exam or scoring higher on it rather than acquiring the language. For example, when I try to teach a listening activity, they say to me, "It's not important." They do not respond to listening activities properly. Some of them interrupt me by saying "Do we have to answer an exam question similar to this activity?!"' [54]

This echoes the experience of one of our teacher trainer respondents, who was told after delivering a workshop based on communicative approaches that it was 'useless' as 'our students would laugh at us'.

So, in such a setting, and with poor pay, it is perhaps not surprising that so many teachers would like to quit their jobs.

### Teacher support

Teachers are broadly satisfied with the support they receive. They are praised by their head teachers when they do well (87.4 per cent). Head teachers and colleagues take an interest in what they are doing (85.6 per cent and 72.7 per cent respectively). There is collaboration and sharing of materials and ideas on teaching between colleagues (86 per cent) and staff meetings are thought to be useful (84.3 per cent). Despite this, they think that most of their colleagues want to leave teaching (32.7 per cent agree that this is the case, with another 27.9 per cent undecided). Nearly one in three of their friends outside teaching (30.1 per cent) do not think that being a good teacher is very important.

School inspectors (also known as supervisors) are thought of as being supportive (90.2 per cent) and offer good ideas to help teachers deliver better lessons (86.5 per cent). However, one of our respondents suggested that there is a particular problem with inspections of English language teachers. Inspectors do not have sufficient English to be able to offer appropriate advice. Some inspectors, it was suggested, do not go into the classroom, but simply sign the register to note that they have attended the school and leave.

---

54   Abdel Latif, p. 88.

### Teacher interviews

We had several meetings with teachers attending British Council Certificate in Primary English Language Teaching (CiPELT) training courses.[55] The teachers all agreed that they needed in-service teacher training (INSETT). When asked what they could apply from the CiPELT course they were attending, they responded by saying that they could 'try out short experiments', but little more because they felt that they would get into trouble with the authorities in the schools, if, for example, they tried to use songs in the classroom. The authorities would say, 'What are you doing teaching songs... that is not the proper way to teach... there is not time to use songs and games.' Indeed, the teachers said that using songs and similar activities were 'taboo' in their schools. They argued that head teachers need training and need to understand how such activities can improve the language skills of the students.

The teachers complained that they have problems getting permission to attend such courses as CiPELT and other INSETT events. They said that they are motivated, punctual and share what they learn, but their status remains the same. They would like acknowledgement (perhaps through a certificate) of being an 'expert' as opposed to an 'experienced' teacher. This is a view that was made by university teacher trainers and echoes the work of John Hattie, who has long argued the case for educational decision-makers to value expert teachers as they (teachers) are 'the major players in the education process'.[56]

Teachers told us that they would like to have improved continuing professional development (CPD) involving more than just learning activities for the classroom. This training would include the theoretical rationale for such activities and the appropriate reflection on how the activities went. They argue that there is a need for CPD and INSETT for teachers in all grades, with the motivation of incentives (financial, status or recognition) for those teachers who attend.

### Resources and assessment

There was a greater spread of opinion in our survey regarding resources and assessment. While over 60 per cent (64.7 per cent) of teachers agree that the textbooks they use are good, over a quarter of their colleagues disagree (25.7 per cent). Similarly, nearly a fifth (18.1 per cent) do not believe that the syllabus is good and over 15 per cent do not feel that they have good access to additional resources to supplement their lessons (16.3 per cent). Indeed, our teacher trainer respondent reported that teachers in one technical school they visited said: 'Everything is broken [...] There is no equipment.'

Almost 95 per cent (94.3 per cent) agree that they know how to conduct assessments for their learners, but not all are convinced that the assessments from the MOE produce useful results; 16 per cent do not think that the results from MOE assessments are useful, with a further 17 per cent undecided. While it is not possible to confirm without further interviews or observations, it may be that teachers feel that 'useful' results would be those that are geared towards high-stakes examinations rather than the formative assessments that the MOE is trying to introduce. An example of teachers' frustrations concerning MOE assessments would be the failed introduction of portfolios[57] as reported by our teacher trainer respondents and our teacher group, who noted the impracticalities of using such an approach in very large classes.

The teachers we interviewed also argued for examination reform to ensure that examinations focus on language skills. This, they suggested, will have a beneficial and positive effect on the increased teaching of such skills in ELT classrooms.

## 2.1.2 Student perspectives

Most of the 198 students from whom we received responses had ten or more years of learning English and almost 70 per cent (69.2 per cent) believed that their English proficiency was either 'good' or 'very good' (41.4 per cent and 27.8 per cent respectively). The most highly ranked language skill among the respondents was reading, with over 70 per cent believing their ability to be 'good' or 'very good' (31.4 per cent and 39.8 per cent respectively). This contrasted with their confidence in speaking (14.1 per cent 'good' and 12 per cent 'very good') and their ability to translate from/to English and Arabic (5.8 per cent 'good' and 3.7 per cent 'very good').

---

55   See http://courses.britishcouncil.org/teachertraining/course/index.php?categoryid=81

56   See Chapter 3 in Hattie, J (2012) *Visible Learning for Teachers: maximizing impact on learning.* London: Routledge.

57   See Gebril and Brown, p. 20, and National Curriculum Framework, p. 13.

## Commitment to education

Finishing school and working hard are important to students. Almost 95 per cent of students (94.3 per cent) agree or strongly agree that a school education is necessary to pursue a career and an even higher number think that it is important to them personally (98.5 per cent). They feel that they work hard (89.7 per cent agree or strongly agree) and they judge themselves to be good at most subjects (41.7 per cent agree and 40.6 per cent strongly agree with this assessment). They feel that they are collaborative in nature, with almost 85 per cent (84.3 per cent) agreeing or strongly agreeing that they are good at working with others. They also believe that they know how to be good learners; almost 80 per cent (77.9 per cent) agree or strongly agree with this idea.

Nevertheless, a very high percentage of students are often bored in class (82.1 per cent) and over 20 per cent think it is 'OK' not to know what to do with their future (7.3 per cent agree and 13 per cent strongly agree).

## Teacher support

One reason why students are not enthusiastic about their lessons (as opposed to acknowledging the importance of school for their careers) is what they perceive as the relative lack of support from their teachers. In contrast to the teachers' own views on their rapport with students and the support that they give them, over 30 per cent of students disagree or strongly disagree that teachers do their best to make lessons interesting (22.8 per cent and 9.5 per cent respectively) and almost 30 per cent feel that their teachers do not show an interest in them (18 per cent negative and 7.9 per cent very negative in this respect). It must be said, however, that this contrasts with the percentages of students agreeing or strongly agreeing with the statement: 'I am praised by teachers when I do well' (44.4 per cent and 39 per cent respectively).

Students feel that they can collaborate with their teachers relatively well in terms of what they learn and how they learn it. Almost 70 per cent (69 per cent) agree or strongly agree that they can work with the teacher to decide on what they want to learn and over 65 per cent (66.1 per cent) feel that they can work with the teacher to decide how they want to study. This may be their perception, but it appears to be the case that teachers *concede* to students' demands rather than

work *with* them to agree on lesson content and approaches, as the following example from a teacher illustrates:

> 'With this exam system, students are very resistant to taking part in speaking activities. The speaking activities in critical thinking lessons are interesting and complement reading lessons but students are resistant to teaching them. If I ask students to discuss in pairs the points raised in critical thinking lessons, I won't be able to manage the class, because students respond to them by laughter. Students usually regard speaking and pronunciation activities as supplementary rather than basic ones. They care more for the exam-related activities.'[58]

## Home and peer support for learning

Support from parents and/or guardians is very strong. Almost 80 per cent (79.6 per cent) think that school is very important, help when they can and give rewards if their children do well at school (88.9 per cent reward their children for good performance at school) and the overwhelming majority (86.7 per cent) take an interest in how they are doing at school, although fewer (41 per cent) take a more active role by attending, for example, parents' evenings.

School friends support each other by helping with each other's school work (45.3 per cent collaborate on school tasks) and the vast majority agree or strongly agree that doing well at university is important (31.6 per cent and 52.6 per cent respectively) and over 80 per cent (80.4 per cent) of respondents' school friends intend to go on to study at university. There are clues in the data, however, of the lack of discipline in schools. Almost 40 per cent (37 per cent) of students agree that their friends distract them from paying attention in school and a further 24 per cent of friends laugh at those who do well at school.

## Student interviews

We had the opportunity to interview a group of students preparing for the Secondary School Leaving Certificate examination. All of them said that they would like to work abroad because they felt that there is 'no future' for them in Egypt. This included the girls, who also wanted to go abroad to 'explore the world'. Their teacher seemed to think it was acceptable for boys to travel abroad, but that the girls' parents would not allow them to do so.

---

58  Abdel Latif, p. 88.

The students saw themselves as being of a very different generation to their parents in terms of their use of technology, even though many of their parents were only in their late 30s or early 40s. They felt part of a digital generation with internet access to people of their own age all around the world, communicating in English. Indeed, some in this student group had exceptionally high levels of proficiency in English (and significantly better than their teacher), particularly taking into account that they lived and studied in a small Delta town far away from large urban centres such as Cairo and Alexandria.

## 2.2 Parent perspectives

We interviewed two people specifically on their views of ELT from their perspectives as parents, but some of our respondents on other matters answered our questions as parents. In one of our meetings with university teacher trainers, for example, all those attending said they 'would not dream' of sending their own children to a government school or a government university.

The first of our parent respondents claimed that in Egypt: 'There is no link between education and life after education'. Like many parents, they plan to use Years 10–12 for their child to prepare for the Cambridge International General Certificate of Secondary Education (IGCSE).[59] The parent was willing to pay the EGP17,500 annual fees (excluding bus transportation) for additional trips, music, sports and drama in an attempt to give their child the broad education they felt their child needed to succeed (and which was not available at government schools). This parent accepted the *de facto* privatisation of education in Egypt, noting that, despite the Egyptian constitution guaranteeing free education, faculties of commerce, law and political science charge fees of some EGP10,000–15,000 per year for courses taught to smaller classes in English.

The second of our parent respondents has two children. The first is enrolled in a private international school studying for the IGCSE and also attends private classes to prepare for the school leaving certificate examination. The second child attends the German University in Cairo. This parent stated that families invest a great deal in their children's education, sometimes even

prioritising education expenses over food, and noted that international schools can cost up to EGP70,000–80,000 per year, but that less than five per cent of students go to such private schools. In this parent's own case, they felt that the school fees were reasonable: EGP22,500 per year for the two children, plus private tutoring of some EGP6,800 per child.

Reflecting our first parent respondent, this parent lamented that until the 1960s people had great faith in the education system, which was free, but when all the best teachers went to work in the Gulf states and the population growth rocketed it resulted in a huge strain on resources and the quality of education fell. One of the main problems was the centralised, top-down approach of government to education, which does not, our parents suggested, take account of the often difficult circumstances of citizens with modest incomes, who may only be able to support one child from their large family to graduate from Year 12.

## 2.3 Employer perspectives

We interviewed representatives of two employers in Egypt. The first was a major European-based oil company (Company 1). The second was a worldwide communications company (Company 2). They presented usefully contrasting perspectives on employers' experiences in taking on graduates of the education system.

### Company 1

The company representative said that Egyptian culture is the most important problem with regards to the poor quality of English language skills of students including those graduating in English. Our respondent had a very poor regard for the quality of teachers and believed that students do not learn good English (with pronunciation being a particular problem) because of the poor education system. The company needs geologists and geophysicists. The policy is to take an expert with poorer English rather than poorer grade student with good English. They then 'raise the profile' of the expert by providing them with additional English lessons through a third party. The company has relationships with three universities: Cairo, Alexandria and Ain Shams.

If you apply for a job in Company 1, you must apply in English. For a supervisor post the applicant must be fluent in Arabic and English, as a supervisor has to deal with the variety of languages of their subordinates. While the company accepts deficiencies in proficiency, ideally they want candidates at upper intermediate level. One particular problem is that job applicants have no experience of anything in the community; they are only concerned with studying and their textbooks. To have a good chance of succeeding in the interview at Company 1 the applicant needs to have done more than just study. They like applicants to have some real world experience, particularly associated with help in the community, as 'by getting involved in the community you learn how to communicate with others'. Most of the international companies have a behavioural interview as an element of the application process.

Being able to show that you are a team player at Company 1 is very important. It needs people with communication skills, creative skills, with 'out of the box thinking'. The company is looking for more than content knowledge. They want applicants with applied skills who have done something to bridge the gap between university life and the real world. To that end, the company have been sponsoring 'conferences' for the last four years. In such conferences students address a need or a lack, for example:

- leadership
- simulation of crisis management
- CV writing
- the use of e-mail.

## Company 2

Company 2 employs 11,000 employees in Egypt, 4,000 dealing with Egypt and 7,000 dealing with countries 'offshore', for example, Ireland, Spain, Germany and Italy. Ninety-five per cent of the company's employees in Egypt are graduates. We were told that since English is the language of business in Egypt it follows that English is the language of business in the company. For Company 2, English is necessary for working on the front line, for working in customer services. The staff need to understand how to communicate in an entirely different working culture. So, all meetings, all written communication and all presentations are conducted in English.

The company's first rule of recruitment is that the applicant needs to have a certain working standard of English. Depending on their English level, they will be assigned a role in the organisation. The company has its own English language assessments, but prospective employees have to pass a telephone interview at the first stage of an application. This is followed by a written assessment. English is very important as, in Egypt, the company has 3,500 engineers working across global markets. Such non-native speaker to non-native speaker communication is vital for the company.

Company 2 has a banding system of employment of which English is a component. Bands 3–8 need to pass an assessment in English. Some of this assessment is discretionary. An employee's line manager, for example, may make a recommendation, but if no progress is made the employee stays at the same band. As 'the English language is in the core DNA of the company', it provides both online and in-house courses for its employees. The company is facing challenges from the Gulf and is losing some high potential staff to the Gulf States. Its human resources department focuses very clearly on those employees with the greatest potential.

The company personnel have to be able to read a variety of texts:

- detailed engineering specifications – technical (fact-based)
- commercial proposals, for example, how much something costs (fact-based)
- marketing: persuasive propositions, conversations.

Our interviewee reported that many graduates are very technically gifted and technically confident, but that they lack professional, interpersonal and social skills that may be the result of cultural differences. In Egypt, we were told, one cultural trait is to be very task-focused. As a result, Egyptian employees are excellent at running operations, but their planning skills are somewhat wanting. From the company's perspective, certain skill sets of their employees need to be developed. These include the soft skills of communication and collaboration, understanding the needs of the team and the 'value chain […] as well as completing and delivering tasks, which also have to be appropriately communicated'.

We were told that employees can be challenged with certain cultural features, that is, socio-cultural aspects of the language. We were offered the following examples:

- 'thank-you' can mean 'no'
- the language that employees use can be very direct, without the appropriate nuances we expect in English
- the language used by some employees can miss the relationship aspect of language (i.e. pragmatic competence) which is very important in developing teamwork and company cohesion.

The following examples were offered regarding giving presentations when features of the Arabic language intrude into employees' use of English:

- interference (from right to left on, for example, a flipchart)
- lack of logic – flow of data is skewed
- information and conclusions seem to be delivered 'back to front'.

The company insists that all texts (verbal and written) should meet the same standards as would be expected in the UK, but again with Egyptian employees, there is often a lack of nuance. At other times there is too much unnecessary text, so sometimes 'less would be more'. In Egypt feedback is expected in every situation; if you don't contribute you are seen as weak; volume of voice and expression of your opinion are given importance, with silence being considered as a lack of understanding or a sign of stupidity. This means that the biggest challenge for Egyptian employees is to get to executive level, and their main failing is in the field of communication, which needs to be crisp and without a long commentary. So, in order to develop employees' skills in such areas the company uses role play to train staff to express themselves both clearly and appropriately.

# 3. Conclusions and recommendations

Implicit in any change or reform to government schools is the knock-on effect to the private education and tutoring system into which millions of Egyptians invest considerable amounts of time and money. This means that any changes to the system need to be introduced in a clear and transparent fashion. The consequences of not taking such an approach can be illustrated by one of our respondents' comments on how a primary level English textbook was recently hastily introduced with the result that 'all hell broke loose'. The reasons for parental and student concerns included:

- little publicity about the change

- the poor print quality of books

- poor access to teacher's books and additional resources such as CDs

- few workshops for teachers on how to teach using the book.

In our respondent's opinion, it was a good idea carried out badly. However, the changes that are needed amount to more than simply introducing a textbook. The standards-based reform of the general, secondary school English curriculum in Egypt has not changed teachers' methods [60] principally because national high-stakes examinations dominate the system. Therefore, one approach would be to use a test-driven strategy to drive change in teaching practice and consequently the learning of the kind of English needed in order to achieve the overall MOE curricular goals. So, changing the examination system will result in changes in parallel to curriculum and syllabus and to training, teaching and learning. This needs to be done in a coherent approach through primary levels to secondary. Management training for head teachers, supervisors and ministry officials would also be necessary.

It is unquestionable that this is a huge task that will require many years of careful planning and management. There are four possible strands to ELT education reform through planned stages and phases over a ten-year period:

1. curriculum and syllabus

2. training, teaching and learning

3. testing and assessment

4. professional management structures.

In practical terms reform would mean: a) enabling students in the education system to use English for study needs, b) school graduates being able to engage in commerce or work using English and c) school graduates being able to use English for international communication or dialogue. There could be two phases to this project, to cover four stages. The stages are:

- stage 1: needs analysis

- stage 2: selection and training of supervisors/ inspectors

- stage 3: formation of teams (to lead on testing, syllabus, teacher training and school leadership reform)

- stage 4: reform processes.

Phase one (stages 1–3) is likely to take 9–12 months to complete. Phase two will take an additional seven to nine years including training of staff, the development of high-quality standards, materials and evaluation systems. Such a programme will need considerable management. Therefore, the plan will require a co-ordinating steering committee of personnel from the Ministries of Education and Higher Education, the Supreme Council of Higher Education, NCEE, Al-Azhar schools, the British Council and other parties such as UK publishers and universities to assert control over all systems and processes.

In terms of test reform there could/should be an ambition to work with the NCEE to link national examinations to the CEFR and to develop formative assessments of speaking (also based on the CEFR) for use in the classroom. In addition, there need to be changes in pre-service teacher training in universities. This would involve agreement/co-operation by the MOE, the Ministry of Higher Education (MOHE) and the Supreme Council of Higher Education. This would also link to national standards statements of teacher performance and quality. There would be ample opportunity for the British Council and other UK groups to be involved, for example, in textbook and syllabus development (as directed and advised by curriculum developers).

---

60  Abdel Latif, p. 93.

There are some other more easily achievable reforms. The MOE should allocate more time to teaching English at the secondary stage and release adequate funds to ensure that all classrooms are equipped with the audio facilities and materials needed. Teachers need to be more valued with salaries improved as an immediate priority, to reduce the need for teachers to supplement their income; better-paid teachers perform better. Teachers also need considerable help in improving their English language proficiency and in particular their oral fluency. Organisations such as the British Council and other international professional bodies are well placed to provide this.

Finally, existing programmes such as the British Council CiPELT courses and supervisor training should be embedded into the ELT training system, as has been done in South Africa.[61]

---

61  See www.britishcouncil.org/partner/track-record/certificate-primary-english-language-teaching

# References

Abdel Latif, MM (2012) Teaching a standard-based communicative English textbook series to secondary school students in Egypt: Investigating teachers' practices and beliefs. *English Teaching: Practice and Critique* 11/3. Available online at: http://edlinked.soe. waikato.ac.nz/research/journal/view. php?article=true&id=818&p=1

El-Araby S, et al (2012) *The National Curriculum Framework for English as a Foreign Language (EFL) Grades 1–12*. Cairo: Ministry of Education.

Gebril, A and Brown, GTL (2013) The effect of high-stakes examination systems on teacher beliefs: Egyptian teachers' conceptions of assessment. *Assessment in Education: Principles, Policy & Practice* 21/4: 16–33.

Kandil, RM (2011) The Egyptian Education System and Public Participation. *Social Policy* 41/2: 58–64.

Loveluck, L (2012) *Education in Egypt: Key Challenges*. Chatham House. Available online at: www.chathamhouse.org/sites/files/chathamhouse/ public/Research/Middle%20East/03 12egyptedu_ background.pdf

OECD and IBRD/The World Bank (2010) *Higher Education in Egypt*. Available online at: www.oecd.org/education/ skills-beyond-school/44820471.pdf

Sobhy, H (2012) The de-facto privatization of secondary education in Egypt: a study of private tutoring in technical and general schools. *Compare* 42/1: 47–67.

UNESCO International Bureau of Education (IBE) (2012 revised) *World Data on Education (Egypt) 7th edition 2010/11*. Available online at: www.ibe.unesco.org/ fileadmin/user_upload/Publications/WDE/2010/ pdf-versions/Egypt.pdf

United Nations Development Programme (UNDP) (2010) *Egypt Human Development Report: Youth in Egypt: Building our Future*. Cairo: UNDP, 46. Available online at: http://hdr.undp.org/sites/default/files/reports/243/ egypt_2010_en.pdf

# Appendix

## The structure and organisation of the education system

Education in Egypt is compulsory from Grade 1 to Grade 9. The system follows a 6+3+3 pattern, with six years of primary school, three years of secondary school (also known as preparatory level) and three years of senior secondary school. Students are awarded a **Basic Education Certificate** after successful completion of nine years of schooling, a **General Secondary Education Certificate** or **Technical Secondary Education Diploma** after 12 years of schooling, and for students who follow a five-year programme of technical secondary education (two years post-secondary), a **Technical Secondary Education Diploma**.

There are both **government** and **private** schools in Egypt, all of which are subject to the Ministry of Education. There are two types of **government** schools:

- **Arabic language:** the language of instruction is Arabic; they are almost all free of charge.

- **Experimental language schools (recently renamed as language schools):** These schools use English, and a second foreign language – French or German – in preparatory education. These schools charge fees.

## Private schools

Private education is widespread. There are five categories of school:

- **Ordinary school:** similar to the Arabic governmental schools, but managed and supervised by private authorities. Their curriculum is similar to government schools. These schools charge fees.

- **National institutes:** they are part of the state education system but parents contribute higher fees. The national institutes exist in five out of Egypt's 27 governorates.

- **Language schools:** most of the curriculum is taught in English. A second foreign language, such as French or German, is also often taught.

- **Religious schools:** these schools are religiously oriented schools as Al-Azhar Islamic schools or Catholic schools, analogous to faith schools in the UK.

- **International schools:** these private international schools offer qualifications such as the American high school diploma, the British IGCSE system, the French Baccalauréat, the German Abitur and the International Baccalaureate.

## Administration

General responsibility for education in Egypt is divided between the Ministry of Education and the Ministry of Higher Education. The **Ministry of Education** oversees preschool, primary, preparatory and secondary education, while the **Ministry of Higher Education** oversees post-secondary education. The Supreme Council of Universities sets overall policy and supervises the establishment of new institutions. Al-Azhar education is under the authority of the Ministry of Al-Azhar Affairs.

# Structure and organisation of the education system

| Age of learner | Years of study at level | | | | | |
|---|---|---|---|---|---|---|
| 22 | 5 | **Tertiary level** | | | | |
| 21 | 4 | | | | | |
| 20 | 3 | | | | | |
| 19 | 2 | | | | | |
| 18 | 1 | | | | | |
| 17 | 3 | **General secondary education** | **Technical secondary education 3 year system** | **Technical secondary education 5 year system** | **Vocational schools or centres 3 year system** | **Vocational training 2 year system** |
| 16 | 2 | | | | | |
| 15 | 1 | | | | | |
| 14 | 3 | **Secondary level** | | | **Vocational prep** | |
| 13 | 2 | | | | | |
| 12 | 1 | | | | | |
| 11 | 6 | **Primary level** | | | | |
| 10 | 5 | | | | | |
| 9 | 4 | | | | | |
| 8 | 3 | | | | | |
| 7 | 2 | | | | | |
| 6 | 1 | | | | | |
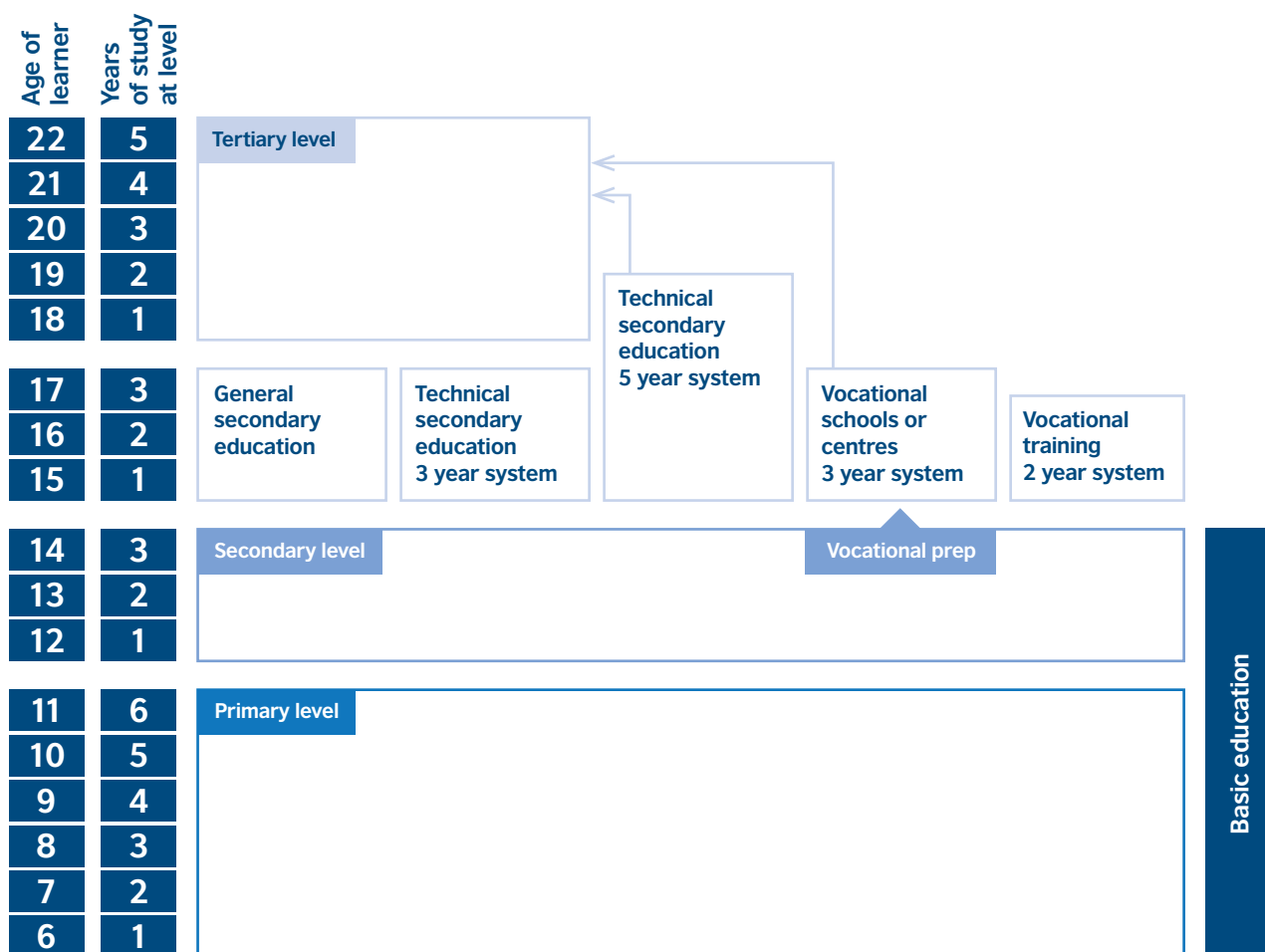
**Basic education**

Adapted from MOE sources and UNESCO World Data on Education report

## Primary education

Primary school lasts six years for students aged six to 12. Primary education is the first stage of the compulsory nine-year basic education cycle. The Ministry of Education sets the curriculum, which all schools must follow. Subjects studied over the six years of primary education include Arabic, English, mathematics, music, religious studies and science. In Grade 4, agriculture is introduced. In Grade 5, art, home economics, and social studies are also added.

At Al-Azhar schools, the curriculum is generally the same, with a stronger emphasis on Islamic study of the Koran, Hadith and Sharia law.

## Secondary education

### Preparatory

Preparatory level at secondary school lasts three years for students aged 12 to 15 and forms the final level of the compulsory basic education stage. The curriculum at this stage includes Arabic, agriculture, art, English, industrial education, mathematics, music, religious studies and social studies. Many schools also offer other European languages, generally French or Spanish. Al-Azhar schools follow a similar curriculum to secular schools save with an emphasis on Islamic studies.

Students are awarded the **Basic Education Certificate** or the **Al-Azhar Basic Education Certificate** upon successful completion of nine years of compulsory basic education. Those awarded these certificates are eligible for admission to general upper secondary school, technical secondary school or Al-Azhar secondary school.

### General secondary

General secondary school lasts three years for students aged 15 to 18. It is not compulsory. There are three types of upper secondary schools with a curriculum following core specialisation classes in addition to practical training:

- **General secondary education schools**, which offer academic programmes in preparation for higher education.
- **Al-Azhar secondary education schools**, which offer academic programmes with an emphasis on Islamic religious instruction.
- **Technical secondary schools**, which offer technical and vocational courses where students specialise in one of three streams lasting three to five years: technical, industrial or agricultural.

Students have options of either scientific or literary streams. Both include English and Arabic as mandatory subjects, but there are additional subjects to each stream as follows:

- Science: mathematics, physics, chemistry and biology.
- Literary: arts, history, geography and home economics.

**Elective subjects** include environmental sciences, social studies, national studies, philosophy, psychology, music and European languages. These are chosen based on the student's intended tertiary-level specialisation. The Al-Azhar curriculum covers similar subject areas, but with a focus on Islamic studies.

Students are awarded the **General Secondary Education Certificate** (*Thanawiyya al-A'aamal*) after successfully completing secondary school (including ongoing assessments during the last two years) and passing final exams. Graduates of the Al-Azhar system are awarded the **Al-Azhar General Secondary Education Certificate**.

**Technical and vocational secondary education**

At technical secondary schools, students with a Basic Education Certificate can study for one of two qualifications: the **Technical Secondary Education Diploma** and the **Advanced Technical Certificate**. Fifty per cent of the curriculum is devoted to compulsory general education subjects at this level, including Arabic and English, with 40 per cent of class time spent studying specialised subjects and ten per cent electives.

The **Technical Secondary Education Diploma** takes three years of study after the Basic Education Certificate. Students specialise in one of three streams: **technical**, **industrial** or **agricultural**. The **Advanced Technical Diploma** takes five years of study after the Basic Education Certificate and offers more specialised study than the Technical Secondary Certificate.

Successful completion of the **Technical Secondary Education Diploma**, with a score of 70 per cent or more, grants access to further education at a technical institute. Students that score 75 per cent or better on the **Advanced Technical Diploma** can apply to universities or higher institutes in their specialist field.

## Higher education

Arabic is the official language of instruction at all levels of education. Some private schools and universities teach in English and French. University programmes in medicine, pharmacy, dentistry and engineering are often offered in English. All public universities and higher institutes must be approved and recognised by the **Ministry of Higher Education**. The **Supreme Council of Universities** manages admissions policies and quotas, while also having the responsibility of approving private institutions and their programmes of study.

**Higher institutes** offer professional/specialised courses primarily at undergraduate level. Most such institutes are affiliated to a public university, which typically awards the final degrees. Private higher institutes have more autonomy, setting their own admission requirements and awarding their own degrees.

**Technical institutes** award **Technical Diplomas** in vocational fields of study, typically in one or two specialised fields. There are three types of technical institute: **commercial**, **technical** and **industrial**.

Secondary students graduating from Al Azhar schools can continue their studies at Al-Azhar University, which falls under the authority of the Ministry of Al-Azhar Affairs. Degrees from Al Azhar University are usually considered equivalent to qualifications awarded by secular public universities in Egypt.

## Tertiary-level qualifications

### Technical Diploma (*Diplom al-Fanni*) and Higher Diploma of Technology

Technical Diplomas are awarded after two years of technical study by higher institutes and technical institutes in three broad fields: commercial, industrial and technical. Entry is based on the **Technical** or **General Secondary Education Diploma** or the **Advanced Technical Diploma**.

### Bachelor's degree (*Bakkalorius, aka Licence*)

Bachelor's degrees require **four** (120–150 credits), **five** (180–210) or **six** years (210–240) of full-time study. (Note: there are ongoing attempts to develop a system of equivalence between current credit systems and the **European Credit Transfer and Accumulation System [ECTS]** through the **Supreme Council of Universities**.) Five-year degrees include dentistry, engineering, pharmacy and veterinary sciences. Medical degrees require six years of study. Other professional fields are five to six years and may also require a preparatory year.

### Graduate diploma (*Diplom ad-Dirasaat al-A'aliyya*)

Awarded after a one-year course in a specialised area to previous study at the undergraduate level. There are some two-year programmes, depending on the specialisation.

### Master's degree (*Magistir*)

Master's-level degrees require two years of full-time study (sometimes three) or 30–42 credit hours, with a mix of coursework and research (thesis).

### Doctoral degree (*Doktora*)

Doctoral degrees require research-based study and the production and defence of a thesis before external examiners.

## Accreditation

The **National Authority for Quality Assurance and Accreditation of Education (NAQAAE)** was established as a government body in 2007 to oversee quality assurance and accreditation at all levels of Egyptian education. Accreditation policies for public and private institutions follow the same pattern. Accreditation lasts for five years after approval by the NAQAAE.

Adapted from:

Clark, N and Al-Shaikhly, S (2013) *Education in Egypt*. Available online at: http://wenr.wes.org/2013/11/education-in-egypt/

*The Egypt K-12 Education System*. Available online at: www.egypteducation.info/K-12/Egypt-K-12-Education-System.html

UNESCO International Bureau of Education (IBE) (2012 revised) *World Data on Education (Egypt) 7th edition 2010/11*. Available online at: www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Egypt.pdf

## Survey data

### Student data

| | Total | | Government school | | Private school | | Experimental school | |
|---|---|---|---|---|---|---|---|---|
| | Count | N% | Count | N% | Count | N% | Count | N% |
| **School type** | | | | | | | | |
| Govt. school | 135 | 68.2% | 135 | 100% | 0 | 0.0% | 0 | 0.0% |
| Private school | 2 | 1.0% | 0 | 0.0% | 2 | 100% | 0 | 0.0% |
| Exp. school | 60 | 30.3% | 0 | 0.0% | 0 | 0.0% | 60 | 100% |
| Al-Azhar school | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| University | 1 | .5% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| **TOTAL** | **198** | **100%** | **135** | **100%** | **2** | **100%** | **60** | **100%** |

### Biographical details

| | Total | | Government school | | Private school | | Experimental school | |
|---|---|---|---|---|---|---|---|---|
| | Count | N% | Count | N% | Count | N% | Count | N% |
| **English in years** | | | | | | | | |
| 1–3 | 2 | 1.0% | 2 | 1.5% | 0 | 0.0% | 0 | 0.0% |
| 4–6 | 4 | 2.0% | 3 | 2.2% | 0 | 0.0% | 1 | 1.7% |
| 6+ | 24 | 12.2% | 23 | 17.0% | 0 | 0.0% | 0 | 0.0% |
| 10+ | 167 | 84.8% | 107 | 79.3% | 2 | 100% | 58 | 98.3% |
| **TOTAL** | **197** | **100%** | **135** | **100%** | **2** | **100%** | **59** | **100%** |
| **English proficiency** | | | | | | | | |
| Very good | 55 | 27.8% | 34 | 25.2% | 0 | 0.0% | 20 | 33.3% |
| Good | 82 | 41.4% | 53 | 39.3% | 0 | 0.0% | 29 | 48.3% |
| Adequate | 35 | 17.7% | 27 | 20.0% | 0 | 0.0% | 8 | 13.3% |
| Modest | 19 | 9.6% | 14 | 10.4% | 2 | 100% | 3 | 5.0% |
| Poor | 7 | 3.5% | 7 | 5.2% | 0 | 0.0% | 0 | 0.0% |
| **TOTAL** | **198** | **100%** | **135** | **100%** | **2** | **100%** | **60** | **100%** |
| **Speaking rank** | | | | | | | | |
| 1 | 23 | 12.0% | 14 | 10.6% | 1 | 50.0% | 8 | 14.3% |
| 2 | 27 | 14.1% | 18 | 13.6% | 0 | 0.0% | 9 | 16.1% |
| 3 | 37 | 19.4% | 24 | 18.2% | 1 | 50.0% | 12 | 21.4% |
| 4 | 59 | 30.9% | 46 | 34.8% | 0 | 0.0% | 12 | 21.4% |
| 5 | 45 | 23.6% | 30 | 22.7% | 0 | 0.0% | 15 | 26.8% |
| **TOTAL** | **191** | **100%** | **132** | **100%** | **2** | **100%** | **56** | **100%** |
| **Writing rank** | | | | | | | | |
| 1 | 39 | 20.4% | 20 | 15.2% | 1 | 50.0% | 18 | 32.1% |

| | Total | | Government school | | Private school | | Experimental school | |
|---|---|---|---|---|---|---|---|---|
| | Count | N% | Count | N% | Count | N% | Count | N% |
| 2 | 51 | 26.7% | 37 | 28.0% | 0 | 0.0% | 14 | 25.0% |
| 3 | 46 | 24.1% | 37 | 28.0% | 0 | 0.0% | 8 | 14.3% |
| 4 | 30 | 15.7% | 22 | 16.7% | 1 | 50.0% | 7 | 12.5% |
| 5 | 25 | 13.1% | 16 | 12.1% | 0 | 0.0% | 9 | 16.1% |
| **TOTAL** | **191** | **100%** | **132** | **100%** | **2** | **100%** | **56** | **100%** |
| **Reading rank** | | | | | | | | |
| 1 | 76 | 39.8% | 62 | 46.6% | 0 | 0.0% | 14 | 25.5% |
| 2 | 60 | 31.4% | 40 | 30.1% | 0 | 0.0% | 19 | 34.5% |
| 3 | 34 | 17.8% | 18 | 13.5% | 1 | 50.0% | 15 | 27.3% |
| 4 | 17 | 8.9% | 10 | 7.5% | 0 | 0.0% | 7 | 12.7% |
| 5 | 4 | 2.1% | 3 | 2.3% | 1 | 50.0% | 0 | 0.0% |
| **TOTAL** | **191** | **100%** | **133** | **100%** | **2** | **100%** | **55** | **100%** |
| **Listening rank** | | | | | | | | |
| 1 | 50 | 26.0% | 32 | 24.2% | 0 | 0.0% | 18 | 31.6% |
| 2 | 41 | 21.4% | 29 | 22.0% | 2 | 100% | 10 | 17.5% |
| 3 | 49 | 25.5% | 36 | 27.3% | 0 | 0.0% | 13 | 22.8% |
| 4 | 29 | 15.1% | 19 | 14.4% | 0 | 0.0% | 10 | 17.5% |
| 5 | 23 | 12.0% | 16 | 12.1% | 0 | 0.0% | 6 | 10.5% |
| **TOTAL** | **192** | **100%** | **132** | **100%** | **2** | **100%** | **57** | **100%** |
| **Translating rank** | | | | | | | | |
| 1 | 7 | 3.7% | 6 | 4.5% | 0 | 0.0% | 0 | 0.0% |
| 2 | 11 | 5.8% | 8 | 6.0% | 0 | 0.0% | 3 | 5.5% |
| 3 | 25 | 13.1% | 18 | 13.5% | 0 | 0.0% | 7 | 12.7% |
| 4 | 56 | 29.3% | 35 | 26.3% | 1 | 50.0% | 20 | 36.4% |
| 5 | 92 | 48.2% | 66 | 49.6% | 1 | 50.0% | 25 | 45.5% |
| **TOTAL** | **191** | **100%** | **133** | **100%** | **2** | **100%** | **55** | **100%** |
| **Gender** | | | | | | | | |
| Female | 140 | 73.7% | 110 | 85.3% | 1 | 50.0% | 28 | 48.3% |
| Male | 50 | 26.3% | 19 | 14.7% | 1 | 50.0% | 30 | 51.7% |
| **Total** | **190** | **100%** | **129** | **100%** | **2** | **100%** | **58** | **100%** |

**Commitment to education**

| | Total | | Government school | | Private school | | Experimental school | |
|---|---|---|---|---|---|---|---|---|
| | Count | N% | Count | N% | Count | N% | Count | N% |
| **Finishing school/university is important to achieve my career choice** | | | | | | | | |
| Strongly agree | 141 | 71.9% | 106 | 79.1% | 1 | 50.0% | 33 | 55.9% |
| Agree | 44 | 22.4% | 22 | 16.4% | 1 | 50.0% | 21 | 35.6% |
| Undecided | 4 | 2.0% | 3 | 2.2% | 0 | 0.0% | 1 | 1.7% |
| Disagree | 3 | 1.5% | 1 | .7% | 0 | 0.0% | 2 | 3.4% |
| Strongly disagree | 4 | 2.0% | 2 | 1.5% | 0 | 0.0% | 2 | 3.4% |
| **TOTAL** | **196** | **100%** | **134** | **100%** | **2** | **100%** | **59** | **100%** |
| **If I work at school/university, I can succeed in life** | | | | | | | | |
| Strongly agree | 46 | 23.8% | 29 | 22.0% | 0 | 0.0% | 17 | 29.3% |
| Agree | 66 | 34.2% | 49 | 37.1% | 1 | 50.0% | 15 | 25.9% |
| Undecided | 38 | 19.7% | 26 | 19.7% | 0 | 0.0% | 12 | 20.7% |
| Disagree | 27 | 14.0% | 21 | 15.9% | 1 | 50.0% | 5 | 8.6% |
| Strongly disagree | 16 | 8.3% | 7 | 5.3% | 0 | 0.0% | 9 | 15.5% |
| **TOTAL** | **193** | **100%** | **132** | **100%** | **2** | **100%** | **58** | **100%** |
| **Doing well at school/university is important to me** | | | | | | | | |
| Strongly agree | 146 | 74.5% | 103 | 76.3% | 0 | 0.0% | 42 | 72.4% |
| Agree | 47 | 24.0% | 30 | 22.2% | 2 | 100% | 15 | 25.9% |
| Undecided | 2 | 1.0% | 1 | 0.7% | 0 | 0.0% | 1 | 1.7% |
| Disagree | 1 | 0.5% | 1 | .7% | 0 | 0.0% | 0 | 0.0% |
| Strongly disagree | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| **TOTAL** | **196** | **100%** | **135** | **100%** | **2** | **100%** | **58** | **100%** |
| **I always attend school/university unless I'm ill** | | | | | | | | |
| Strongly agree | 65 | 33.5% | 45 | 33.8% | 0 | 0.0% | 20 | 34.5% |
| Agree | 66 | 34.0% | 44 | 33.1% | 1 | 50.0% | 20 | 34.5% |
| Undecided | 31 | 16.0% | 21 | 15.8% | 1 | 50.0% | 9 | 15.5% |
| Disagree | 21 | 10.8% | 15 | 11.3% | 0 | 0.0% | 6 | 10.3% |
| Strongly disagree | 11 | 5.7% | 8 | 6.0% | 0 | 0.0% | 3 | 5.2% |
| **TOTAL** | **194** | **100%** | **133** | **100%** | **2** | **100%** | **58** | **100%** |
| **I work hard at school/university** | | | | | | | | |
| Strongly agree | 108 | 55.7% | 82 | 61.7% | 2 | 100% | 23 | 39.7% |
| Agree | 66 | 34.0% | 41 | 30.8% | 0 | 0.0% | 25 | 43.1% |
| Undecided | 8 | 4.1% | 3 | 2.3% | 0 | 0.0% | 5 | 8.6% |
| Disagree | 7 | 3.6% | 4 | 3.0% | 0 | 0.0% | 3 | 5.2% |
| Strongly disagree | 5 | 2.6% | 3 | 2.3% | 0 | 0.0% | 2 | 3.4% |
| **TOTAL** | **194** | **100%** | **133** | **100%** | **2** | **100%** | **58** | **100%** |

|  | Total | | Government school | | Private school | | Experimental school | |
|---|---|---|---|---|---|---|---|---|
|  | Count | N% | Count | N% | Count | N% | Count | N% |
| **How well I do at school/university won't make much difference to my life** | | | | | | | | |
| Strongly agree | 17 | 8.8% | 11 | 8.3% | 1 | 50.0% | 5 | 8.6% |
| Agree | 11 | 5.7% | 5 | 3.8% | 0 | 0.0% | 6 | 10.3% |
| Undecided | 9 | 4.6% | 4 | 3.0% | 1 | 50.0% | 4 | 6.9% |
| Disagree | 42 | 21.6% | 24 | 18.0% | 0 | 0.0% | 18 | 31.0% |
| Strongly disagree | 115 | 59.3% | 89 | 66.9% | 0 | 0.0% | 25 | 43.1% |
| **TOTAL** | **194** | **100%** | **133** | **100%** | **2** | **100%** | **58** | **100%** |
| **If I can't understand something, I can usually work things out** | | | | | | | | |
| Strongly agree | 57 | 30.6% | 48 | 37.5% | 0 | 0.0% | 9 | 16.4% |
| Agree | 71 | 38.2% | 43 | 33.6% | 2 | 100% | 25 | 45.5% |
| Undecided | 24 | 12.9% | 18 | 14.1% | 0 | 0.0% | 6 | 10.9% |
| Disagree | 21 | 11.3% | 10 | 7.8% | 0 | 0.0% | 11 | 20.0% |
| Strongly disagree | 13 | 7.0% | 9 | 7.0% | 0 | 0.0% | 4 | 7.3% |
| **TOTAL** | **186** | **100%** | **128** | **100%** | **2** | **100%** | **55** | **100%** |
| **I am good at solving problems** | | | | | | | | |
| Strongly agree | 55 | 28.6% | 40 | 30.5% | 2 | 100% | 13 | 22.4% |
| Agree | 93 | 48.4% | 63 | 48.1% | 0 | 0.0% | 29 | 50.0% |
| Undecided | 33 | 17.2% | 20 | 15.3% | 0 | 0.0% | 13 | 22.4% |
| Disagree | 9 | 4.7% | 7 | 5.3% | 0 | 0.0% | 2 | 3.4% |
| Strongly disagree | 2 | 1.0% | 1 | 0.8% | 0 | 0.0% | 1 | 1.7% |
| **TOTAL** | **192** | **100%** | **131** | **100%** | **2** | **100%** | **58** | **100%** |
| **I know how to be a good learner** | | | | | | | | |
| Strongly agree | 68 | 35.8% | 54 | 41.9% | 0 | 0.0% | 14 | 24.1% |
| Agree | 80 | 42.1% | 50 | 38.8% | 2 | 100% | 28 | 48.3% |
| Undecided | 30 | 15.8% | 15 | 11.6% | 0 | 0.0% | 14 | 24.1% |
| Disagree | 9 | 4.7% | 8 | 6.2% | 0 | 0.0% | 1 | 1.7% |
| Strongly disagree | 3 | 1.6% | 2 | 1.6% | 0 | 0.0% | 1 | 1.7% |
| **TOTAL** | **190** | **100%** | **129** | **100%** | **2** | **100%** | **58** | **100%** |
| **I often get bored in class** | | | | | | | | |
| Strongly agree | 112 | 57.1% | 78 | 57.8% | 2 | 100% | 32 | 55.2% |
| Agree | 49 | 25.0% | 32 | 23.7% | 0 | 0.0% | 16 | 27.6% |
| Undecided | 14 | 7.1% | 9 | 6.7% | 0 | 0.0% | 5 | 8.6% |
| Disagree | 10 | 5.1% | 9 | 6.7% | 0 | 0.0% | 1 | 1.7% |
| Strongly disagree | 11 | 5.6% | 7 | 5.2% | 0 | 0.0% | 4 | 6.9% |
| **TOTAL** | **196** | **100%** | **135** | **100%** | **2** | **100%** | **58** | **100%** |

| | Total | | Government school | | Private school | | Experimental school | |
|---|---|---|---|---|---|---|---|---|
| | Count | N% | Count | N% | Count | N% | Count | N% |
| **I am good at most subjects at school/university** | | | | | | | | |
| Strongly agree | 78 | 40.6% | 57 | 43.8% | 1 | 50.0% | 19 | 32.2% |
| Agree | 80 | 41.7% | 48 | 36.9% | 1 | 50.0% | 31 | 52.5% |
| Undecided | 18 | 9.4% | 12 | 9.2% | 0 | 0.0% | 6 | 10.2% |
| Disagree | 14 | 7.3% | 12 | 9.2% | 0 | 0.0% | 2 | 3.4% |
| Strongly disagree | 2 | 1.0% | 1 | 0.8% | 0 | 0.0% | 1 | 1.7% |
| **TOTAL** | **192** | **100%** | **130** | **100%** | **2** | **100%** | **59** | **100%** |
| **I am good at working with others** | | | | | | | | |
| Strongly agree | 85 | 44.5% | 56 | 43.1% | 1 | 50.0% | 27 | 46.6% |
| Agree | 76 | 39.8% | 50 | 38.5% | 1 | 50.0% | 25 | 43.1% |
| Undecided | 16 | 8.4% | 10 | 7.7% | 0 | 0.0% | 6 | 10.3% |
| Disagree | 8 | 4.2% | 8 | 6.2% | 0 | 0.0% | 0 | 0.0% |
| Strongly disagree | 6 | 3.1% | 6 | 4.6% | 0 | 0.0% | 0 | 0.0% |
| **TOTAL** | **191** | **100%** | **130** | **100%** | **2** | **100%** | **58** | **100%** |
| **I think it's OK not to know what to do with my future** | | | | | | | | |
| Strongly agree | 25 | 13.0% | 13 | 9.7% | 1 | 50.0% | 11 | 19.6% |
| Agree | 14 | 7.3% | 11 | 8.2% | 0 | 0.0% | 3 | 5.4% |
| Undecided | 14 | 7.3% | 9 | 6.7% | 0 | 0.0% | 4 | 7.1% |
| Disagree | 44 | 22.8% | 26 | 19.4% | 0 | 0.0% | 18 | 32.1% |
| Strongly disagree | 96 | 49.7% | 75 | 56.0% | 1 | 50.0% | 20 | 35.7% |
| **TOTAL** | **193** | **100%** | **134** | **100%** | **2** | **100%** | **56** | **100%** |

**Teacher support**

| | Total | | Government school | | Private school | | Experimental school | |
|---|---|---|---|---|---|---|---|---|
| | Count | N% | Count | N% | Count | N% | Count | N% |
| **Teachers do their best to make lessons interesting** | | | | | | | | |
| Strongly agree | 49 | 25.9% | 30 | 23.4% | 1 | 50.0% | 18 | 31.0% |
| Agree | 55 | 29.1% | 39 | 30.5% | 1 | 50.0% | 15 | 25.9% |
| Undecided | 24 | 12.7% | 18 | 14.1% | 0 | 0.0% | 6 | 10.3% |
| Disagree | 43 | 22.8% | 26 | 20.3% | 0 | 0.0% | 16 | 27.6% |
| Strongly disagree | 18 | 9.5% | 15 | 11.7% | 0 | 0.0% | 3 | 5.2% |
| **TOTAL** | **189** | **100%** | **128** | **100%** | **2** | **100%** | **58** | **100%** |

| | Total | | Government school | | Private school | | Experimental school | |
|---|---|---|---|---|---|---|---|---|
| | Count | N% | Count | N% | Count | N% | Count | N% |
| **I am praised by teachers when I do well** | | | | | | | | |
| Strongly agree | 73 | 39.0% | 54 | 42.2% | 2 | 100% | 17 | 30.4% |
| Agree | 83 | 44.4% | 58 | 45.3% | 0 | 0.0% | 24 | 42.9% |
| Undecided | 20 | 10.7% | 7 | 5.5% | 0 | 0.0% | 13 | 23.2% |
| Disagree | 5 | 2.7% | 5 | 3.9% | 0 | 0.0% | 0 | 0.0% |
| Strongly disagree | 6 | 3.2% | 4 | 3.1% | 0 | 0.0% | 2 | 3.6% |
| **TOTAL** | **187** | **100%** | **128** | **100%** | **2** | **100%** | **56** | **100%** |
| **Teachers show an interest in me** | | | | | | | | |
| Strongly agree | 26 | 13.8% | 22 | 17.1% | 0 | 0.0% | 4 | 7.0% |
| Agree | 59 | 31.2% | 38 | 29.5% | 1 | 50.0% | 20 | 35.1% |
| Undecided | 55 | 29.1% | 37 | 28.7% | 1 | 50.0% | 16 | 28.1% |
| Disagree | 34 | 18.0% | 22 | 17.1% | 0 | 0.0% | 12 | 21.1% |
| Strongly disagree | 15 | 7.9% | 10 | 7.8% | 0 | 0.0% | 5 | 8.8% |
| **TOTAL** | **189** | **100%** | **129** | **100%** | **2** | **100%** | **57** | **100%** |
| **I can work with the teacher to decide what I want to learn** | | | | | | | | |
| Strongly agree | 71 | 37.4% | 57 | 44.2% | 1 | 50.0% | 12 | 20.7% |
| Agree | 60 | 31.6% | 39 | 30.2% | 0 | 0.0% | 21 | 36.2% |
| Undecided | 20 | 10.5% | 11 | 8.5% | 0 | 0.0% | 9 | 15.5% |
| Disagree | 20 | 10.5% | 11 | 8.5% | 0 | 0.0% | 9 | 15.5% |
| Strongly disagree | 19 | 10.0% | 11 | 8.5% | 1 | 50.0% | 7 | 12.1% |
| **TOTAL** | **190** | **100%** | **129** | **100%** | **2** | **100%** | **58** | **100%** |
| **I can work with the teacher to decide how I want to study** | | | | | | | | |
| Strongly agree | 65 | 34.4% | 57 | 44.2% | 1 | 50.0% | 6 | 10.5% |
| Agree | 60 | 31.7% | 37 | 28.7% | 0 | 0.0% | 23 | 40.4% |
| Undecided | 21 | 11.1% | 10 | 7.8% | 0 | 0.0% | 11 | 19.3% |
| Disagree | 26 | 13.8% | 13 | 10.1% | 1 | 50.0% | 12 | 21.1% |
| Strongly disagree | 17 | 9.0% | 12 | 9.3% | 0 | 0.0% | 5 | 8.8% |
| **TOTAL** | **189** | **100%** | **129** | **100%** | **2** | **100%** | **57** | **100%** |

**Home support for learning**

| | Total | | Government school | | Private school | | Experimental school | |
|---|---|---|---|---|---|---|---|---|
| | Count | N% | Count | N% | Count | N% | Count | N% |
| **Family members/guardians help me with homework/studies** | | | | | | | | |
| Strongly agree | 59 | 31.7% | 42 | 33.3% | 1 | 50.0% | 15 | 26.3% |
| Agree | 48 | 25.8% | 28 | 22.2% | 1 | 50.0% | 19 | 33.3% |
| Undecided | 9 | 4.8% | 5 | 4.0% | 0 | 0.0% | 4 | 7.0% |
| Disagree | 41 | 22.0% | 34 | 27.0% | 0 | 0.0% | 7 | 12.3% |
| Strongly disagree | 29 | 15.6% | 17 | 13.5% | 0 | 0.0% | 12 | 21.1% |
| **TOTAL** | **186** | **100%** | **126** | **100%** | **2** | **100%** | **57** | **100%** |
| **Family members/guardians reward me if I do well at school/university** | | | | | | | | |
| Strongly agree | 113 | 59.8% | 74 | 57.4% | 2 | 100% | 37 | 64.9% |
| Agree | 55 | 29.1% | 41 | 31.8% | 0 | 0.0% | 13 | 22.8% |
| Undecided | 5 | 2.6% | 5 | 3.9% | 0 | 0.0% | 0 | 0.0% |
| Disagree | 9 | 4.8% | 4 | 3.1% | 0 | 0.0% | 5 | 8.8% |
| Strongly disagree | 7 | 3.7% | 5 | 3.9% | 0 | 0.0% | 2 | 3.5% |
| **TOTAL** | **189** | **100%** | **129** | **100%** | **2** | **100%** | **57** | **100%** |
| **Family members/guardians often ask me how I'm doing at school/university** | | | | | | | | |
| Strongly agree | 99 | 52.7% | 69 | 53.9% | 1 | 50.0% | 29 | 50.9% |
| Agree | 64 | 34.0% | 47 | 36.7% | 0 | 0.0% | 16 | 28.1% |
| Undecided | 9 | 4.8% | 4 | 3.1% | 0 | 0.0% | 5 | 8.8% |
| Disagree | 10 | 5.3% | 4 | 3.1% | 1 | 50.0% | 5 | 8.8% |
| Strongly disagree | 6 | 3.2% | 4 | 3.1% | 0 | 0.0% | 2 | 3.5% |
| **TOTAL** | **188** | **100%** | **128** | **100%** | **2** | **100%** | **57** | **100%** |
| **I have a quiet place in which to do school/university work** | | | | | | | | |
| Strongly agree | 84 | 44.7% | 58 | 45.0% | 0 | 0.0% | 25 | 44.6% |
| Agree | 62 | 33.0% | 43 | 33.3% | 1 | 50.0% | 18 | 32.1% |
| Undecided | 9 | 4.8% | 6 | 4.7% | 0 | 0.0% | 3 | 5.4% |
| Disagree | 20 | 10.6% | 15 | 11.6% | 0 | 0.0% | 5 | 8.9% |
| Strongly disagree | 13 | 6.9% | 7 | 5.4% | 1 | 50.0% | 5 | 8.9% |
| **TOTAL** | **188** | **100%** | **129** | **100%** | **2** | **100%** | **56** | **100%** |
| **Family members/guardians usually come to open evenings/reviews** | | | | | | | | |
| Strongly agree | 34 | 18.1% | 27 | 20.9% | 0 | 0.0% | 7 | 12.5% |
| Agree | 43 | 22.9% | 37 | 28.7% | 0 | 0.0% | 5 | 8.9% |
| Undecided | 27 | 14.4% | 12 | 9.3% | 0 | 0.0% | 15 | 26.8% |
| Disagree | 42 | 22.3% | 27 | 20.9% | 1 | 50.0% | 14 | 25.0% |
| Strongly disagree | 42 | 22.3% | 26 | 20.2% | 1 | 50.0% | 15 | 26.8% |
| **TOTAL** | **188** | **100%** | **129** | **100%** | **2** | **100%** | **56** | **100%** |

| | Total | | Government school | | Private school | | Experimental school | |
|---|---|---|---|---|---|---|---|---|
| | Count | N% | Count | N% | Count | N% | Count | N% |
| **People from my family go to college/university after they leave school/university** | | | | | | | | |
| Strongly agree | 90 | 48.6% | 61 | 48.4% | 1 | 50.0% | 28 | 50.0% |
| Agree | 25 | 13.5% | 19 | 15.1% | 0 | 0.0% | 6 | 10.7% |
| Undecided | 24 | 13.0% | 18 | 14.3% | 0 | 0.0% | 6 | 10.7% |
| Disagree | 21 | 11.4% | 9 | 7.1% | 0 | 0.0% | 11 | 19.6% |
| Strongly disagree | 25 | 13.5% | 19 | 15.1% | 1 | 50.0% | 5 | 8.9% |
| **TOTAL** | **185** | **100%** | **126** | **100%** | **2** | **100%** | **56** | **100%** |
| **Family members/guardians do not think that school is very important** | | | | | | | | |
| Strongly agree | 15 | 8.1% | 11 | 8.7% | 0 | 0.0% | 4 | 7.0% |
| Agree | 13 | 7.0% | 10 | 7.9% | 0 | 0.0% | 3 | 5.3% |
| Undecided | 10 | 5.4% | 8 | 6.3% | 0 | 0.0% | 2 | 3.5% |
| Disagree | 18 | 9.7% | 12 | 9.5% | 0 | 0.0% | 6 | 10.5% |
| Strongly disagree | 130 | 69.9% | 85 | 67.5% | 2 | 100% | 42 | 73.7% |
| **TOTAL** | **186** | **100%** | **126** | **100%** | **2** | **100%** | **57** | **100%** |

**Support from peers**

| | Total | | Government school | | Private school | | Experimental school | |
|---|---|---|---|---|---|---|---|---|
| | Count | N% | Count | N% | Count | N% | Count | N% |
| **My friends think doing well at school/university is important** | | | | | | | | |
| Strongly agree | 100 | 52.6% | 80 | 62.0% | 0 | 0.0% | 19 | 32.8% |
| Agree | 60 | 31.6% | 36 | 27.9% | 2 | 100% | 22 | 37.9% |
| Undecided | 18 | 9.5% | 10 | 7.8% | 0 | 0.0% | 8 | 13.8% |
| Disagree | 6 | 3.2% | 1 | .8% | 0 | 0.0% | 5 | 8.6% |
| Strongly disagree | 6 | 3.2% | 2 | 1.6% | 0 | 0.0% | 4 | 6.9% |
| **TOTAL** | **190** | **100%** | **129** | **100%** | **2** | **100%** | **58** | **100%** |
| **My friends help me with schoolwork** | | | | | | | | |
| Strongly agree | 37 | 19.5% | 27 | 20.9% | 1 | 50.0% | 9 | 15.5% |
| Agree | 49 | 25.8% | 32 | 24.8% | 0 | 0.0% | 16 | 27.6% |
| Undecided | 20 | 10.5% | 11 | 8.5% | 1 | 50.0% | 8 | 13.8% |
| Disagree | 43 | 22.6% | 32 | 24.8% | 0 | 0.0% | 11 | 19.0% |
| Strongly disagree | 41 | 21.6% | 27 | 20.9% | 0 | 0.0% | 14 | 24.1% |
| **TOTAL** | **190** | **100%** | **129** | **100%** | **2** | **100%** | **58** | **100%** |

| | Total | | Government school | | Private school | | Experimental school | |
|---|---|---|---|---|---|---|---|---|
| | Count | N% | Count | N% | Count | N% | Count | N% |
| **Most of my friends intend to stay on at school/college/university** | | | | | | | | |
| Strongly agree | 105 | 55.9% | 74 | 58.3% | 1 | 50.0% | 29 | 50.0% |
| Agree | 46 | 24.5% | 32 | 25.2% | 1 | 50.0% | 13 | 22.4% |
| Undecided | 23 | 12.2% | 16 | 12.6% | 0 | 0.0% | 7 | 12.1% |
| Disagree | 10 | 5.3% | 4 | 3.1% | 0 | 0.0% | 6 | 10.3% |
| Strongly disagree | 4 | 2.1% | 1 | 0.8% | 0 | 0.0% | 3 | 5.2% |
| **TOTAL** | **188** | **100%** | **127** | **100%** | **2** | **100%** | **58** | **100%** |
| **I want to leave school as soon as possible and get a job** | | | | | | | | |
| Strongly agree | 18 | 9.5% | 11 | 8.5% | 1 | 50.0% | 6 | 10.5% |
| Agree | 12 | 6.3% | 9 | 7.0% | 0 | 0.0% | 3 | 5.3% |
| Undecided | 12 | 6.3% | 6 | 4.7% | 0 | 0.0% | 6 | 10.5% |
| Disagree | 24 | 12.7% | 14 | 10.9% | 0 | 0.0% | 10 | 17.5% |
| Strongly disagree | 123 | 65.1% | 89 | 69.0% | 1 | 50.0% | 32 | 56.1% |
| **TOTAL** | **189** | **100%** | **129** | **100%** | **2** | **100%** | **57** | **100%** |
| **My friends laugh at those who do well at school/university** | | | | | | | | |
| Strongly agree | 20 | 10.7% | 16 | 12.5% | 0 | 0.0% | 4 | 7.1% |
| Agree | 25 | 13.4% | 14 | 10.9% | 0 | 0.0% | 11 | 19.6% |
| Undecided | 24 | 12.8% | 19 | 14.8% | 1 | 50.0% | 4 | 7.1% |
| Disagree | 32 | 17.1% | 16 | 12.5% | 0 | 0.0% | 16 | 28.6% |
| Strongly disagree | 86 | 46.0% | 63 | 49.2% | 1 | 50.0% | 21 | 37.5% |
| **TOTAL** | **187** | **100%** | **128** | **100%** | **2** | **100%** | **56** | **100%** |
| **My friends distract me from paying attention in school/university** | | | | | | | | |
| Strongly agree | 39 | 20.6% | 25 | 19.4% | 1 | 50.0% | 13 | 22.8% |
| Agree | 31 | 16.4% | 19 | 14.7% | 0 | 0.0% | 12 | 21.1% |
| Undecided | 27 | 14.3% | 17 | 13.2% | 1 | 50.0% | 9 | 15.8% |
| Disagree | 39 | 20.6% | 28 | 21.7% | 0 | 0.0% | 11 | 19.3% |
| Strongly disagree | 53 | 28.0% | 40 | 31.0% | 0 | 0.0% | 12 | 21.1% |
| **TOTAL** | **189** | **100%** | **129** | **100%** | **2** | **100%** | **57** | **100%** |

**Learning English**

| | Total | | Government school | | Private school | | Experimental school | |
|---|---|---|---|---|---|---|---|---|
| | Count | N% | Count | N% | Count | N% | Count | N% |
| **Learning English is important to my future** | | | | | | | | |
| Strongly agree | 170 | 89.5% | 117 | 90.7% | 2 | 100% | 50 | 86.2% |
| Agree | 16 | 8.4% | 9 | 7.0% | 0 | 0.0% | 7 | 12.1% |
| Undecided | 1 | 0.5% | 0 | 0.0% | 0 | 0.0% | 1 | 1.7% |
| Disagree | 2 | 1.1% | 2 | 1.6% | 0 | 0.0% | 0 | 0.0% |
| Strongly disagree | 1 | 0.5% | 1 | 0.8% | 0 | 0.0% | 0 | 0.0% |
| **TOTAL** | **190** | **100%** | **129** | **100%** | **2** | **100%** | **58** | **100%** |
| **Learning English enriches my personal identity** | | | | | | | | |
| Strongly agree | 125 | 65.8% | 90 | 69.8% | 1 | 50.0% | 33 | 56.9% |
| Agree | 41 | 21.6% | 21 | 16.3% | 1 | 50.0% | 19 | 32.8% |
| Undecided | 13 | 6.8% | 9 | 7.0% | 0 | 0.0% | 4 | 6.9% |
| Disagree | 7 | 3.7% | 6 | 4.7% | 0 | 0.0% | 1 | 1.7% |
| Strongly disagree | 4 | 2.1% | 3 | 2.3% | 0 | 0.0% | 1 | 1.7% |
| **TOTAL** | **190** | **100%** | **129** | **100%** | **2** | **100%** | **58** | **100%** |
| **Learning English increases my status in the community** | | | | | | | | |
| Strongly agree | 140 | 73.7% | 98 | 76.0% | 2 | 100% | 40 | 69.0% |
| Agree | 39 | 20.5% | 24 | 18.6% | 0 | 0.0% | 14 | 24.1% |
| Undecided | 5 | 2.6% | 1 | 0.8% | 0 | 0.0% | 4 | 6.9% |
| Disagree | 2 | 1.1% | 2 | 1.6% | 0 | 0.0% | 0 | 0.0% |
| Strongly disagree | 4 | 2.1% | 4 | 3.1% | 0 | 0.0% | 0 | 0.0% |
| **TOTAL** | **190** | **100%** | **129** | **100%** | **2** | **100%** | **58** | **100%** |
| **Too many people learning English will negatively affect/change Arabic culture** | | | | | | | | |
| Strongly agree | 13 | 6.8% | 10 | 7.8% | 0 | 0.0% | 3 | 5.2% |
| Agree | 12 | 6.3% | 6 | 4.7% | 0 | 0.0% | 6 | 10.3% |
| Undecided | 24 | 12.6% | 18 | 14.0% | 0 | 0.0% | 6 | 10.3% |
| Disagree | 43 | 22.6% | 29 | 22.5% | 0 | 0.0% | 13 | 22.4% |
| Strongly disagree | 98 | 51.6% | 66 | 51.2% | 2 | 100% | 30 | 51.7% |
| **TOTAL** | **190** | **100%** | **129** | **100%** | **2** | **100%** | **58** | **100%** |
| **Lots of people being able to use English is good for Egypt** | | | | | | | | |
| Strongly agree | 130 | 68.4% | 97 | 75.2% | 1 | 50.0% | 31 | 53.4% |
| Agree | 30 | 15.8% | 16 | 12.4% | 1 | 50.0% | 13 | 22.4% |
| Undecided | 15 | 7.9% | 7 | 5.4% | 0 | 0.0% | 8 | 13.8% |
| Disagree | 11 | 5.8% | 8 | 6.2% | 0 | 0.0% | 3 | 5.2% |
| Strongly disagree | 4 | 2.1% | 1 | 0.8% | 0 | 0.0% | 3 | 5.2% |
| **TOTAL** | **190** | **100%** | **129** | **100%** | **2** | **100%** | **58** | **100%** |

**English level needed for work**

| | Total | | Government school | | Private school | | Experimental school | |
|---|---|---|---|---|---|---|---|---|
| | Count | N% | Count | N% | Count | N% | Count | N% |
| Beginner | 5 | 2.6% | 4 | 3.1% | 0 | 0.0% | 1 | 1.7% |
| Below intermediate | 1 | .5% | 1 | .8% | 0 | 0.0% | 0 | 0.0% |
| Intermediate | 10 | 5.2% | 8 | 6.2% | 0 | 0.0% | 2 | 3.3% |
| Above intermediate | 30 | 15.6% | 19 | 14.7% | 1 | 50.0% | 10 | 16.7% |
| Advanced | 146 | 76.0% | 97 | 75.2% | 1 | 50.0% | 47 | 78.3% |
| **TOTAL** | **192** | **100%** | **129** | **100%** | **2** | **100%** | **60** | **100%** |

## Teacher data

| | Total | | Government school | | Private school | | Experimental school | |
|---|---|---|---|---|---|---|---|---|
| | Count | N% | Count | N% | Count | N% | Count | N% |
| **School type** | | | | | | | | |
| Govt. school | 91 | 61.1% | 91 | 100% | 0 | 0.0% | 0 | 0.0% |
| Private school | 4 | 2.7% | 0 | 0.0% | 4 | 100% | 0 | 0.0% |
| Exp. school | 54 | 36.2% | 0 | 0.0% | 0 | 0.0% | 54 | 100% |
| Al-Azhar school | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| University | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| **TOTAL** | **149** | **100%** | **91** | **100%** | **4** | **100%** | **54** | **100%** |

**Bio details**

| | Total | | Government school | | Private school | | Experimental school | |
|---|---|---|---|---|---|---|---|---|
| | Count | N% | Count | N% | Count | N% | Count | N% |
| **Education** | | | | | | | | |
| BA English | 77 | 52.7% | 48 | 53.9% | 1 | 25.0% | 26 | 53.1% |
| BA Arts | 53 | 36.3% | 34 | 38.2% | 3 | 75.0% | 14 | 28.6% |
| Diploma Education | 14 | 9.6% | 6 | 6.7% | 0 | 0.0% | 8 | 16.3% |
| MA degree | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| PhD | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Other | 2 | 1.4% | 1 | 1.1% | 0 | 0.0% | 1 | 2.0% |
| **TOTAL** | **146** | **100%** | **89** | **100%** | **4** | **100%** | **49** | **100%** |
| **Experience** | | | | | | | | |
| 1–3 | 8 | 5.2% | 7 | 7.7% | 0 | 0.0% | 1 | 1.9% |
| 4–6 | 16 | 10.4% | 9 | 9.9% | 1 | 25.0% | 6 | 11.1% |
| 7–9 | 10 | 6.5% | 6 | 6.6% | 0 | 0.0% | 4 | 7.4% |
| 10+ | 120 | 77.9% | 69 | 75.8% | 3 | 75.0% | 43 | 79.6% |
| **TOTAL** | **154** | **100%** | **91** | **100%** | **4** | **100%** | **54** | **100%** |

| | Total | | Government school | | Private school | | Experimental school | |
|---|---|---|---|---|---|---|---|---|
| | Count | N% | Count | N% | Count | N% | Count | N% |
| **Language** | | | | | | | | |
| English | 125 | 85.0% | 69 | 78.4% | 3 | 75.0% | 50 | 98.0% |
| Arabic | 22 | 15.0% | 19 | 21.6% | 1 | 25.0% | 1 | 2.0% |
| **TOTAL** | **147** | **100%** | **88** | **100%** | **4** | **100%** | **51** | **100%** |
| **English proficiency** | | | | | | | | |
| Very good | 91 | 61.5% | 48 | 55.2% | 4 | 100% | 36 | 69.2% |
| Good | 50 | 33.8% | 34 | 39.1% | 0 | 0.0% | 15 | 28.8% |
| Adequate | 5 | 3.4% | 3 | 3.4% | 0 | 0.0% | 1 | 1.9% |
| Modest | 2 | 1.4% | 2 | 2.3% | 0 | 0.0% | 0 | 0.0% |
| Poor | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| **TOTAL** | **148** | **100%** | **87** | **100%** | **4** | **100%** | **52** | **100%** |
| **Gender** | | | | | | | | |
| Female | 69 | 47.0% | 35 | 39.8% | 0 | 0.0% | 34 | 64.2% |
| Male | 80 | 53.0% | 53 | 60.2% | 3 | 100% | 19 | 35.8% |
| **TOTAL** | **149** | **100%** | **88** | **100%** | **3** | **100%** | **53** | **100%** |

**Commitment to teaching**

| | Total | | Government school | | Private school | | Experimental school | |
|---|---|---|---|---|---|---|---|---|
| | Count | N% | Count | N% | Count | N% | Count | N% |
| **I feel good about being a teacher** | | | | | | | | |
| Strongly agree | 67 | 65.0% | 46 | 69.7% | 3 | 100% | 18 | 56.3% |
| Agree | 32 | 31.1% | 20 | 30.3% | 0 | 0.0% | 10 | 31.3% |
| Undecided | 2 | 1.9% | 0 | 0.0% | 0 | 0.0% | 2 | 6.3% |
| Disagree | 1 | 1.0% | 0 | 0.0% | 0 | 0.0% | 1 | 3.1% |
| Strongly disagree | 1 | 1.0% | 0 | 0.0% | 0 | 0.0% | 1 | 3.1% |
| **TOTAL** | **103** | **100%** | **66** | **100%** | **3** | **100%** | **32** | **100%** |
| **I work hard at school/university to produce good lessons** | | | | | | | | |
| Strongly agree | 75 | 72.1% | 49 | 75.4% | 3 | 100% | 22 | 64.7% |
| Agree | 26 | 25.0% | 16 | 24.6% | 0 | 0.0% | 10 | 29.4% |
| Undecided | 2 | 1.9% | 0 | 0.0% | 0 | 0.0% | 1 | 2.9% |
| Disagree | 1 | 1.0% | 0 | 0.0% | 0 | 0.0% | 1 | 2.9% |
| Strongly disagree | 0 | .0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| **TOTAL** | **104** | **100%** | **65** | **100%** | **3** | **100%** | **34** | **100%** |

| | Total | | Government school | | Private school | | Experimental school | |
|---|---|---|---|---|---|---|---|---|
| | Count | N% | Count | N% | Count | N% | Count | N% |
| **I do my best to make lessons interesting** | | | | | | | | |
| Strongly agree | 85 | 80.2% | 56 | 83.6% | 3 | 100% | 24 | 70.6% |
| Agree | 17 | 16.0% | 10 | 14.9% | 0 | 0.0% | 7 | 20.6% |
| Undecided | 3 | 2.8% | 1 | 1.5% | 0 | 0.0% | 2 | 5.9% |
| Disagree | 1 | .9% | 0 | 0.0% | 0 | 0.0% | 1 | 2.9% |
| Strongly disagree | 0 | .0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| **TOTAL** | **106** | **100%** | **67** | **100%** | **3** | **100%** | **34** | **100%** |
| **I always attend school unless I'm ill** | | | | | | | | |
| Strongly agree | 85 | 81.0% | 55 | 82.1% | 2 | 66.7% | 26 | 78.8% |
| Agree | 17 | 16.2% | 11 | 16.4% | 0 | 0.0% | 6 | 18.2% |
| Undecided | 1 | 1.0% | 1 | 1.5% | 0 | 0.0% | 0 | 0.0% |
| Disagree | 2 | 1.9% | 0 | 0.0% | 1 | 33.3% | 1 | 3.0% |
| Strongly disagree | 0 | .0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| **TOTAL** | **105** | **100%** | **67** | **100%** | **3** | **100%** | **33** | **100%** |

**Professional self-concept**

| | Total | | Government school | | Private school | | Experimental school | |
|---|---|---|---|---|---|---|---|---|
| | Count | N% | Count | N% | Count | N% | Count | N% |
| **I am good at my job** | | | | | | | | |
| Strongly agree | 54 | 51.9% | 36 | 54.5% | 2 | 66.7% | 16 | 48.5% |
| Agree | 40 | 38.5% | 23 | 34.8% | 1 | 33.3% | 14 | 42.4% |
| Undecided | 5 | 4.8% | 5 | 7.6% | 0 | 0.0% | 0 | 0.0% |
| Disagree | 4 | 3.8% | 2 | 3.0% | 0 | 0.0% | 2 | 6.1% |
| Strongly disagree | 1 | 1.0% | 0 | 0.0% | 0 | 0.0% | 1 | 3.0% |
| **TOTAL** | **104** | **100%** | **66** | **100%** | **3** | **100%** | **33** | **100%** |
| **I am good at adapting my teaching to the needs of my pupils** | | | | | | | | |
| Strongly agree | 47 | 46.1% | 34 | 50.7% | 1 | 33.3% | 11 | 36.7% |
| Agree | 54 | 52.9% | 33 | 49.3% | 2 | 66.7% | 18 | 60.0% |
| Undecided | 1 | 1.0% | 0 | 0.0% | 0 | 0.0% | 1 | 3.3% |
| Disagree | 0 | .0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Strongly disagree | 0 | .0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| **TOTAL** | **102** | **100%** | **67** | **100%** | **3** | **100%** | **30** | **100%** |

| | Total | | Government school | | Private school | | Experimental school | |
|---|---|---|---|---|---|---|---|---|
| | Count | N% | Count | N% | Count | N% | Count | N% |
| **If some of my learners find something difficult, I can usually find a way to help them understand** | | | | | | | | |
| Strongly agree | 59 | 57.8% | 40 | 59.7% | 1 | 33.3% | 17 | 54.8% |
| Agree | 40 | 39.2% | 26 | 38.8% | 2 | 66.7% | 12 | 38.7% |
| Undecided | 1 | 1.0% | 0 | 0.0% | 0 | 0.0% | 1 | 3.2% |
| Disagree | 2 | 2.0% | 1 | 1.5% | 0 | 0.0% | 1 | 3.2% |
| Strongly disagree | 0 | .0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| **TOTAL** | **102** | **100%** | **67** | **100%** | **3** | **100%** | **31** | **100%** |
| **I am good at managing learner disputes in the classroom** | | | | | | | | |
| Strongly agree | 37 | 35.2% | 25 | 37.3% | 0 | 0.0% | 11 | 33.3% |
| Agree | 57 | 54.3% | 33 | 49.3% | 3 | 100% | 21 | 63.6% |
| Undecided | 10 | 9.5% | 8 | 11.9% | 0 | 0.0% | 1 | 3.0% |
| Disagree | 1 | 1.0% | 1 | 1.5% | 0 | 0.0% | 0 | 0.0% |
| Strongly disagree | 0 | .0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| **TOTAL** | **105** | **100%** | **67** | **100%** | **3** | **100%** | **33** | **100%** |
| **I show an interest in my learners** | | | | | | | | |
| Strongly agree | 66 | 64.1% | 43 | 65.2% | 2 | 66.7% | 20 | 60.6% |
| Agree | 37 | 35.9% | 23 | 34.8% | 1 | 33.3% | 13 | 39.4% |
| Undecided | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Disagree | 0 | .0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Strongly disagree | 0 | .0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| **TOTAL** | **103** | **100%** | **66** | **100%** | **3** | **100%** | **33** | **100%** |
| **I know the subject(s) I teach well** | | | | | | | | |
| Strongly agree | 69 | 65.7% | 47 | 71.2% | 2 | 66.7% | 19 | 55.9% |
| Agree | 32 | 30.5% | 17 | 25.8% | 1 | 33.3% | 13 | 38.2% |
| Undecided | 4 | 3.8% | 2 | 3.0% | 0 | 0.0% | 2 | 5.9% |
| Disagree | 0 | .0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Strongly disagree | 0 | .0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| **TOTAL** | **105** | **100%** | **66** | **100%** | **3** | **100%** | **34** | **100%** |
| **I know how to produce good lesson plans** | | | | | | | | |
| Strongly agree | 63 | 61.2% | 45 | 68.2% | 2 | 66.7% | 14 | 43.8% |
| Agree | 36 | 35.0% | 21 | 31.8% | 1 | 33.3% | 14 | 43.8% |
| Undecided | 3 | 2.9% | 0 | 0.0% | 0 | 0.0% | 3 | 9.4% |
| Disagree | 1 | 1.0% | 0 | 0.0% | 0 | 0.0% | 1 | 3.1% |
| Strongly disagree | 0 | .0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| **TOTAL** | **103** | **100%** | **66** | **100%** | **3** | **100%** | **32** | **100%** |

| | Total | | Government school | | Private school | | Experimental school | |
|---|---|---|---|---|---|---|---|---|
| | Count | N% | Count | N% | Count | N% | Count | N% |
| **I have a good rapport with my learners** | | | | | | | | |
| Strongly agree | 61 | 57.5% | 40 | 59.7% | 3 | 100% | 18 | 52.9% |
| Agree | 40 | 37.7% | 25 | 37.3% | 0 | 0.0% | 14 | 41.2% |
| Undecided | 4 | 3.8% | 1 | 1.5% | 0 | 0.0% | 2 | 5.9% |
| Disagree | 1 | .9% | 1 | 1.5% | 0 | 0.0% | 0 | 0.0% |
| Strongly disagree | 0 | .0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| **TOTAL** | **106** | **100%** | **67** | **100%** | **3** | **100%** | **34** | **100%** |
| **My classroom is a positive environment in which to learn** | | | | | | | | |
| Strongly agree | 29 | 29.3% | 18 | 28.6% | 2 | 66.7% | 9 | 29.0% |
| Agree | 39 | 39.4% | 30 | 47.6% | 1 | 33.3% | 7 | 22.6% |
| Undecided | 16 | 16.2% | 7 | 11.1% | 0 | 0.0% | 8 | 25.8% |
| Disagree | 11 | 11.1% | 7 | 11.1% | 0 | 0.0% | 4 | 12.9% |
| Strongly disagree | 4 | 4.0% | 1 | 1.6% | 0 | 0.0% | 3 | 9.7% |
| **TOTAL** | **99** | **100%** | **63** | **100%** | **3** | **100%** | **31** | **100%** |
| **I want to leave teaching as soon as possible and get another job** | | | | | | | | |
| Strongly agree | 19 | 18.3% | 13 | 19.7% | 0 | 0.0% | 5 | 15.2% |
| Agree | 18 | 17.3% | 10 | 15.2% | 0 | 0.0% | 8 | 24.2% |
| Undecided | 17 | 16.3% | 11 | 16.7% | 0 | 0.0% | 5 | 15.2% |
| Disagree | 16 | 15.4% | 8 | 12.1% | 2 | 66.7% | 6 | 18.2% |
| Strongly disagree | 34 | 32.7% | 24 | 36.4% | 1 | 33.3% | 9 | 27.3% |
| **TOTAL** | **104** | **100%** | **66** | **100%** | **3** | **100%** | **33** | **100%** |
| **I often get bored at school/university** | | | | | | | | |
| Strongly agree | 11 | 10.6% | 6 | 9.1% | 0 | 0.0% | 4 | 12.1% |
| Agree | 26 | 25.0% | 20 | 30.3% | 0 | 0.0% | 6 | 18.2% |
| Undecided | 22 | 21.2% | 13 | 19.7% | 0 | 0.0% | 8 | 24.2% |
| Disagree | 22 | 21.2% | 12 | 18.2% | 2 | 66.7% | 8 | 24.2% |
| Strongly disagree | 23 | 22.1% | 15 | 22.7% | 1 | 33.3% | 7 | 21.2% |
| **TOTAL** | **104** | **100%** | **66** | **100%** | **3** | **100%** | **33** | **100%** |
| **Being a good teacher is important to me** | | | | | | | | |
| Strongly agree | 79 | 76.0% | 53 | 79.1% | 2 | 66.7% | 22 | 68.8% |
| Agree | 22 | 21.2% | 14 | 20.9% | 1 | 33.3% | 7 | 21.9% |
| Undecided | 3 | 2.9% | 0 | 0.0% | 0 | 0.0% | 3 | 9.4% |
| Disagree | 0 | .0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Strongly disagree | 0 | .0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| **TOTAL** | **104** | **100%** | **67** | **100%** | **3** | **100%** | **32** | **100%** |

| | Total | | Government school | | Private school | | Experimental school | |
|---|---|---|---|---|---|---|---|---|
| | **Count** | **N%** | **Count** | **N%** | **Count** | **N%** | **Count** | **N%** |
| **How well I do as a teacher won't make much difference to my learners' lives** | | | | | | | | |
| Strongly agree | 13 | 12.4% | 10 | 14.9% | 0 | 0.0% | 3 | 9.1% |
| Agree | 16 | 15.2% | 11 | 16.4% | 0 | 0.0% | 4 | 12.1% |
| Undecided | 6 | 5.7% | 4 | 6.0% | 0 | 0.0% | 2 | 6.1% |
| Disagree | 24 | 22.9% | 15 | 22.4% | 0 | 0.0% | 9 | 27.3% |
| Strongly disagree | 46 | 43.8% | 27 | 40.3% | 3 | 100% | 15 | 45.5% |
| **TOTAL** | **105** | **100%** | **67** | **100%** | **3** | **100%** | **33** | **100%** |

**Teacher support**

| | Total | | Government school | | Private school | | Experimental school | |
|---|---|---|---|---|---|---|---|---|
| | **Count** | **N%** | **Count** | **N%** | **Count** | **N%** | **Count** | **N%** |
| **I am praised by the head teacher when I do well** | | | | | | | | |
| Strongly agree | 52 | 50.5% | 32 | 49.2% | 2 | 66.7% | 16 | 48.5% |
| Agree | 38 | 36.9% | 22 | 33.8% | 0 | 0.0% | 16 | 48.5% |
| Undecided | 6 | 5.8% | 4 | 6.2% | 1 | 33.3% | 1 | 3.0% |
| Disagree | 4 | 3.9% | 4 | 6.2% | 0 | 0.0% | 0 | 0.0% |
| Strongly disagree | 3 | 2.9% | 3 | 4.6% | 0 | 0.0% | 0 | 0.0% |
| **TOTAL** | **103** | **100%** | **65** | **100%** | **3** | **100%** | **33** | **100%** |
| **The head teacher often asks me how my teaching is going** | | | | | | | | |
| Strongly agree | 45 | 43.3% | 28 | 42.4% | 2 | 66.7% | 14 | 42.4% |
| Agree | 44 | 42.3% | 29 | 43.9% | 0 | 0.0% | 14 | 42.4% |
| Undecided | 9 | 8.7% | 3 | 4.5% | 1 | 33.3% | 5 | 15.2% |
| Disagree | 2 | 1.9% | 2 | 3.0% | 0 | 0.0% | 0 | 0.0% |
| Strongly disagree | 4 | 3.8% | 4 | 6.1% | 0 | 0.0% | 0 | 0.0% |
| **TOTAL** | **104** | **100%** | **66** | **100%** | **3** | **100%** | **33** | **100%** |
| **My colleagues show an interest in my ideas** | | | | | | | | |
| Strongly agree | 28 | 28.3% | 20 | 31.3% | 0 | 0.0% | 8 | 26.7% |
| Agree | 44 | 44.4% | 27 | 42.2% | 3 | 100% | 13 | 43.3% |
| Undecided | 13 | 13.1% | 6 | 9.4% | 0 | 0.0% | 6 | 20.0% |
| Disagree | 8 | 8.1% | 5 | 7.8% | 0 | 0.0% | 3 | 10.0% |
| Strongly disagree | 6 | 6.1% | 6 | 9.4% | 0 | 0.0% | 0 | 0.0% |
| **TOTAL** | **99** | **100%** | **64** | **100%** | **3** | **100%** | **30** | **100%** |

| | Total | | Government school | | Private school | | Experimental school | |
|---|---|---|---|---|---|---|---|---|
| | Count | N% | Count | N% | Count | N% | Count | N% |
| **My colleagues and I often help each other and share ideas on teaching** | | | | | | | | |
| Strongly agree | 46 | 46.0% | 35 | 53.0% | 0 | 0.0% | 10 | 32.3% |
| Agree | 40 | 40.0% | 21 | 31.8% | 1 | 100% | 17 | 54.8% |
| Undecided | 8 | 8.0% | 5 | 7.6% | 0 | 0.0% | 3 | 9.7% |
| Disagree | 2 | 2.0% | 1 | 1.5% | 0 | 0.0% | 1 | 3.2% |
| Strongly disagree | 4 | 4.0% | 4 | 6.1% | 0 | 0.0% | 0 | 0.0% |
| **TOTAL** | **100** | **100%** | **66** | **100%** | **1** | **100%** | **31** | **100%** |
| **I find staff meetings useful** | | | | | | | | |
| Strongly agree | 49 | 48.0% | 29 | 44.6% | 0 | 0.0% | 18 | 56.3% |
| Agree | 37 | 36.3% | 24 | 36.9% | 3 | 100% | 10 | 31.3% |
| Undecided | 5 | 4.9% | 2 | 3.1% | 0 | 0.0% | 3 | 9.4% |
| Disagree | 5 | 4.9% | 4 | 6.2% | 0 | 0.0% | 1 | 3.1% |
| Strongly disagree | 6 | 5.9% | 6 | 9.2% | 0 | 0.0% | 0 | 0.0% |
| **TOTAL** | **102** | **100%** | **65** | **100%** | **3** | **100%** | **32** | **100%** |
| **School inspectors are supportive** | | | | | | | | |
| Strongly agree | 46 | 45.1% | 32 | 49.2% | 2 | 66.7% | 11 | 34.4% |
| Agree | 46 | 45.1% | 29 | 44.6% | 0 | 0.0% | 17 | 53.1% |
| Undecided | 5 | 4.9% | 1 | 1.5% | 0 | 0.0% | 3 | 9.4% |
| Disagree | 1 | 1.0% | 1 | 1.5% | 0 | 0.0% | 0 | 0.0% |
| Strongly disagree | 4 | 3.9% | 2 | 3.1% | 1 | 33.3% | 1 | 3.1% |
| **TOTAL** | **102** | **100%** | **65** | **100%** | **3** | **100%** | **32** | **100%** |
| **School inspectors give me good ideas to help me teach better** | | | | | | | | |
| Strongly agree | 49 | 47.1% | 34 | 51.5% | 2 | 66.7% | 12 | 36.4% |
| Agree | 41 | 39.4% | 25 | 37.9% | 0 | 0.0% | 15 | 45.5% |
| Undecided | 7 | 6.7% | 4 | 6.1% | 0 | 0.0% | 3 | 9.1% |
| Disagree | 3 | 2.9% | 0 | 0.0% | 0 | 0.0% | 3 | 9.1% |
| Strongly disagree | 4 | 3.8% | 3 | 4.5% | 1 | 33.3% | 0 | 0.0% |
| **TOTAL** | **104** | **100%** | **66** | **100%** | **3** | **100%** | **33** | **100%** |
| **I have enough time to prepare my lessons** | | | | | | | | |
| Strongly agree | 36 | 35.0% | 27 | 41.5% | 0 | 0.0% | 8 | 24.2% |
| Agree | 34 | 33.0% | 24 | 36.9% | 2 | 66.7% | 8 | 24.2% |
| Undecided | 10 | 9.7% | 7 | 10.8% | 0 | 0.0% | 3 | 9.1% |
| Disagree | 15 | 14.6% | 4 | 6.2% | 0 | 0.0% | 10 | 30.3% |
| Strongly disagree | 8 | 7.8% | 3 | 4.6% | 1 | 33.3% | 4 | 12.1% |
| **TOTAL** | **103** | **100%** | **65** | **100%** | **3** | **100%** | **33** | **100%** |

| | Total | | Government school | | Private school | | Experimental school | |
|---|---|---|---|---|---|---|---|---|
| | Count | N% | Count | N% | Count | N% | Count | N% |
| **I have access to Continuous Professional Development (CPD)** | | | | | | | | |
| Strongly agree | 30 | 28.8% | 19 | 28.4% | 1 | 50.0% | 8 | 24.2% |
| Agree | 39 | 37.5% | 26 | 38.8% | 1 | 50.0% | 12 | 36.4% |
| Undecided | 13 | 12.5% | 9 | 13.4% | 0 | 0.0% | 4 | 12.1% |
| Disagree | 11 | 10.6% | 5 | 7.5% | 0 | 0.0% | 6 | 18.2% |
| Strongly disagree | 11 | 10.6% | 8 | 11.9% | 0 | 0.0% | 3 | 9.1% |
| **TOTAL** | **104** | **100%** | **67** | **100%** | **2** | **100%** | **33** | **100%** |
| **My colleagues think being a good teacher is important** | | | | | | | | |
| Strongly agree | 61 | 58.1% | 40 | 60.6% | 2 | 66.7% | 18 | 52.9% |
| Agree | 27 | 25.7% | 15 | 22.7% | 0 | 0.0% | 11 | 32.4% |
| Undecided | 8 | 7.6% | 6 | 9.1% | 0 | 0.0% | 2 | 5.9% |
| Disagree | 7 | 6.7% | 3 | 4.5% | 1 | 33.3% | 3 | 8.8% |
| Strongly disagree | 2 | 1.9% | 2 | 3.0% | 0 | 0.0% | 0 | 0.0% |
| **TOTAL** | **105** | **100%** | **66** | **100%** | **3** | **100%** | **34** | **100%** |
| **Most of my colleagues want to continue in the teaching profession** | | | | | | | | |
| Strongly agree | 20 | 19.2% | 16 | 23.9% | 0 | 0.0% | 4 | 12.5% |
| Agree | 21 | 20.2% | 14 | 20.9% | 0 | 0.0% | 7 | 21.9% |
| Undecided | 29 | 27.9% | 17 | 25.4% | 2 | 66.7% | 8 | 25.0% |
| Disagree | 27 | 26.0% | 14 | 20.9% | 1 | 33.3% | 12 | 37.5% |
| Strongly disagree | 7 | 6.7% | 6 | 9.0% | 0 | 0.0% | 1 | 3.1% |
| **TOTAL** | **104** | **100%** | **67** | **100%** | **3** | **100%** | **32** | **100%** |
| **My friends do not think that being a good teacher is very important** | | | | | | | | |
| Strongly agree | 21 | 20.2% | 13 | 19.7% | 1 | 33.3% | 6 | 18.2% |
| Agree | 17 | 16.3% | 9 | 13.6% | 0 | 0.0% | 8 | 24.2% |
| Undecided | 15 | 14.4% | 10 | 15.2% | 0 | 0.0% | 5 | 15.2% |
| Disagree | 29 | 27.9% | 15 | 22.7% | 2 | 66.7% | 12 | 36.4% |
| Strongly disagree | 22 | 21.2% | 19 | 28.8% | 0 | 0.0% | 2 | 6.1% |
| **TOTAL** | **104** | **100%** | **66** | **100%** | **3** | **100%** | **33** | **100%** |

**Resources**

| | Total | | Government school | | Private school | | Experimental school | |
|---|---|---|---|---|---|---|---|---|
| | Count | N% | Count | N% | Count | N% | Count | N% |
| **The textbooks I use are good** | | | | | | | | |
| Strongly agree | 20 | 19.0% | 11 | 16.7% | 0 | 0.0% | 8 | 23.5% |
| Agree | 48 | 45.7% | 27 | 40.9% | 2 | 66.7% | 19 | 55.9% |
| Undecided | 10 | 9.5% | 9 | 13.6% | 0 | 0.0% | 1 | 2.9% |
| Disagree | 21 | 20.0% | 14 | 21.2% | 1 | 33.3% | 5 | 14.7% |
| Strongly disagree | 6 | 5.7% | 5 | 7.6% | 0 | 0.0% | 1 | 2.9% |
| **TOTAL** | **105** | **100%** | **66** | **100%** | **3** | **100%** | **34** | **100%** |
| **The syllabus I have to teach from is good** | | | | | | | | |
| Strongly agree | 24 | 22.9% | 16 | 23.9% | 0 | 0.0% | 8 | 24.2% |
| Agree | 52 | 49.5% | 33 | 49.3% | 2 | 66.7% | 16 | 48.5% |
| Undecided | 10 | 9.5% | 6 | 9.0% | 0 | 0.0% | 4 | 12.1% |
| Disagree | 17 | 16.2% | 10 | 14.9% | 1 | 33.3% | 5 | 15.2% |
| Strongly disagree | 2 | 1.9% | 2 | 3.0% | 0 | 0.0% | 0 | 0.0% |
| **TOTAL** | **105** | **100%** | **67** | **100%** | **3** | **100%** | **33** | **100%** |
| **I have good access to additional resources to supplement my lessons** | | | | | | | | |
| Strongly agree | 40 | 38.5% | 26 | 39.4% | 2 | 66.7% | 12 | 35.3% |
| Agree | 32 | 30.8% | 20 | 30.3% | 0 | 0.0% | 11 | 32.4% |
| Undecided | 15 | 14.4% | 9 | 13.6% | 0 | 0.0% | 6 | 17.6% |
| Disagree | 12 | 11.5% | 7 | 10.6% | 1 | 33.3% | 4 | 11.8% |
| Strongly disagree | 5 | 4.8% | 4 | 6.1% | 0 | 0.0% | 1 | 2.9% |
| **TOTAL** | **104** | **100%** | **66** | **100%** | **3** | **100%** | **34** | **100%** |
| **I know how to produce my own materials if I need to** | | | | | | | | |
| Strongly agree | 38 | 36.9% | 27 | 41.5% | 2 | 66.7% | 9 | 27.3% |
| Agree | 47 | 45.6% | 28 | 43.1% | 0 | 0.0% | 19 | 57.6% |
| Undecided | 7 | 6.8% | 6 | 9.2% | 0 | 0.0% | 1 | 3.0% |
| Disagree | 8 | 7.8% | 2 | 3.1% | 1 | 33.3% | 3 | 9.1% |
| Strongly disagree | 3 | 2.9% | 2 | 3.1% | 0 | 0.0% | 1 | 3.0% |
| **TOTAL** | **103** | **100%** | **65** | **100%** | **3** | **100%** | **33** | **100%** |
| **I have enough good materials to produce interesting lessons** | | | | | | | | |
| Strongly agree | 38 | 36.5% | 27 | 41.5% | 2 | 66.7% | 9 | 26.5% |
| Agree | 40 | 38.5% | 21 | 32.3% | 0 | 0.0% | 18 | 52.9% |
| Undecided | 8 | 7.7% | 5 | 7.7% | 0 | 0.0% | 3 | 8.8% |
| Disagree | 10 | 9.6% | 6 | 9.2% | 1 | 33.3% | 3 | 8.8% |
| Strongly disagree | 8 | 7.7% | 6 | 9.2% | 0 | 0.0% | 1 | 2.9% |
| **TOTAL** | **104** | **100%** | **65** | **100%** | **3** | **100%** | **34** | **100%** |

**Assessment**

| | Total | | Government school | | Private school | | Experimental school | |
|---|---|---|---|---|---|---|---|---|
| | Count | N% | Count | N% | Count | N% | Count | N% |
| **I know how to conduct assessments for my learners** | | | | | | | | |
| Strongly agree | 63 | 60.0% | 42 | 63.6% | 2 | 66.7% | 18 | 52.9% |
| Agree | 36 | 34.3% | 20 | 30.3% | 1 | 33.3% | 15 | 44.1% |
| Undecided | 4 | 3.8% | 3 | 4.5% | 0 | 0.0% | 0 | 0.0% |
| Disagree | 2 | 1.9% | 1 | 1.5% | 0 | 0.0% | 1 | 2.9% |
| Strongly disagree | 0 | .0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| **TOTAL** | **105** | **100%** | **66** | **100%** | **3** | **100%** | **34** | **100%** |
| **Assessments for learners from the Ministry of Education produce useful results** | | | | | | | | |
| Strongly agree | 32 | 30.2% | 23 | 34.3% | 0 | 0.0% | 9 | 26.5% |
| Agree | 39 | 36.8% | 22 | 32.8% | 2 | 66.7% | 14 | 41.2% |
| Undecided | 18 | 17.0% | 13 | 19.4% | 0 | 0.0% | 4 | 11.8% |
| Disagree | 12 | 11.3% | 6 | 9.0% | 0 | 0.0% | 6 | 17.6% |
| Strongly disagree | 5 | 4.7% | 3 | 4.5% | 1 | 33.3% | 1 | 2.9% |
| **TOTAL** | **106** | **100%** | **67** | **100%** | **3** | **100%** | **34** | **100%** |
| **I know how to write assessments for my learners** | | | | | | | | |
| Strongly agree | 49 | 47.1% | 38 | 57.6% | 0 | 0.0% | 11 | 33.3% |
| Agree | 42 | 40.4% | 21 | 31.8% | 2 | 66.7% | 18 | 54.5% |
| Undecided | 8 | 7.7% | 5 | 7.6% | 0 | 0.0% | 2 | 6.1% |
| Disagree | 3 | 2.9% | 1 | 1.5% | 0 | 0.0% | 2 | 6.1% |
| Strongly disagree | 2 | 1.9% | 1 | 1.5% | 1 | 33.3% | 0 | 0.0% |
| **TOTAL** | **104** | **100%** | **66** | **100%** | **3** | **100%** | **33** | **100%** |

**Teaching and learning English**

| | Total | | Government school | | Private school | | Experimental school | |
|---|---|---|---|---|---|---|---|---|
| | Count | N% | Count | N% | Count | N% | Count | N% |
| **I know how to write assessments for my learners** | | | | | | | | |
| Strongly agree | 49 | 47.1% | 38 | 57.6% | 0 | 0.0% | 11 | 33.3% |
| Agree | 42 | 40.4% | 21 | 31.8% | 2 | 66.7% | 18 | 54.5% |
| Undecided | 8 | 7.7% | 5 | 7.6% | 0 | 0.0% | 2 | 6.1% |
| Disagree | 3 | 2.9% | 1 | 1.5% | 0 | 0.0% | 2 | 6.1% |
| Strongly disagree | 2 | 1.9% | 1 | 1.5% | 1 | 33.3% | 0 | 0.0% |
| **TOTAL** | **104** | **100%** | **66** | **100%** | **3** | **100%** | **33** | **100%** |

| | Total | | Government school | | Private school | | Experimental school | |
|---|---|---|---|---|---|---|---|---|
| | Count | N% | Count | N% | Count | N% | Count | N% |
| **Lots of people being able to use English is good for Egypt** | | | | | | | | |
| Strongly agree | 94 | 82.5% | 58 | 85.3% | 3 | 100% | 29 | 76.3% |
| Agree | 15 | 13.2% | 6 | 8.8% | 0 | 0.0% | 9 | 23.7% |
| Undecided | 4 | 3.5% | 3 | 4.4% | 0 | 0.0% | 0 | 0.0% |
| Disagree | 1 | .9% | 1 | 1.5% | 0 | 0.0% | 0 | 0.0% |
| Strongly disagree | 0 | .0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| **TOTAL** | **114** | **100%** | **68** | **100%** | **3** | **100%** | **38** | **100%** |
| **Teaching English enriches my personal identity** | | | | | | | | |
| Strongly agree | 71 | 62.8% | 45 | 67.2% | 3 | 100% | 20 | 52.6% |
| Agree | 31 | 27.4% | 17 | 25.4% | 0 | 0.0% | 13 | 34.2% |
| Undecided | 3 | 2.7% | 1 | 1.5% | 0 | 0.0% | 2 | 5.3% |
| Disagree | 6 | 5.3% | 2 | 3.0% | 0 | 0.0% | 3 | 7.9% |
| Strongly disagree | 2 | 1.8% | 2 | 3.0% | 0 | 0.0% | 0 | 0.0% |
| **TOTAL** | **113** | **100%** | **67** | **100%** | **3** | **100%** | **38** | **100%** |
| **Teaching English increases my status in the community** | | | | | | | | |
| Strongly agree | 82 | 71.9% | 51 | 75.0% | 2 | 66.7% | 25 | 65.8% |
| Agree | 23 | 20.2% | 11 | 16.2% | 0 | 0.0% | 11 | 28.9% |
| Undecided | 3 | 2.6% | 2 | 2.9% | 1 | 33.3% | 0 | 0.0% |
| Disagree | 5 | 4.4% | 3 | 4.4% | 0 | 0.0% | 2 | 5.3% |
| Strongly disagree | 1 | .9% | 1 | 1.5% | 0 | 0.0% | 0 | 0.0% |
| **TOTAL** | **114** | **100%** | **68** | **100%** | **3** | **100%** | **38** | **100%** |
| **Too many people learning English will negatively affect/change Arabic culture** | | | | | | | | |
| Strongly agree | 17 | 15.0% | 13 | 19.4% | 0 | 0.0% | 4 | 10.5% |
| Agree | 17 | 15.0% | 10 | 14.9% | 0 | 0.0% | 6 | 15.8% |
| Undecided | 7 | 6.2% | 5 | 7.5% | 0 | 0.0% | 1 | 2.6% |
| Disagree | 28 | 24.8% | 9 | 13.4% | 2 | 66.7% | 17 | 44.7% |
| Strongly disagree | 44 | 38.9% | 30 | 44.8% | 1 | 33.3% | 10 | 26.3% |
| **TOTAL** | **113** | **100%** | **67** | **100%** | **3** | **100%** | **38** | **100%** |
| **I know how to use communicative language teaching in my classes** | | | | | | | | |
| Strongly agree | 60 | 52.6% | 36 | 52.9% | 3 | 100% | 17 | 44.7% |
| Agree | 43 | 37.7% | 24 | 35.3% | 0 | 0.0% | 18 | 47.4% |
| Undecided | 4 | 3.5% | 2 | 2.9% | 0 | 0.0% | 2 | 5.3% |
| Disagree | 4 | 3.5% | 3 | 4.4% | 0 | 0.0% | 1 | 2.6% |
| Strongly disagree | 3 | 2.6% | 3 | 4.4% | 0 | 0.0% | 0 | 0.0% |
| **TOTAL** | **114** | **100%** | **68** | **100%** | **3** | **100%** | **38** | **100%** |

# Survey instruments

## Teacher survey questionnaire

**Bio details**

| I teach at a: | | | |
|---|---|---|---|
| Government school | Private school | Experimental school | Al-Azhar Institute University |

**Qualification**

| Highest qualification | | | | |
|---|---|---|---|---|
| BA English | BA Arts | Diploma Education | MA degree | PhD |

**How many years have you been a teacher?**

| 1–3 years | 4–6 years | 7–9 years | 10+ years |
|---|---|---|---|

**What subject do you teach?**

|  |
|---|
|  |

**What age group(s) do you teach?**

| Primary | Preparatory | Secondary | Tertiary/Higher Education |
|---|---|---|---|

**What is the main medium of instruction for your subject?**

Indicate answer that applies to you

| English | Arabic |
|---|---|

**My overall level of English is…**

Indicate the answer you think describes you best
(1 = very good 2 = good 3 = adequate 4 = modest 5 = poor)

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

| Gender: | | Female | Male |
|---|---|---|---|

**Rate the following statements 1–5**

(1 – Strongly agree, 2 – Agree, 3 – Undecided, 4 – Disagree, 5 – Strongly disagree)

| Commitment to teaching | Rating |
|---|---|
| 1. I feel good about being a teacher | |
| 2. I work hard at school/university to produce good lessons | |
| 3. I do my best to make lessons interesting | |
| 4. I always attend school unless I'm ill | |

| Professional self-concept | Rating |
|---|---|
| 1. I am good at my job | |
| 2. I am good at adapting my teaching to the needs of my pupils | |
| 3. If some of my learners find something difficult, I can usually find a way to help them understand | |
| 4. I am good at managing learner disputes in the classroom | |
| 5. I show an interest in my learners | |
| 6. I know the subject(s) I teach well | |
| 7. I know how to produce good lesson plans | |
| 8. I have a good rapport with my learners | |
| 9. My classroom is a positive environment in which to learn | |
| 10. I want to leave teaching as soon as possible and get another job | |
| 11. I often get bored at school/university | |
| 12. Being a good teacher is important to me | |
| 13. How well I do as a teacher won't make much difference to my learners' lives | |

| Teacher support | Rating |
|---|---|
| 1. I am praised by the head teacher when I do well | |
| 2. The head teacher often asks me how my teaching is going | |
| 3. My colleagues show an interest in my ideas | |
| 4. My colleagues and I often help each other and share ideas on teaching | |
| 5. I find staff meetings useful | |
| 6. School inspectors are supportive | |
| 7. School inspectors give me good ideas to help me teach better | |
| 8. I have enough time to prepare my lessons | |
| 9. I have access to continuous professional development (CPD) | |
| 10. My colleagues think being a good teacher is important | |
| 11. Most of my colleagues want to continue in the teaching profession | |
| 12. My friends do not think that being a good teacher is very important | |

| Resources | Rating |
|---|---|
| 1. The textbooks I use are good | |
| 2. The syllabus I have to teach from is good | |
| 3. I have good access to additional resources to supplement my lessons | |
| 4. I know how to produce my own materials if I need to | |
| 5. I have enough good materials to produce interesting lessons | |

| Assessment | Rating |
|---|---|
| 1. I know how to conduct assessments for my learners | |
| 2. Assessments for learners from the Ministry of Education produce useful results | |
| 3. I know how to write assessments for my learners | |

| Teaching and learning English | Rating |
|---|---|
| 1. Lots of people being able to use English is good for Egypt | |
| 2. Teaching English enriches my personal identity | |
| 3. Teaching English increases my status in the community | |
| 4. Too many people learning English will negatively affect/change Arabic culture | |
| 5. I know how to use communicative language teaching in my classes | |

**How can the British Council support you?**

Indicate as many categories you think would be useful to you

| | | |
|---|---|---|
| Teacher training | Testing | Curriculum design |
| Language improvement methodology | Teaching with technology | Materials design |

## Student survey questionnaire

**Bio details**

Indicate the answer that applies to you

| I learn at a: | | | |
|---|---|---|---|
| Government school | Private school | Experimental school | Al-Azhar Institute University |

**How many years have you spent studying English?**

Indicate the answer that applies to you

| | | | |
|---|---|---|---|
| 1–3 years | 4–6 years | 7–9 years | 10+ years |

**My overall level of English is…**

Indicate the answer you think describes you best
(1 – Very good, 2 – Good, 3 – Adequate, 4 – Modest, 5 – Poor)

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

**Rank these language skills in order from 1 to 5 (i.e. first to last) depending on how good you think you are at them**

| Speaking | Writing | Reading | Listening | Translation |
|----------|---------|---------|-----------|-------------|
|          |         |         |           |             |

| Gender: | | Female | Male |
|---------|--|--------|------|

**Rate the following statements 1–5**
(1 – Strongly agree, 2 – Agree, 3 – Undecided, 4 – Disagree, 5 – Strongly disagree)

| Commitment to education | Rating |
|-------------------------|--------|
| 1.   Finishing school/university is important to achieve my career choice | |
| 2.   If I work at school/university, I can succeed in life | |
| 3.   Doing well at school/university is important to me | |
| 4.   I always attend school/university unless I'm ill | |
| 5.   I work hard at school/university | |
| 6.   How well I do at school/university won't make much difference to my life | |
| 7.   If I can't understand something, I can usually work things out | |
| 8.   I am good at solving problems | |
| 9.   I know how to be a good learner | |
| 10.  I often get bored in class | |
| 11.  I am good at most subjects at school/university | |
| 12.  I am good at working with others | |
| 13.  I think it's OK not to know what to do with my future | |

| Teacher support | Rating |
|-----------------|--------|
| 1.   Teachers do their best to make lessons interesting | |
| 2.   I am praised by teachers when I do well | |
| 3.   Teachers show an interest in me | |
| 4.   I can work with the teacher to decide what I want to learn | |
| 5.   I can work with the teacher to decide how I want to study | |

| Home support for learning | Rating |
|---------------------------|--------|
| 1.   Family members/guardians help me with homework/studies | |
| 2.   Family members/guardians reward me if I do well at school/university | |
| 3.   Family members/guardians often ask me how I'm doing at school/university | |
| 4.   I have a quiet place in which to do school/university work | |
| 5.   Family members/ guardians usually come to open evenings/reviews | |
| 6.   People from my family go to college/university after they leave school/university | |
| 7.   Family members/ guardians do not think that school is very important | |

| Positive peer support | Rating |
|---|---|
| 1. My friends think doing well at school/university is important | |
| 2. My friends help me with schoolwork | |
| 3. Most of my friends intend to stay on at school/college/university | |
| 4. I want to leave school as soon as possible and get a job | |
| 5. My friends laugh at those who do well at school/university | |
| 6. My friends distract me from paying attention in school/university | |

| Learning English | Rating |
|---|---|
| 1. Learning English is important to my future | |
| 2. Learning English enriches my personal identity | |
| 3. Learning English increases my status in the community | |
| 4. Too many people learning English will negatively affect/change Arabic culture | |
| 5. Lots of people being able to use English is good for Egypt | |

**What level of English do you think you need to get a good job?**

Indicate the answer you think describes you best

| Elementary | Pre-intermediate | Intermediate | Upper-intermediate | Advanced |
|---|---|---|---|---|
| | | | | |

How can the British Council support you with your English language development?