

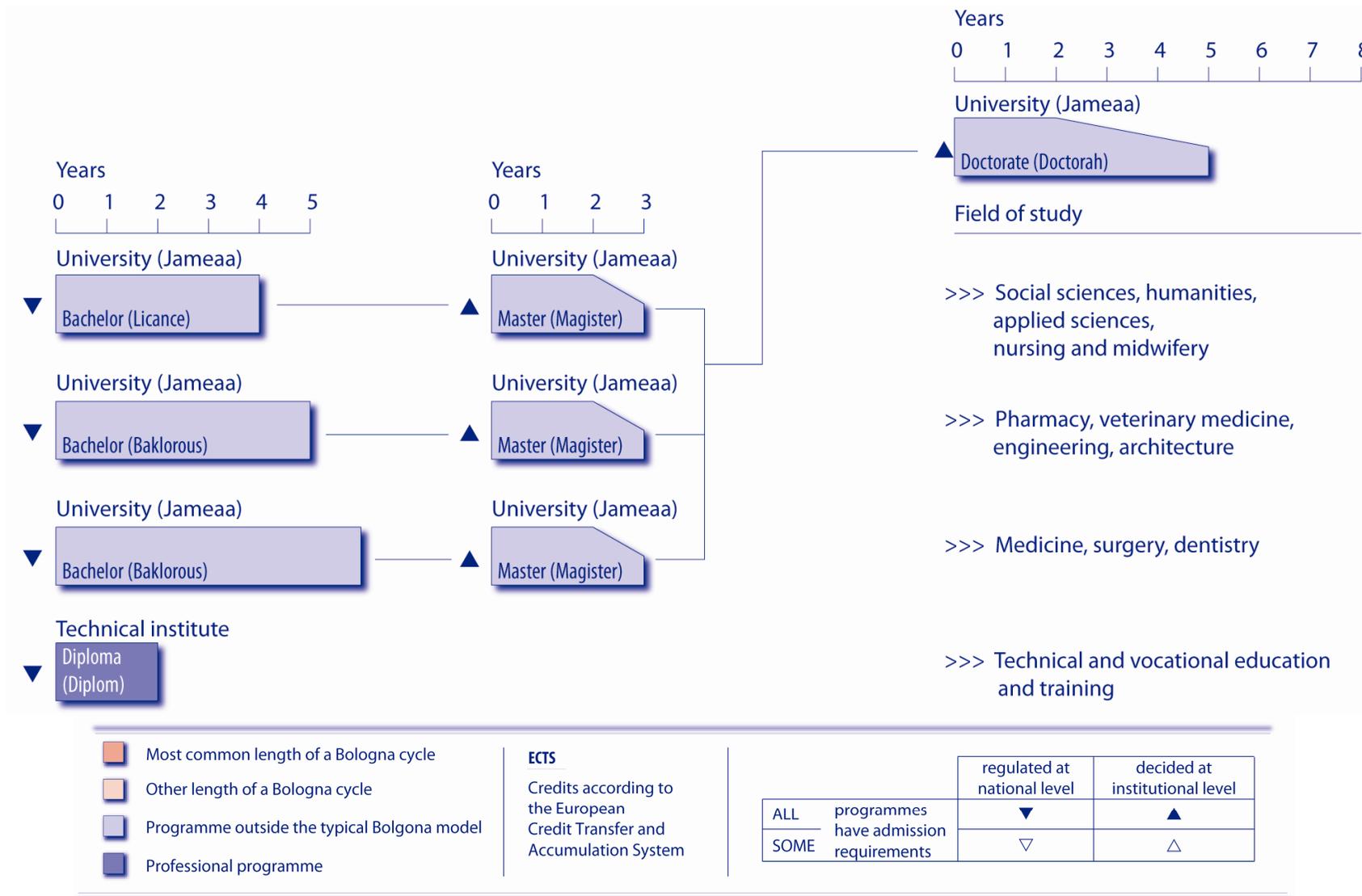


# HIGHER EDUCATION IN EGYPT



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# The higher education system in Egypt



# I. Overall description

## 1. Major characteristics of tertiary education in the country

Higher education in Egypt dates back to 988 AD from the creation of Al-Azhar University (جامعة الأزهر) by the Fatimids (الفاطميين). It is considered to be the world's oldest university still operating. Al-Azhar University conferred academic degrees and had individual faculties for Islamic Theology, Islamic Law and Jurisprudence, Arabic Grammar, Islamic Astronomy and Early Islamic Philosophy.

The growth of an educated class of Egyptians inspired a group of Egyptian leaders and distinguished persons to donate and found the first National Egyptian University in 1908 in Egypt, later known as Cairo University (جامعة القاهرة). As a private institution it had a liberal arts focus, offering courses in economics, philosophy, history and literature, mainly taught by European teachers of Oriental Studies. This university was supported by the *Khedive Abass* (the Egyptian King) who nominated his son, Fouad I, as the university president. Later, in 1940, the university was renamed Fouad I University.

Another phase of higher education started in 1919, when a group of Americans who were interested in spreading American culture in the Middle East founded the American University in Cairo as an English-language university.

As belief in the importance of higher education grew, the government established two other universities in Alexandria in 1942 and in Cairo (Ain Shams) in 1950. This was also a response to meeting the increase of secondary education graduates.

These movements continued on a wider scale after the 1952 revolution, when the education system became a fully social system. This was clearly enshrined in a constitutional amendment, which stated that all Egyptians should be given the possibility to access higher education. The socialist framework was clearly reflected in the education system because of its centralisation. There was a significant growth in enrolment. This concept was even extended to other Arab, Muslim and African countries where Egypt, despite its economic limitations, offered scholarships to thousands of students in these countries. In return, this allowed Egypt to play a crucial role in the development of these countries.

The expansion of higher education in Egypt began in 1957. Until then, there had been five public universities in Egypt. By the beginning of the 1960s, the government had adopted a

policy of higher education expansion and started opening university branches across the country, which were transformed into independent universities afterwards. For example: Al-Minya University (جامعة المنيا) was the former branch of Assiut University (جامعة أسيوط). This policy of creating branches in various geographical areas which would eventually become independent universities is still in practice today. It merges different faculties and technical colleges (mainly technical studies of 4 years leading to a degree or a B.Sc.) in a single university.

### Types of tertiary education programmes and qualifications

Higher Education in Egypt is preceded by 12 years of formal education in schools ending with a general exam that is similar to that of High School Graduation Exam in many countries. This exam is called *Emtehan Thanaweyya al-Amma* (امتحان الثانوية العامة). The exam is national and allows students to move from secondary to higher education, or to continue in technical and vocational education.

Two main paths are available for students after passing their final Secondary School exam, either to continue to university education (either public or private) or to enrol in vocational training institutes (two to four years of study). The period of study in Egyptian universities is standardised in all universities as being between four years (for most faculties and studies), five years (for engineering studies) and six years (for medical studies). Such periods of studies are regulated by the Supreme Council of Universities and the Supreme Council of Private Universities, which are the two main executive bodies under the Ministry of Higher Education, which governs the system of Higher Education in Egypt.

Postgraduate studies are allowed only for university degree holders and are composed mainly of two cycles and degrees:

- Master Cycle (degree) consisting of at least two years of postgraduate studies;
- Doctorate Cycle (degree) consisting of at least two years of studies after a Master degree.

### Types of tertiary education institutions

In 1992, Law 101 opened the door for more private universities, in addition to the long-established American University in Cairo. As a result, new education providers have appeared and encouraged new types of institutions to emerge.

The higher education system in Egypt has 22

public universities including *Al-Azhar University*, 33 private universities and 51 public non-university higher education technical Institutes and colleges. Of the 51 non-university institutes, 47 are two-year upper secondary-level technical institutes (MTI) and four are 4-5-year higher education-level technical colleges. (Among the public 22 universities, two of them will start teaching in 2012-2013 after issuing a presidential decree of creation by July 2012).

<b>Number of HEI (in academic year 2011/2012)</b>		
106		
<b>Public</b>	<b>Private</b>	<b>Public non-university</b>
22	33	51

<b>Number of students (in academic year 2009/2010)</b>
2.01 million

## 2. Distribution of responsibilities

The main regulating body in Egypt is the Ministry of Higher Education, which is responsible for setting higher education policy and insuring its implementation in the various universities. It is in charge of higher education and supervises and coordinates all post-secondary education, its planning, policy formulation, and quality control. It also oversees teacher training for secondary education.

The Ministry is aided by three executive bodies:

- The Supreme Council of Universities (composed of the presidents of the public universities, in addition to five members from the civil society), 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.
- The Supreme Council of Private Universities (composed of the presidents of the private universities, in addition to some public figures and civil society representatives).
- The Supreme Council of Technical Institutes (composed of the chairmen of the technical institutes in addition to public figures from the civil society).

In addition to these three Councils attached to the Ministry of Higher Education, *Al-Azhar*

*University* has its own "Central Administration of Al-Azhar Institutes".

Although the system is mainly centralised and governed by the Ministry and its Higher Councils, universities still enjoy a high level of decentralisation in terms of the authorities, regulations, community service, and to some extent in their financing and fund raising. A university may therefore choose to develop a specialisation in an area of local need (Petroleum Engineering or Tropical Medicine), but such courses have to comply with the general rule as to the number of years of study.

The executive bodies mentioned above are responsible for insuring a complete level of harmonisation between degrees offered at various universities and a level of harmonisation in courses taught at various universities, while giving some freedom of adaptation of courses for local, regional or specific needs.

For example, in order to create a new faculty, a university has to submit a complete set of courses and their syllabus to the relevant Council which insures that the years of study, number of hours and courses taught are in line with the whole system before issuing an approval for the creation of such a faculty.

Within the Higher Education Enhancement Plan 2021, more autonomy is sought for public universities, especially in terms of financial autonomy and community services.

## 3. Governing bodies of the Higher Education Institutions

The Supreme Council of Universities (SCU), mentioned above, is composed of the presidents of the public universities in addition to five members from the civil society and is coordinated by a secretary-general and chaired by the Minister of Higher Education. The main roles of the SCU according to the Egyptian law are to:

1. Set out the general policy for Higher Education in Egypt and link it to the needs of Egypt
2. Set up a general coordination policy between universities with respect to study periods, exams etc.
3. Coordinate between equivalent faculties and departments at different universities
4. Set up the internal by-laws of the universities and their faculties.

The SCU is the public body responsible for accreditation of the new universities and/or programs. It also includes a department of equivalence for equating any foreign certificate from a non-Egyptian University.

In parallel to the SCU, there is also a Supreme Council of Private Universities and a Supreme Council of Technical Institutes for coordination between private universities. Each of them has a Secretary-general and is presided by the Minister of Higher Education. The roles and responsibilities of those Councils are equivalent to that of the SCU.

At the university level, the Presidents are elected through an electoral College composed of staff members from various faculties. For the Deans of faculties, they are also elected through an electoral college composed of staff members and support staff. Once elected, a presidential decree is issued for the appointment of university presidents and for a period of four years. At the level of Deans of faculties, once they are elected, a Ministerial decree is issued for an appointment for three years.

Each university has three Vice Presidents (for education, for postgraduates and research, and for environment and public services). Those Vice Presidents are appointed by a presidential decree), in addition to the Secretary-General. Consequently, the governing body of a university (the University Council) is composed of the President, the three Vice-Presidents, the Secretary-General, all the Deans of faculties and institutes of the university, in addition to four public figures from the civil society). The University Council is the highest authority in the university.

Each faculty has three Vice-Deans (for education, for postgraduates and research, and for the environment and public services). The Vice-Deans are also appointed by the President of the university, in addition to a Secretary-General of the faculty. Consequently, the governing body of a faculty (the Faculty Council) is composed of the Dean, three Vice-Deans, the Secretary-General, all heads of departments of the faculty, a professor from each department of the faculty, and in some cases associate professors from departments, in addition to three members from the civil society). The Faculty Council is the highest authority at faculty level.

Department heads are selected by the president of the university from the pool of professors at the Department and are selected on the basis of the professors who have the longest professorship in the department.

At the university and faculty levels, there are also three councils for education, postgraduate studies and research and community services. Thus, each university has:

- a Council for education (composed of the Vice-Deans for education and presided by the Vice-President for education),
- a Council for postgraduate studies and research (composed of the Vice-Deans for

- postgraduate studies and research, and presided by the vice president for postgraduate studies), and
- a council for the environment and community services (composed of the Vice-Deans for the environment and community services, and presided by the Vice-President for the environment and community services).

Moreover, at the Faculty level, there are three Councils for education, postgraduate studies and the environment and community services, all of them presided by the corresponding Vice-Dean and composed of a selected number of professors from various departments.

Specific roles and responsibilities of various posts and councils are included in the Egyptian law number 49, governing the universities. These roles and responsibilities vary according to the level of the post or council, but they all guarantee the autonomous status of the university, ensure a level of coordination with other universities and with the Supreme Council of the universities.

## 4. Financing

According to the Egyptian constitution, education is free for all from basic up to higher education, with the State providing the largest share of funding. While officially the state is responsible for financing higher education, the State's share of higher education funding for universities ranges from 85 % to 90 %, leaving the universities to generate the remaining portion (10-15 %) themselves through various revenue-raising strategies.

Each year, universities receive funds from the government treasury as any other governmental body and are consequently audited by various central financial and administrative auditing bodies. The Higher Education Enhancement Master Plan 2007-2021, shows that many studies have tackled the issue of development of finances of higher education in Egypt and many recommendations for "models" of funding have been proposed, however until now, no model has been adopted.

The strategy foresees the development of community services in order to generate additional income, while guaranteeing a minimal income from the government (i.e. universities and their faculties are allowed to raise funds, act as consulting firms for industry and civil society at large and funds generated are to be used in the university financial system).

In 2007, a new "fee system" has been drawn up for newly created departments at certain faculties (following market and feasibility studies). These newly created departments receive students from the same faculty under

the same admission policy, but students are requested to contribute with fees that vary between Euro 800 and 2 000 per year. Such a system allows the university or faculty to obtain more income in order to finance infrastructure renewal at the university or faculty level.

In private universities, students pay tuition fees for their study according to each university's rules.

## **5. Students' contributions and financial support**

Higher Education in Egypt is almost free, with students paying as little as Euro 5–20 per year for enrolment and various services. Since 2007, many public universities have adopted a system of semi-private education, where new disciplines are introduced in public universities at higher fees (between Euro 800 and 2 000 per year). Such tuition fees are injected into each faculty's financial system (cf. section 4 above) and are used mainly to enhance the infrastructure of the faculty and its services.

In private universities, the situation is completely different. No funds are received from the government and the university has to raise its funds from endowments, tuition fees and community services etc. Tuition fees at private universities in Egypt may reach as high as Euro 15 000 per year.

Master and PhD levels are mainly taught at public universities, where fees are higher (around Euro 1 000 per year).

Currently, no system of loans exists among Egyptian universities (since education is almost for free). Moreover, the universities are allowed, in certain cases, to waive low fees for underprivileged students. Concerning the private universities, they all have systems of partial or full scholarships when admitting students, but the system is completely managed by the university council.

At postgraduate level, a staff member from any university may benefit from an "internal scholarship", allowing him/her to pursue his/her studies in another university, while benefitting from a scholarship from the Missions department of the Ministry of Higher Education.

## **6. Licensing, quality assurance and accreditation of institutions and/or programmes**

Improving the quality of higher education has received huge government support over the past few years. Since 2002, within the scope of the first phase of the Higher Education Enhancement Project (HEEP), there has been a

drastic change in the quality assurance system for HE institutions and universities. The new quality assurance system includes:

- An internal quality assurance system, implemented by the HE institution itself, resulting in an annual report of the institution, describing all quality components applied to all academic programs, as well as to the institution itself.
- An external quality assessment and accreditation process organised by the National Authority for Quality Assurance and Accreditation of Education (NAQAAE), which is mandatory for each HE institution (faculty, higher institute, technical college) and has to be implemented every five years.
- An independent external quality assessment system, based on a peer reviewing process, run by the National Quality Assurance and Accreditation Committee.

Any new programme created in Egypt has to be put in line with other existing programs regarding its duration and in respect to the main structure as specified and verified by the Supreme Council of Universities. In 2010, the National Authority for Quality Assurance and Accreditation of Education (NAQAAE), an independent agency, has already defined academic standards and procedures of accreditation for almost all programs in the system. It is expected that in a number of years, the National Authority for Quality Assurance and Accreditation of Education will be able to accredit all the programs in Egypt (in 2012, 16 faculties have been accredited by the NAQAAE and it is expected to reach 98 faculties by the end of 2015).

## **7. Admission**

There is a rapidly growing demand for higher education as a result of: (a) a demographic surge in those in higher education; (b) the clear expansion of access at the pre-university level; (c) the social image of higher education graduates and (d) the overly generous subsidies to university students, including free room and board. Moreover, the fact that the secondary education curriculum does not provide students with the skills necessary for the labour market, means that students who are unable to get into a university programme find it hard to earn a living. Therefore, enrolling in a higher education programme is the only way to acquire these core skills. In addition, the fact that higher education graduates earn a higher income encourages more individuals to pursue higher education. These factors have resulted in a doubling of the gross enrolment rate over the last 25

years, especially between 1982/83 and 2002/03, when the Gross Enrolment Rate (GER) jumped from 16 % to 24 % for the 18-23 year old age group, with 2.2 million students enrolled in higher education institutions (Master Plan, 2007). Another increase occurred between 2002/03 and 2006/07, when this number rose to 2.5 million students and a corresponding GER of 27.3 %.

In Egypt, access to university is determined by the final secondary education exam (*Thanaweya Amma*). All students passing that exam (which is a national one), are ranked according to their grades and are given a choice of disciplines to choose from. A central management body (*Maktab tanseeq*) is then responsible for distributing students to faculties and universities, according to their choice, grades and proximity to universities, with no further admission exams.

Private universities are allowed to have admission exams, but students in certain disciplines have to have a minimum grade in their final secondary exam certificate (e.g. in order to be admitted to the faculty of medicine, students must have at least an average grade of 90 % in the final secondary school exam).

It is worth mentioning that almost 100 % of those students who were successful in the general secondary education exam (*Thanaweya Amma*) continue to higher education institutions in Egypt. In 2006/07 the gross rate of students who went on to higher education from those who passed the *Thanaweya Amma* in 2005/06 was found to be around 103 %, which indicates that the majority of third-year secondary education students moved on to HE. The lower rate from the technical secondary education system (under 13.5 %) is explained by the fact that the majority of these graduates move into the labour market without pursuing higher education.

## 8. Organisation of the academic year

The Supreme Council for Universities is responsible for determining the length/beginning/end and organisation of the academic year. The most common structure of the academic year is as follows:

- First semester: mid of September – January
- Mid-Year break: two weeks
- Second semester: February – mid-July
- End of Year Vacation: mid of July – mid-September

## 9. Curriculum content

The general structure of the programme is defined at national level by the Supreme Council of Universities through its specialised, Technical Specialization Committees (*لجان القطاع*), which are composed of eminent professors specialised in different fields (engineering, medicine, agriculture, etc.). Such committees are responsible for insuring that any new programme respects the required number of years and hours of study and that teaching materials are relevant to the title of the programme and to market needs.

Upon agreement of the Supreme Council of Universities and its committees, programmes and course contents are developed at faculty level. This involves determining the main outlines of the course contents and allowing the people in charge of the course relative freedom to choose reference books, course topics, etc.

Theoretically speaking, programmes are divided into compulsory and elective courses, but the high number of students enrolled in many universities and faculties usually prevents elective courses from being taught in a given year (with some exceptions at some private universities and in specialisations with a small number of students).

## 10. Assessment, progression, certification and degree

The most common forms of assessment of students are:

- Attendance
- Quizzes
- Oral Exams
- Mid-Term Exams
- Final Term Exams

Students can pass to the next year, only if their marks exceed 50 % or 60 % (according to programme requirements) with an allowance to fail in a maximum of two subjects per year. If one of those conditions is not met, the student fails.

Materials and courses taught at other universities/faculties can be recognised on a case-by-case basis and upon study of the course content acquired elsewhere. Upon graduation from the first cycle, students are awarded a Bachelor degree which allows them to apply for Master of Science Programmes. After obtaining a Master of Science Degree, they can apply to a PhD programme.

Qualifications acquired from other countries are evaluated by the Equivalence Committee (*لجنة المعادلات*) of the Supreme Council of Universities which studies the course content, number of years and the degree awarded, in order to certify its equivalence to the Bachelor,

Master or Doctorate degrees awarded by Egyptian Universities. For example all postgraduate students who obtain a Doctorate from outside Egypt are required to submit their qualifications to this Committee in order to have their degrees recognised by the Egyptian system.

## 11. Academic staff

The main categories of academic staff and the qualifications needed for these posts are as follows:

- Demonstrators (must hold a Bachelor degree), usually the appointment is made from the best students in the class or on the basis of competition, which is advertised publicly.
- Assistant Lecturers are demonstrators who obtain a Master degree within five years maximum after the Bachelor graduation.
- Lecturers are assistant lecturers who obtain a Doctorate degree recognised by the Supreme Council for Universities, within five years after graduating with a Master degree.
- Associate Professors (minimum of five years after reaching lecturer level, in addition to having research, faculty and teaching track records).
- Full Professor (minimum of five years after being appointed an associate professor, in addition to having research, faculty and teaching track records).

Academic staff is considered civil servants. They are hired upon competition (rare cases) or (majority of cases) from the best in their classes and then promoted from one level to another until reaching full professorship. In some rare cases, professionals from industry are hired on temporary contracts to supplement teaching in academic departments.

## 12. Research activities

Universities in Egypt have three main roles:

- Education (for students, either in Bachelor, Master or Doctorate levels)
- Community services (centres of know-how and services to the community or industry)
- Research

In Egypt, research is conducted mainly at Universities and Research Centres. The ratio of staff members is 70:30, which means that most of the research is conducted at Universities (M.Sc. and PhD degrees are thesis-based and publications are required in order to be promoted).

Nevertheless, as approximately 70 %, at least, of the funding received by universities from the government is spent on salaries and wages for staff members and employees of the universities, this leaves very little for research funding. In addition, most of the remaining 30 % of the budget is spent on the university infrastructure.

Such a situation led the Ministry of Scientific Research to launch a sector-wide reform of scientific research and innovation management and funding in 2006. As a result of the reforms, several funds or programmes were created. For instance, in 2007 the "Science and Technology Development Fund" (STDF) was created in order to fund basic and applied research in Egypt through granting research and development projects. The EU also funded the "Research, development and Innovation Programme (RDI)" in 2007 and this was implemented by the Ministry of Higher Education and Scientific Research. It aims to boost Egyptian S&T in linking research and innovation to industry.

## 13. University-enterprise cooperation

Academic programmes rarely take into account the needs of the labour market or the demands from students.

Employers are rarely engaged with institutions on curricula development, placements for students in industry and staff exchanges. In 2008, the Ministry of Higher Education concluded formal agreements to develop new programmes that meet the demands of the two major sectors in the economy, namely engineering and tourism.

In technical faculties (engineering, science etc.) some form of cooperation between universities and industry exists, as a result of consultation services offered by those faculties. For example, it is quite common that architectural projects in Egypt are designed and overseen by university professors.

The universities have established a large number of specialised centres in different fields to serve the community and enhance links with industry. These centres offer consultations and scientific solutions for problems emanating from society. They deliver quality services to the community at a reasonable price and help cover the universities' costs. These specialised centres and units generate income from: (1) co-operation with industry; (2) intellectual property rights; (3) provision of continuing education to industrial employees (4) access to laboratory and scientific equipment; and (5) manufacturing intermediate industrial products.

## 14. International cooperation

Since the early 1900s, Egypt has adopted a system of "Scientific Missions" aimed at enhancing research, education and development in Egypt, based on the transfer of technology and know-how from scholars who travel to various parts of the world and obtain degrees and qualifications from abroad.

According to the *Universities' Law* (1972) and its amendments, Egyptian faculty members may travel overseas both for short and long-term exchanges, which can take the form of either postdoctoral missions/grants, visiting professors or long-term sabbatical leave, and short-term participation in conferences, training and other forms of capacity development.

In addition to these governmental funds, many Egyptian scholars have benefited from bilateral exchange programmes with various countries of the world (US, Canada, France, the UK, Germany etc.). Such missions are regulated by the Ministry of Higher Education in order to address issues of high importance to Egypt (Strategic Research Areas). The number of students visiting Egypt under the Fulbright scheme is around 100 per year. The entire number of both foreign and Egyptian students who have benefitted from a Fulbright grant is around 5 000 over the past 60 years of its support to Egypt.

In recent years, the Ministry of Higher Education has adopted a co-funding policy with respect to outbound missions, in which the Ministry shares its resources with various funding organisations, in order to maximise the benefit from available resources. This has resulted, for example, in the creation of two schemes of co-funded mobility with Germany; one short term (3-6 months) and another long-term (2-3 years).

It is worth mentioning that no clear policy is available with respect to the mobility of undergraduate students. But mobility for postgraduate students is highly encouraged through governmental funds for long term (Missions Department programme), or short term programmes (ParOwn Programme).

Most international students in Egypt are from the Arab world. The number of foreign students enrolled in all Egyptian higher education institutions in 2003/2004 was 29 297, in 2006/2007 5 985, in 2007/2008 6 424, in 2008/2009 7 271 and in 2009/2010 8 129, distributed across the different institutions.<sup>1</sup> The number of foreign students enrolled in private universities is superseding those enrolled in public universities, while Al-

Azhar University continues to host the highest number of foreign students, mainly Asian and African students, seeking theological education. Most of these students receive a grant for studying at Al-Azhar that covers study and accommodation expenses. It is also noticeable that among the public universities, Cairo, Ain-Shams and Alexandria attract most of the international students.

One feature lacking in the Egyptian Higher Education system is mobility between institutions within Egypt. Although degrees and the number of years are harmonised across institutions, it is unusual to allow for students to change their university during the course of their studies. Nevertheless, mobility is available in postgraduate studies, so that any student from an Egyptian university can register for a Master or a Doctorate programme at any other university in Egypt.

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<sup>1</sup> The statistics include in some cases the public universities exclusively.

## II. Current challenges and needs

### 1. Trends and challenges

In 1997, a National Commission on Higher Education Reform was established by the Ministry of Higher Education to identify the challenges which higher education is facing in Egypt and to define a strategy for education. This led to a National Conference in 2000 that aimed at having a long-term reform programme within a period of 17 years. The major objectives of this reform were:

- first, to raise the level of efficiency by granting universities more autonomy and by rationalising government funding;
- second, to raise quality through faculty and staff training, as well as through the introduction of competitive funding;
- third, to improve the quality and relevance of mid-level technical education and raise its profile;
- fourth, to reform curricula, strengthen management and consolidate small institutions.

These objectives were prioritised according to the availability of funds. The government then endorsed six projects within the 5-year plan 2002-2007, namely, the Faculty and Leadership Development Project (FLDP), the Technical Colleges Project (TCP), the Quality Assurance and Accreditation Project (QAAP), the Faculties of Education Project (FOEP), the Information and Communication Technology Project (ICTP) and the Higher Education Enhancement Project Fund (HEEPF).

The second phase of the reform started on 1 January 2009, where more focus was given to the preparation of higher education institutions for accreditation. The strategic plan for higher education reform has been set by the Ministry of Higher Education (MOHE). The thinking behind this plan is that education improvements should involve the society at large and it has the following main objectives:

1. To increase the opportunities for higher education in Egypt.
2. To produce high quality graduates and strong research-based highly ranked academic institutions.
3. To motivate stakeholders to continuously improve, modernise and finance higher education institutions and their programmes

4. To enhance the creativity and innovation skills of the younger generations to play a role in the development and management of the production and service sectors, in line with the economic development plans.
5. To create higher education institutions (HEIs) and programmes in a way that they are attractive for expatriates from neighbouring countries to come to study in Egypt.
6. To foster the use of technology and facilitate lifelong-learning.
7. To develop – to the highest possible level – technical education and vocational training.

On the other hand, interest in the Bologna Process and its action lines in Egypt started soon after the beginning of the process itself (in 1999). To date, efforts to implement the Process and its action lines are being made by several universities and governance bodies (Supreme Council of Universities / Ministry of Higher Education, Universities' presidency, etc.). In mid-2011, the Supreme Council of Universities has officially acknowledged that programs developed on the basis of ECTS system should be accredited, in the same way as those created through other systems of accreditation. Nevertheless, it is left to the faculties and the programme creator to decide on which system of credits to adopt.

Through Tempus, many projects were started in various universities and faculties, which aimed to implement specific actions of the process. Such efforts may lead to the forging of a system of equivalence between the current system and ECTS.

Another aspect that has to be mentioned is that, after the 25 January 2011 revolution and the democratic changes in Egypt, universities are acquiring more and more autonomy of governance and students are more and more involved in the decision-making process. Student unions are being re-elected and their role is enhanced, and also university staff unions are being reformatted, re-elected and their roles enhanced. However, it is very early to judge the outputs of such a process, but the general trend is a move towards more autonomy for universities, more involvement of students and also elections of governing bodies.

## 2. The Bologna Process<sup>2</sup>

### General Information

<b>Level of integration in the Bologna Process</b>		Bologna-Signatory Country
	X	Non Bologna-Signatory Country
		Bologna Process officially embedded in the education system
	X	Bologna Process being implemented by ad hoc groups under the supervision of the Ministry of Education
		No particular mechanism supporting the implementation of the Bologna Process

### Bologna cycle structure

<b>Level of implementation of a three-cycle structure compliant with the Bologna Process</b>	Another three-cycle structure exists
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<b>Student workload/duration for the most common Bologna programmes</b>			
<b>Bachelor programmes</b>	Another three-cycle structure exists	<b>Master programmes</b>	Another three-cycle structure exists

<b>Bachelor/Master cycle structure models most commonly implemented</b>	Another three-cycle structure exists
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### European Credit Transfer and Accumulation System (ECTS)

<b>Definition of the Learning Outcomes Concept</b>	No definition of learning outcomes at national level
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<b>Level of implementation of ECTS</b>	Another credit system
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<b>Indicative number of hours of student workload corresponding to one ECTS</b>	Another credit system or student workload not in use to define ECTS
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### Bologna Diploma Supplement (DS)

<b>Level of implementation of the Bologna Diploma Supplement</b>	Initial stage of adoption of the Bologna DS (less than 25% of institutions)
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<b>Diploma Supplement issued</b>	Another type of Diploma Supplement
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<sup>2</sup> Source: Education, Audiovisual and Culture Executive Agency. 'State of Play of the Bologna Process in the Tempus Partner Countries (2012)', A Tempus Study, No 9, April 2012, EACEA, Brussels.

## National Qualifications Framework (NQF)

<b>Stage towards establishing a National Qualification Framework</b>		Not yet started formally/not foreseen.
		<u>Step 1</u> : Decision taken. Process just started.
	X	<u>Step 2</u> : The purpose of the NQF has been agreed and the process is under way including discussions and consultations. Various committees have been established.
		<u>Step 3</u> : The NQF has been adopted formally and the implementation has started.
		<u>Step 4</u> : Redesigning the study programmes is ongoing and the process is close to completion.
	<u>Step 5</u> : Overall process fully completed including self-certified compatibility with the Framework for qualifications of the European Higher Education Area.	

## Quality Assurance Practices

<b>National Quality Assurance body</b>				
<b>Name</b>	National Authority for Quality Assurance and Accreditation			
<b>Status</b>	A Government-dependent body or Ministry has responsibility for quality assurance.			
<b>Year of establishment</b>	2007			
<b>Involvement in external quality assurance process</b>		Decision-making role	Participation	No participation
	Academic staff	X		
	Students			X
	International Experts			X

## Recognition of foreign qualifications

<b>Ratification of the Lisbon Recognition Convention</b>	NO
<b>Recognition of Foreign Qualifications for academic study</b>	Recognition for academic study by central or regional governmental authorities
<b>Recognition of Foreign Qualifications for professional employment</b>	Recognition for professional employment by central or regional governmental authorities

## Joint Degrees

<b>Establishment of joint degrees and programmes in higher education legislation</b>	Joint programmes and joint degrees are allowed in the higher education legislation.
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## III. Participation in EU programmes

### 1. Tempus

Egypt has participated in the Tempus programme since 2002.

#### 1. Statistics

**Number of projects in which one or several institutions in the country have been involved (as coordinator, contractor or partner)**

	TEMPUS I and II	TEMPUS III	TEMPUS IV				
	1990-1999	2000-2006	2008	2009	2010	2011	2012
<b>Joint Projects</b>	-	53	7	5	4	4	12
<b>Compact Projects</b>	-	-	-	-	-	-	0
<b>Structural &amp; Complementary Measures (Tempus III)</b> <b>Structural Measures (Tempus IV)</b>	-	12	0	1	0	0	0
<b>Total</b>	-	<b>65</b>	<b>7</b>	<b>6</b>	<b>4</b>	<b>4</b>	<b>12</b>

#### Higher education institutions with highest TEMPUS participation in TEMPUS IV (2008-2012)

Institutions	Total	Number of projects	
		JP	SM
<b>Alexandria University</b>	<b>14</b>	14	0
<b>Ain Shams University (Cairo)</b>	<b>13</b>	12	1
<b>Helwan University</b>	<b>10</b>	10	0
<b>Cairo University</b>	<b>8</b>	8	0
<b>Assiut University</b>	<b>5</b>	5	0
<b>Suez Canal University</b>	<b>5</b>	5	0
<b>American University in Cairo</b>	<b>4</b>	4	0
<b>El Zagazig University</b>	<b>4</b>	4	0
<b>El Mansoura University</b>	<b>3</b>	3	0

#### Higher education institutions coordinating TEMPUS IV projects (2008-2012)

Institutions	Total	Number of projects	
		JP	SM
<b>Ain Shams University (Cairo)</b>	<b>2</b>	2	0
<b>American University in Cairo</b>	<b>2</b>	2	0
<b>Cairo University</b>	<b>1</b>	1	0
<b>El Mansoura University</b>	<b>1</b>	1	0

#### 2. Impact of the TEMPUS programme

The implementation of the Tempus Programme in Egypt started in 2002, which fits with the beginning of the implementation of the Egyptian Higher Education Enhancement Strategy and its Higher Education Enhancement Programme (HEEP). Tempus has set the standard for competitiveness in Higher Education, which hardly existed before, i.e. no clear programmes or mechanisms of competitive higher Education enhancement existed before and Tempus is highly appreciated by university staff and management.

Many components of the HEEP programme were "inspired" by Tempus, such as rules, regulations, monitoring and even evaluation procedures.

At the university/faculty level, Tempus is perceived today as a High Quality programme aimed at creating and reinforcing partnership with European High Quality institutions. Many institutions have benefited from the Tempus programme, in order to tackle specific issues of interest or left the opportunity open for the innovation of staff members. At some universities, ideas for projects came from the university management and in line with their

development strategy, while in other universities, project ideas came from the staff members as a bottom-up approach.

Most of the Tempus projects run to date (TEMPUS III and TEMPUS IV) were mainly conceived from ideas of Egyptian staff members, which confirm the positive perception of the programme among the higher education community.

The tangible impact of the programme might be measured by the number of projects accepted to date, the number of new degrees created in Egypt (around 20), the number of curricula / programs enhanced (30), the number of mobility flows in two directions (no less than 1 500) or the number of educational laboratories created/enhanced (about 90). Nevertheless, the most tangible impact of Tempus is the inclusion of Tempus as a component of the strategic development plans of many Egyptian institutions.

The Tempus programme has also had a clear impact on the implementation of the Bologna process in higher education.

The following list highlights several tangible and intangible impacts that are attributed to Tempus in Egypt:

- Introduction of the culture of projects
- Introduction of competitiveness in higher education
- Introduction / enhancement of the culture of quality assurance and accreditation
- Introduction / enhancement of the culture of university / society interactions (many projects include industrial partners or other partners from society within their consortia)
- Introduction of the culture of lifelong-learning in higher education institutions (many projects target training of professionals)
- Support to blended / distance / e-learning concepts (through the conversion of some courses or complete programmes into distant / e-learning formats)
- Support to quality assurance measures at higher education institutions
- Support for the modernisation of curricula and the introduction of new degrees and programmes in higher education (modernisation of a number of programmes and the creation of other ones)
- Support for the introduction of Bologna Process concepts and mechanisms in Egypt (several programmes are being aligned with ECTS concepts)
- Support for mobility and partnership with European higher education institutions

## 2. Erasmus Mundus

The Erasmus Mundus programme's objective is to promote European higher education, to help improve and enhance the career prospects of students and to promote intercultural understanding through cooperation with third countries, in accordance with EU external policy objectives, in order to contribute to the sustainable development of third countries in the field of higher education. It does this through three Actions:

### Action 1 – Erasmus Mundus Joint Programmes (Masters Courses and Joint Doctorates) - with scholarships

Erasmus Mundus Joint Programmes are operated by consortia of higher education institutions (HEIs) from the EU and (since 2009) elsewhere in the world. They provide an integrated course and joint or multiple diplomas following study or research at two or more HEIs. Master courses and Joint Doctorates are selected each year following a Call for Proposals. There are currently 131 Masters and 34 Doctorates offering offer EU-funded scholarships or fellowships to students and scholars.

### Action 2 – Erasmus Mundus Partnerships (former External Cooperation Window) – with scholarships

Under Action 2, Erasmus Mundus Partnerships bring together HEIs from Europe on the one hand and those from a particular region or geographical "lot" on the other. Together, the partnerships manage mobility flows between the two regions for a range of academic levels – Bachelor, Master, Doctorate, Post-Doctorate and for academic staff.

### Action 3 – Erasmus Mundus Attractiveness projects

This Action of the Programme funds projects which aim to enhance the attractiveness, profile, image and visibility of European higher education worldwide. Action 3 provides support to activities related to the international dimension of all aspects of higher education, such as promotion, accessibility, quality

assurance, credit recognition, mutual recognition of qualifications, curriculum development and mobility.

More information:

[http://eacea.ec.europa.eu/erasmus\\_mundus/results\\_compendia/selected\\_projects\\_en.php](http://eacea.ec.europa.eu/erasmus_mundus/results_compendia/selected_projects_en.php)

## Number of students/staff participating in the programme

### Erasmus Mundus – Joint degrees (Action 1)

	2005	2006	2007	2008	2009	2010	2011	2012
<b>Students</b>	3	8	11	10	7	8	10	98
<b>Scholars</b>	0	0	0	5	2	NA	NA	NA
<b>Fellows</b>	NA	NA	NA	NA	NA	0	1	2

\* Since 2010, EMMC consortia have selected scholars over the course of the academic year, rather than at the beginning, so nationalities of selected scholars will only be known when final reports are submitted.

\*\* First selection of doctoral candidates made for 2010-2011 academic year.

### Erasmus Mundus– Partnerships (External Cooperation Window, Action 2)

	Undergraduate	Masters	Doctorate	Post-Doctorate	Staff	TOTAL
<b>2007</b>	20	39	21	5	18	<b>103</b>
<b>2008</b>	3	42	21	10	3	<b>79</b>
<b>2009</b>	15	39	10	15	6	<b>85</b>
<b>2010*</b>	14	33	17	12	32	<b>108</b>
<b>2011*</b>	58	69	34	24	55	<b>240</b>
<b>Total</b>	<b>110</b>	<b>222</b>	<b>103</b>	<b>66</b>	<b>114</b>	<b>615</b>

## Institutions participating in the programme up to and including 2011

Institutions	Action 1 Joint Programmes	Action 2 Partnerships	Action 3 Attractiveness projects
AIN SHAMS UNIVERSITY		X	
ALEXANDRIA UNIVERSITY		X	
ARAB ACADEMY FOR SCIENCE AND TECHNOLOGY		X	
ASSIUT UNIVERSITY		X	
BENI-SUEF UNIVERSITY		X	
BENI-SUEF UNIVERSITY			
CAIRO UNIVERSITY		X	
DAMANHOUR UNIVERSITY		X	
FAYOUM UNIVERSITY		X	
HELWAN UNIVERSITY		X	
HELWAN			
HIGHER INSTITUTE FOR OPTICS TECHNOLOGY		X	
NILE UNIVERSITY		X	
PORT SAID UNIVERSITY		X	
SEKEM DEVELOPMENT FOUNDATION/HELIOPOLIS ACADEMY FOR ART SCIENCE AND TECHNOLOGY			X
SINAI UNIVERSITY		X	
SOHAG UNIVERSITY		X	
SOUTH VALLEY UNIVERSITY		X	
SUEZ CANAL UNIVERSITY		X	
TANTA UNIVERSITY		X	
THE AMERICAN UNIVERSITY IN CAIRO		X	

## IV. Bibliographical references and websites

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- *Master plan for Higher Education in Egypt (2007-2022)*, 2007. Cairo: Ministry of Higher Education.
- Richards, A. 1992. *Higher Education in Egypt*, WPS 862, Population and Human Resources Department, World Bank.
- The Ministry of Higher Education: <http://www.egy-mhe.gov.eg/>
- The Ministry of Education <http://www.emoe.org/>
- E-Government Gate for Principal Education Graduates admission to universities: <http://www.tansik.egypt.gov.eg/application/>
- Faculty and Leadership Development Center: <http://www.fldc.cu.edu.eg/>
- Higher Education Enhancement Project Fund: <http://www.heepf.org.eg/>
- Quality Assurance & Accreditation Projects: <http://www.heep2.edu.eg>

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This document reflects the views of the Tempus Office and the Authorities of the country concerned. The European Commission cannot be held responsible for any use which may be made of the information contained therein.

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