Fostering Synergies Between Government Policies And University Policies In Tertiary Education

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CONTENT:

- Egypt’s general Facts
- What is the status of tertiary Education in Egypt?
- Challenges :A need for a paradigm shift
- Reform strategies , why ? What are the strategies adopted.
- Tertiary Education in University of Alexandria
- Vision of Alexandria university: linkages to national needs

Egypt's general facts

Egypt: Vital Facts	
Population	85.3 million (CIA World Factbook 2013)
Language of Instruction	Arabic
Compulsory Education	Primary and Lower Secondary (Grades 1-9)
Academic Year	October - June
Number of Universities	42 (19 private)
Number of students	- Primary (6-12): 10,004,000 (2010, UIS) - Secondary (12-17): 6,846,000 (2010, UIS) - Tertiary: 2,646,000 (2010, UIS)
Gross Enrollment Ratios (2010, UIS)	- Primary: 94 percent - Secondary: 72 percent - Tertiary: 32 percent
Education administered by	- Ministry of Education - Ministry of Higher Education - Ministry of Al-Azhar
Literacy	Adult (15 & older): 72%; Youth (15-24): 87.5%

National Level

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Status of tertiary Education

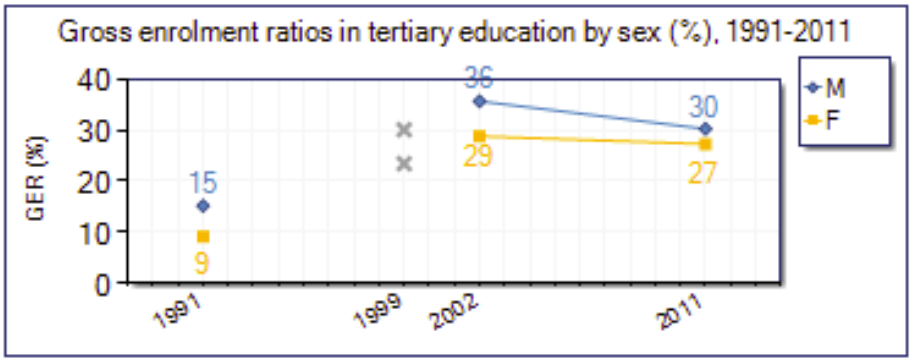
- The Ministry of Higher education supervises the tertiary level of education.
- In 2010, a total of 2,646,000 students were enrolled across all tertiary levels.
- 51% Females and 49% Males
- 81 % enrolled in 23 Governmental universities and 19% in private institutions (19 private universities, 18 public institutes of higher education)

- The Gross Enrollment Ratio (GER) at the tertiary level was 29 %in 2011, above the regional average of 24 %for Arab States and also above the world average of 29 %
- According to UNESCO, the GER trend in 20 years (1991-2011) has tripled for females and only doubled for males

TERTIARY ENROLMENT

Tertiary		1991	1999	2002	2011	2011 Regional average
GER (%)	MF	12	32	32	29	(**) 23
	M	15	...	36	30	(**) 23
	F	9	...	29	27	(**) 23

29% of the population of tertiary age are in tertiary education



http://stats.uis.unesco.org/unesco/TableViewer/document.aspx?ReportId=121&IF_Language=en&BR_Country=2200

National Level

Egyptian Higher Education (SWOT Analysis)

Strengths

- **Increasing social demand for enrollment in Higher Education**
- **Increasing demand on new and advanced set of diversified specializations, competencies and skills at different sectors**
- **Presence of a huge think tank of faculty members**
- **Direct overseas connections through ICT**
- **Availability of advanced technical & technological facilities (Internet 2 – Egyptian University Network (EUN)**

weaknesses

- Limited autonomy
- Limited academic freedom

(centralization at the supreme council of universities and specialized sectorial committees)

- Centralized and insufficient funding
- Lack of clear internationalization strategy
- The University Regulation Law (issued 1972) does not include any item on internationalization
- Aging of systems and slowness of development

Challenges for Egyptian Tertiary Education

Need to revise and specify institutional mission statements

Requirments:

- Determination of main actual functions, and need to make institutional organization consistent with the adopted decisions
- Identification of the ways in which these functions will be developed
- Consideration of different stakeholders in these definitions

National Level

Challenges for Egyptian Tertiary Education

Importance of globalization and internationalization (cooperation and development of the current Practices)

The University Regulation Law (1972) does not include any article related to internationalization and to joint and dual degrees

Reform requirements:

- Mechanisms to promote the establishment of internationalization offices , mobility, joint and dual degrees
- International presence within a context of quality
- Internal quality assurance mechanisms

National Level

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Challenges for Egyptian Tertiary Education

National Centralized funding authority

- *"The OECD argues it is highly unlikely that Egypt can achieve its ambitious enrolment expansion and quality improvement goals using this traditional mode of funding public higher education institutions predominantly from the government budget".*

Requirements

- **a desirable level of public funding and possible avenues for resource**
- **increased cost-sharing in an equitable way**
- **more efficient ways to distribute public resources among institutions and students**

Challenges for Egyptian Tertiary Education

Produce employable graduates in an economic environment

- *For the 21.3 million Egyptians aged 15 to 29, the unemployment rate stood at a dizzying 77.5 percent in 2012, while the overall unemployment rate rose to 12.6 percent according to statistics from CAPMAS, the state statistics agency.*

Requirements:
turn to the alternative solution, shaping youth to suit market needs.'

National Level

Challenges for Egyptian Tertiary Education

The problem of Pedagogical methodologies

Students focus on rote learning for passing the exams and getting high marks rather than acquiring the required skills

Requirements

- Students need to be encouraged to engage critically with the subject matter at hand.
- Adoption of Education for Sustainable development methodologies

National Level

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Reforms Strategies

- With reform, it is hoped to have constructive changes in the HE system to offer a new generation of students the opportunities they need to thrive in both the domestic and the global economy.
- However, the general state of instability in the country has created an environment where meaningful change and reform has become hard to implement.
- Between March 2011 and June 2013, cabinet reshuffles resulted in the appointment (and dismissal) of seven different ministers of education.

Reform Strategies

OECD recommendations for Reforms

- OECD 2010 identified the over-centralization of authority in Egypt's universities as one of the main obstacles to reform.

- Egypt should take deliberate, gradual and transparent steps to achieve a more effective balance between institutional self-regulation (more autonomy)

OECD recommendations for Reforms

- providing incentives for research collaboration involving universities, research institutes and enterprises in Egypt.
- allocating funding to research teams and projects on a competitive basis, with independent peer reviewing of research proposals.

National Level

A need for a **Paradigm shift**

1. What is a new paradigm, and is it needed?
2. What might a new paradigm of education be like?
3. What are the implications for the HE on Egypt?

What Might a New Paradigm of Education Be Like?

Industrial Age	*Information Age*
Centralized control	Autonomy, accountability
Adversarial relationships	Cooperative relationships
Mass production, etc.	Customized production, etc.
Bureaucratic organization	Team organization
Autocratic leadership	Shared leadership
Compliance	Initiative
Conformity	Diversity
One-way communications	Networking
Compartmentalization (Division of Labor)	Holism (Integration of tasks)

National Level

Implications for the Tertiary Education in Egypt

AU Vision : linkages to national needs

Financial Implications

To overcome the centralized funding authorities and increase financial resources , AU has established:

- Alexandria University Trust Fund for fund raising
- Alexandria University Foundation for management of financial resources
- Center of Engineering consultancies at the faculty of Engineering for linking with the industrial sector

Implications for the Tertiary Education in Egypt

AU Vision : linkages to national needs

Employability Implications

To meet the needs of the labor market and produce employable graduates in an economic environment AU has established:

- The Career Development Center (CDC) in collaboration with the British council , taking British universities as a model

Implications for the Tertiary Education in Egypt

AU Vision : linkages to national needs

Education and Market needs Implications

To meet market needs, AU has

- Made efforts to improve the curricula of post and undergraduates to meet market needs
- Worked towards Accreditation and Quality Assurance.
- Developed new interdisciplinary programs to meet the market needs (e.g. Petroleum geology program that attained 100% employability)

Implications for the Tertiary Education in Egypt

AU Vision : linkages to national needs

International Research Implications

- AU is a leading university in establishing an Internationalization office,
- AU established joint and dual degrees with European, US universities :
  - Virgina Tech (Ph.D in computer engineering)
  - Alabama (Ph.D in construction engineering and biomedical engineering)
  - Malaysia university (Bachelor degree in medicine)
  - Bordeaux (master in Neuro science)
- Off shore campuses e.g. Chad and Kurdistan
- AU is a member of the reform committee for the University Regulation Law regarding internationalization and dual and joint degrees

Implications for the Tertiary Education in Egypt

AU Vision : linkages to national needs

Research Implications

- Working on a Clear strategy linked to national needs: efforts started 2008, revised 2014 to meet transformations at the national level after the revolution
- Research ethics: strict policy against violations
- Establishing a central research facility with state of the art equipment
- Encouraging team work by linking research grants to multi and trans-discpliniary proposals

Implications for the Tertiary Education in Egypt

AU Vision: synergies

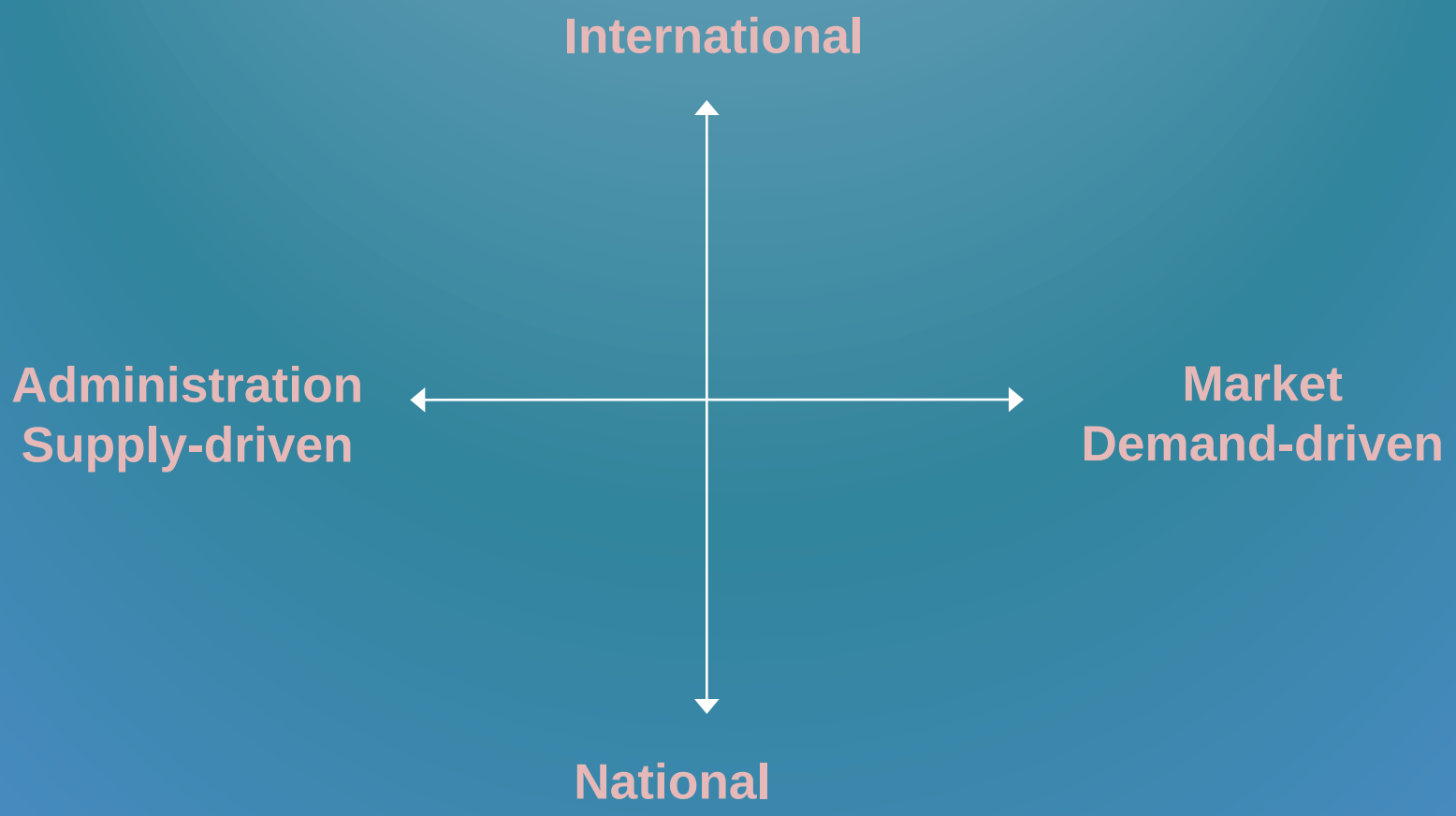
The Opportunity …

… to sustain the excellence of being the leading University

in education and research on national and regional levels

Alexandria University Level

Scenarios for higher education systems in AU



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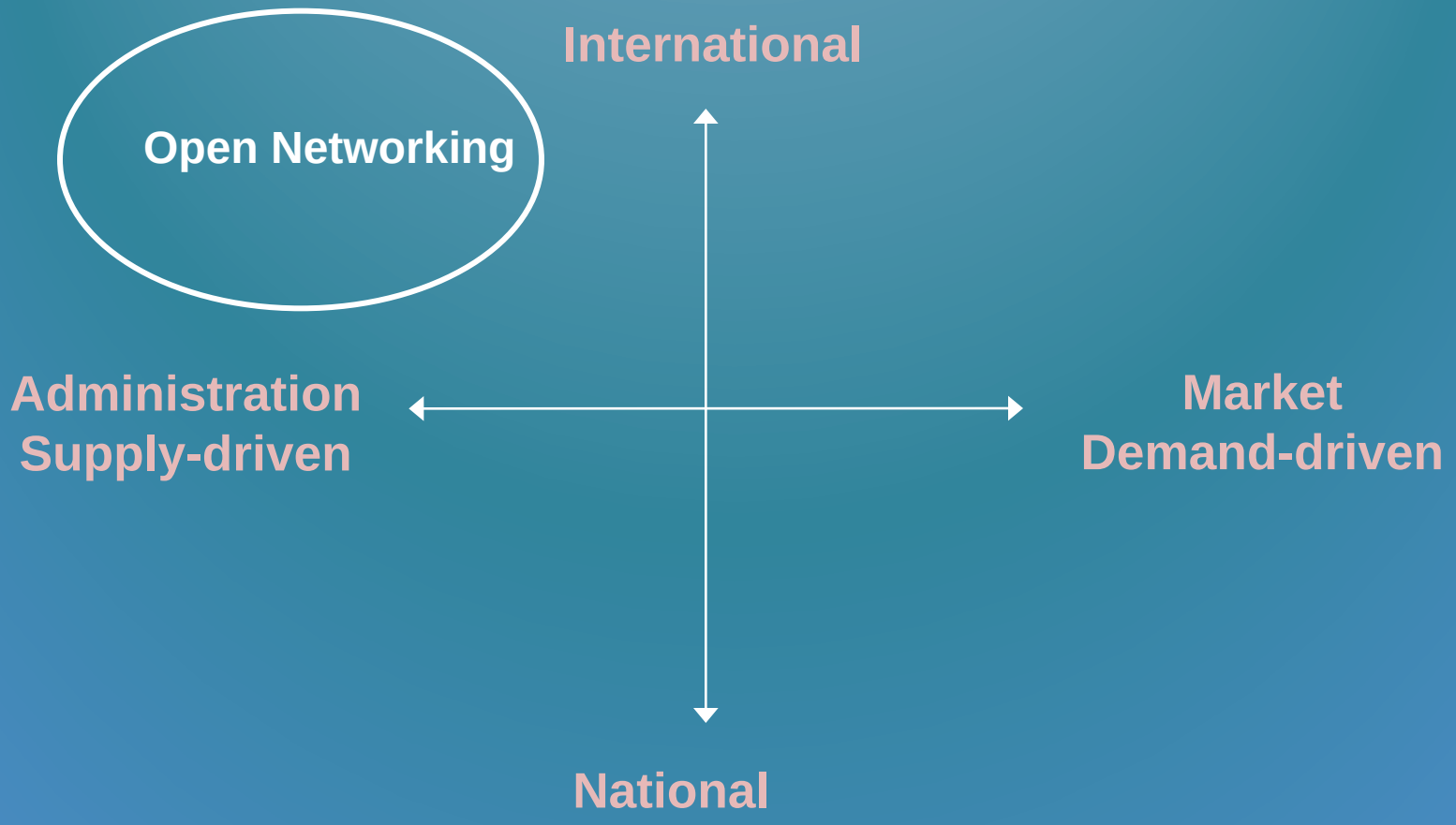
Scenarios for higher education systems in AU



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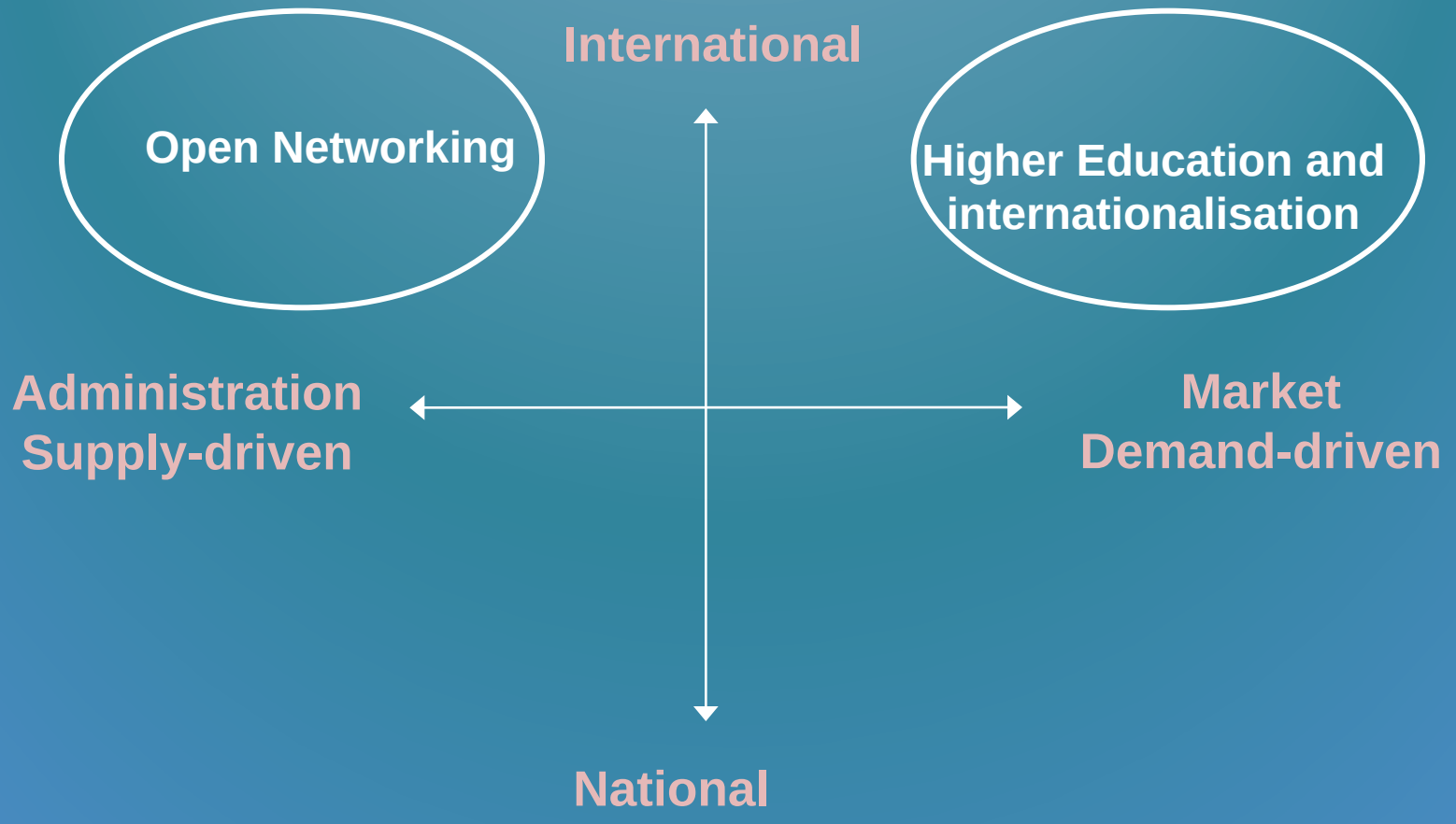

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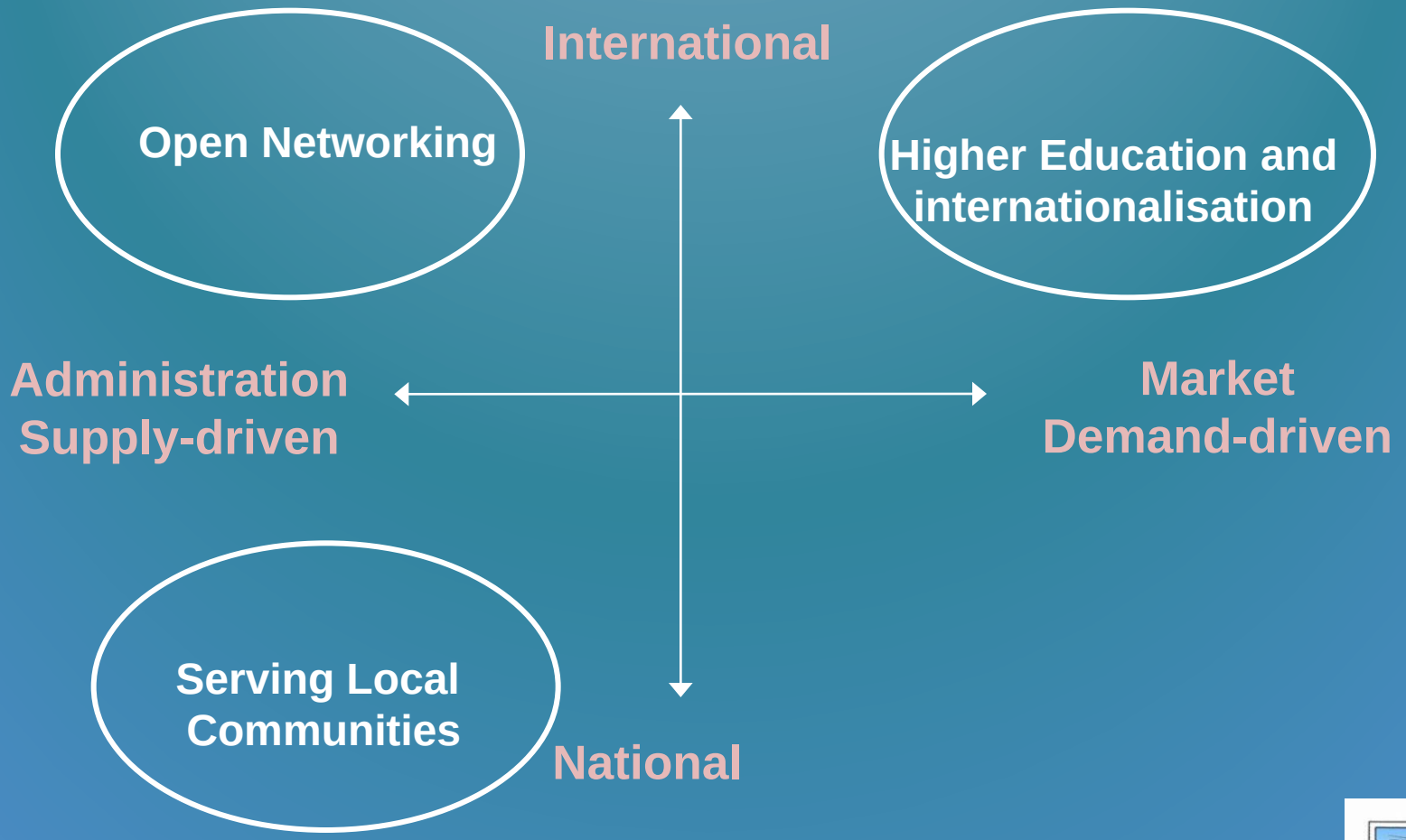

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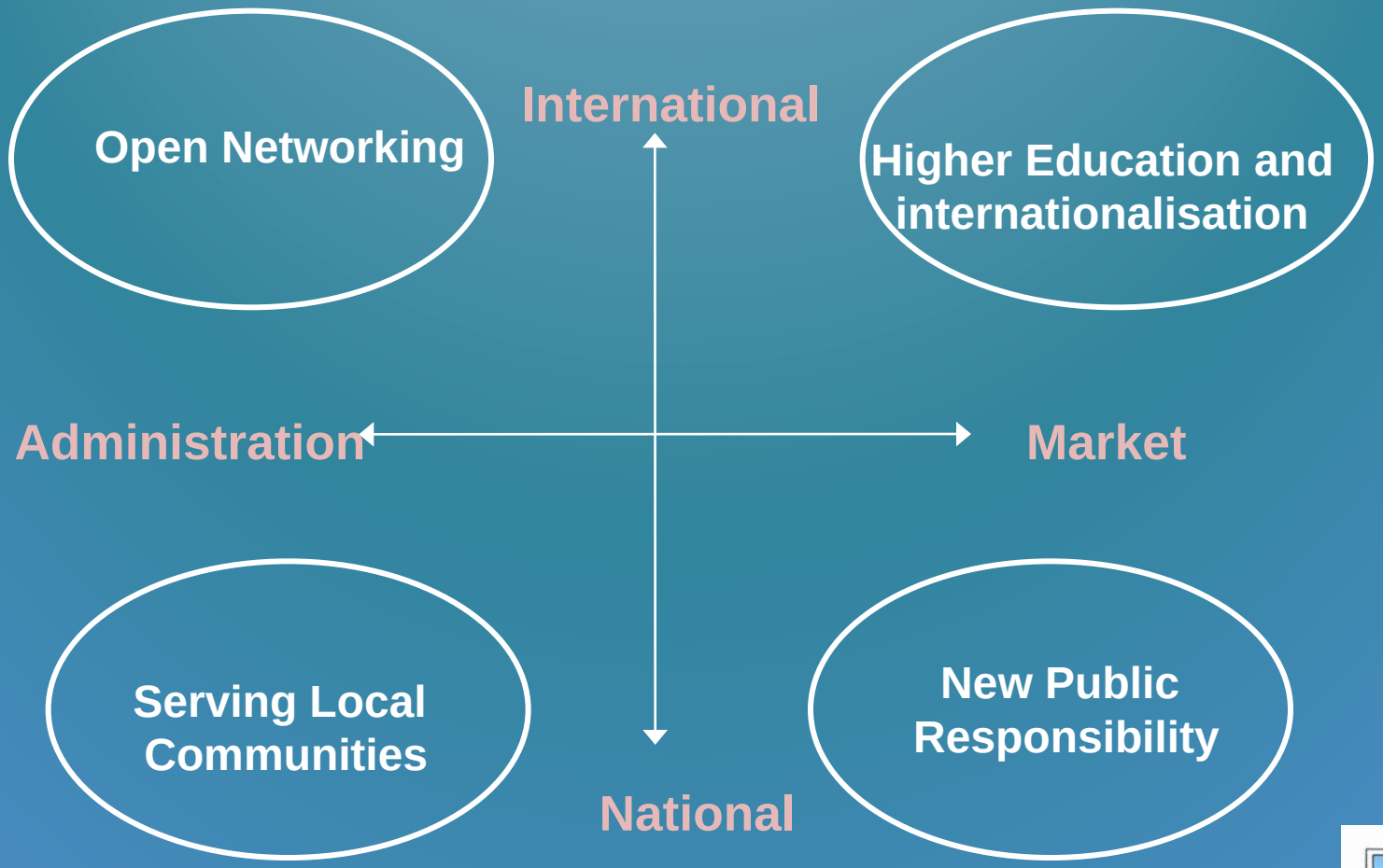

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Scenarios for higher education systems

Open Networking

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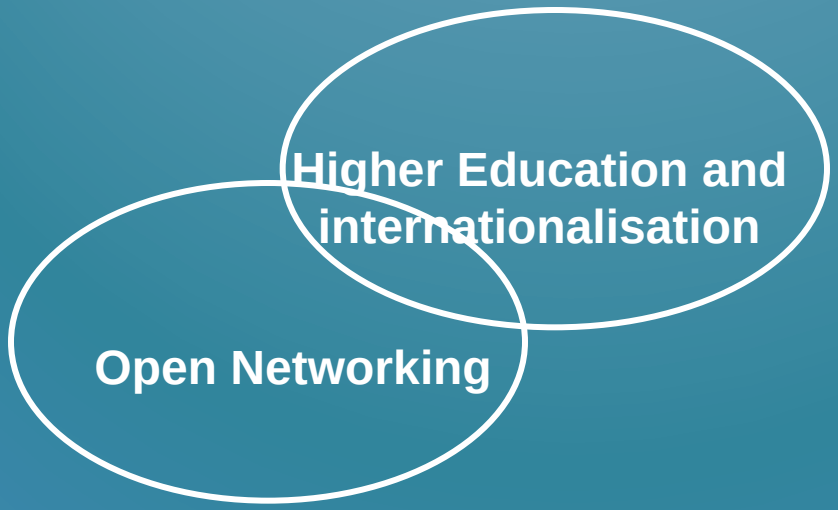
Scenarios for higher education systems



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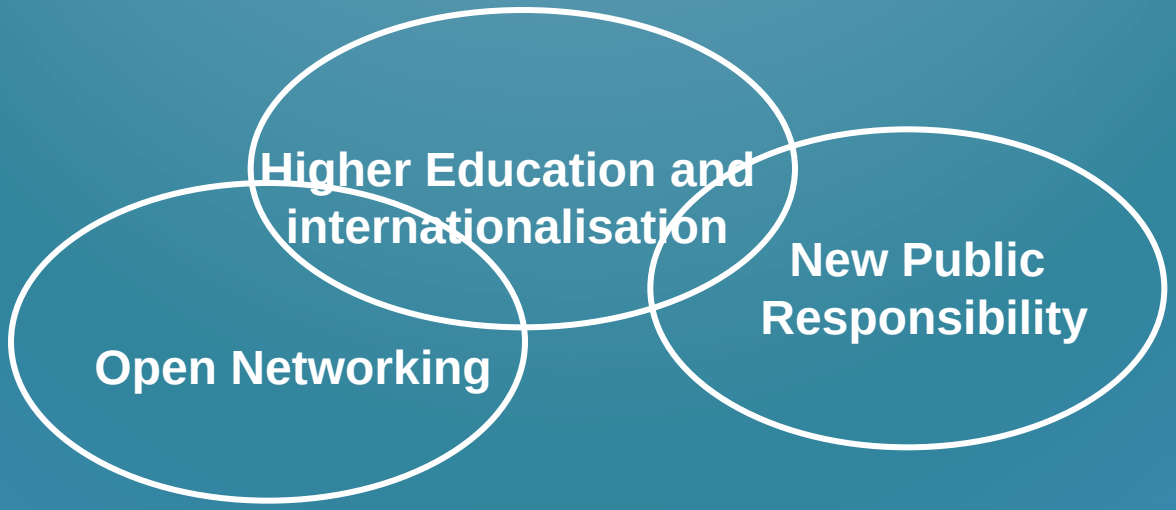

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Scenarios for higher education systems

Scenarios for higher education systems

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Thanks for your attentions

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