

The Historical Roots of the Emergence and Development of Higher Education in Egypt

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ABSTRACT:

This study examines the historical roots of higher education in Egypt, highlighting its evolution from ancient times to the modern era. The origins can be traced to the rich intellectual traditions of ancient Egypt and the renowned Library of Alexandria, which served as a center for scholarship. The establishment of Al-Azhar University in the 10th century marked a significant milestone, positioning Egypt as a key hub for Islamic education and scholarship. The 19th and 20th centuries introduced Western educational models, leading to the creation of modern universities, such as Cairo University in 1908, which emphasized secular and diverse curricula. This evolution reflects broader socio-political transformations, including colonialism and national identity movements. Today, Egypt's higher education system continues to navigate the interplay between its historical legacy and contemporary challenges, striving for innovation and global integration.

1. Introduction

The era of Muhammad Ali Pasha witnessed profound transformations in various fields, and education had a large share of these transformations, as Muhammad Ali realized the importance of education in building a modern and strong state, so he made strenuous efforts to establish an integrated educational system that keeps pace with developments, in addition to his need for qualified cadres to build a strong army and modern administration, and his desire to develop Egypt, as he realized that real development is linked to the development of education and the dissemination of knowledge, so he sought to make Egypt a modern state that competes with European countries.

Second: Higher education in Egypt (first roots)

The development of the educational system in Egypt was closely linked to the period of Muhammad Ali Pasha's rule of Egypt (1805-1848). Based on his political renaissance project that aimed to transform Egypt into a political and military base, this project cannot be achieved unless the state relies on a modern educational system that replaces the old educational system that was prevalent in Egypt, as there was no educational system in Egypt before the era of Muhammad Ali's rule in the precise sense that the term indicates, as there were only a number of Kuttabs (schools of Islamic education). Associated with Al-Azhar). In which education is limited to teaching the Arabic language and the principles of the Holy Quran. Only Al-Azhar University was subject to state supervision. It was founded in the tenth century AD and became an institution of higher education that teaches linguistic and religious sciences, logic, engineering and mathematics.).

Muhammad Ali realized that transforming Egypt into a political, military and economic power based on a strong army required the development of education, so he directed his great attention to preparing employees for the government apparatus and strong military personnel for the army. Muhammad Ali's policy in the field of educational development was based on several axes, the most important of which are: Establishing schools according to modern systems and establishing a special office for them. Transferring modern European knowledge and sciences to Egypt by bringing foreign teachers to Egypt, sending scientific missions to Europe, translating from European languages into Arabic, and promoting printing as the most important means of transferring European civilization and culture.

To implement his policy, Muhammad Ali had to overcome two obstacles: the first was the dominance of Al-Azhar over education in Egypt through the Kuttabs, and the second was Egyptian public opinion, especially the popular opinion, which viewed modernization and modern education as blasphemy, a departure from Islam, and the influence of the culture of the infidels. On the other hand, establishing modern schools in all parts of Egypt to replace the Kuttabs was beyond Egypt's economic capabilities at the time. To overcome this issue, Muhammad Ali Pasha sought to establish a dual education system by leaving the old sources of education in

Egypt - Al-Azhar, mosques, and Kuttabs - to whomever he wanted, and establishing alongside them another type of educational institutions based on a new system borrowed from the West.).

Muhammad Ali's goal in establishing modern schools was not to spread knowledge and culture among the people of Egypt, but rather to create administrative cadres capable of facilitating the government's administrative work. Therefore, we find that the educational ladder during his reign began from the top to the base of the pyramid, i.e. it began with higher schools, then preparatory (secondary) and primary schools. The first higher school established by Muhammad Ali was the Engineering School in the Citadel in 1816. The reason for its establishment is that the governor felt that Egypt needed engineers in various specializations to build Egypt, survey the land, dig canals, build bridges and aqueducts, and serve the army by building barracks and fortifications. Then the need arose for applied specializations that branched off from engineering, so the School of Metals was established in 1834 in Old Cairo (Boulaq) to graduate technical specialists to work in civil and military projects.)Then he established the Military School in Aswan in 1820, followed by the establishment of higher medical schools, which is the source of the medical renaissance in Egypt, and was established after he felt the country's need for it, especially after he established the modern army in 1820 and brought in foreign doctors to serve it. When the plague swept Egypt in 1824, Muhammad Ali summoned the French doctor Antoine Clot in 1825. (Antoin Clot)1825 To Egypt to be a doctor and chief surgeon of the Egyptian army, and upon his arrival he advised Muhammad Ali to establish a medical school. It was established in 1827 in Abu Zaabal area.)It was established within the military hospital to provide the means of medical education and training, and a teaching staff was brought to it from France and Italy. The number of students studying there reached one hundred students who were selected from Al-Azhar students, and their number reached (140) students in the year 1837.).

After five years, the first batch graduated and were distributed to hospitals and military medical units. Twelve of the batch's top students were sent to Paris, and eight others were appointed as teaching assistants at the same school. In 1837, the school was moved to Qasr al-Aini in Cairo.)Then he proceeded to establish other higher schools, including the School of Veterinary Medicine in the city of Rashid in 1827, which was attached in 1830 to the School of Human Medicine, then the School of Pharmacy, which was established in 1829 to be attached to the Faculty of Medicine, and its emergence was linked to the study of modern medicine and the need for it.

The language of instruction in those schools was Arabic.)Therefore, there was a need for translators to carry out the Arabization process. The thinker and pioneer of the intellectual renaissance, Rifa'a al-Tahtawi, suggested: To Muhammad Ali Pasha after his return from France to establish the School of Languages (Translation) or (Royal School) and it was established in 1836 in the city of Azbakeya, which was interested in studying the Arabic, French, Turkish and English languages and translating them into Arabic, and thus the purpose of its establishment was to graduate employees who would translate the books that the government wanted to translate into Arabic, and thus no less than (2000) books were translated. After the administrative system was stabilized, the state needed employees specialized in accounting matters, so the Accounting School was established in the city of Sayyida Zeinab in 1837.)

Then some higher schools were established to graduate what the state needed in a specific specialization, but they were quickly closed due to sufficiency in them, such as the Agricultural School that was established in the city of Shubra El-Kheima in 1833, to take care of Muhammad Ali's orchards, but it was closed after two years due to sufficiency in them, but another agricultural school was quickly established in the city of Nabarwa in 1836 to develop agricultural operations using modern methods, and (200) students joined it, then it was transferred to the city of Shubra in 1839. In 1837, industrial schools were established, the most important of which was the School of Arts and Crafts with the aim of graduating craftsmen and skilled workers, and military schools such as the General Staff, Infantry, Cavalry and Artillery .

Muhammad Ali realized that students in higher schools must receive an adequate amount of education before joining them, so he established preparatory schools (like middle or secondary schools) in 1825, the aim of which was to prepare students for higher education, the most prominent of which was the (Qasr al-Aini) School.)In Cairo, and another school in Alexandria. Then he saw that these schools were not sufficient for modern education in which students receive various sciences, which prompted him to establish primary schools, which were known as (Muftadiyan Offices).)In 1833, in order for students to receive sufficient education that would qualify them to enter preparatory schools and then receive higher education.).

When the state decided to open a school, it would transfer its curricula from a similar school abroad, bring a set of books from the curricula that were taught there, and assign translators to Arabize them so that they would be circulated among the students as a first step towards establishing the school. The modern educational system that Muhammad Ali created depended on the students of the Kuttabs and Al-Azhar at first, as there were committees that conducted research and visited the Kuttabs and selected the outstanding students. Then those committees received the students from their parents and enrolled them in schools in order to raise them, teach them, and prepare them for government jobs, as well as cover all their expenses.)Because of the inability of Al-Azhar professors to teach some sciences outside their specialization (medical, military, engineering, mathematics, geology, and human sciences), a number of French professors were called upon, as Muhammad Ali witnessed the French campaign in Egypt and was influenced by the cultural and scientific progress that France witnessed. He followed the same approach and steps that Napoleon Bonaparte followed during that period, and the Saint-Simonian class remained.)In Egypt, they were calling for the establishment of a model society based on industry based on modern science.)He also relied on the Italians, because of the strong trade relations that linked Egypt to the Italian cities. These relations made the Italian community the largest European community in Egypt, and the most influential in the Egyptian cultural heritage, as the Italian language was the most widespread language in Egypt, and was even the language of official correspondence between the Italian consulates and the Egyptian administration, in addition to the presence of a large number of Italians who were fluent in Arabic and a large number of Egyptians who spoke Italian, in addition to the Italians being the first to introduce modern military tools into the army in Egypt, in addition to their cultural and financial superiority)Which led to an increase in the influence of foreigners, especially the Italians and the French, and he began to fear that they would control the educational process, so he worked to gradually replace the Egyptian element, especially after the increase in the number of schools and students and the increase in interest in the Arabic language, so he began to seek the help of some men from Al-Azhar, and those returning from scientific missions to teach modern sciences .

Thus, the number of primary schools established during his era reached (66) schools (40) in Lower Egypt (the Delta of Egypt) and (26) in Upper Egypt (Upper Egypt). In addition to the schools in Cairo, there are schools in Mahalla al-Kubra, Mansoura, Zagazig, and others. He also established two preparatory schools, one in Cairo and the other in Alexandria. The number of secondary and specialized higher schools reached twenty-four schools, and education in those schools at all levels was free education.)

In order to organize educational affairs, the government issued regulations in 1836 that organized education at all its stages in a modern way. The task was initially entrusted to the Diwan al-Jihadiyah (the Army Diwan).)Because the main purpose of opening schools is to prepare the modern army and the services related to it, as decisions regarding education cannot be issued except by order of it, and since the Jihad Bureau was distracted from caring about educational affairs to caring about the wars that Egypt fought, therefore it was found necessary to organize the administration of education, so it assigned a committee consisting of a group of experts specializing in educational affairs to organize schools. The committee was known as (the Schools Shura Council), but this does not mean the separation of schools from the Jihad Bureau because the task of establishing the committee was only technical and advisory, because its decisions are subject to the approval of the Jihad Bureau .

After the widening of the differences between the Jihadist Bureau and the Schools Shura Council on the one hand, and the increase in the number of modern schools and the multiplicity of aspects of their educational activity, and the difficulty of their work In addition to carrying out the largest missionary movement in the East to Europe to transfer sciences and arts, on the other hand, the need arose to establish a special office that would make its own decisions without resorting to the Jihadist Office, and would organize the system of missionaries to benefit from their experiences in establishing a scientific renaissance. Accordingly, Muhammad Ali decided to establish an office called (the Schools Office))On March 9, 1837, he was entrusted with the tasks of the Jihad Bureau and the Schools Council, and Mustafa Bey Mukhtar assumed its presidency.). He was entrusted with several tasks, including setting regulations and laws, issuing orders and bulletins to the schools affiliated with him, appointing and dismissing school employees, in addition to setting plans and curricula, preparing exams, approving weekly and annual holidays, transferring European knowledge and sciences, in addition to handling financial matters. He was considered the first Ministry of Education in modern Egypt, which worked to organize education and link its stages together.).

Muhammad Ali's interest was not limited to establishing schools and sending scientific missions, as this expansion forced him to pay attention to the process of translation and publishing books, with the aim of transferring modern European sciences, their systems and laws, in addition to his care in establishing printing presses, as he established the first printing press in Bulaq in 1820.)In addition, he chose some experts in the Arabic language to edit the translated books and called them (editors).)And a second category for correcting books, and they were called correctors and reviewers. These two groups had great credit for the renaissance of Arabization and authorship in Egypt.).

As for women's education, the nucleus of women's education arose under the influence of Nazli, the eldest daughter of Muhammad Ali, who was influenced by Miss Leder. Mrs. Leader) the wife of a British missionary, who was supervising the education of the daughters of officials in the government of Muhammad Ali Pasha, which encouraged Nazli to expand education to include the rest of the girls. Therefore, it can be said that women's education began in a limited way with the daughters of the aristocratic class, which prompted Antoine Clot to suggest opening a school for midwives in Qasr al-Aini in 1832.)It would be attached to the Abu Zaabal School of Medicine. This proposal was well received by the government, and approval was given to open this school.).

However, Muhammad Ali's project to develop education suffered a major setback after the conclusion of the London Agreement of 1840.), The agreement led to curbing Muhammad Ali's ambition to establish a large empire and the need to provide an educated cadre, and thus Muhammad Ali was forced to change his plan for education, especially since the government no longer needed more employees, so it dismissed a number of soldiers and officers. As a result, Muhammad Ali issued a new organization in 1841, in which many schools were cancelled and the number of students was reduced to suit the state's needs, and the schools' office was organized in a new way. Therefore, the government had no choice but to reconsider the new system after the new changes that Egypt witnessed.).

It is clear from studying the development of education during the reign of Muhammad Ali Pasha that the reason for his interest in establishing higher schools first, sending missions, and then his interest in other levels of education, was to create an educated class that he could use to spread education among the classes of society, and to carry out the work of government and construction in the country. In addition, the characteristic that distinguished education during his reign was the government's complete supervision of educational institutions in all aspects, whether in organization or financing. This is what made the educational process successful during his reign, unlike what it was before, when education was left to the efforts of some non-governmental organizations and some capable individuals. Muhammad Ali died in 1848 and his son Ibrahim Pasha took over.)He ruled Egypt, and thanks to his mixing with foreigners, he was inclined towards renewal, so he sought to spread education and culture in Egypt with the aim of developing society and not only providing the government with employees, but also to advance and progress society, so he introduced some important reforms, the most important of which was his comprehensive scientific and cultural renaissance by sending scientific missions, establishing schools, and bringing in foreign teachers, and promoting translation and printing as the most important means of transferring European civilization and culture. Due to the short period of his rule, he was unable to implement anything he wanted, but the most important amendment he made was how to form scientific missions to Europe and change the form of their residence (by opening private schools to qualify the students sent to teach them the language of the country to which they were sent, as a result, Ibrahim Pasha opened a private Egyptian school in Paris for the students sent to be qualified before joining the mission, and the researcher believes that the goal of this is to reduce the expenses of the mission by reducing the duration of the mission's residence .

Ibrahim Pasha died a few months after assuming the throne, and his nephew Abbas Hilmi I took over the rule after him.)During his reign, the state of education deteriorated due to the deterioration of the economic and political conditions since the end of Muhammad Ali's rule, and it reached its peak during his reign. He abolished most of the schools, citing an exam he conducted in Abu Zaabal for teachers and students alike, and the result was very bad, which led to the issuance of orders to close most of the schools, except for one primary school and another private secondary school that he kept and called Al-Mafroza, to graduate naval and land officers and military engineers. As for the higher schools, only engineering and medicine remained after he reduced the number of students in them. In addition to that, he worked to reduce the budget of the Schools Office, and dispensed with teachers, especially foreigners. All the licenses and grants that were given to them were also cancelled, under the pretext of saving and economy. He exiled the pioneers of the modern educational

experiment, headed by Rifa'a al-Tahtawi, to Sudan, after closing the School of Languages, which led to his anger and the emergence of enmity between them. Abdul Rahman al-Rafi'i mentioned that Rifa'a al-Tahtawi's book (Talkhis al-Ibriz) was the reason for his exile, as it "carried opinions and principles that the tyrannical ruler did not desire.")All these measures he took, according to his belief, were to save and improve the budget.)

As for the movement of sending missions to Europe during the reign of Abbas Hilmi, opinions were divided into two groups. Some accused him of neglecting this aspect and that he ordered the return of all the missions that his grandfather had sent to Paris, because he was a despotic ruler with Ottoman aristocratic tendencies who did not trust the Egyptian mentality. Some defended him, explaining that he continued to pay for a mission consisting of twenty-five students that his grandfather had sent to London, and that he ordered the return of the students who had gone to study military arts.)

The researcher believes that the economic conditions and the financial deficit that the government is suffering from forced it to take some administrative decisions that affected the educational aspect, especially with regard to missions and schools at all levels and being satisfied with a limited number in them, which the opponents interpreted as an authoritarian movement.

During the reign of Muhammad Said Pasha .

Who took over the rule in Egypt after the assassination of Abbas Hilmi I in 1854, witnessed a noticeable deterioration in education and he believed that "an ignorant nation is easier to lead in the hands of its ruler.")Therefore, the first measure with which he began his rule was to abolish the Diwan of Schools in November 1854, and to abolish the four schools that existed at that time (beginners, preparatory, medical, and engineering) under the pretext of correcting them. He was satisfied with establishing a military school in the Citadel in August 1856, due to his interest in military education, and he assigned its management to Rifa'a al-Tahtawi, who returned to Egypt after the death of Abbas Hilmi I and opened a naval school in Alexandria as well.).

However, Said Pasha was interested in the schools established by missionary groups and foreign communities and granted them real estate and money.)Thus, his rule was an era of foreign interests flowing into Egypt.)He was succeeded by Ismail Pasha.)In June 1863, this was the opposite of Saeed Pasha, who was interested in education and was keen to revive the educational movement in Egypt after receiving a deteriorating education. He issued several orders a week after assuming the throne to the head of the Schools Department, Ibrahim Adham Pasha.)The first was to reopen schools that had been closed since the era of Muhammad Ali.)He also called for reviving and sponsoring the educational movement, and ordered the establishment of three schools, primary, intermediate and higher, the first a school in Cairo and Alexandria and the second in Cairo ...and organizing the remaining medical and military schools since the era of Said Pasha. Then Ibrahim issued the first regulation to organize schools after seeking the help of some experts interested in education, such as Rifa'a al-Tahtawi.).

In 1863, Muhammad Sharif Pasha took over The presidency of the Schools Department after Ibrahim Pasha, and the first measure he took was to open new schools, including elementary, technical, private and military schools, in addition to establishing preparatory schools, including Ras El-Tin School in Alexandria, the Veterinary School in Abbassia 1864, the Infantry Schools in Abbassia, the Military Engineering School and other schools, and free education was the basis of education in them.).

On October 12, 1866, an internal regulation was issued that included a set of decisions after they were discussed by the Shura Council of Representatives.) It included a set of decisions regarding students' expenses and accommodation, and the establishment of schools that included all people, rich and poor, regardless of their religion. After the Khedive approved it, it was not implemented due to the lack of a broad technical staff.).

In 1867, a committee was formed consisting of senior officials and scholars to draft a basic law for public education, so that schools would be organized according to this law with integrated parts, after each school had its own program. The committee met on November 7, 1867 and issued a regulation known as the (10th Rajab Regulation) that included forty items based on two basic principles: solidarity of all schools in their system and education; and complete equality of institutes of the same degree in all matters, in addition to establishing primary schools in the capitals of the directorates and centers, known as central schools, and funded by endowments or the money of the people, and that the government would bear the expenses for secondary and higher education only .

The Schools Department implemented many of the provisions of the Rajab Regulations, and many high schools were established.)The number of high schools reached nine schools, eight in Cairo and one in Alexandria. The most important schools that were established were the Polytechnic School, i.e. the French School of Engineering, and the School of Medicine, in addition to the establishment of seven secondary schools .

I present to Pasha Mubarak)He was assigned to the Diwan of Schools Agency, succeeding Muhammad Sharif Pasha in 1868, on an important step that constituted the first link in the establishment of the Egyptian University later, namely, the gathering of a number of private higher schools in one place, which is the Darb al-Gammamiz Palace, as he allocated a fixed place for each school in the palace, and established a laboratory for natural chemistry equipped with all its equipment, and then established a public library in 1870 known as (the Khedivial Library), in addition to establishing a large auditorium to give public lectures in various sciences and knowledge, and this step achieved important results, which is the communication of students of higher schools with each other and the exchange of opinions and knowledge with each other .

The matter did not stop there, as the era of Khedive Ismail witnessed a women's educational renaissance. The first government primary school for girls was established in 1875, which was known as the "Al-Sayoufiya" School. After the number of female students increased, another school was established nearby, which included the daughters of dignitaries, government employees and its users. The number of female students increased by hundreds more than the required number. As a result of this wide turnout, the Khedive wanted to build a third school whose mission was to educate the daughters of the noble families and Khedivial households. It was actually built, but due to the financial crisis that Egypt was exposed to, the school was closed, and the process of expanding the establishment of schools stopped due to the major imbalance in the country's financial policy and borrowing from European countries.).

Due to the financial crises and foreign conspiracies that accompanied his rule, Khedive Ismail was removed from power in July 1879, and his son Muhammad Tawfiq Pasha took over During the reign of Tawfiq, the people's discontent with the government's policy increased due to the poor general conditions. An enlightened group also emerged calling for reform, and newspapers began writing and publishing articles expressing public opinion and calling for a revolution against the prevailing conditions in Egypt. The result was the 1881 revolution, led by Ahmed Orabi .

On the other hand, Ali Pasha Ibrahim, the Minister of Education, submitted a memorandum to the Council of Ministers to reform education in May 1880, in which he issued the shortcomings in the education system. This memorandum came after popular demands for education reform, and the government responded, so a committee known as the (Commission for Organizing Education) was formed and several recommendations were made in its report, but these recommendations were not implemented, except for the regulation for primary education, the regulation for the teachers' school, and the issuance of a decision to establish the Supreme Council of Education on March 28, 1881, whose mission was to consider draft laws and regulations, but this did not last long due to the conditions that Egypt went through.) and the resulting disturbances that eventually led to the British occupation of Egypt in 1882.).

During the British occupation of Egypt, education was exposed to a period of stagnation after the occupation eliminated all reform related to education. The occupation followed a policy of consolidating power in its hands in order to control all matters and direct them to serve its colonial goals. This was confirmed by one of the British leaders when he said: "The Egyptians must obtain a livelihood before they look forward to education.").

We can summarize the British occupation policy towards education in the following points:):

1- Anglicization of the Egyptian administration, meaning there placement of Egyptians with British employees, on the pretext that Egyptian employees are not qualified to carry out the burdens of major jobs, according to the claim of the British Governor Evelyn Baring Cromer. Evelyn Baring Cromer))Then, British advisors were appointed to head each department, and Douglas Dunlop was the one who was appointed. Douglas Dunlop) Advisor to the Ministry of Education, so the number of British employees increased from 113 employees in 1890 to 1600 employees in 1919.

1-The neglect of the education of the Egyptians. The aim of the occupation was to prevent the education of the Egyptians so that an educated class would not arise to confront their policy, and to prevent the emergence of competent employees to replace the British, which is what the British High Commissioner, Sir Don Gorst,

confirmed. Eldon Gorst) By saying, "As long as schools are the point of the circle around which the efforts revolve,

Politically motivated people have no choice but to slow down the education of young Egyptians.).

Therefore, the British worked to reduce expenses, close many primary, preparatory and higher schools, cancel free education, and not send missions abroad. Orders were issued in 1888 that only one or two students should be sent to England. In addition, Dunlop controlled the appointment and dismissal of competent teachers and replaced them with young Englishmen. They made English the language of education, and created educational curricula that suited the purposes of the occupation.)As for the higher education curricula, no changes were mentioned except for the printing of new books to be in line with the purposes of the occupation, such as the book on the Foreign Privileges Law in the Law School.).

As a result of these measures, ignorance prevailed in Egypt and the illiteracy rate rose to 92% among men and more than 99% among women, in order to make it easier for the occupation to lead the people. The British government believed that the reason for its neglect of education was that the time had not yet come, and that there were other areas more important than interest in the educational aspect, as it viewed education as something that could be litigated for, so education became a means and not an end. On the other hand, Britain was interested in popular education represented by the Kuttabs and that it be under its supervision.).

As for higher education, the occupation policy aimed to prevent the graduation of large numbers of Egyptians so that they would not be able to assume leadership positions, and to keep them in the hands of the British. Therefore, they made higher education narrow and limited, to prevent the expansion of secondary education. In return, Britain worked to encourage foreign education and increase its teachers and their salaries as well, and to encourage missionary missions and provide them with facilities to come to Egypt and carry out their work after they were unable to do so.).

In reaction to this policy, the leaders of the national movement revolted, denouncing the educational policy pursued by Britain, and the National Party, led by Mustafa Kamel The greatest role in resisting the occupation policy was through newspapers, as he directed an invitation to the people to advance private education and use it as a weapon to fight the occupation. He also participated in the (High Schools Club).), Which was founded in 1905 to establish many schools and its goal was to spread education to confront the educational policy of the occupation, and in response to this policy, Islamic and Christian charitable societies established many schools in which education was free, and these societies believed that increasing the percentage of educated people would lead to increasing the awareness and culture of the people and thus lead to knowing their rights and confronting the occupation policy.).

The national efforts to advance higher education and confront the British occupation resulted in the emergence of the idea of establishing an Egyptian private university that would undertake the task of preparing an educated Egyptian society, especially after the spread of foreign schools in large numbers and the efforts of missionary organizations to establish a university in Egypt.).

In addition, the beginning of the twentieth century witnessed a great development in the Egyptian national struggle against the British occupation and its educational policy, and the opposition movement intensified due to the use of English as the official language of the country. On the other hand, European missions and the recruitment of foreign professors helped provide greater opportunities for the development of higher education, so industrial and agricultural higher schools were established, which led to an increase in the number of students in those schools.).

2. Conclusion:

It can be said that the efforts of Muhammad Ali were the first building block for building a modern educational system in Egypt, which began in the form of specialized higher schools when the School of Medicine and Engineering were established to meet the needs of the development that began during the reign of Muhammad Ali Pasha. The growth and development of higher education continued when the idea of establishing the Egyptian University emerged, which began to include higher schools one after the other, later becoming specialized colleges.

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