TRANSLATING EGYPT'S EDUCATION 2.0 INTO CLASSROOM PRACTICE

LESSONS FROM ARABIC LANGUAGE INSTRUCTION

Nariman Moustafa | Menna Saieed | Ayman Al-husseini | Rachel Dyl | Ghulam Omar Qargha

Center for Universal Education at BROOKINGS

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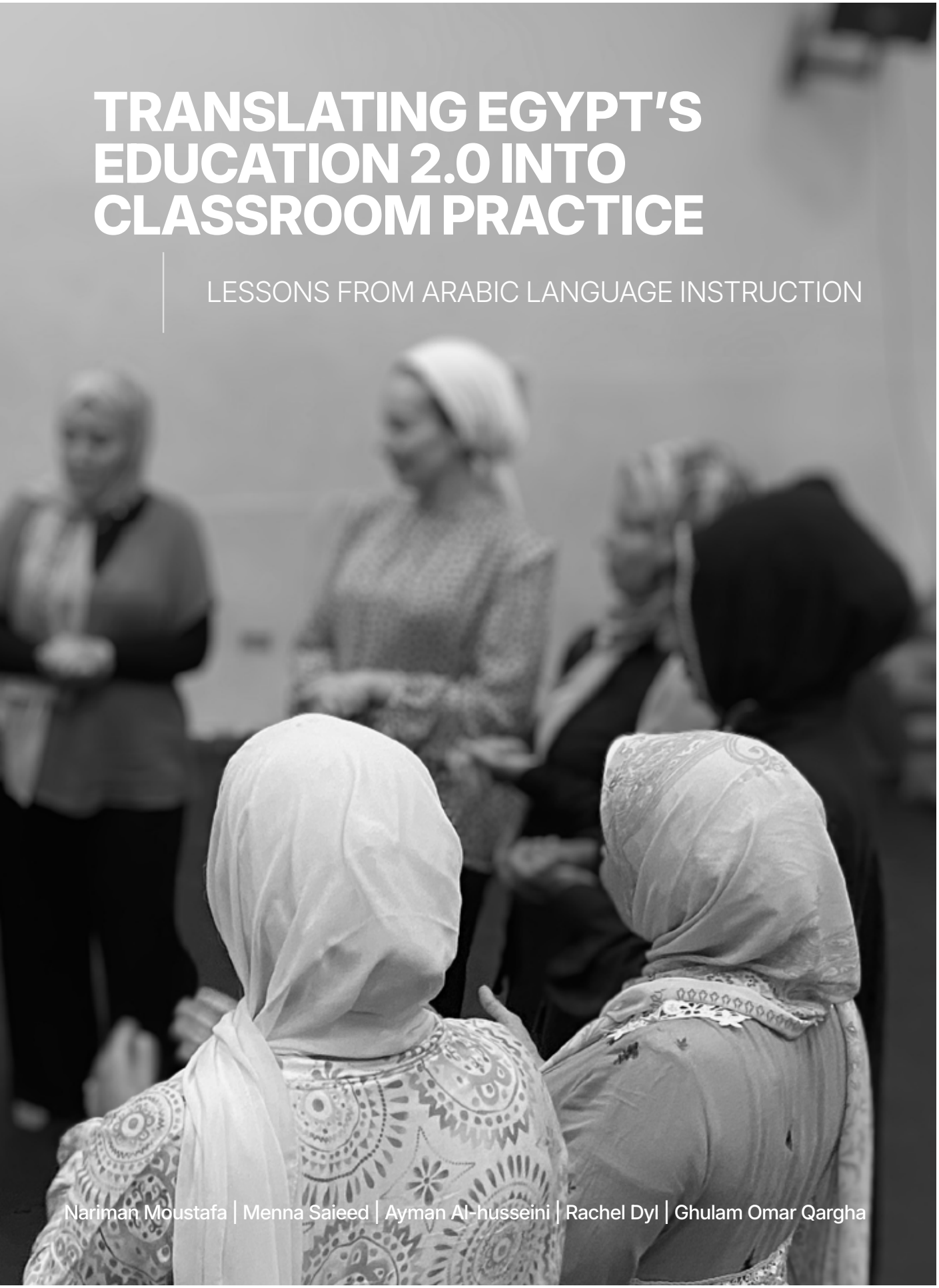

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Photos from the arts-based workshop with community and public school teachers, conducted by the SPARKS Egypt team for data collection purposes, courtesy of SPARKS Egypt (2025). Cover Photo from the "Teachers' Voices Beyond Curricula, Strategies and Tools" exhibition at the American University in Cairo, courtesy of SPARKS Egypt (2025).

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ABOUT
SPARKS

The Strengthening Pedagogical Approaches for Relevant Knowledge and Skills (SPARKS) project is a collaborative, locally led research initiative with the primary goal of understanding the impact of culture, local education ecosystems, and learning theories—together the Invisible Pedagogical Mindsets (IPMs)—on classroom practice and education reform. SPARKS launched Research Policy Collaboratives (RPCs) in Egypt, India, and Mexico. Led by the Brookings SPARKS team and a local facilitating partner in each country, each RPC serves as a local hub for collaborative research on education reform and innovation.

ABOUT

The Foundation for Self-Discovery and Development (FSDD) is an Egyptian nonprofit organization registered under the Ministry of Social Solidarity. FSDD works in regenerative living and learning by promoting popular education, conducting critical and applied research, weaving local and global networks to create alternative education imaginaries, and community organizing. FSDD aims to foster an environment that enables critical inquiry, self-reflection, and civic engagement among a diverse pool of students, from diverse walks of life; host a scholarly cooperative to amplify, embody, and co-create critical and popular knowledge; and create spaces for practicing new visions of the world.

GLOSSARY

EDUCATION 2.0

Launched in 2018, Egypt's national education reform, Education 2.0, aims to overhaul the K–12 education system by focusing on skills-based, multidisciplinary, and student-centered learning. It involves restructuring the curriculum, integrating digital technologies, and shifting from exam-focused memorization to promoting lifelong learning. In recent years, the reform is more commonly referred to as "the new system." However, for clarity, we use the term "Education 2.0" in this report.

IPM

As the conceptual framework of the SPARKS project, Invisible Pedagogical Mindsets (IPMs) refer to the culture, local education ecosystems, and preferred learning theories that impact education reforms and classroom practice.

RPC

Research Policy Collaboratives (RPCs) are locally led research hubs designed to make research more relevant by drawing on a diverse set of local expertise. RPCs bring together diverse actors from the education ecosystem to discuss research questions, design methodologies, interpret findings, and discuss the best ways to disseminate those findings to impact policy.

SPARKS

The Strengthening Pedagogical Approaches for Relevant Knowledge and Skills (SPARKS) project is a collaborative, locally led research initiative that explores how local contexts shape teaching and learning experiences and what that means for education reform, transformation, and policy. The primary focus is to understand the impact of culture, local education ecosystems, and learning theories—termed Invisible Pedagogical Mindsets—on how education reforms translate into classroom practice.

Executive Summary

This report describes a comparative case study that investigated how culture, education ecosystems, and preferred learning theories, collectively referred to as Invisible Pedagogical Mindsets (IPMs), impact the implementation of Education 2.0 reform in Arabic-language classrooms within a government public school and an autonomous community school in Egypt.

The study's findings reveal that the IPMs serve as a filter for how teachers experience Education 2.0 in their daily classroom practice.

CULTURE

In both schools, Arabic-language teachers viewed their work as a moral and relational responsibility. They saw themselves as custodians of language and culture, responsible for shaping students' character and sense of belonging while meeting exam pressures and curricular demands. This dual role generated tension between fostering creativity and fulfilling performance targets. Teachers' commitment to their students and communities was strong, but the curricular framework and incentives systems rarely acknowledged or supported this ethical and emotional labor.

EDUCATION ECOSYSTEM

Teachers' ability to apply Education 2.0 principles depended heavily on school conditions and management structures. In the public school, overcrowded classrooms, rigid inspection systems, and seniority-based promotion discouraged innovation. In contrast, teachers in the community school benefited from smaller classes, collegial mentoring, and locally driven decision-making, fostering greater autonomy. In both schools, short-term contracts and compliance-oriented accountability systems undermined teachers' motivation.

LEARNING THEORIES

Most teachers supported Education 2.0's vision for student-centered, competency-based teaching, but found that Teacher Professional Development (TPD) did not model the approaches it promoted. Training remained largely theoretical, detached from classroom realities, and focused on procedural compliance rather than reflective practice. TPD workshops rarely included opportunities for follow-up, coaching, or classroom experimentation. As a result, teachers struggled to translate the pedagogical approaches outlined in Education 2.0 into classroom practices.

The study's findings point to a central challenge: translating reform vision into practice requires rethinking how teachers are prepared, supported, and trusted to implement pedagogical changes in classroom practice. Based on the findings, the report provides three recommendations for policymakers and other education ecosystem actors:

1

Reframe TPD to emphasize reflection and ongoing growth.

To enhance the impact of TPD, tie program completion to promotions, recognition, and financial rewards. Ensure teachers have a voice in shaping and evaluating TPD, foster peer-led communities of practice that promote collaboration and professional trust, and introduce an Arabic-focused TPD program that integrates literacy, identity, and culture through immersive, hands-on learning and is reinforced by extracurricular reading and writing initiatives that build foundational skills.

2

Strengthen institutional support and autonomy.

To promote coherence and sustainability in TPD, establish a dedicated coordinating body within the Ministry of Education (MoE) to align all initiatives—domestic and donor-supported—under a unified strategic framework, guided by a representative policy committee that includes teachers and regularly reviews progress. In parallel, align curriculum and staffing structures through a comprehensive mapping study to identify gaps between vision and practice, adjust teacher allocations for multidisciplinary subjects, encourage collaborative teaching, and streamline assessments to create space for reflection and innovation.

3

Align curriculum and assessment with competency-based learning.

Reorient evaluation for learning by redesigning student and teacher assessments to reflect the principles of competency-based learning. Redefine the inspector's role to emphasize pedagogical coaching, providing mentorship and formative feedback while maintaining accountability. Build feedback and trust mechanisms by establishing channels for anonymous teacher input on inspection practices and introducing peer evaluation systems that encourage continuous improvement and shared responsibility.

Introduction

Egypt's education reform efforts have long aimed to improve both the quality and relevance of learning. Yet studies before and after the launch of the Education 2.0 reform reveal a system shaped by high-stakes examinations, dense curricula, and limited teacher autonomy (Moustafa et al. 2022; World Bank 2018; Zahran 2023). Introduced in 2018, Education 2.0 sought to address these issues through a competency-based curriculum, new digital learning platforms, and expanded teacher professional development (TPD). However, after seven years of implementing this reform, many teachers continue to experience a disconnect between reform expectations and their classroom realities.

This report describes a comparative case study that investigated the persistent gap between reform expectations and classroom realities through the lens of Invisible Pedagogical Mindsets (IPMs): the interaction of culture, education ecosystems, and preferred learning theories that shape how teachers interpret and apply reform (Qargha and Dyl 2024). To conduct this study, the Strengthening Pedagogical Approaches for Relevant Knowledge and Skills (SPARKS) project, implemented by the Brookings Institution and the Foundation for Self-Discovery and Development (FSDD) in Egypt, established a Research Policy Collaborative (RPC) composed of teachers, policymakers, non-governmental organization (NGO) representatives, and multilateral partners. The study compared two rural schools: a government-run public school and an autonomous community school.

The study examined how IPMs influence the implementation of Education 2.0 in Arabic-language teaching and TPD for grades three to nine. Data were collected through interviews, an arts-based workshop, and teacher questionnaires to explore teachers' experiences and institutional dynamics. This design highlighted how differing school environments and working conditions shape teachers' engagement with Education 2.0 and influence whether reform principles take root in everyday classroom practice.

By aligning reform ambitions with teachers' lived realities and creating the conditions for continuous professional growth, Egypt can transform Education 2.0 from a policy framework into a sustainable practice of learning and improvement in every classroom.

The Structure and Context of Egypt's Education 2.0 Reform

This section outlines the structural, contextual, and pedagogical foundations of Egypt's Education 2.0 reform, including how it evolved since 2018. This section also describes challenges with TPD and teacher hiring and summarizes key differences between public and community schools.

THE PEDAGOGICAL VISION OF EDUCATION 2.0

In 2018, Egypt launched the Education 2.0 reform as a comprehensive national strategy to transform the country's education system. The reform's vision was to move away from rote memorization pedagogy toward a competency-based, student-centered approach aimed at preparing students for knowledge-based inquiry and lifelong learning (Moustafa et al. 2022). **The reform was structured around five main pillars: a new multidisciplinary curriculum, technology integration in teaching and TPD, teacher and school leadership development, infrastructure and access improvements, and improved assessment practices.** These components aimed to "modernize teaching and learning, promote active citizenship, and build a generation equipped with 21st-century skills" (Education 2.0 Strategy Document Final, accessed 2024; Daif et al. 2023; Marey et al. 2022; Moustafa et al. 2022; Framework of the Public, accessed 2024).

With three different Ministers of Education appointed between 2018 and 2025, the focus and framing of educational challenges—and consequently, the direction and implementation of Education 2.0—have evolved significantly over time. The reform is no longer called Education 2.0. Some parts of the reform have undergone significant shifts; the specific terminology of the reform has been adapted, rebranded, and scaled back (Education 2.0 Strategy Document Final, accessed 2024; Sobhy 2023). The reform is now known as "the new system." Currently, the reform's priorities focus more on addressing structural issues, such as overcrowded classrooms, insufficient infrastructure, and revisions to early grade assessment practices (Ahram Online 2025; Reuters 2024a, 2024b).

Initial implementation challenges of Education 2.0 included missed opportunities for teacher engagement in policy reform design, gaps in communication between the Ministry of Education (MoE) and grassroots-level actors, and training delivery challenges. These implementation challenges led to a gap between reform expectations and classroom realities. As a result, teachers lacked adequate support to implement the new curriculum, many teachers viewed the TPD as ineffective, and parents dissatisfied with the reform withdrew their students (Daif et al. 2023; Zahran 2023). This study aimed to fill this gap by engaging teachers as well as other education ecosystem actors to determine where the reform misaligns with practice and how to improve TPD so that the implementation of new pedagogical approaches can better align with the lived realities of the classroom.

TPD IN EDUCATION 2.0

TPD was established as a central pillar of Education 2.0, intended to shift classroom practice from rote instruction toward active, student-centered learning (Marey et al. 2022; Moustafa et al. 2022).[1] However, implementation faced persistent challenges, including a highly centralized, top-down approach; limited incentives linking TPD participation to career advancement; and TPD programs that emphasized compliance over reflection, offered little connection to real classroom practice, and failed to engage teachers' professional judgment and instructional decision-making (Assaad and Krafft 2015; World Bank 2018; Zahran 2023).

[1] Several departments are responsible for teacher and leadership development across the MoE. The Professional Academy for Teachers (PAT) plays a central role in overseeing training programs, but its influence has been either reinforced or marginalized depending on the vision and priorities of the Minister appointed at the time (Sobhy 2023; Zahran 2023). In addition, multiple international agencies contribute to TPD in Egypt (See Figure 1).

TEACHER HIRING

Between 2004 and 2021, Egypt implemented a formal freeze on hiring permanent teachers due to a broader governmental effort to reduce the deficit. This austerity measure prompted the MoE to compensate for teacher shortages using alternative methods, including hourly wage positions, short-term paid contracts, volunteer positions, and temporary assignments (Alternative Policy Solutions 2023). In 2021, a presidential initiative committed Egypt to hiring 30,000 teachers annually over five years (Ahram Online 2022). Implementation began in 2022, but the first phase resulted in hiring only half of the annual target in 2023 due to budgetary and administrative delays (EIPR 2025; Daily News Egypt 2024).

These hiring complications, along with other systemic gaps, negatively impacted teachers' professional identity, reduced teachers' professional certainty and recognition, significantly increased teachers' workloads, and strained teachers' capacity to engage with Education 2.0's TPD requirements (Alternative Policy Solutions 2023; Assafir Al-Arabi 2023).

FIGURE 1

INTERNATIONAL TPD CONTRIBUTORS IN EGYPT

Several international agencies have played a major role in supporting TPD under Education 2.0:

USAID led two flagship projects: Teach for Tomorrow, which supports a national teacher certification system, and the Teacher Excellence Initiative (TEI), which focuses on reforming preservice TPD *(USAID 2020a; 2020b)*.

The **World Bank's** Supporting Egypt's Education Reform Project focused on five key areas: Early Childhood Education; Development of Effective Teachers and Education Leaders; Reforming Comprehensive Assessments to Enhance Student Learning; Improving Service Delivery through Connected Education Systems; and Strengthening Service Delivery via System-Level Initiatives *(World Bank 2018)*.

UNICEF and UNESCO contributed to strengthening Egypt's education system through targeted teacher training programs. UNESCO focused on technical education, while UNICEF supported training across general education programs.

Between 2017 and 2021, **JICA** supported the expansion of 200 Egypt Japan Schools (EJS) across Egypt. These schools adopted the Whole Child Education Model, emphasizing holistic development. Central to their curriculum is Tokkatsu, a Japanese educational approach that promotes non-academic skills like cleaning, lunch duty, and group activities to nurture character, social abilities, and teamwork, creating well-rounded students beyond academics *(MOETE 2020)*.

In this complex TPD ecosystem that blends state-led efforts with donor-supported initiatives, coordination and power dynamics are an ongoing challenge.

PUBLIC AND COMMUNITY SCHOOLS WITHIN EGYPT'S EDUCATION SYSTEM

Public and community schools in Egypt report to the MoE and follow the national curriculum. Community schools were established in the early 1990s through collaborations among NGOs, academics, and international partners to reach children in remote or underserved areas—especially girls who were out of school (Langsten 2018; UNICEF 2019). Over time, these small, multi-grade schools gained formal recognition within the public system but continued to be managed by NGOs (Khairat 2021).

Public schools anchor Egypt's education system by providing scale, continuity, and standardized progression through all grade levels. Their centralized management structure ensures institutional stability and formal career pathways for teachers. However, this structure often limits flexibility, contributes to overcrowded classrooms, and reduces responsiveness to local needs.

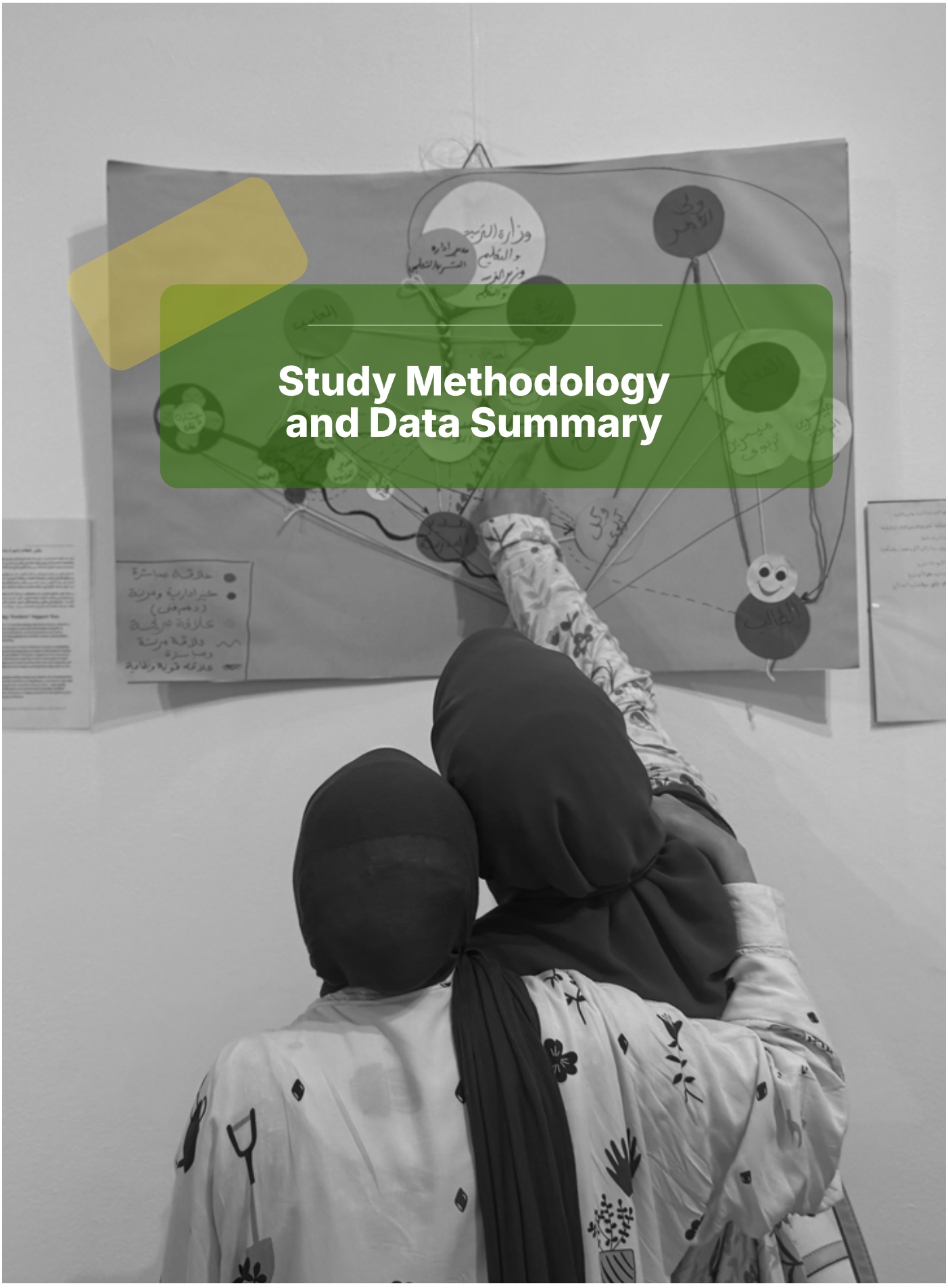
Community schools, in contrast, emerged to fill these gaps—offering smaller, more flexible classes, locally recruited teachers, and stronger engagement with families and communities. These features have expanded access and inclusion, particularly for girls in rural areas. However, their reliance on NGO funding and limited grade coverage make sustainability challenging, and lower teacher pay constrains retention and professional growth.

Together, the two models highlight the trade-off between stability and adaptability that shapes Egypt's education landscape (El-Sherif and Niyozov 2015; Hussein 2019; Langsten et al. 2022). Table 1 highlights the key institutional and operational differences between the two models.

TABLE 1

COMPARISON OF COMMUNITY AND PUBLIC SCHOOLS IN EGYPT

KEY DIMENSION	COMMUNITY MODEL	PUBLIC MODEL	BOTH MODELS
Governance	NGO administered, joint NGO–MoE oversight, flexible local management	Fully centralized under MoE administration	Aligned with MoE policy and standards
Teachers	Locally recruited, often female; lower pay, limited career mobility, flexible TPD, certification or university degree not required	MoE-recruited; MoE-certified according to national certification standards; fixed salaries and structured promotion ladder	Fully centralized under MoE administration
Curriculum and assessment	Adapt MoE curriculum to local needs; more flexibility in teaching and assessment practices	Strictly follow national standardized curricula and assessment practices	Follow the MoE-approved curriculum and national examination criteria
Coverage and access	Small classes (<30 students) serving rural areas; first through sixth grades only	Larger classes (>50 students); full progression from primary through secondary	Deliver core basic education
Deliver core basic education	Broader inclusion, heavily reliant on donor support and NGO management	Government-funded, greater stability and resources but limited adaptability	Face quality and equity challenges



Study Methodology and Data Summary

To examine why Education 2.0 has not fully translated into classroom practice, this study explored how teachers interpret and apply the reform's student-centered vision within their own institutional and cultural settings. The study applied the lens of Invisible Pedagogical Mindsets (IPMs): a framework for how culture, local education ecosystems, and preferred learning theories shape how teaching and learning occur in practice.

RESEARCH QUESTION

How do IPMs shape the implementation of Egypt's Education 2.0 reform in Arabic-language teaching and TPD for grades three to nine? How do each of the three IPMs—culture, the local education ecosystem, and preferred learning theories—influence teachers' professional identities, classroom practices, and engagement with reform across different institutional contexts?

STUDY DESIGN AND PARTNERSHIPS

In Egypt, Brookings partnered with the FSDD to establish a local RPC, which included diverse actors from the education ecosystem: teachers, preservice professors, NGO representatives, multilateral partners, donors, and MoE officials. Through one-on-one consultations, the study team mapped the TPD landscape, identified needs and constraints, and fostered relationships among these education ecosystem actors to strengthen local research ownership and ongoing dialogue around emerging findings.

The RPC also partnered with an Egyptian NGO managing several rural community schools and with public school teachers who had served as teachers, teacher trainers, and administrators. These partnerships facilitated access, trust, and extended engagement with schools while avoiding participant fatigue.

STUDY SITES

The study was conducted in two distinct school settings: a community school and a public school. To move beyond the heavy research focus on urban Cairo, both schools were located in rural areas of Greater Cairo. The community school is situated within a farming community, serving as the only educational facility in the area and catering predominantly to the children of local farmers. It is characterized by small, multi-age classrooms and provides primary education only. The public school is located in a lower-middle-class neighborhood and is notable for its large class sizes. Access to the community school was granted by a partner NGO , while key informants from the public school were identified by the study team.

PARTICIPANTS

The study focused on Arabic-language teachers at the primary level because Education 2.0 reforms were first implemented there, and Arabic is central to foundational literacy and identity formation (Assaad and Krafft 2015; World Bank 2018; Zaalouk 2021).

The sample included public and community school Arabic teachers, along with supervisors, teacher trainers, and key education ecosystem actors, such as policymakers, NGO representatives, and preservice professors. Teachers were purposefully selected to reflect different institutional settings and levels of experience.

In total, the study collected data from 39 participants through multiple qualitative methods (see Table 2 for details).

TABLE 2

STUDY PARTICIPANTS

PARTICIPANT	NUMBER	METHODOLOGY
Public school Arabic teachers	4	3 staggered interviews each
Public school Arabic teacher trainer	1	3 staggered interviews each
Community school Arabic teachers	3	3 staggered interviews each
Community school supervisor	1	3 staggered interviews each
Teachers	27	Online questionnaire
Public and community school Arabic teachers	14	Arts-based workshop
Key actors from multilateral organizations and international agencies	4	Semi-structured interview
NGO representatives	2	Semi-structured interview
Pre-service professor	1	Semi-structured interview

DATA COLLECTION METHODS

The following data collection methods were triangulated to capture participant perspectives:

- **Staggered interviews** with Arabic teachers were conducted three times over the study period to build rapport and enable deeper reflection.
- **Semi-structured interviews** with key education ecosystem actors explored how the reform's rationale, goals, and implementation strategies align with classroom realities.
- **A questionnaire** distributed through WhatsApp and online community school networks surveyed teachers' experiences with Education 2.0 implementation and perceptions of TPD and student learning.
- **An arts-based workshop**[2] applied creative methods—including drawing, collage, model-building, and short theater exercises—to elicit public and community schoolteachers' reflections on teaching, reform, and professional identity. Each activity addressed a specific theme, such as ideal classroom environments, power relations within schools, and the gap between TPD content and classroom realities. Facilitators documented group discussions, photographed the artwork, and collected short written reflections. The study team analyzed the resulting visual and verbal data for recurring symbols and themes linked to teacher autonomy and system constraints.
- **Document and literature review.** Finally, 49 documents related to Education 2.0, TPD, and global trends were reviewed (See Annex 1 – Literature Review).

[2] *Arts-based inquiry recognizes imagination, emotion, and embodied experience as valid forms of knowledge and meaning-making, complementing traditional research approaches (Knowles and Cole 2022).*

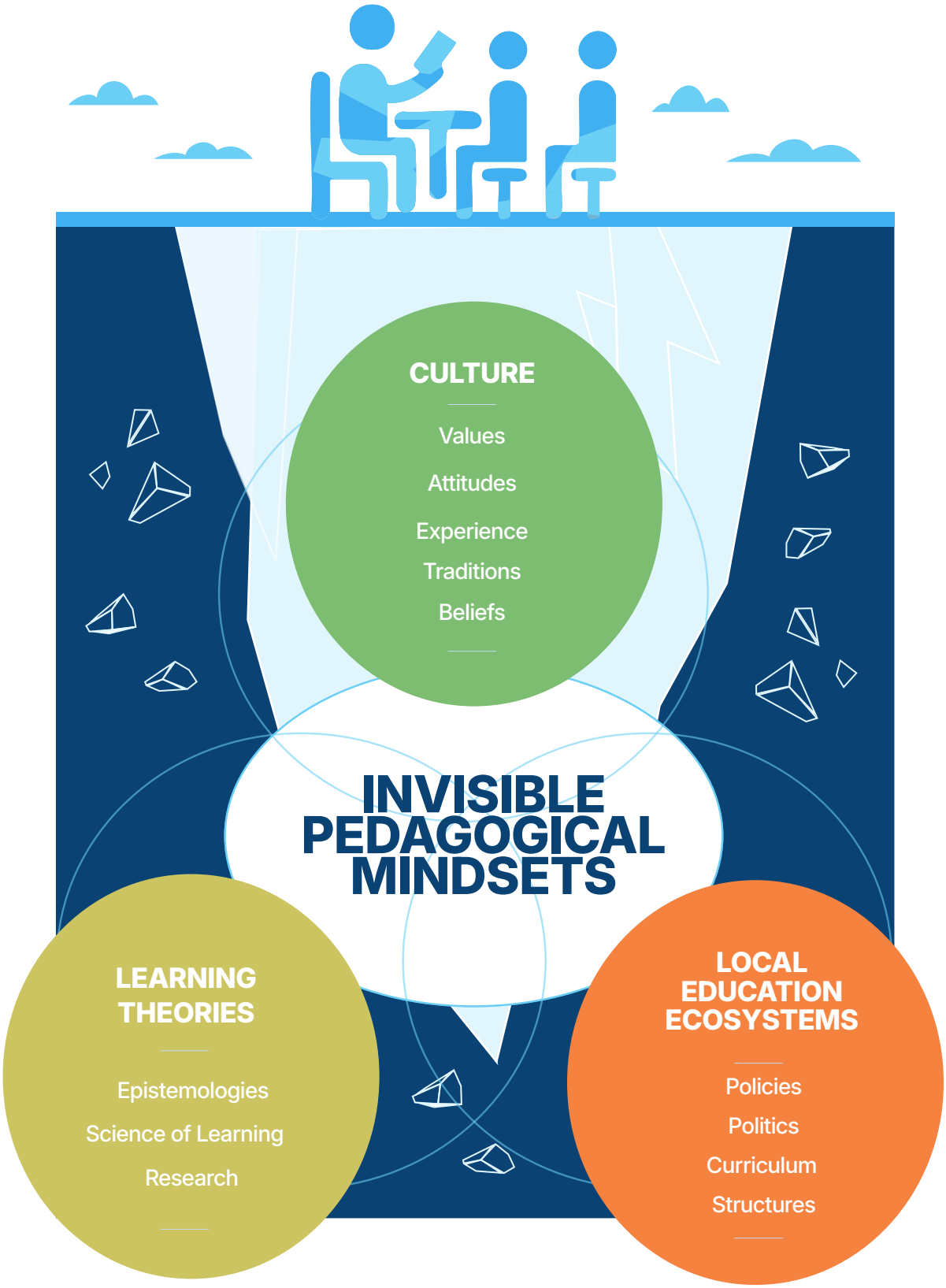
ANALYTICAL FRAMEWORK

Education reform rarely succeeds or fails based on policy design alone; success depends on how teachers interpret and implement the reform in their daily practice. This study, therefore, used a comparative approach across public and community schools to examine how the Education 2.0 reform unfolds in classrooms and what influences teachers' engagement with new pedagogical approaches. The analysis concentrated on the cultural, institutional, and pedagogical assumptions that connect reform intentions with classroom practice. These assumptions are conceptualized through the IPM framework developed under the SPARKS project.

If teaching is the visible tip of pedagogy, beneath this surface lie the IPMs: invisible factors that influence how teachers perceive their roles and interpret new reforms. The first IPM is **culture**—the distinctive spiritual, material, and social values of a community. Because learning is situated in social contexts, classroom interactions are filtered through the assumptions and expectations teachers and students carry from their broader culture.

The second IPM is the **local education ecosystem**, which encompasses curriculum, assessments, instructional time, class size, technology, and other policies that influence structural conditions for teaching. An education reform that does not align with these systemic factors can lead to "tissue rejection" (Tabulawa 2013), when changes in practice are resisted rather than embraced.

As the third IPM, **learning theories** are the underlying beliefs—whether explicit or implicit—that shape how teachers understand what counts as knowledge, how it is acquired, and how it should be taught. These beliefs are influenced by both TPD and teachers' own schooling and cultural experiences.


CULTURE
Values
Attitudes
Experience
Traditions
Beliefs
INVISIBLE PEDAGOGICAL MINDSETS
LEARNING THEORIES
Epistemologies
Science of Learning
Research
LOCAL EDUCATION ECOSYSTEMS
Policies
Politics
Curriculum
Structures

DATA ANALYSIS

The study employed a thematic analysis approach, guided by a detailed thematic codebook developed by the study team and built from the theoretical lens of the IPMs and the research questions (See Annex 2 – SPARKS Codebook). The codes were created in alignment with the IPM theoretical framework to examine how culture, local education ecosystems, and learning theories emerged in conversations with education ecosystem actors about Education 2.0 and classroom realities. An initial round of coding was conducted with the assistance of the AI tool "Google Gemini," with every code subsequently undergoing thorough human revision. This iterative process ensured the accuracy and integrity of the coding, which then enabled analysis of recurring themes and patterns within the data, in connection with the research questions.

LIMITATIONS

This study faced the following constraints. First, it draws on a small sample of Arabic teachers working in rural schools. The purpose was not breadth but depth, but the small sample size limits generalizability. Second, access to research sites was occasionally limited due to the MoE's shifting priorities. Frequent changes in ministerial leadership meant that officials at various system levels were preoccupied with new agendas, which hindered their ability to fully engage with the research within the designated timeline. Third, tight academic calendars and examinations limited participants' availability. Although all nine planned teacher interviews were completed, only one of the five targeted teacher trainers completed an interview, and none of the three targeted MoE inspectors could be reached. Finally, some teachers were initially hesitant to participate because of a lingering legacy of extractive research practices by international and Global North institutions, which has shaped perceptions of external studies. The local team addressed these inherited concerns by emphasizing local ownership and autonomy in defining the research agenda, sharing interview transcripts with participants, and planning dissemination through locally relevant formats beyond written reports.

Key Findings

The findings for this study are organized under the three IPMs. While the community school illustrated greater alignment with reform goals due to its relative autonomy, tensions persist across all three IPMs in both settings. Among these, systemic constraints in the broader public education ecosystem present the most significant source of friction.

CULTURE: HIERARCHICAL STRUCTURES, MIXED MESSAGES, AND IMPORTANCE OF TRUST AND COMMUNITY RELATIONSHIPS

Teachers struggled with a mismatch between the institutional culture and the goals of the reform and with difficulty balancing their traditional roles with the role of teacher as facilitator. However, when their school culture demonstrates respect, trust, and collaboration, teachers are more motivated to embrace new pedagogical approaches *(Aliyyah et al. 2023; Kirkwood and Price 2011).*

Lack of Voice in Shaping Reform

Many teachers described the reform process as highly centralized and hierarchical rather than collaborative. They felt a lack of ownership and believed they were not meaningfully involved. About one-third of questionnaire respondents said they lack a meaningful voice in developing training or curricula, while slightly fewer felt their input mattered only somewhat. One teacher stated they "had no role at all. We woke up to a new curriculum and were simply told, 'Come and do the training.' It is imposed on you that you must love and accept the curriculum... Even during training, if you try to voice your opinion, they say, 'Why, teacher?! You just haven't seen how great things will be!'"

Paradox and Fear in Institutional Culture

Teachers working in public schools described operating within hierarchical systems that limit professional autonomy and discourage open communication. Several participants described this as a paradox: teachers are asked to cultivate curiosity in students while functioning in a system that discourages it. Their accounts mirror what Al Lily and Alhazmi (2022) characterize as a "feararchical" structure, in which authority flows downward and compliance is prioritized over collaboration.

Several participants described this as a paradox: teachers are asked to cultivate curiosity in students while functioning in a system that discourages it.

Participants attributed the persistence of this culture of fear to several factors. They described how MoE inspectors publicly audit classrooms and focus on identifying errors, which can lead to delayed promotions or disciplinary measures. Some teachers described how attempts to adopt interactive methods, such as "pair-and-share" exercises, sometimes met resistance from supervisors who equated student noise with poor classroom management. "After I did it," one teacher said, "the supervisor scolded me for the noise and told me to keep the class under control."

Others observed that fellow teachers also reinforce conformity to established norms. One teacher explained, "I remember when I used to try to speak and ask questions, my peer teachers would tell me, 'The Ministry said so, so it's correct. Don't argue, there's no such thing as that.'" Although the reform urges teachers to focus on critical thinking skills, teachers described an expectation that students reproduce a single approved response (model answer) instead of reasoning through different alternatives. These accounts indicate that teachers see a disconnect between the reform's stated goals and the prevailing management practices that still prioritize order and compliance.

Importance of Trust and Collegiality

In the community school setting, teachers described a culture that emphasized collaboration, recognition, and reflection. They shared that support structures such as peer and supervisor coaching, collective lesson review, and opportunities to discuss teaching philosophies after training helped foster a sense of professional trust. Teachers also reported that the school offered personal supports—such as childcare and flexible leave—that strengthened their sense of belonging.

Teachers viewed these supportive practices as fostering a positive environment in which they felt appreciated. As one teacher recalled, "I've had many situations where they could have easily let me go... But at that time, the principal herself worked to get me that parental leave and helped me maintain my standing." Community school teachers linked this supportive environment to a deeper commitment to the profession and to classroom practices grounded in empathy and respect. While these perspectives reflect teachers' experiences in one specific community school context, they align with broader literature on human-centered teacher development in community-based education, which highlights the role of professional autonomy and recognition in sustaining teacher motivation (El-Bilawi and Nasser 2017; Eltemamy 2019).

Gaps in Community Structures

Several teachers acknowledged that the MoE had introduced "values and ethics" curricula to promote respect and cooperation but felt these initiatives could not address the deeper social realities shaping classroom life. As one teacher explained, "They created a subject called 'Values and Ethics.' But I'm sitting there with sixty, seventy students... Their (students) emotions were stirred at that moment, yes. But then, life just swept them away." Teachers viewed these structural challenges—overcrowded classrooms, limited parental engagement, and diminished social respect—as constraints that undermine well-intentioned reforms.

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Community School's Relationship with Families

Participants described how the community school's close relationship with families and community members facilitated better implementation of the reform. Teachers and school leaders at the community school said they regularly engaged parents in discussions about new pedagogical approaches and adjusted classroom activities to reflect local customs while maintaining opportunities for student expression. They viewed these efforts as essential for building mutual trust and reducing resistance to unfamiliar teaching approaches.

Teachers also pointed out that the community school's smaller size and open physical layout—including a tree-fence boundary instead of brick walls—made it easier for community members to visit and participate in school life. They contrasted this openness with what they described as the more formal and closed environment of nearby public schools, where community interaction was limited. In their view, such accessibility fostered collaboration and reinforced a sense of mutual accountability between the school and its community.

EDUCATION ECOSYSTEM: LOFTY GOALS WITHOUT SYSTEM ALIGNMENT

Institutional structures, bureaucratic processes, and employment systems shape teacher's experiences. When these elements are developed and overseen independently by different ecosystem actors, the classroom becomes a battleground where conflicting expectations are negotiated through compromise, often leading to superficial compliance rather than true innovation.

Systemic Misalignment with Reform Goals

Teachers reported receiving mixed messages from different levels of the system. They said while TPD workshops emphasized creativity and flexibility, supervision still rewarded uniformity and control. Teachers shared that this contradiction resulted in "surface reform," where the visible tools of active learning are adopted, but the underlying philosophy is not. One teacher

explained, “We use the activities, but not the mindset.” Another teacher pointed out, “They want new methods but the same old expectations.”

Disconnect Between Reform Goals and Assessment

Teachers saw the disconnect between reform goals and assessment as a major challenge. One teacher noted, “Because of the assessments, I am obliged to finish the curriculum at a certain pace... so when I assess the students at the end of the week, they have taken these things.” Several teachers said this pressure forces them to focus on test preparation and neglect non-graded subjects like the integrated course in science, Arabic, math, and arts. Teachers saw reform directives linked to assessment and pacing as incompatible with student-centered teaching. One teacher noted: “2.0 is based on developing higher-order thinking skills. That’s the foundation... But people aren’t paying attention to this part. They just write the evaluations and that’s it... But the ultimate goal isn’t being achieved.” Another teacher added: “There are many things in 21st-century skills—communication, collaboration, and using technology. A lot of this is present in the books...but they don’t [implement it], because they don’t have time to read the teacher’s guide... So, naturally, it’s wasted, squandered time.”

This disconnect extended to teacher assessments. Participants described how bureaucratic requirements and unrealistic expectations for teacher performance made it difficult to implement reform principles in daily practice. One Arabic teacher explained that inspectors required a full assessment during a five-minute segment of class time: “I told him, ‘It is impossible for me to conduct an assessment and teach in the same period! ... I swear, if the Minister himself came down to do this, he wouldn’t be able to. It’s impossible!’”

Disconnected TPD

Although training opportunities were available, teachers often saw them as symbolic rather than transformative. Teachers said TPD programs, funded by donors and run parallel to MoE goals, led to uneven coverage and coordination. They expressed that TPD workshop content was often too abstract or idealized to apply in overcrowded classrooms. Teachers mentioned logistical barriers like last-minute scheduling, limited

transportation, and long travel distances discourage participation, especially in rural areas.

Teachers said advancement depends mainly on seniority, not competence or TPD participation. One teacher questioned the value of TPD, asking, "What will I gain? My salary remains the same as someone who doesn't undergo training." Some teachers believed that TPD participation did little to advance their careers. One asked, "Why should I move from my chair? The instructor just told me to, but what's the purpose?" Teachers saw the promotion system as lacking transparency and biased towards social ties over merit. These examples show a recurring tension: reform rhetoric promotes TPD participation, but in practice, it's undercut by a lack of meaningful rewards or recognition. The result is an environment in which TPD functions as a compliance exercise rather than a pathway for professional growth.

These examples show a recurring tension: reform rhetoric promotes TPD participation, but in practice, it's undercut by a lack of meaningful rewards or recognition.

Understaffed and Overburdened

Teachers highlighted how staffing policies hinder reform goals. The MoE's reliance on short-term contract teachers has created a tiered workforce, with many hired per class and lacking job security or benefits. Teachers feel overworked and underpaid. When asked about reforms, 14 of 27 teachers (52%) prioritized increasing salaries, while 11 (41%) favored reducing class sizes.

Participants noted that official teacher allocations are only for exam-based subjects such as Arabic, English, math, science, and social studies. New reform subjects like "Discovery" (Iktashef in Arabic) and "Values and Ethics" are not included in staffing plans. New subjects are often added to the already overburdened schedule of core subject teachers. Teachers said that even when they wanted to implement integrated learning, they lacked both the time and personnel to do so effectively. As one explained, "It's not that the teacher doesn't want to, but the teacher has a class of seventy kids!" One workshop participant called this "a paradox where the reform promotes multidisciplinary learning, yet the system fails to provide teachers for it."

Importance of Supportive Leadership

Participants regularly highlighted that support and consistent leadership across all levels are crucial for the reform's success. Principals who modeled respect, flexibility, and open communication were seen as buffers against bureaucratic rigidity. However, teachers and administrators noted that reforms often lose steam when ministerial leadership shifts, causing schools to be unsure about which policies to implement. Successful projects tend to endure mainly because of consistent local teams and well-established practices, not top-down directives.

However, even supportive leaders face limits, as administrative bulletins and inspection checklists often dictate what can or cannot be done. Teachers described how compliance with these directives frequently took precedence over pedagogical judgment, reinforcing the systemic nature of reform challenges.

Freedoms and Limits in Community Schools

Participants noted that community schools are more aligned with new pedagogical approaches. One teacher explained that the community school's philosophy "is rooted in the belief that the child is a human being who must be respected, appreciated, and accepted." Teachers expressed they had more freedom to adapt reform components to their local context and integrate them with existing practices. Administrators said their model aimed to align reform with school priorities and to support it through long-term, in-house TPD to help new teachers shift from rote methods to facilitation-based approaches. Teachers described using digital tools, such as tablets and online platforms, for project-based learning and felt that this autonomy enabled them to align innovation more closely with students' needs.

Principals who modeled respect, flexibility, and open communication were seen as buffers against bureaucratic rigidity.

However, participants acknowledged that these advantages were partly structural. Community schools benefit from smaller class sizes, external partnerships, and greater community support. They acknowledged that these conditions are not easily replicable across public schools. Teachers also noted that financial instability and lack of clear career progression remain challenges in community schools. Some teachers leave for public school positions when permanent jobs become available.

These findings demonstrate a common trend in global education reform studies and show that effective education reforms require the alignment of curriculum, TPD, assessment, incentive structures, and ecosystemic stability (Care et al. 2018).

LEARNING THEORIES: NAVIGATING TEACHERS' ROLES AND FOCUS IN AN OVERCROWDED CURRICULUM

Overall, teachers support the reform's aims to create more student-centered classrooms and foster active teaching strategies. However, teachers see their roles as much more than facilitators and feel that the new curriculum's focus takes away from foundational learning.

Balancing Being Morabbi or Facilitator

Across both school types, teachers described the challenge of finding the right balance between their traditional role and the facilitator role that the reform calls for. Teachers felt they were expected to embody the role of the morabbi, a nurturer who provides moral guidance, emotional support, and discipline (Hartwell 2006; Langsten 2018), but that the reform emphasizes technology and student autonomy and portrays teachers as facilitators rather than moral anchors. Many teachers described struggling to balance acting as facilitators with their traditional role as community figures responsible for students' moral and social development. One teacher said that the reform "wants the teacher to change roles, but not the system that surrounds her." Another teacher shared, "Even if you want to advise the child about morals or their future, don't. Nowadays, there's no time left, not even for yourself." Another teacher emphasized, "I need the teacher's respect to be back in society."

Many teachers described struggling to balance acting as facilitators with their traditional role as community figures responsible for students' moral and social development.

Arabic teachers noted that this expectation to serve as a morabbi is

heightened for them because they are viewed as custodians of both language and cultural identity. In the teachers' online questionnaire, 85% (23 of 27) viewed the teacher's main role as being a positive, ethical, and religious role model. One teacher noted, "The most important role of the Arabic teacher is to be a moral example and a positive model for students, as shaping their character is the foundation." Another teacher noted, "The teacher offers psychological and social support—for instance, when a student faces family issues or bullying, they turn to the Arabic teacher, who listens, supports, and helps them handle the situation confidently."

Curriculum Pacing

Most teachers did not oppose Education 2.0 goals but struggled to cover the extensive curriculum meaningfully. These concerns were linked to curriculum design and pacing. One teacher noted she could implement only one in ten student-centered activities from the guide due to time constraints. Another teacher described the new curriculum as filled with activities and scattered topics, which hindered interaction with students. She said, "It just drives me crazy. [We used to have] a listening comprehension lesson where you'd talk about the October War. Now, you find the curriculum is just crammed with things like, for example, the craft of cooking, or 'if you want to be a postman,' or... I don't know... 'information about the papyrus plant.' That's it, there are no real listening comprehension lessons anymore." Participants shared that the length of lessons, which "can be 20 pages," leaves little room for the repetition and practice necessary for language mastery.

Balancing Critical Thinking and Foundational Skills

Participants described a recurring tension between the reform's emphasis on higher-order thinking and their responsibility to help students acquire foundational skills. Teachers stressed that students must first "read and write correctly" before engaging in critical thinking. One teacher explained that the reform wants a student who "knows activities, thinks, and deduces" while "leaving the foundation". Another emphasized, "Without these skills, a child will be literally lost; he will not be able to continue in the curriculum."

Participants shared that many teachers organize informal remedial sessions for struggling students in basic reading and writing, even though these efforts are not officially acknowledged by the reform. These accounts reflect a strongly held belief that effective teaching must build on solid foundational skills, especially in Arabic, which teachers see as essential for both literacy and identity formation.

SUMMARY OF FINDINGS

Findings across the three IPMs show that the outcomes of Egypt's Education 2.0 reform are shaped more by institutional and cultural conditions than by teachers' willingness to change. Teachers continue to balance their traditional role as morabbi—a moral and social guide—with new expectations to serve as facilitators in systems that still value compliance over autonomy. These tensions limit reflection and innovation, yet the community school case illustrates that when trust, collaboration, and professional recognition are embedded in school culture, teachers are more likely to engage with reform and adapt it meaningfully to their classrooms.

Policy Recommendations

Egypt's Education 2.0 reform depends on aligning cultural expectations, classroom pedagogy, and institutional structures. These recommendations aim to address systemic constraints and create conditions for teachers to sustain reform.

1

Reframe TPD to Emphasize Reflection and Ongoing Growth

Teachers in both public and community schools emphasized that TPD must move beyond compliance-based workshops toward reflective, continuous, and context-specific learning.

Policy Actions:

- **Link incentives to growth.** Tie completion of TPD programs to promotions, recognition, and financial rewards to motivate meaningful participation.
- **Include teacher voice.** Establish consultation mechanisms for teachers to inform the design and evaluation of TPD, ensuring relevance and ownership.
- **Foster peer learning.** Support peer-led communities of practice in public schools, modeled on the collaborative culture seen in the community school setting, to encourage shared reflection and professional trust.
- **Strengthen Arabic-specific pedagogy.** Develop a targeted TPD program for Arabic teachers that combines literacy, identity, and cultural elements. The program should be immersive and hands-on, allowing teachers to practice new strategies prior to implementing them with students. Additionally, support these initiatives with extracurricular reading and writing programs that strengthen foundation skills.

2

Strengthen Institutional Support and Autonomy

Systemic misalignment between curriculum, staffing, and assessment undermines teachers' ability to implement Education 2.0. Sustained reform requires coherent structures and stronger institutional coordination.

Policy Actions:

- **Ensure policy coherence and continuity.** Create a dedicated coordinating body within the MoE to align all TPD initiatives—including donor-supported programs—under one strategic framework. This body should work through an RPC that includes teachers and regularly evaluates implementation progress.
- **Align curriculum and staffing structures.** Conduct a mapping study comparing the intended curriculum vision with current practices, policies, and assessments. Based on its findings, adjust staffing formulas to assign sufficient teachers for multidisciplinary subjects, encourage collaborative teaching models, and reduce excessive assessment requirements to make time for reflection and innovation.

3

Align Curriculum and Assessment with Competency-Based Learning

Rigid, exam-driven evaluation systems continue to pull teachers toward procedural teaching and away from active learning. Assessment reform should promote collaboration, reflection, and growth rather than compliance.

Policy Actions:

- **Reorient evaluation for learning.** Redesign student and teacher assessments to reflect the principles of competency-based learning.
- **Redefine the inspector's role.** Train inspectors to serve as pedagogical coaches who provide mentorship and formative feedback while maintaining accountability.
- **Build feedback and trust mechanisms.** Establish channels for anonymous teacher input on inspection practices and introduce peer evaluation systems to encourage continuous improvement and shared responsibility.

Taken together, these recommendations call for a shift from procedural reform to systemic coherence—where policy, pedagogy, and professional culture reinforce each other. Aligning incentives, structures, and trust across all IPM dimensions will enable teachers to internalize Education 2.0's vision and translate it into lasting classroom practice.

Conclusion

The SPARKS Egypt study underscores a central lesson: meaningful reform in Egypt's education system depends not on new structures alone, but on teachers' capacity to translate reform into classroom reality. Teachers across both public and community schools are deeply committed to their students and communities, often acting as morabbi—moral and social guides—while navigating systems that reward compliance over reflection. Their commitment, creativity, and care embody the spirit of Education 2.0's vision, yet much of this work remains invisible within rigid institutional hierarchies and misaligned incentive systems.

Viewed through the IPM framework, the path forward becomes clear. Reform takes hold when it aligns with (1) the cultural foundations of teaching as a moral and relational act rooted in dignity and trust; (2) an education ecosystem that supports coherence, autonomy, and collaboration by reducing administrative burdens and strengthening institutional coordination; and (3) learning theories that recognize teachers as reflective practitioners capable of linking foundational skills with student-centered pedagogy.

The recommendations translate these insights into practice: reframe teacher professional development to prioritize reflection, contextual relevance, and peer learning; strengthen institutional alignment and policy coherence; and redesign curriculum and assessment to reward growth, not mere compliance. These shifts can restore the time, trust, and professional agency teachers need to make reform meaningful.

This report offers timely guidance for Egypt's ongoing education transformation. Teachers are already enacting reform through daily acts of care, adaptation, and perseverance—quiet practices that bridge policy intent and classroom life. These are not marginal gestures but the foundation of educational change. Egypt's Education 2.0 will succeed when policy builds with teachers, not merely for them—anchoring reform in the lived expertise of those who teach, learn, and nurture the next generation.

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Annexes

ANNEX 1: LITERATURE REVIEW

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ANNEX 2: SPARKS CODEBOOK – EGYPT

PARENT CODE	CHILD CODE	GRANDCHILD CODE	DESCRIPTION
C1 **Education Ecosystems**	C1.1 **School Environment**	C1.1 **School Environment**	The norms, values, and behaviors within schools that shape teacher and student experiences.
		C1.1.2 **School-District administration interaction culture**	The norms and values behind interactions between the school and central administrative bodies or the district education directorates.
		C1.1.3 **Administrative Tasks**	Non-teaching responsibilities that impact educators' workload.
	C1.2 **Policy & Implementation**	C1.2.1 **Policy Vision**	The overarching goals and aspirations of national education policies.
		C1.2.2 **Policy Implementation**	The execution and practical application and implementation pathways of education policies including challenges in policy formulation.
		C1.2.3 - **Policy Communication**	Clarity, coherence, and timeliness of messages received by teachers, by ecosystem actors, and across MoE entities about reforms. communication among the entities.

		C1.2.4 **Policy Impact**	The actual effects of policies on teachers, students, and education systems. **Expanded description:** • *Resistance to Change:* Expressions of discomfort, critique, or avoidance of imposed reforms. • *Incremental/selective Shifts:* Descriptions of slow, partial, or hybrid adoption of new methods. • *Transformative Change:* Narratives showing a profound shift in pedagogical orientation or practice.
		C1.2.5 **Frequency of policy changes**	The rapid changes in policies and the rationale behind these changes.
		C1.2.6 **Implementation Gap**	The difference between policy vision and its real-world application.
		C1.2.7 **Teacher Autonomy in Policy Adaptation**	How teachers interpret and adapt policies like EDU 2.0 in their classrooms beyond formal guidelines.
		C1.2.8 **Training ecosystem and providers**	The ecosystem of the actors who provides training and their power dynamics, the hierarchy system of training and its association with teacher promotions, how providers are contracted and shape their training, how development actors influence MoE agenda, the benefits/rewards teachers take from training.

	C1.3 **Assessment**	C1.3.1 **Assessment Strategies**	Methods and approaches used to evaluate student' learning. Teachers learning
		C1.3.2 **Preparing for Assessments**	Teacher workload and strategies for student assessment readiness.
		C1.3.3 **Student Performance**	As reported by teachers or ecosystem stakeholders, the impact of assessment practices on student outcomes.
		C1.3.4 **Standardized Testing Clash**	Tension between student-centered learning and assessment practices.
		C1.3.5 **Holistic Assessment Practices**	Alternative assessment approaches beyond standardized testing (e.g., peer assessment, formative assessment, skill-based assessment).
		C1.3.6 **Student Stress**	Student stress related to preparing for exams.
		C1.3.7 **Effect of assessment on classroom culture**	Classroom and student-teacher norms that emerge from the assessment environment and requirements. (e.g. private tutoring)
	C1.4 **Technology**	C1.4.1 **Technology Use**	How digital tools are integrated into teaching (including teacher development), teacher collaboration, and learning delivery.
		C1.4.2 **Tech Purpose**	The intended role of technology in education.

		C1.4.3 **Tech Anxiety**	Teacher apprehension regarding new technological tools.
		C1.4.4 **Teacher Substitution**	The debate over whether technology replaces or supplements teachers.
		C1.4.5 **Effective Tech**	Instances where teachers use digital tools effectively to enhance engagement or students to enhance their own learning.
		C1.4.6 **Barriers to Technology Adoption**	Infrastructure constraints, teacher tech apprehension, or systemic limitations preventing effective technology use. Also includes resource constraints like limitations in devices, or access affecting implementation, and resulting inequities.
		C1.4.7 **Technology impact**	The effect of technology on learning processes, teacher roles, learning spaces.
	C1.5 **Teacher Development**	C1.5.1 **Training & TPD Opportunities**	Availability and accessibility of professional development for teachers. can we expand to personal and career development. getting more resources for their needs
		C1.5.2 **Relevance of Training**	The applicability of training programs to classroom realities, and their perceived effectiveness. can we expand also the relevancy of the training providers

		C1.5.3 **Career Journey**	Teachers' professional trajectories and challenges. Teachers' history prior to joining education. Intrinsic and extrinsic motivations for teaching, including passion, status, personal or societal values. teacher's qualifications
		C1.5.4 **Collaborative Learning among Teachers**	Peer-influenced pedagogical innovations. Mentions of peer collaboration, local communities of practice, or collective problem-solving.
		C1.5.5 **Learning Through Practice**	Teachers' experimentation, reflection, and informal learning in the classroom.
		C1.5.6 **Training Impact**	How effectively teacher training impacts actual classroom practice.
		C1.5.7 **TPD Assessment**	Strategies for assessing teacher training, or teachers performance in trainings, teachers progression through teacher professional. development (TPD) programs, or modifying TPD programs or trainings based on assessments of teachers. pre and post assesment
C2 **Learning Theories**	C2.1 **Pedagogy**	C2.1.1 **Teaching Practices**	Methods and strategies used in classroom instruction.
		C2.1.2 **Teachers' definitions of pedagogy**	How teachers define pedagogies, and the pedagogical process. expand to their implementation or understanding

		C2.1.3 **Subject-Specific Pedagogy**	Unique instructional strategies for particular subjects.
		C2.1.4 **Active Pedagogies**	Approaches that emphasize student engagement, such as project-based learning.
		C2.1.5 **Student-Centered Learning**	Methods that prioritize students' needs, interests, and learning styles.
		C2.1.6 **Experiential Learning**	Hands-on, activity-based learning aligning with EDU 2.0's vision.
		C2.1.7 **Multidisciplinary Learning**	Integrating multiple disciplines in a cohesive learning approach.
		C2.1.8 **Scripted or Structured Pedagogy**:	Implementation of scripted lesson plans or externally imposed frameworks. The advantages of having this as well
		C2.1.9 **Indigenous/traditional pedagogies**	Pedagogies coming from outside the formal training of teachers or Ministry requirements but have been tried and tested in community-based settings (e.g. Nour Elbayan).
		C2.1.10 **Contextualized Learning**	Teachers' efforts to relate content to students' local environments. Expand to education caters to the society circumstances students' local realities, social backgrounds, and development stages.

		C2.1.11 **Teacher Beliefs**	How teacher perceptions about teaching and learning (how students learn) impact their pedagogical practices – e.g., whether they focus on textbooks only or value student's lived experiences; e.g. their preference for active pedagogies for younger children.
C3 **Culture**	C3.1 **Teachers in Society**	C3.1.1 **Teacher Value in Society**	The perceived importance of teachers in the community.
		C3.1.2 **Workforce Perception**	Expectations placed on teachers by other actors as part of the labor force.
		C3.1.3 **Teacher Professional Identity**	How teachers view their evolving role in light of education policy changes.
	C3.2 **Cultural Influences on Education**	C3.2.1 **Mother Tongue Learning**	The role of native language in education and cognitive development. can we expand to culture
		C3.2.2 **Acceptance**	The openness to diverse teaching and learning approaches. Acceptance
		C3.2.3 **Embracing existing learning cultures**	How the reform consider the previous and existing cultures in education. Dealing with the effects of the previous schooling culture.
		C3.2.4 **Equity in Education**	How society values supporting students from disadvantaged backgrounds.
		C3.2.5 **Shifts in Pedagogical Mindsets**	How the reform (Edu 2.0) and teacher training influence shifts in pedagogy.

		C3.2.6 **Beliefs about authority and discipline**	Beliefs about authority, discipline, and knowledge transmission shaped by societal expectations (by teachers, parents, principals, all stakeholders). I included anything related to teachers being exposed to any violence here.
		C3.2.7 **Parental and Community Influence/ Home culture**	Role of family expectations, home practices, or community perceptions in shaping teaching.
	C3.3 **Interactions & Power Dynamics**	C3.3.1 **Teacher-Inspector Tension**	Conflicts/interactions between teachers and education inspectors.
		C3.3.2 **Teacher-Peer Tension**	Disputes and disagreements among teachers.
		C3.3.3 **Teacher-Training Interactions**	Relationships between educators and their trainers.
		C3.3.4 **Teacher-System Tensions**	Frustrations with systemic constraints (e.g., large class sizes limiting activity-based teaching, workload, and systemic time or curriculum constraints.). Also, documentation requirements, and bureaucratic pressures.

ANNEX 3: TEACHER INTERVIEW GUIDE

1. First Conversation: Establishing Rapport and Exploring Foundations

FOCUS: Personal journey, values, and foundational perspectives on education. Build trust and establish a comfortable environment.

1. **How did your journey in teaching begin, and what shaped your decision to become a teacher?**
   - Can you share your story about how you started your teaching career? What inspired you to choose teaching as a profession?
   - Were there any larger issues or societal trends that influenced your decision to become a teacher?
2. **What are your thoughts on the value of education for yourself and your community?**
   - What do education, teaching, and learning mean to you personally?
   - What are the top two or three main ways education benefits the community where you work?
3. **How have your thoughts about teaching and learning evolved over time?**
   - Can you share the top three ways your perspective about teaching and learning has changed over the years?
   - How has society's views of education changed over the last ten years? Could you share one or two examples?
4. **What role do you see yourself playing in your students' lives and the larger community?**
   - What do you think your top three roles are as a teacher in the lives of your students?
   - How has this understanding of your role influenced you personally and professionally?
5. **What are the sources of inspiration that guide your work as a teacher?**
   - What influences have shaped the way you think about your role as a teacher?
   - Are there any specific experiences or people who have inspired your teaching journey?
   - Is there anything else you would like to share about your teaching journey so far?

6. **Who are the people you turn to when you need any support at school? In the directorate? In the ministry?**

2. Second Conversation: Deepening the Discussion on Practice and Pedagogies

FOCUS: Teaching methods, training experiences, and pedagogical strategies. Build on trust established in the first session.

Overarching Questions for the Second Conversation:

1. **Tell us about your personal impression—and teachers' impressions—of the changes introduced with Education 2.0.**
   - How do teachers see themselves under the new system? Have they become more empowered, or the opposite? Why?
   - What is the core pedagogical foundation of the Education 2.0 system?
   - What are the key values and skills that Education 2.0 aims to develop?
   - What is the main role of the teacher under the new system? How has this role changed?
   - How have teaching methods changed with Education 2.0? Can you give examples of teaching strategies you now use because of the changes introduced by the system?
   - What are the main educational and learning objectives of Education 2.0?
   - What methods does the curriculum use to achieve these objectives?
   - How do you receive updates or learn about changes in the curriculum or new instructions from the Ministry?
2. **What training have you received, and how has it influenced your teaching practice?**
   - What recent training programs have you attended, and how have they influenced your teaching practice?
   - Which training methods (such as group activities, mentoring, or hands-on practice) have been most effective for you?
   - Do you think continuous training is necessary, or can teachers develop their skills in other ways?

3. **What is your understanding of pedagogies, and how do they shape your classroom practices?**
    - What does the term "educational methods or pedagogies" mean to you?
    - What teaching practices or methods do you emphasize most in your classroom?
    - Can you share examples of classroom practices that have worked well for you? What about those that didn't work?

4. **How do your pedagogical practices relate to broader learning theories?**
    - How have national-level policies like Education 2.0 influenced the teaching methods you use in your classroom?
    - Do you try to apply any specific learning theories in your teaching? If yes, can you share which theories you rely on the most
    - How do you connect your teaching methods with broader ideas about learning and teaching that you have received from your training?

5. **How have you adapted or developed pedagogies based on student needs and experiences?**
    - Have you ever modified specific teaching methods based on your students' needs or their environment? Can you give examples?
    - What inspires you to try new teaching strategies or adjust existing ones?
    - Can you share any stories about teaching approaches you've tried that succeeded or didn't succeed?

6. **How do you collaborate with others in your teaching environment?**
    - When you need help or advice about your role as a teacher, who do you go to at your school or in your district?
    - Do you use informal support networks like peer groups or online communities to improve your teaching? If yes, can you share more about these informal support groups?
    - Is there anything else you would like to share about the current teaching practices that we have not covered?

3. Final Conversation: Exploring Challenges, Vision, and Contributions

FOCUS: Challenges, professional growth, and vision for the future. Build on insights from earlier conversations.

Overarching Questions for the Final Conversation:

1. **What is your understanding of pedagogy (teaching and learning methodology), and how does it shape your practices inside the classroom?**
    - What does the term "instructional methods" or "teaching approaches" mean to you?
    - Which teaching practices or approaches do you prioritize most in your classroom?
    - Can you share examples of classroom practices that have worked well for you? What about practices that did not work as expected?
    - How are your pedagogical practices connected to broader learning theories?
    - Do you try to apply specific learning theories in your teaching? If yes, which theories do you rely on most?
    - How do you link the teaching strategies you use to the broader ideas about learning and instruction that you learned through training?
    - How have you adapted or developed your teaching methods based on students' needs and experiences?
    - Have you ever modified certain teaching approaches based on your students' needs or contexts? If so, can you give examples?
    - What inspires you to try new teaching strategies or adjust the ones you already use?
    - Can you share any stories about teaching strategies you tried that were successful—or unsuccessful?
    - How do you collaborate with others in your teaching environment?
    - When you need help or advice about your role as a teacher, whom do you turn to within your school or district?
    - Do you use informal support networks—such as peer groups or online communities—to improve your teaching? If yes, can you tell us more about these networks?

2. **What challenges and opportunities do you face in your teaching practice?**

What are the top three rules or procedures that have affected your daily work positively, and what are three new ones that have affected your daily work negatively?

- What are the top three factors in your daily teaching responsibilities that make it hard for you to apply new teaching methods?
- When it comes to discussing teaching practices, who do you turn to for support or advice?

3. **How can training and policies better support your professional growth?**
   - What role do teachers have in decisions about training or changes to training programs in your in-service teacher training program?
   - What topics should training programs focus on, in your opinion?
   - If you could change or improve current teaching policies, rules, procedures, or teaching methods, which ones would you change and why?

4. **How do your pedagogical practices influence the community outside of school?**
   - How do your teaching methods impact the community outside your school?
   - Can you give examples of how your teaching has made a difference in the broader community?

5. **What role do you see for yourself and your colleagues in shaping the future of teaching?**
   - Have you ever taken on a role as a trainer or mentor for other teachers? What was that experience like?
   - What role do you think teachers should play in shaping education policies at the local and national levels?

6. **What are your recommendations for improving current pedagogies and educational practices?**
   - If you were to become the Minister of Education for one week. What are the top five changes you would make to the education system to improve teachers' and students' teaching and learning experience?
   - Is there anything else you would like to share about the challenges and opportunities around teaching practices, policies, and how to improve our education system?

ANNEX 4: TRAINERS INTERVIEW GUIDE

Culture. Understanding Roles and Perspectives, and the roots of the beliefs

GOAL: Understand the trainer's role, values, and perspectives on teacher development and reform

Questions:

- Can you describe your role as a teacher trainer? What are your key responsibilities?
- Why do you pursue your work as a trainer? In more details (What values or beliefs guide your work in teacher development?).
- Did you personally go through a professional development journey? If so, what are the main changes as a result of this journey?
- What are the main aspects for change or development that you believe the professional development works or should be ideally working on? And why?

Learning theories. Practice, Pedagogical and Assessment Changes

GOAL: Explore training design, pedagogical focus, and alignment with Education 2.0.

Questions:

- What is your perspective on the goals of the Education 2.0 reform?
- What have been the most significant changes in training content or focus due to the reform?
- How has your role changed with the introduction of Education 2.0?
- How do you design or deliver training programs to align with Education 2.0? With examples if possible
- What pedagogical models or theories do you emphasize in training? With examples
- How do you help teachers shift from traditional to student-centered approaches? With examples
- What methods or strategies have been most effective in your trainings (e.g., workshops, coaching, simulations)?
- Can you give examples of teacher feedback that influenced how you conduct training?

- How do you address teachers' resistance or challenges with new teaching strategies?
- How do you support teachers in understanding the new assessment approaches under Education 2.0?

Eco-system. Challenges, and Vision for the Future

GOAL: Understand the effectiveness of training programs, challenges trainers face, and their vision for improvement.

Questions:

- What are the entities that are currently responsible for, or providing teachers' development?
- What are the types of current programs that provide teachers development? E.g. (content and curriculum, classroom management, tech, assessment....)
- Are the training all offline, online, or hybrid? And were there any online platforms used in the training? Specifically "the EKB" and madrasty?What are the biggest challenges you face in delivering effective training?
- What gaps do you observe in current teacher training programs?
- What support do you receive from the Ministry or other institutions in designing/delivering training?
- How do you measure the impact of your training on teachers' classroom practices?
- What recommendations would you make to improve teacher training under Education 2.0?
- If you were the one in charge of the training department, what three changes could you make to current training systems or policies, what would they be?
- What role should trainers play in shaping education reform efforts at the national level?

ANNEX 5: TEACHER SURVEY

Personal Info:

1. **In which type of education system do you currently work?**
   - Public government school (General Education)
   - Community school (Community Education)
   - Al-Azhar school or institute (Azhar Education)

2. **What is your current role in the school?**
   - Arabic language (and Religious Education) teacher
   - Classroom teacher (Primary stage / core subjects: Arabic, Math, and Religious Education)
   - Teacher of another subject

3. **How many years of experience do you have in teaching Arabic?**
   - 1–3 years
   - 4–7 years
   - 8–15 years
   - More than 15 years

4. **Which grade level do you currently teach?**
   - Primary stage
   - Preparatory stage
   - Secondary stage

5. **What is your current employment status in the school?**
   - Full-time / permanent contract teacher
   - Volunteer teacher (without a contract – whether paid or unpaid)
   - Part-time / sessional teacher (paid or unpaid)
   - Other ..... please specify

Section One: Personal Journey, Values, and Perceptions of Education

1. **In your opinion, how has society's perception of learning the Arabic language changed over the past ten years?**
   - Improved significantly
   - Improved slightly
   - Has not changed
   - Declined

2. **Rank the main motivations for learning Arabic today from society's perspective (students and parents).**
   - (1 = highest motivation, 4 = lowest motivation)
   - Mastering reading and writing skills
   - Strengthening national identity
   - Developing Arab culture
   - Reinforcing morals and religious teachings

3. **Rank the three most important roles you play as an Arabic language teacher in students' lives, according to your perspective.**
   - (1 = most important, 5 = least important)
   - Providing academic knowledge
   - Psychological and social guidance
   - Being a moral and religious role model and a positive example
   - Supporting students in life challenges
   - Enhancing life skills
   - Other: .....
   - Please explain your choice with an example: .....

4. **Rank the most important aspects the current education system focuses on, from your point of view.**
   - (1 = highest focus, 6 = lowest focus)
   - Interactive teaching methods inside the classroom
   - Teacher's responsibility for students' moral and behavioral development
   - Developing students' skills (intellectual – emotional – technological)
   - Teacher–student relationship
   - Assessment methods and examinations
   - School relationship with the surrounding community and parents
   - Other: .....

Section Two: Educational practices and professional training in teaching the Arabic language

1. **Have you received any training as part of the Education 2.0 system?**
   - Yes (online / in-person)
   - No

2. **What type of training did you receive under Education 2.0?**
   - Training on the new Arabic language curriculum
   - Training on modern teaching strategies
   - Training on using technology in teaching
   - Training on assessment methods
   - I did not receive any training related to the Arabic language subject
   - Other: _____

*SKIP Logic; *If you selected "I did not receive any training related to the Arabic language," skip*

3. **Were the training provided in partnership with organizations supporting the Ministry?**
   - UNICEF
   - Local NGO (please specify: _____)
   - Through the Ministry only
   - Other: _____

4. **Did the training help you change or improve your methods of teaching Arabic?**
   - Yes
   - No
   - If yes, please explain or give an example: .....

5. **What topics do you think should be prioritized in upcoming trainings?**
   - (Rank from 1 to 5, where 1 is highest priority and 5 is lowest)
   - Strategies for teaching reading and writing
   - Assessing student learning
   - Integrating technology into Arabic language lessons
   - Addressing learning difficulties
   - Developing oral language skills
   - Other: .....

6. **Which trainings were you most able to transfer into the classroom and found made a positive difference?**
    - (Please explain with an example)
7. .....
8. **In your view, what are the most important professional development sources you rely on to improve your skills and knowledge in teaching Arabic?**
    - (List up to 3 options based on importance)
      .....

9. **8. In your opinion, what are the most important goals of teaching Arabic under the current curriculum?**
    - (Rank from 1 = most important, to 4 = least important)
    - Developing morals and personal values
    - Learning reading and writing skills
    - Developing literary appreciation
    - Strengthening national and Egyptian identity
    - Other: .....

10. **Rank the main sources you rely on to teach Arabic, from highest to lowest importance (1 to 4):**
    - Online resources (YouTube, Egyptian Knowledge Bank, Madrastna platform, Facebook)
    - Your fellow teachers
    - Teacher's guide
    - Instructions from subject supervisor
    - Other: .....

11. **Which teaching strategies do you currently use the most in teaching Arabic?**
    - Cooperative learning and group activities
    - Open discussion with students about the lesson
    - Using multimedia (visual or audio learning materials)
    - Direct/lecture-based instruction on the board
    - Other: _____
    - Please explain your choice with an example or description: .....

12. If you use technology in the classroom, what technological tools do you use?

- Internet
- Smartboard / screen
- Tablet
- Other: .....
- I don't use technology

13.How do you integrate these technological tools into your teaching?

.....

14. To what extent do you agree with the following statements?

(Choose: Strongly Agree – Agree – Neutral – Disagree – Strongly Disagree)

- I adapt my teaching methods based on students' needs.
- I use educational theories when designing my lessons.
- I regularly use interactive activities in my Arabic lessons.
- There is space in my school to exchange ideas and teaching practices with colleagues.
- Using technological elements in the classroom enhances teaching and student learning outcomes.
- Active, multidisciplinary learning and technology integration are well suited to the nature of Egyptian students.
- Traditional teaching remains an effective teaching method.
- The Education 2.0 reform introduced positive changes to the Egyptian education system.

15. Community School–Specific Question

- If you work in a community school: What are the three most important differences between community education and public education in relation to teaching Arabic?
- (List the top 3 differences)
- Example: "In the community school, the Arabic curriculum focuses more on reinforcing specific values and behaviors in addition to teaching the formal curriculum."

Section Three: Challenges, Professional Development, and Future Vision

1. **What are the main challenges you currently face in teaching Arabic? (Rank the challenges from 1 to 8, where 1 = biggest challenge and 8 = least challenging)**

    - Difficulty implementing the new curriculum or covering its large content within limited time
    - Low student interest in the subject
    - Lack of suitable teaching resources
    - Limited access to continuous professional development
    - Large class sizes
    - Limited financial resources and low salaries
    - Shortage of necessary teaching materials
    - Numerous classroom assessments
    - Frequent lesson-plan follow-ups by supervisors
    - Low student proficiency levels (please provide examples: .....)
    - Other: _____

2. **When you face challenges in teaching, whom do you usually turn to for support?**
    - Colleagues
    - Subject supervisor
    - School principal
    - Online teacher groups (e.g., Facebook or WhatsApp)
    - I do not seek support
    - Other: _____
    - Please provide an example of a situation where you received support: .....

3. **Do you think teachers have an influential voice in decisions related to training development, curriculum adjustments, or education policy in general?**
    - Yes
    - To some extent
    - No

4. **If you were able to change any part of the education system, what would you change?**

   (Rank by priority, where 1 = highest priority and 7 = lowest)

   - Curriculum content
   - Teaching methods
   - Assessment methods
   - Teacher training system
   - Teacher salaries
   - Number of students per classroom
   - Number of teachers and hiring systems
   - Other: _____

5. **What is your current role in shaping education policy?**
   - I participate in consultations or workshops
   - I provide informal feedback
   - I simply implement instructions
   - I do not see myself as having a role
   - Other: .....

6. **If you became Minister of Education for one week, what are the first three decisions you would make to improve Arabic language instruction in schools?**
   - 1- _____
   - 2- _____
   - 3- _____

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