

An analytical study of the intellectual guidelines that determine the educational standards of educational institutions

Abstract:

Through the analysis, the present study attempts to reveal the specific intellectual orientations of educational standards and their associated factors. The idea of standards did not appear suddenly or in an improvised manner, but emerged as a result of a series of movements and was followed by many intellectual orientations. The study also examines the most important lessons learned from the previous reform movements of the educational standards movement. The study found that the advanced countries - the United States - when they found themselves at risk and that their educational system collapses, rearranged their priorities, took care of education as an entry point for reform. This approach was appropriate for the conditions and needs of American society. In Egypt, this approach has been adopted as a result of keeping pace with developed countries and keeping pace with political and economic changes. Thus, the models and experiences have been imported from other nations that their aspirations vary and their reality differs from the reality and aspirations of Egyptian society and the specificities of its culture. Reforming education through the approach of standards requires a real change in the perception of education policies, in the management of its processes at different levels, and in educational practices that require a change that is linked and consistent with the basic goals of education reform in accordance with the real needs and the nature of Egyptian society.

Key Words : intellectual guidelines, educational standards