

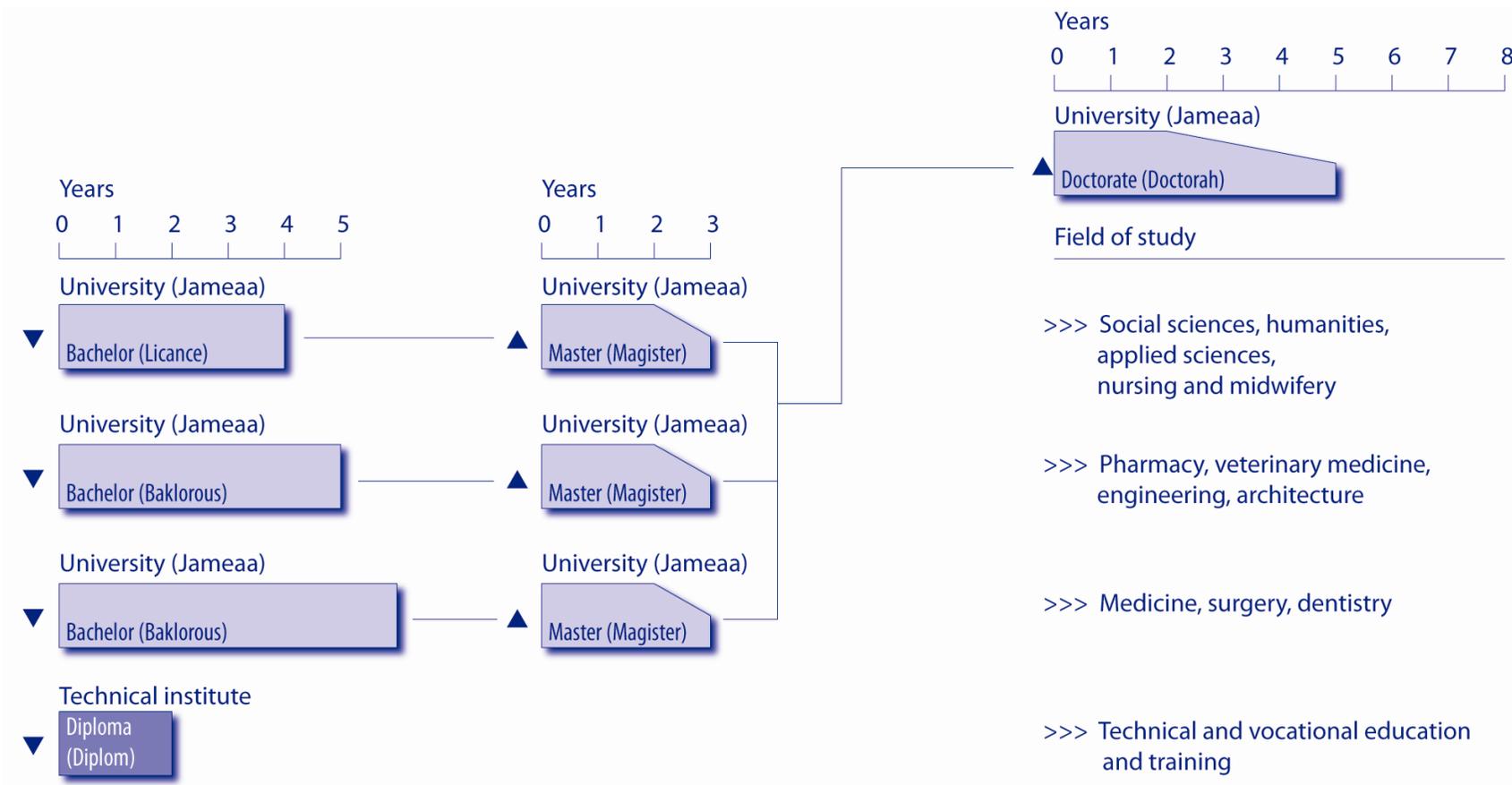


HIGHER EDUCATION IN EGYPT



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The higher education system in Egypt



- Most common length of a Bologna cycle
- Other length of a Bologna cycle
- Programme outside the typical Bologna model
- Professional programme

ECTS
Credits according to the European Credit Transfer and Accumulation System

		regulated at national level	decided at institutional level
ALL	programmes have admission requirements	▼	▲
SOME		▽	△

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, 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 education should be a right for all Egyptians. 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, Moslem and African countries where Egypt, despite its economic constraints, 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 growth 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 today 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 in Egypt 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 (2 - 4 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.

Post-graduate 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 post-graduate 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 today has 19 public universities (in addition to Al-

Azhar University), 20 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.

2. Distribution of responsibilities

The main regulating body in Egypt is the Ministry of Higher Education which is responsible for setting the 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 service.

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, and for coordination between private universities, there is also a Supreme Council of Private Universities and a Supreme Council of Technical Institutes. 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 of universities are appointed by a presidential decree for a term of four years.

Each university has three vice presidents (for education, for post-graduates 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.

At faculty level, Deans of faculties are appointed by the president of the university for a term of three years.

Each faculty has three vice deans (for education, for post-graduates 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, post-graduate 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 post-graduate studies and research (composed of the vice deans for post-graduate studies and research, and presided by the vice president for post-graduate 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).

Also at the Faculty level, there are three councils for education, post-graduate studies and the environment and community services, all of them are 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 in Egypt. Those roles and responsibilities vary according to the level of the post / 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 in Egypt 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 in Egypt, 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 the civil society at large, and funds generated are to be used in the university financial system).

Also, in 2007, a new "fees system" has been drawn up for newly created departments at certain faculties (following market and feasibility studies). Those 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 EUR 800 and 2000 per year). Such a system allows the university / faculty to obtain more income in order to finance infrastructure renewal at the university / faculty levels.

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 EUR 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 EUR 800 and 2000 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, community services, etc. Tuition fees at private universities in Egypt may reach as high as EUR 15 thousand per year.

Master and Ph.D. levels are mainly taught at public universities where fees are higher (around EUR 1000 per year).

Currently, no system of loans exists among Egyptian universities (since education is almost for free). Moreover, the universities are allowed, at certain cases, to waive the 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 post-graduate 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 in Egypt 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 institution annual report describing all quality components applied to all academic programs as well as for 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 2010, only 6 programs have been accredited).

7. Admission

There is a rapidly growing demand for higher education as a result of: (a) a demographic surge in the higher education age group; (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 curricula do 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 age group, with 2.2 million students enrolled in higher education institutes (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 governed 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 in Egypt 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 institutes in Egypt. In 2006/07 the gross rate of students who went on to higher education from those who passed *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: 2 weeks
- Second semester: February – mid of July
- End of Year Vacation: mid of July – mid of 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 the 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 persons 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 prevent 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 Ph.D. programme.

Qualifications acquired from other countries are evaluated by the Equivalence Committee (*لجنة المعادلات*) of the Supreme Council of Universities which studies the course contents, 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 post-graduate 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 a 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 5 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 are 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 a temporary contract to supplement teaching in academic departments.

12. Research activities

Universities in Egypt have three main roles:

- Education (for Students, either in Bachelor, Master and 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 Ph.D. 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. Also, in 2007, the EU funded the "Research, development and Innovation Programme (RDI)" and was implemented by the Ministry of Higher Education and Scientific Research. It aims at boosting 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 as well as 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 two major sectors in the economy, namely engineering and tourism.

In technical faculties (Engineering, Science, etc.) some forms of cooperation between universities and industry exist resulting from 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 exchanges, which can take the form of either post-doctoral 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 those governmental funds, many Egyptian scholars have benefitted 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 post-graduate 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, distributed across the different institutions. 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 is the mobility between institutions within Egypt. Although degrees and number of years are harmonised across institutions, it is unusual to allow for students to change their university during the course of studies. Nevertheless mobility is available in post-graduate studies, so that any student from an Egyptian university can register for a Master or a Doctorate programme at any university in Egypt.

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 of 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 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.). Through TEMPUS many projects were started in various universities and faculties and aimed at implementing specific actions of the process. Such efforts may lead to the forging of a system of equivalence between the current system and ECTS.

2. The Bologna Process

The Bologna cycle structure

Level of implementation of a three-cycle structure compliant with the Bologna Process	Other existing 3-cycle structure
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Student workload/duration for the most common Bologna programmes			
Bachelor programmes	Not compliant with Bologna	Master programmes	Not compliant with Bologna

Not compliant with Bologna

Bachelor/master cycle structure models most commonly implemented	Existing 3-cycle structure but not compliant with Bologna
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European Credit Transfer System (ECTS)

Legislation on ECTS	Other credit system
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Level of implementation of ECTS	Other credit system
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The main accreditation body in Egypt (the Supreme Council of Universities) sets the number of years for Bachelor, Master and Doctorate programmes. Most of the programmes have adopted the Credit Hours System (150-180 Credit Hours for 4 year or 5 year programmes). Those credit hours are calculated according to the number of contact hours on the basis of the British/American system.

Nevertheless, throughout the Higher Education Enhancement Programme (HEEP), and also the TEMPUS Programme, attempts have been made to build a system of Equivalence between the current system and ECTS.

Diploma Supplement (DS)

Implementation of the Diploma Supplement	Other type of Diploma Supplement
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National Qualification Framework (NQF)

Stage towards establishing a National Qualification Framework		Not yet started formally
		<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 underway 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.
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The Egyptian NQF is being implemented in close cooperation between the European Training Foundation, the Egyptian Ministry of Labour, the Egyptian Ministry of Trade and Industry, the Egyptian Ministry of Education and the Egyptian Ministry of Higher Education.

National Quality Assurance System

National Body for Quality Assurance		
Name of the Body	National Authority for Quality Assurance and Accreditation	
Year of establishment	2006	
Status	Government-dependent body or Ministry	
Principal "object" of the evaluations	Institutions plus programmes	
Body responsible for	Both public and private higher education institutions	
Main outcome of the review		A decision granting the reviewed institution/programme permission to operate/teach at certain levels/undertake research, etc.
		Advice on how the reviewed institution/programme can improve quality in specific areas

The Egyptian National Authority for Quality Assurance and Accreditation in Education has been created under a Presidential decree in 2005 followed by a Law in 2006, and is attached to the Prime Minister. The role of the agency (authority) is to evaluate and accredit all forms of education in Egypt (including secondary education). It evaluates the programmes as well as the institutions.

Recognition of qualifications

Ratification of the Lisbon Recognition Convention	NO	
Adoption of national laws/regulations required to implement the Lisbon Recognition Convention	NO	
Institution responsible for recognising foreign qualifications for the purpose of academic study in the country	Supreme Council for Universities	
Institution responsible for recognising foreign qualifications for the purpose of work in the country	Supreme Council for Universities	

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
Joint European Projects	-	53	7	5	4
Compact Projects	-	-	-	-	-
Structural & Complementary Measures (Tempus III)	-	12	0	1	0
Structural Measures (Tempus IV)	-				
Total	-	65	7	6	4

Higher education institutions with highest TEMPUS participation during TEMPUS I to III (1990-2006)

Institutions	Total	Number of projects	
		JEP	SCM
CAIRO UNIVERSITY	20	16	4
AIN SHAMS UNIVERSITY (CAIRO)	17	15	2
HELWAN UNIVERSITY	11	8	3
ALEXANDRIA UNIVERSITY	10	9	1
ASSIUT UNIVERSITY	9	6	3
SUEZ CANAL UNIVERSITY	7	6	1
EL ZAGAZIG UNIVERSITY	6	5	1
EL MANSOURA UNIVERSITY	6	4	2
TANTA UNIVERSITY	5	2	3
EL MANOFIYA UNIVERSITY	4	2	2

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 in Egypt has set the standard for competitiveness in Higher Education (competitiveness in designing projects aiming at enhancing 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 / reinforcing partnership with European High Quality institutions. Many institutions have benefitted 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 in Egypt to date (TEMPUS III and TEMPUS IV) were mainly conceived in Egypt from ideas of Egyptian staff members, which confirms 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 12), the number of Curricula / programs enhanced (30), the number of Mobility Flows in two directions (no

less than 1 000) or the number of Educational Laboratories created/enhanced (about 70). 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 in Egypt.

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

2. Erasmus Mundus

Erasmus Mundus (2009-2013) is a cooperation and mobility programme in the field of higher education with a strong international focus. It operates through three actions:

Action 1 – Erasmus Mundus Joint Programmes (Masters Courses and Joint Doctorates)

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. Masters Courses and Joint Doctorates are selected each year following a Call for Proposals. There are currently 123 Masters and 24 Doctorate programmes offering EU-funded scholarships or fellowships to students and scholars from all over the world.

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

Erasmus Mundus Partnerships bring together HEIs from Europe on the one hand and from a particular region in the world on the other. Together the partnerships manage mobility flows between the two regions for a range of academic levels – Bachelors, Masters, Doctorate, post-doctorate – and for academic staff. The programme is focused on geographical "lots" of countries or regions covered by the EU's financial instruments for cooperation. These lots include most Tempus countries. New partnerships are selected each year through Calls for Proposals.

Action 3 – Erasmus Mundus Attractiveness projects

This Action of the Programme funds projects to enhance the attractiveness, profile, image and visibility of European higher education worldwide. HEIs (and other key players in the HE sector) may apply.

More information: http://eacea.ec.europa.eu/erasmus_mundus

Number of students/staff participating in the programme

Erasmus Mundus – Joint degrees (Action 1)

	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
Students	3	8	11	10	7	8
Scholars	-	-	-	5	2	N/A

Nationals of the country participated in the programme for the first time in 2005–2006 (students) and in 2008–2009 (scholars).

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

Year of Grant Allocation	2007	2008	2009
Undergraduate	20	3	18
Master	39	43	49
Doctorate	21	21	12
Post-graduate	5	11	25
Academic staff	18	3	6
Total	99	81	110

Institutions participating in the programme up to and including 2010

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 and maritime transport		X	
Beni-Suef university		X	
Cairo university	X	X	
Fayoum university		X	
Helwan university		X	

Higher institute for optics technology		X	
Nile 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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