

EGYPT



Country profile

Capital: Cairo

Principal cities: Alexandria, Tanta, Port Said, Luxor, Aswan, Zagazig and Assiut

Official language(s): Arabic

Population: 72.6 million (2004)

GDP per capita PPP: 4211 int'l \$ '(2004)

Currency: Egyptian Pound (EGP)

Labour force activity rate (pop. aged 15-64): 49.3% (2005)

Higher Education in Egypt

Since the law on free compulsory education was extended in 1981 to include a preparatory phase, both the primary and the preparatory phases (ages 6 through 15) have been incorporated in what is called Basic Education. The estimated adult literacy rate is about 57%. There are 20 000 primary and secondary schools with some 10 million students.

The higher education system in Egypt is made up of 18 public universities with more than 2.4 million students, 12 public non-university institutions, and 15 private (profit-making) universities providing technical and professional training. Of the 12 non-university institutions, 8 are two-year upper secondary-level technical institutes (MTI), and four- or five-year higher education-level technical institutes. Those are joined by 115 private (profit making) institutes giving the same type of education. There are more than 63.000 teaching staff in the Egyptian higher education system.

Non-university education is offered by industrial, commercial, and technical institutes that provide two-year courses leading to diplomas in accountancy, secretarial work, insurance, computer or health sciences and electronics. Technical education schools provide five-year courses leading to advanced technical education diplomas in commercial, industrial, and agricultural fields.

There are three bodies for the governance and control of higher education in Egypt: the Ministry of Higher Education, the Supreme Council of Universities (SCU), and the Central Administration of Al-Azhar Institutes. The Ministry of Higher Education has jurisdiction over higher education through the supervision and coordination of all post-secondary education, planning, policy formulation, and quality control. It also oversees teacher training for basic education. The Supreme Council of Universities, founded in 1950, formulates the overall policy of university education and scientific research in universities and determines the number of students to be admitted to each faculty in each university.

Supervision and administration of the Al-Azhar higher education system is the responsibility of the Central Administration of Al-Azhar Institutes. The latter is a department of the Supreme Council of Al-Azhar, responsible for the development of the general policy and planning for the propagation of Islamic culture and the Arabic language throughout the Al-Azhar higher education system.

Years of compulsory education: 9

Gross enrolment ratio in tertiary education (ISCED levels 5 and 6)¹: 32.6 (est.2004)

Number of Higher Education Institutions: 18 major universities and 67 teaching colleges.

Bologna signatory country: No

For further information, contact the National Tempus Office at:

nto@tempus-egypt.com
www.tempus-egypt.com

¹ The nation's total enrolment in tertiary education (regardless of age), as a percentage of the population in the official age group corresponding to this level of education.

TEMPUS in Egypt

Participation of Egypt in Tempus

Since 2002, Tempus has played an important role in Egypt, with most of the Egyptian Universities participating in a total of 64 Tempus projects (52 JEPs and 12 SCMs). The subject areas were: Urban and Regional Planning, Microfinance, Health Care, Open and Distance Learning, European Studies, Engineering and Technology, Electrical Engineering, Chemistry, Bio-Chemistry, Cultural Heritage, Pharmacy, Translation and Interpreting, Management and Business, Information Technologies, Interdisciplinary Studies, Mechanical Engineering, Medicine and Surgery, Tourism and Leisure, Physical Education, and Biology.

Impact of Tempus in Egypt

Tempus has had a strong impact on the Higher Education System in Egypt. The programme was very timely to accompany the implementation of the Higher Education Enhancement Strategy that was introduced in 2000 and revised twice, in 2002 and 2004. The main objectives of this strategy were in line with the objectives of Tempus (modernization of curricula, Introduction of Quality Assurance in Higher Education, etc.). Although the direct impact of Tempus projects on the Egyptian Higher Education system is not directly visible, the programme's long term involvement in the country and the introduction of competitiveness in Higher Education have been the main direct outcomes.

One of the main elements of impact of Tempus in Egypt is the introduction of quality education through partnerships with EU member states in different disciplines, with more than 170 IMG grants awarded to staff members from Egypt. Such a mechanism was one of the most demanded in the country, and shows the interest of Egyptian staff members in retraining and building bridges for cooperation. Many JEP projects introduced new concepts and programmes in the education system and were considered as self sustainable success stories for the modernization of Higher Education in Egypt.

Tempus has also been one of the main catalysts for the modernization of the system and its reform, through the introduction of the different concepts of the Bologna Process. Although the Egyptian system is not yet harmonized with the Bologna Process, the Tempus programme has brought its flavour into the system.

Participation in Tempus since: 2002

Number of JEPs: 52

Number of IMGs: 183

Number of SCMs: 12

Total budget allocated:

€23 million (2002-2006)

Total budget allocated for staff and students mobility in JEP and SCM:

€5,860 million (2002-2006)

Total budget allocated for IMG is about €68000 (2002-2006)

- Introduction of new curricula
- Cooperation with European partners
- New teaching methodologies
- Staff development