



**Faculty of Education**

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**A Suggested Outline of an Institution for Accrediting Teacher Education  
Programs in Egypt**

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(of Education)**

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## **Introduction**

Man is now living in the era in which human knowledge has flowed and intellectual, scientific, cultural, and social achievements have varied, and the technological innovations and economic ambitions have become apparent; all these changes have cast a shadow on the education system in general, and the teacher in particular; such changes have resulted in need to reconsider the teacher's preparation system - on the grounds that the teacher is a fundamental pillar of the system as a whole – and to adopt a system to assess the programs for preparation of the teacher, hence the idea of a study to conceptualize a proposal for the establishment of accreditation of teacher preparation programs.

## **Problem of the study**

Proceeding from the vital role played by the adoption of teacher preparation institutions in improving the competitiveness of the institutions of teacher preparation and support of the sources of information so as to restore public confidence in the graduates of those institutions, the research problem can be formatted in the following questions:

1. What are the philosophical routers for the idea of of teacher preparation programs?
2. What is the academic accreditation and what is its importance for teacher preparation programs?
3. What is the United States, England, and India's expertise in the field of bodies of accrediting teacher's preparation programs?
4. What are the features of the Egyptian efforts in the field of accrediting teacher's preparation programs in Egypt?
5. What is the proposed perception of a Foundation for accrediting teacher's preparation programs in Egypt, from the point of view of some experts?

## **Significance of the study**

The importance of the study lies in the idea that it sheds light on the accreditation system and its role in the development of education, and what it might present, i.e. a future proposal for the Foundation for accrediting teacher's preparation programs that can guide for the accreditation of teacher preparation programs in Egypt.

### **Objectives of the study**

The present study aims to:

1. Identify the philosophical orientations for the idea of the accreditation of teacher's preparation programs;
2. To identify the academic accreditation and its importance for teacher's preparation programs;
3. Study the experience of the United States, England, and India in the field of the accreditation of teacher's preparation in Egypt;
4. To identify the Egyptian efforts in the field of the accreditation of teacher preparation programs in Egypt;
5. To conceive a proposed vision proposal for the accreditation of teacher preparation programs in Egypt.

### **Approach of the study**

The current study adopts the descriptive method as it is the most appropriate approach for this study to get to know the reality of accreditation system, describing and analyzing the reasons that led to the necessity of adopting it as a mechanism to ensure the quality of educational institutions, and to reach a set of results that can be used to visualize a proposal for the institution to accredit programs of Education colleges in Egypt in accordance with the conditions of Egyptian society.

### **Limits of the study**

The study limits are as follows:

- Objective limits: The study is limited to teacher preparation at the colleges of education as first preparation institutions for the pre-service teacher and of great importance in the educational system of any society;
- Geographical boundaries: the study is limited to taking a sample of the views of professors from colleges of education at the Universities of (Fayoum - Beni Suef - Ain Shams, Cairo, Minia, Zagazig, Alexandria, Damietta, Helwan, Female Ain Shams) about the proposed perception for the Foundation for accrediting teacher's preparation programs in Egypt as well as the expertise of the United States, England, and India in the field of bodies of teacher's preparation programs.
- Time limits: The vision was examined and presented to the gentlemen professors in the period from 03/01/2016 until 10/05/2016.

## **Findings of the study**

The study revealed a set of results as follows:

- That the academic accreditation emerged as a result of a series of factors and variables that have occurred in the communities; it did not come at random, but emerged as a result of many educational movements in the forefront of which are movement of behavioral education and movement of education on the basis of competence and then attention appeared in the added value way to measure school performance effectiveness, and the spread of rating based on performance and the emergence of the idea of quantization and the movement of the criteria, and the emergence of the idea of academic accreditation.
- Accrediting is an idea emerging of a group of cultural, civilizational, and economic factors that have emerged in the United States, and the accreditation is governed by a set of basic principles: freedom, democracy, and accountability and all of these principles requires the restructuring of the Egyptian educational institutions administratively, programmatically, and financially.
- Egypt has delayed the introduction of accreditation and the establishment of bodies system compared with many developing countries, in spite of the deteriorating situation of education in Egypt;
- The law of establishing the Commission states that the body is independent, then it states that it follows the Prime Minister in charge of the follow-up to all the ministers in his government are responsible for providing education, its institutions, its equipment, and its financing, and that means it is a body run by government officials responsible for evaluating governmental educational institutions.
- That the law of establishing the Commission did not include regional and international dimension of the body in Arab and foreign colleges and institutes;
- Accreditation projects were not built on the results of actual diagnostic processes of the reality of education colleges and others and were not built on the reality of education system and societal context and thus these projects did not show usefulness or feasibility for the Egyptian society;

- There are many challenges facing the approval of teacher's preparation programs in Egypt, including those related to administrative aspects, including those related to aspects of education and knowledge, and those related to the organizational aspects and others;
- The study resulted in the conceptualization of a proposal vision for the Foundation for the accreditation of teacher's preparation programs in Egypt; these have included dimensions of a proposed visualization vision and mission of the proposed institution and its objectives, structure, then the standards in whose light emerges the evaluation and accreditation of teacher's preparation programs, and the actions and decisions of accreditation, and finance the proposed institution.