

Do schools in Egypt ensure a relevant environment for student's learning and development? Analysis of the data from international comparative assessments of students' achievement and Egyptian education policies

Data analysis of the results relevant to Egypt in the international comparative students' assessment TIMSS 2015 for children age 14 in mathematics and science is the primary purpose of this article. This analysis and data interpretation should provide answers to the following questions:

- Do Egyptian schools provide an adequate environment for learning?
- Is learning process at school effective?

International students' assessment results analysis is built upon several contexts:

- learning outcomes in the regional context,
- learning outcomes in the international context,
- trends in science and maths achievement,
- gender and learning outcomes variation,
- educational strategy and policies concerning math and science national curricula.

The average scale score of Egyptian students' achievement in science amounts to 371. Egyptian average performance is significantly lower than other countries. Singapore has the highest average score of 597, other countries like Jordan (426), Kuwait (411), Lebanon (398), Saudi Arabia (396) or Morocco (393) scored higher than Egypt. There was a significant drop in science achievement in Egypt during the last few years. This declining trend is visible in TIMSS data, in 2003 the average score in science amounted to 421, and it dropped down to 371 in 2015. There is a noticeable difference in average science achievement by gender, whereas boys scored 364 and girls scored 377, which give difference equals 13, for the comparison the difference for Saudi Arabia is 55. The article presents results of TIMSS 2015 in the educational, school and social contexts as per the available data.