

The Role of Education in the Egyptian Intellectual Movement 1970-1981

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Abstract

In the seventies of the twentieth century, Egypt witnessed a great development in the intellectual movement, due to the change it witnessed in the policies that led to the development of thought, especially in the education sector, which effectively contributed to the Egyptian intellectual movement during the research period, as educational institutions, especially universities were the field For many intellectual propositions, and from the most important tributaries of thought and a platform for many opinions that had a great impact on Egyptian society.

The research dealt with the impact of education on the intellectual movement in Egypt, and many topics were discussed that is concerned with the issues of education, as it presented primary and secondary education, in addition to the university education, as well as the most important laws issued by the government aimed at advancing the educational reality, and we reviewed what the education sector witnessed In Egypt, during the period 1970-1981, there were clear developments, the most important of which was the increase in the number of students in all academic levels, including university, and the researcher came to logical conclusions through this research.

Introduction

The intellectual history of Egypt at the beginning of the twentieth century received attention from researchers, historians and scholars in modern and contemporary history due to the intellectual importance of Egypt through the emergence of many thinkers and scholars, as well as the exploits of this great country with its intellectual endowments, during this period from 1970-1981, in addition, Egypt is considered the center from which the spark of the modern and contemporary Arab renaissance was launched, and the ground on which the various intellectual currents that defined the features of contemporary Arab society interacted.

There is no doubt that this topic has not received sufficient research, study and analysis in a manner consistent with its actual importance stemming from the fact that the topic deals with the intellectual movement in Egypt during the research period, which witnessed many events on the Egyptian arena.

The time frame for research begins in 1970 and ends in 1981, and we dealt with education in Egypt and its impact on the intellectual movement from 1970-1981, as well as a conclusion and proven sources that were used in its establishment.

The role of education in the Egyptian intellectual movement 1970-1981.

Education effectively contributed to the Egyptian intellectual movement during the period 1970-1981. However, there are problems that accompanied the educational system that led to its influence on the intellectual movement, as education was suffering from several problems, including the wasting of citizens' right to obtain educational service in its correct form, and the deterioration of educational conditions. In general, the high expenses of it, as well as the spread of illiteracy at an unacceptable rate among the Egyptians, as these problems received a certain attention from the Egyptian thinkers who demanded the Egyptian government to find radical solutions to these problems, and therefore these solutions may be an important factor in moving intellectual activities in Egypt.

First. Primary and secondary education

In June 1970, the Egyptian government issued a decision to accommodate all those who succeeded in elementary school diplomas in secondary schools ⁽¹⁾. It suggested the participation of agencies, trade and professional unions in educating their children and building schools for them ⁽²⁾. On the 25th of October 1970, the formation of the Supreme Council for Adult Education and Literacy, headed by the Minister of Education, and the membership of representatives of the ministries of production and services and professional unions, the General Federation of Workers, and the Central Committee of the Socialist Union and Women's Organization at the Ministry of Education, and it was agreed that the Council would lay down selection rules for teachers and volunteers benefiting from teaching in literacy centers and identifying positive and encouraging incentives for project workers. The Minister of Education, Muhammad Hafez Ghanem, spoke about the importance of the project, saying: "This project is one of the projects that will be implemented in commemoration of the leader Gamal Abdel Nasser, as it is the last work he performed to eliminate the stigma of education in Egypt" ⁽³⁾. At the same time, the nationalization of "private" schools and the encouragement of cooperative efforts in

building schools, and subjecting them to the supervision of the Ministry of Education and the complete expense restriction in it⁽⁴⁾.

The Ministry of Education organized a conference in February 1971, in response to President Muhammad Anwar Sadat's call that the first step on the road to progress is education, with which we must move from the remnants of the nineteenth century to the horizons of the twenty-first century. The recommendations of the conference was to take inclusion into consideration in confronting boldly the educational problems with resolute and insistence in solving and eliminating it with the proper intellectual planning⁽⁵⁾.

It seems from the foregoing that the Egyptian government is fully convinced of the importance of education, so it has begun to enact appropriate legislation that somewhat reduced educational problems and contributed to increasing the number of educated people, which positively affected the expansion of the Egyptian intellectual movement.

At the same time, the Egyptian government emphasized the experts' discussion of education programs, examination systems, and curriculum development, with the aim of reducing the burden on students, preventing filling and repetition, and opening wider areas for everyone to see and know, especially since the experts attributed the reason for the decline in the level of education to the curriculum and the accumulation of materials⁽⁶⁾. The government also allocated nearly 21.2 million pounds for the purpose of solving education problems, including 16 million pounds for the years 1973 and 1974, and that the allocations for primary education amounted to 10 million pounds and were all put in these two years as it was the basic solution for all citizens and confirmed that the plan aimed to return to the system of the complete school day and restricting it to one morning period, reducing the density of classes to within 40 students per class, and developing the teaching method, books and curricula⁽⁷⁾.

The Egyptian government conducted a full investigation about secondary education, which it mentioned in Al-Ahram newspaper on October 15, 1972, when it said: Most of the general secondary students go to the university, even those who do not get a sufficient score in the high school exam, have the right to retake the exam several times so that they can obtain a sufficient rate to enter them into the university, as for the student who does not get the appropriate rate, he studies in universities in other countries, and after his success in the first year, he returns to join Egyptian universities, regardless of his grades and no matter what controls are they disappear, Which led to the accumulation of students in universities and suggested that university education be completed under conditions including, that the student wishing to study university pay the full expenses for this education, and the hardworking student is exempt, as well as the state's failure to appoint graduates except within the limits of its needs, but the government ignored that, which led Until Egypt registers the highest percentage of students in universities compared to other countries⁽⁸⁾. It seems that the increase in the number of educated students in Egypt has increased the growth of Egyptian thought at the level that contributed to crystallizing ideas among those groups regarding the necessity of work and upgrading the educational reality.

The Minister of Education, as part of the government's measures to solve the education problem, on April 6, 1973, shortened the curricula in private schools and made them a basic system. He also decided to amend the religious curricula and schools to suit the ages of pupils⁽⁹⁾, in addition to the participation of teachers in all schools and representatives The Teachers' Union in the Supreme Education Council and the National Center for Educational Research have established moderate rules for organizing

private lessons, And taking decisive measures regarding teachers who trade in giving private lessons to hundreds of students, as well as reducing the density of classrooms and raising the level of the teaching process. What schools suffer from is the severe shortage of furniture, the overcrowding of students in the classroom, and some schools suffer from the great shortage of teachers ⁽¹⁰⁾. However, after the aggravation of education problems, the Council of Minister discussed education policy on April 15, 1974, and issued several decisions, and demanded their speedy implementation, foremost of which is: assigning experts and thinkers specialized in writing textbooks instead of the old system, and sending specialized missions abroad to study the new educational systems, bringing in a number of foreign teachers to teach foreign languages in secondary schools, and inviting different countries to hold exhibitions in Egypt on modern education issues and make use of them in teaching ⁽¹¹⁾.

On the other hand, the National Council for Education, Scientific Research and Technology expressed its efforts to start taking steps to confront the problems of education in Egypt with complete frankness and courage to reveal the serious risks to which the future of education in Egypt is exposed, and how the materials for high school students are reduced, as the number ranges from 12 subjects at one time. Thousands of pages, preparing the high school exam as a cultural and intellectual crime, and that the Egyptian teacher is known for his competence and ability, but the lack of favorable and environmental conditions is reflected in his functional and intellectual performance, this adds to the problems a major problem, and for the education system to be in line with the demands of society and it is the duty of the learners to train and prepare themselves according to the rapid intellectual change ⁽¹²⁾.

The secondary schools were replaced by the fact that the academic year 1973-1974 was distinguished in its educational system to overcome the state of terror and anxiety that accompanies the exams, especially the high school, which became a battle chasing the lights for all the top students as if they were heroes in a war, and although that year did not achieve anything but that there is a deep and comprehensive study being conducted at the National Center for Educational Research with the aim of reaching the optimal formula for an integrated system for education in all its stages, specifically the secondary stage, and it is hoped in their opinion that the new development will be after the presentation to the National Council for Education and be ready for implementation with the beginning of the academic year 1974-1975 ⁽¹³⁾.

On the twenty-second of January 1975, the Ministry of Education reported the news of an announcement that it would implement the classroom system in 1980, and fully absorb in the elementary stage, and that the Egyptian government will study the reform of the teachers' functional structure, especially since education has suffered from a disparate crisis, including phenomena: including the deficiency of its equipment in responding to the increasing demand for education, and that the best solution is the comprehensive school after the Ministry of Education faced difficulty during the year 1975-1976 due to the lack of textbooks, Therefore, the Ministry set out a project to bridge the sources of illiteracy by accommodating all those obligated until the end of 1980, and establishing 5,000 classes within five years of the year 1976 ⁽¹⁴⁾. Mustafa Kamal Helmy, Minister of Education, indicated that the subject of the five-year plan 1976-1980 in the Ministry of Education will reach 269 million EGP to accommodate all those obligated to primary schools, i.e. 100 percent in the last year of the 1980-1981 plan, and to raise the age of compulsion to 65 years by accommodating all those who succeed in the primary completion certificate in the preparatory stage, expanding secondary and technical education, and reaching the work rate to 64 percent ⁽¹⁵⁾.

Faced with these tragic facts and situations, the "thinkers" did not fail to report through the education experts, especially the primary school students, to travel from Cairo to the governorate of Beni Suef as a model for studying the problems of primary education. Experts stated that the number of teachers is approximately 3357 male and female teachers. Just, and that primary education has suffered from many problems, the vast majority of which are due to the lack of available resources, and the inappropriateness of many schools, especially those rented for the educational process due to the narrow rooms and insufficient lighting, the lack of safe drinking water and many buildings are unworkable which makes them ineligible to develop the educational process ⁽¹⁶⁾.

The Ministry of Education finished preparing its plan in the year 1978-1979 and included the admission of 983,000 pupils in the first grade of primary school, at a rate of 90 percent of the number of obligors whose ages range from 6 to 8 years compared to the 832 thousand students who accepted last year, and the opening of 370 new classes for the general secondary school and 524 Classes for industrialists, 981 for technicians and 1290 for adult education, and the appropriation of 15 million pounds for new school building projects to meet the expansion of education out of the 24 million pounds allocated in the investment plan budget about 62 percent ⁽¹⁷⁾

Taking interest in the issue of education, especially from some thinkers to advance the scientific reality, who presented a working paper on the development and modernization of education in Egypt in which it was stated, "Every educational reform in Egypt must turn into an intellectual, social and democratic process, and that education is an influential force in preparing the individual and directing the group. ", And that it is natural for the intellectual education movement to keep pace in society, especially after the path was straightened after the correction revolution in 1971, and it is noted that the goal of education is not to obtain a certificate or a set of degrees, but rather to prepare the integrated intellectual personality for the good citizen ⁽¹⁸⁾

In order to achieve social justice to address the phenomena of intellectual, social and cultural disparity between the country's governorates ⁽¹⁹⁾, and that the working paper drawn up for education reform in Egypt has been sent to the Teachers Syndicate, and the various political parties and the People's Assembly Education Committee indicated that in mid-March next year, collecting responses and perceptions of these authorities, in order to clarify the final shortcomings of the education reform process, that the budget for education and scientific research reached in 1980 to 61 million pounds, which represents 5 percent of the national income, and an amount of 36 million pounds in investments was allocated to the education sector alone, of which 7 million were for the primary school, 4 million for the preparatory, and one million and 300 One thousand pounds for general secondary education and 19 million for technical education ⁽²⁰⁾.

The Education and Scientific Research Committee of the National Democratic Party approved the education development plan, and decided that the party would present this step to the government to implement it, and it included increasing the compulsory age from 6 to 15 years, by including preparatory education to the primary stage to become one stage called basic education, as it should be related to stage plans to develop the environment, and build the Egyptian humane ⁽²¹⁾.

Within that context, the Ministerial Committee discussed in its meeting headed by Deputy Prime Minister and Minister of Interior Nabawi Ismail on the fourteenth of August 1981, a report on education policy and programs for its development, gradually expanding the scope of basic education, and creating

non-formal education to be undertaken by institutions that contribute to directing and training community members so that the barriers between formal and informal education are removed in light of a comprehensive view of the numbers of individuals, by expanding the field of education and the multiplicity of its institutions, so that it is not limited to formal education in its well-known traditional forms, but rather extends to benefit many institutions that can contribute to guiding, educating and training individuals. And considering the development of educational capacity as a major goal within the framework of continuous education, and to achieve this by providing formal education the fundamentals and pillars of education that enable the individual himself and his own abilities and to continue his education in various disciplines, and to allow the provision of social and economic incentives that make continuing education a necessity for all individuals ⁽²²⁾.

The increase in the years of compulsory education, no matter how long, in light of these methods of education, will not be sufficient for the number of citizens who can carry out the intellectual, political and social responsibilities imposed on them by the developed conditions in Egypt ⁽²³⁾.

It is evident from the foregoing the actual interest in the issue of education that promoted the Egyptian education, especially the popular one, which had the greatest impact on alleviating some of the problems that it was facing, whether related to the quantity or quality, because compulsory education is the basic basis of the educational ladder, and it is the way to achieve the principle of intellectual development for the Egyptian society.

The Basic Education Conference was held on the 25th of April 1981, which recommended the need to develop the secondary education system to allow graduates of basic education schools to continue education, to apply the basic education system with its philosophy in language schools and private schools, and to provide sufficient knowledge and skills during the study ⁽²⁴⁾ And that the educational departments are preparing to implement the basic education system, starting from the year 1981-1982 in all primary and middle schools, as the period of compulsion has been decided to include the two phases in a 9-year unified education for all people as part of the education development plan, considering basic education as the base of the new educational structure that The opinion settled on him and began experimenting with him since 1978, and that basic education is one of the main approaches that settle the issue of the relationship between education and productive work since the early stages of education, which is the introduction of vocational education related to the environment and a constructive functional connection ⁽²⁵⁾.

On the thirteenth of June 1981, the Minister of Education announced that the basic education system requires that for the general secondary stage there be compulsory basic subjects, which are the Arab national language, one of the foreign languages, national education, and other optional subjects according to the specialization in the disciplines of literature, science or sports ⁽²⁶⁾, and it is decided That the governorates supervise the establishment of private schools with expenses that arise to assist in basic and general secondary education, technical and foreign languages, and the governorates have also been given the authority to authorize the establishment of these schools except for the general secondary school, which is related to the national policy of education, Provided that each school establishes its own bylaw for each educational stage, and each school shall have a budget that includes revenues and expenditures, and for each school expenses portfolios and all other fees are specified, and governor has the right to reassess the expenses of existing schools upon the issuance of the law, and the unified general

and technical education bill stipulated in The section on education with expenses not to consider the nurseries supervised by the Ministry of Social Affairs as private schools, as well as informal schools in which education is limited to non-Egyptians children of workers in the diplomatic and consular corps and others, and foreign cultural centers and institutes that are established based on a cultural agreement with Egypt ⁽²⁷⁾.

On the 8th of July 1981, the Education Development Movement opened the door to discussion in front of all responsible agencies about the education development paper, in order to answer a question that concerns every home in Egypt, which is how we can get education out of its old corridors and hallways to the era of the ascent to the moon, and intellectual opinions were gathered. The political, popular, and executive union of the educational professions should be that the development and modernization of education stemmed from the intellectual philosophy of Egyptian society, and that it be comprehensive to its policy, goals, economics and financing of education, and opinions were unanimous that free education is one of the greatest achievements of the July Revolution, And that the permanent constitution has ensured that for all citizens in the various stages of education, and it is necessary to adhere to this gain provided that it is met with a serious commitment to this right without wasting or neglecting it, and opinions are unanimous on the importance of the pre-school education period and considered it an important stage in the formation of behavior to the child, the formation of his personality, and the provision of nurseries and kindergartens on the basis that it is a social necessity and an entrance to the educational process ⁽²⁸⁾.

For its part, the "Socialist Labor Party" suggested increasing the diversity of technical education, linking industrial education with factories, and determining the number of admissions for each type of these technical schools. The "Socialist Liberal Party" also suggested establishing specialized technical schools attached to farms and factories, and that most of the intellectual views should take up the issue of literacy It is extremely important and calls for setting up a national plan to eradicate illiteracy, to be adopted by parties and popular and trade union bodies with the help of specialized technical agencies, so that the role of the Ministry of Education is limited to preparing curricula, books, general planning and providing technical assistance ⁽²⁹⁾.

Secondly. The problem of university education

The Egyptian government gave importance to the university education problems, and the interest in the various problems of university education in Egypt reached its peak in November 1971, when President Mohamed Anwar Sadat studied a report prepared by the Socialist Union Committee of Cairo University that included proposals to solve the problems of universities and their autonomy, as its Supreme Council undertakes the planning of education policy University studies in light of the state's general plan, and the establishment of private homes for expatriate students supervised by universities, provided that such homes are not allowed to be established except with the permission of the university authorities ⁽³⁰⁾.

However, to the obstacles that Egyptian universities obstruct or slow down the path of progress and prosperity, and it showed that the large numbers of students are the common factor behind most university education problems, and whatever is said in their justification, the way in which the number of students admitted to universities is determined quite far from the scientific foundations, and in her

opinion, it was better to determine the numbers that he can absorb based on an accurate assessment of their spatial, practical and human potentials, taking into account the high declared rates ⁽³¹⁾.

The Egyptian government was interested in the idea of establishing a private university and promised it a kind of testing the social pulse with the beginning of the slide towards the policy of economic openness, as "Muhammad Kamel Layla", the Minister of Higher Education, presented a project in this regard to the Council of Ministers, the supporters of the project presented many arguments such as ending overcrowds and congestion in public universities, and attracting Egyptian students studying abroad, and attracting foreign Arab students, and Al-Ahlia University will provide high quality education that will attract the children of the rich and force them to pay a fair cost for their diploma. Since no one has clearly specified whether the state will finance this university or the private sector will undertake this task ⁽³²⁾.

The Egyptian government has warned the Minister of Higher Education of the danger that affects the university in Egypt, and that it is afraid it will lose its scientific and global reputation if the current situation continues, especially since the reform of university education is an urgent necessity that cannot bear waiting, and it was glad when it said that there are bright spots next to the black spots And that there are positives despite the negatives, and these positives can be measured by the role that universities have played in the past twenty years despite the difficult circumstances they have lived through, as university education was able to advance the cadres needed by development plans in the face of nationalization battles and reliance on the experience and the Egyptian graduate ⁽³³⁾.

There is no doubt that the issue of Al-Ahliyya University remained a subject of discussion in the Egyptian newspapers. Here, Al-Ahram newspaper explained the idea of establishing the National University in its issue of April 23, 1975, and counted it from scientific gains, whether in Egypt or in the Arab world, and mentioned that the percentage of Egyptian students in the higher percentage in Egypt for the population is still a small percentage, almost 10 percent, at a time when the number of outsider who come to study in Egypt from more than 100 countries is increasing, and that free higher education in Egypt has led to an increase in the demand for this education from various groups of people in huge numbers, One of its results was to follow the method of the Coordination Office, in which the total number of grades in high school is the decisive factor in admission to specific college not the other, and this resulted in the opinion of the aforementioned newspaper depriving a large number of students with a high score from the study they wish to make them enroll in Arab and foreign universities With huge sums, and all of them can have the opportunity to study at Al-Ahlia (Private) University ⁽³⁴⁾.

Planning Education is similar to what developed countries do, and that it adheres to two things, namely: that planning be at every stage, and that all graduates submit to what this planning wants in terms of distributing them to the jobs that the education has planned in order to meet their needs, and the preparation and distribution must be the appointment is planned for each stage according to the capacity of each college, institute or school, and according to the need of each entity in which the appointment is made, in order to ensure the level of the graduate and the benefit of the employer ⁽³⁵⁾.

What is worth noting here is what Al-Akhbar wrote in its April 29, 1976 issue, the universities in Egypt are numbered, although they also represent the area of hope in the Egyptian society that spares no effort in exaggerating backwardness, and to the extent that the conditions of the vast world around it

allow, It is living in a painful reality, and that the university and higher education policies in Egypt, with all the pathological phenomena they reinforce, seem completely insurmountable.⁽³⁶⁾

As for the "Rose Al-Youssef" magazine, it dealt with the subject of university education and its issues, especially the right of a student who obtained a bachelor's degree from Egyptian universities or its equivalent to enroll in postgraduate studies at any university, and demanded the implementation of democracy within departmental councils according to the executive regulations of universities that make departmental decisions by the majority of votes and not According to the opinion of the head of the department council, and all faculty members are concerned about their university rights to express opinion and vote and assume their university responsibilities, and not to stand by⁽³⁷⁾

Al-Ahram newspaper published an article issued on April 4, 1979, which published the following: As long as we have private schools with expenses in all stages of public education, Egyptian private schools, language schools, remedial classes and others under the supervision of the ministry to accommodate those who are able to pay the expenses and those who conceal themselves in public schools because they fail a lot or because they exceeded their age, and those who missed the train of education, and I wondered as long as no one said that the aforementioned private schools contradict the principle of equal opportunity, is it very fair for the state to establish a private university?⁽³⁸⁾

Discussions about Al-Ahlia University took place on April 6, 1979, during a meeting of the Education and Scientific Research Committee of the People's Assembly attended by many university professors. The meeting emphasized the imperative that there should be special education in the three stages of education, and there should not be any fear of establishing a private university, and it is not a heresy. Rather, it is the most appropriate way to get out of the education problems that the educational system suffers from⁽³⁹⁾.

The demands of students who asked the return of postgraduate diplomas, and that it be under the consideration of the specialized committees that study the effects of the application of the law 82 studies that stop holders of postgraduate diplomas granted by Egyptian universities, which study in them extends to two years after the university qualification, especially since one of the conditions for the enrollment is necessary the availability of at least two years of experience in the fields of specialization, so as not to shock holders of these diplomas by not studying the effects of applying Law No. 82 on their cases under the state of science and faith, knowing that most of the Arab countries that preceded us in scientific progress have become not satisfied with university qualifications alone rather, it requires the availability of such specialized diplomas upon appointment to the vacancies they have⁽⁴⁰⁾.

The thinkers of Al-Azhar for the year 1979 called that the Islamic call had not been spoken and the necessity to rise like what is enjoyed nowadays. Among the students, who are the imams of the future, who initially asked not to be named, and their intellectual views are summarized that the study materials that are taught are insufficient to qualify the student and train him to lead the imam, and that the financial situation is one of the worst financial conditions for private and imamate jobs, and that when the student graduates, he is appointed In villages and hamlets far from his original home, Imam is facing great difficulty in this regard⁽⁴¹⁾.

Al-Azhar thinkers have alerted to a phenomenon that has spread in universities recently, which is religious extremism, as it did go beyond wearing girls in clothes that only their eyes appear, and young

men wear white robes and have prolonged their beard, and the most dangerous is that in discussion sessions they disbelieve with it all who disagree with them and force teachers to arrange sitting the male and female students sit in an auditorium, and there is a barrier between them, and the professor who refuses to do so is considered a rogue, insult, and encourages immorality and dissolution, and it has evolved that a leader of religious groups slaps a professor of the College of Medicine for refusing to implement his orders, and the newspaper attributed the reasons for this phenomenon to several reasons, of which: the absence of organized university activities that absorb the energies of young people and fill their void, again the apparent absence of the role of the youth organization in the university, the failure of the youth wings of the existing parties to play their role and desired, and the disappearance of the idea of leftist political trends, especially the Marxist and Nasserist trends that no longer have a prominent role or voice within universities after losing control of student unions, and university professors and other members of higher bodies did not play the organized social role as well as their scientific role with their students ⁽⁴²⁾.

The problems of students of higher institutes have also emerged, from which 60,000 students suffer, deprived of everything that the state guarantees for students. First, they pay exorbitant expenses that many cannot afford, estimated at 27 pounds per year, and they are deprived of all kinds of social and health care that the state guarantees to students. As well as depriving them of the right to graduate and supplementary studies, even though they obtain a bachelor's degree as well as any corresponding college ⁽⁴³⁾.

In the field of literacy, some thinkers pointed out that organizations, institutes and universities cannot stand in isolation from the problem of literacy, and jobs must be created for faculty members in universities and institutes whose specialization is literacy eradication. Institutions, schools and universities have to do a great job in raising the level of health by filling ponds and swamps in their villages or connecting them to renewable waterways, and it is imperative that educational institutions in Egypt achieve in the next stage linking themselves intimately with the resources, problems and needs of the community to be a tool for changing thought in society ⁽⁴⁴⁾.

It is clear from the foregoing that despite the clear developments witnessed by the education sector in Egypt during the period (1970-1981), the most important of which is the increase in the number of students in all academic stages, including university, and that certain efforts have been made to eradicate illiteracy and school dropout, This period witnessed the emergence of several problems and the expansion of problems that existed in the aforementioned sector, the most important of which is the phenomenon of private lessons, and the erosion of the incomes of teachers, and professors due to the phenomenon of inflation, which has worsened greatly, in addition to the phenomenon of private education.

Conclusion

The study marked the role of education in the Egyptian intellectual movement from 1970 to 1981 reached a number of important conclusions, the most prominent of which were:

1- The period of research witnessed the Egyptian government's interest in education and its outputs, so it expanded the acceptance of students, especially in primary education, to include the largest number of the Egyptian community.

2- The increase in the number of students in all academic levels, including the university, as well as the expansion of graduate studies and the opening of many specializations to obtain higher degrees.

3- The emergence of many problems that faced the education sector, especially the problem of private lessons, and their significant expansion.

4- The erosion of the incomes of teachers, teachers and professors in the sense of weakening their salaries due to the phenomenon of inflation, which has worsened greatly.

5- The emergence of private education, especially universities, which began to spread in Egypt in the duration of the research.

6- Education led to the development of the intellectual movement in Egypt by increasing the number of graduates from Egyptian universities.

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