

**Answers of Questionnaire  
Related to Feasibility  
Study V5**

**Attachment (1)**

## Answers to Questionnaire Related to Feasibility Study V5

1. What is Egypt's idea on the role of E-JUST in the context of the reform of Higher Education?

■ **E-JUST will be based on a set of interdisciplinary academic programs** that can serve a novel model to Egypt's community of education, training and research. E-Just can prepare graduates for being well equipped with design and professional skills in High- Tech aspects. The Japanese academia, concept and practice, are well appreciated among so many Egyptian graduates of Japan (more than 750 PhD's in the past 30 years). In the Reform Plan of Egyptian Higher Education 2007-2012 See -Annex (1)-, many of added skills and professional values are cared for. E-Just should particularly be a platform for :

- IT and e-learning practices in academia and research,
- Self and cooperative learning skills,
- Laboratory-based teaching and R&D,
- Quality and Total quality teaching-academic work performance,
- Injecting the Japanese schooling in problem solving skills, creativity, and group work.

■ **E-Just** should support creating the environment of organized and well-disciplined study and systematic knowledge acquaintance by students enrolled in both under/postgraduate levels.

2. What are the details of Egypt's idea on "research intensive university"? What about the balance between educational activities and research activities? If you are to put emphasis on research activities, why does Egypt want to establish a university rather than a research institute such as those in Mubarak City?

Research intensive university in the context envisaged to E-Just is that which enables a good balance between academic knowledge and technological development, helps innovation and creativity, intensify R&D activities. These are essential ingredients for human capital development in Egypt, Region and Africa. Egypt needs to increase the ratio of graduate to undergraduate enrollments from 30 % at present to 50% In 15 years. Egyptian industry, academia and consultancy services are all awaiting for that to help urgent demands. Since E-Just will be equipped with several state of the art research and training facilities it should help *bridging this gap*. However, *Mubarak City* for Scientific Research and Technological Applications with its modest facilities in basic research can be *a supplement but not alternative to E-Just*.

3. What images do you have on what is mentioned as "Japanese academic concepts and professional ethics "in page 21 of the feasibility study?
- These types of practices that highlight the significance of group values rather than the individual, through teamwork.
  - The loyalty to the working place: department, university, company, etc.
  - Enhancement of students' thinking skills and creativity.
  - In general, ethics highlight the responsibility of graduates towards safety, health, and welfare of the public in the performance of their duties.
4. What kind of cooperation between the university and the industry does Egypt envisage in such aspects as collaborative research, internship and employment?
- E-Just can be engaged with industry in solving practical problems through research contracts. Industry can make use of continuing education programs to upgrade the level of high technicians and practicing engineers. Moreover, industrial private sector shall offer a number of scholarships for distinguished students to join E-Just and have the chance to select a number of the graduates to work in their related fields of study.
5. This item is concerned with the financial matter and the legal status of E-JUST:
- 5.1. What is "international entity"?
- This is a misprint. E-Just is an Egyptian Institute of international domain, it is desired to act as a leading institution in Egypt, African and Arabian countries.
- 5.2. Will E-JUST be established as a national university, a private university or some other new type of university?
- E-JUST university is a government of Egypt ownership. It will be financed jointly by the governments of Egypt and Japan, beside any further supplements. The decree of university and its head will be presidential.
- 5.3. Clarify how the Egyptian Government will secure regular financial support for operating and maintaining E-Just in a sustainable way? (Will there be any appropriation from the national general budget, certain governmental funds or other MOHE resources in addition to the resources that are mentioned in the feasibility study, such as contributions of business society and higher tuition fees under the new higher education system?). To what extent will the Government of Egypt financially support E-Just in terms of the annual operational expenses besides the initial

capital investment?

-Egyptian Government will secure regular financial support for operating and maintaining E-Just in a sustainable way from the national general budget and partially from the Education Development Fund EDF. The total contribution from the Egyptian government to cover the land price, building and infrastructure , running costs and salaries of the Egyptian staff during the first 6 years including two preparation years is L.E. 527.6 Million (refer to the feasibility study). See - Annex(2)-.

5.4. Concerning the applied laws for establishing national and private universities, and provided that E-Just is a national university, will it be necessary to issue a special decree to allow establishing a national university with private sector partnership and with foreign staff?

- Yes.

5.5. Should the Government of Egypt support the operational cost in case E-Just fall into deficit or a financial difficulty?

- Sure, since it is a government owned university. The government of Egypt has a total responsibility of sustaining the E-Just,

6. What are the differences and unique advantages of E-JUST compared to other universities with the names of countries, such as French University, German University, and other Egyptian first-grade universities?

There are many differences indeed. First, there will be this unique cooperative model of Japan-Egypt education and research establishment not only in Egypt but also in the Middle East and the whole of Africa. This implies that relatively substantial Japanese studies will be found in E-Just. Second, E-JUST will be located in an area where there are no similar universities exist. It is a fact that all the "foreign" universities are located in Cairo [e.g. American, British, French, German, So E-JUST will be a normal venue for students seeking a distinguished teaching in Alexandria and most of the Delta Governorates. Third, E-JUST being a governmental university will have more creditability in the community. Please note that all other "foreign" universities are private and owned by local investors. Last, but not the least, E-Just will have some unique academic programs and centers of excellence in research that are not covered by others [see page 25 in the feasibility study]

7. How do you analyze and reflect the needs of the industry and the present situation of higher education in developing the concept of E-JUST, including its composition of the disciplines?

- The industrial sector, about 40% of total national, have shown deepest

interest and clarified the real needs of a Japanese different disciplines, research and education *as indicated in the "Memorandum of Understanding"*.  
*See –Annex(3) -*.

8. How was the involvement of existing universities in drafting this feasibility study? What is Egypt's idea on the support of existing universities in the implementation of EJUST?

- A highly ranked academic and professional committee from the Ministry of Higher Education, including professors and experts from different Egyptian universities and Industry Leaders, has been actively engaged in formulating the E-Just proposal.

- The full time academic staff of E-Just shall be selected, jointly and up to high terms of reference, from among the Egyptian universities staff. However, the part time academic staff can be seconded by agreement with the *very well established* Alexandria University, nearby.

9. Who prepared this feasibility study? Did Egyptian government, especially Ministry of Higher Education, already approve this study in agreement with the related ministries and existing universities?

A top ranked committee from the Ministry of Higher Education and from many Egyptian universities have carried out the task and revised the feasibility study. *Dr. Galal Abdel-hamid, minister advisor, Dr. Ahmed B. Khairy, 1<sup>st</sup> undersecretary for cultural affairs and missions, Dr. Ahmed Abo-Ismael, Dean of Engineering, formed the primary team.* The study was comprehended and well established by Dr. Hamdy Elwany. The ministry of Higher education have endorsed the feasibility study in different phases and negotiated it with officials from the Ministry of International Cooperation, Egypt.

10. The number of the graduates of high schools and the ratio of students who enter universities for the last five years.

See - Annex(4)- ( to be submitted latter)

11. The total regular enrollment number for the disciplines of engineering and economy in Egypt, including those of national and private universities.

See - Annex (5)-

12. The expected scholastic ability level of the students entering E-JUST (e.g., in marks of baccalaureate). Which universities do students with such a level presently enter?

The present regulations and standards of admitting high school

graduates, and corresponding certificates like IGCSE, American Diploma, will be applied. However, top class students will be targeted (85% in baccalaureate and higher). These qualities of acceptance correspond to those accepted in top governmental universities.

13. How much tuition will be collected from the students of other Arab countries? Will the Government of Egypt grant students with scholarship? The expected tuition fees of Arab students will be comparable to the tuition of enrollment to Public Egyptian universities at the time of student's admission. The E-Just university senate will have the liability to grant scholarships to the top-class students qualified to be enrolled and admitted to E-Just acceptance roles.

**Annex (1): Higher Education Enhancement Plan 2002-2007**  
(Endorsed by the National conference on Reforming H.E. in Egypt, February 2000)

**List of HEEP Projects**

Ser. No.	PROJECT NAME	Intended Impact				Involved Entities
		Access	Quality	Efficiency	Relevance	
1	New Higher Education Legislation	^	^	^	^	GOE - MOHE - SCU - WB
2	Develop New Map for University and Higher Education	^				GOE - MOHE - SCU - PIU
3	Develop Faculties of Education and Teacher Training		^	^	^	MOHE - SCU - PIU
4	Establish Learning Technologies and Multimedia National Center		^	^	^	MOHE - SCU - PIU - WB
5	Enhance Study Programs and Curricula		^	^	^	SCU - UNIV - HEI
6	Develop New Admission Mechanisms to Tertiary Education	^				GOE - MOHE - SCU
7	Setup Library and Learning Resources		^	^	^	SCU - PIU - UNIV - HEI - WB
8	Develop Higher and Middle Technical Institutes		^	^	^	MOHE - PIU - HEI - MTI - WB
9	Promote Open and Distant Learning	^				GOE - MOHE - SCU - UNIV
10	Develop Information Technology and Networking		^	^	^	SCU - PIU - UNIV - HEI - WB
11	Restructure Scientific Departments.		^	^	^	MOHE - SCU - UNIV - HEI
12	Promote Faculty Development.		^	^	^	SCU - UNIV - HEI - WB
13	Develop Graduate Studies.		^	^	^	SCU - UNIV - HEI
14	Develop Scientific Research, Systems, and Mechanisms.		^	^	^	MOHE - SCU - UNIV - HEI
15	Modernize MIS for University Administration & Management		^	^	^	MOHE - SCU - PIU - UNIV - HEI - WB
16	Setup National Center for Developing Tertiary Education, Administration and Management		^	^	^	MOHE - SCU - PIU - WB
17	Promote Linkages with Business and Industry		^	^	^	MOHE - SCU - UNIV - HEI
18	Establish Alumni Center for Higher Education Institutions	^				SCU - UNIV - HEI
19	Promote International Cooperation		^	^	^	GOE - MOHE - SCU - UNIV - HEI
20	Enhance Cultural, Ethical and Sportive Activities		^	^	^	SCU - UNIV - HEI
21	Develop Programs for Gifted and Talented Education		^	^	^	MOHE - SCU - UNIV - HEI
22	Establish Centers of Excellence in Higher Education	^				MOHE - SCU - PIU - UNIV - HEI - WB
23	Development and Diversification of Funding Resources		^	^	^	GOE - MOHE - SCU - PIU - WB
24	Establish National Quality Assurance and Accreditation Agency		^	^	^	GOE - MOHE - SCU - WB
25	Establish National Qualifications Framework.		^	^	^	GOE - MOHE - SCU - PIU

GOE: Government of Egypt MOHE: Ministry of Higher Education SCU: Supreme Council of Universities PIU: Projects Implementation Unit

UNIV: Universities HEI: Higher Education Institutions MTI: Middle Technical Institutes WB: World Bank Organization

Black Color: "GOE" and other sources of funding (Nos. 2, 5, 6, 9, 11, 13, 14, 17, 18, 19, 20, 21, 25)

Blue Color: IDA funding (No. 3)

Red Color: "IBRD" funding (Nos. 1, 4, 7, 8, 10, 12, 15, 16, 22, 23, 24)



Annex (2)

**E-JUST Investment & Running Cost**

"Contribution of E-JUST partners in the first 6 years including two Preparation Years"

Line Items Partners	Land (Million L.E.)		Building & Infrastructure (Million L.E.)		Labs & Workshops (Million L.E.)		Running Costs (Million L.E.)		No. of academic staff & researcher		Salaries (Million L.E.)		Total		
	Year														
Egypt Contribution	P.1*	10	50	Included in Building & Infrastructure item	2,5	---	---	60							
	P.2*	16,2	100		2,5	---	---	121,2							
	3	---	100		25,4	---	---	4*	9,4	134,8					
	4	---	73,2		21,2	---	---	90*	14,3	108,7					
	5	---	---		28,1	---	---	133*	19,3	47,4					
	6	---	---		32,3	---	---	175*	22,6	54,9					
<b>Total Egypt</b>	<b>26,2</b>	<b>323,8</b>	<b>---</b>	<b>---</b>	<b>112,-</b>	<b>---</b>	<b>65,6</b>	<b>527,6</b>							
Japan Contribution	P.1*	---	---	---	---	---	---	---							
	P.2*	---	---	50	---	---	---	50							
	3	---	---	60	---	---	4**	1,2**	61,2						
	4	---	---	70	---	---	10**	3**	73						
	5	---	---	39,5	---	---	16**	4,8**	44,3						
	6	---	---	---	---	---	18**	5,4**	5,4						
<b>Total Japan</b>	<b>0</b>	<b>0</b>	<b>219,5</b>	<b>---</b>	<b>0</b>	<b>---</b>	<b>14,4**</b>	<b>233,9</b>							
<b>Grand Total</b>	<b>26,2</b>	<b>323,8</b>	<b>219,5</b>	<b>---</b>	<b>112,-</b>	<b>---</b>	<b>80,-</b>	<b>761,5</b>							

+: Egyptians

++: Japanese

\*P.1, P.2: Preparation year 1 & 2

\*\* not including the salaries of the Japanese academic staff and researchers

Annex (3)

Memorandum of Understanding

## Memorandum of Understanding

### **Background**

A joint agreement between the Egyptian and Japanese governments has led to the willingness of both parties to establish an Egyptian - Japanese University (EJUST) in Borg el Arab.

This MoU is the result of a meeting held on the 24<sup>th</sup> of August 2006 between some stakeholders to substantiate the commitment of the local community to this project.

### **Meeting of 24 August 2006**

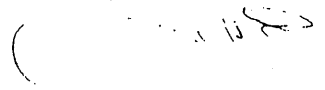
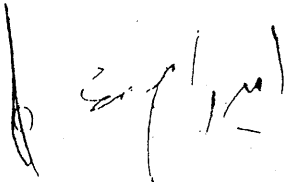
A fruitful meeting between some investors of Borg el Arab (BA) and representatives of the Ministry of Higher Education took place at 11:00 am on the 24<sup>th</sup> of August 2006 at the premises of UNITEL Company in BA to discuss the facets of the project and the progress achieved thus far, and to coordinate the establishment of the links between the local business community and the Ministry of Higher Education. Upon exchanging points of views, it was agreed that the business community of BA will mobilize its resources to support the creation of this institution through the submission of a memorandum of understanding summarizing the perspective of the business community and its pledge to support the nascent project.

### **Perspective of the Business Community of Borg el Arab**

#### **Location**

It is our strong belief that Borg el Arab (BA) is in a unique position to become the home of the planned EJUST of Borg el Arab, due to the fact that it is an emerging society in close proximity to Alexandria- the nation's second largest city and the home of 40% of Egyptian Industry. The location of the University in Borg el Arab is a good choice as it can offer an atmosphere of reclusiveness, and a focused academic life while still is in close proximity to a vibrant city. In our vision, Borg el Arab will thrive due to the presence of the University as demonstrated throughout the history of Oxford, Cambridge, Princeton, Heidelberg and many more city universities.

The Value Chain of the University can assume a **Leverage Growth strategy** capitalizing on some of the resources already in place, and others that are planned. In fact, it could be a catalyst in accelerating their implementation. In this scenario, the university will mobilize the resources available in both Alexandria and Borg el Arab, such as the large cluster of petroleum, spinning, weaving, textiles, pharmaceutical and engineering industries, in addition to a large agricultural community in the neighboring deserts and the many amenities available in the city of Alexandria that are not yet fully deployed in BA.



Furthermore, leveraging on the current and future resources in BA will effectively add to the attractiveness and competitiveness of this University, such as:

- **Mubarak City for Scientific Research:** An already established and operational unit, both the University and the Research Center can benefit from each other by forging a strategic alliance to share and complement each other's programs, resources, and knowledge.
- **Bibliotheca Alexandrina:** The bibliotheca and its rich collection of resources could be made available to the staff and students of the University, in addition to the local libraries of the campus.
- **Future Faculty of Medicine:** The large allocated plot of land destined to become a teaching hospital, could be seen as the base for a world class medical teaching institution with close ties to the Japanese University, which could also benefit from the presence of a strong pharmaceutical industry located within the greater circle of the Alexandria region.
- **City of Borg el Arab:** being still at an early stage of development, it is sparsely populated and is amenable to offer a quiet and stress-free, low pollution community with ample space and pleasant architecture for settling staff and students.
- **North Coast Leisure Resorts:** The close proximity of the north coast leisure resorts will be a bonus in improving the quality of life for the residents.

### ***Fields of Academic pursuit***

Based on the market signals and perception of the business community, and an examination of the multitude of other universities burgeoning in Egypt, we envisage a *long term vision* for a university that could be active in the following domains:

#### **School of Engineering and Technology**

##### **Faculty of Engineering**

- Department of Electrical, Electronic & Computer Engineering
  - Control & Systems
  - Computer & Communication
  - Electronic Device
- Department of Mechanical & Manufacturing Engineering
  - Industrial & Management System
  - Precision
  - Mechatronics & Robotics
- Department of Material and Chemical Engineering
  - Chemical & Petrochemical
  - Nano- Science & Nano- Engineering
  - Resources & Environmental

#### **School of Business and Humanities**

##### **Faculty of Business**

- Department of international business & Humanities

- International Business Management
- Cross-Cultural Management
- Management of Technology
- Department of Egyptology & Japanology
  - Egyptology
  - Japanology
  - Tourism studies

In the *future* the *long term plan* should include a School of Life Sciences with the following faculties.

#### **School of Life Sciences**

- Faculty of Medicine with emphasis on an affiliated world class teaching hospital specialized in Liver diseases.
- Faculty of Modern Agriculture, with an emphasis on crop research, advanced irrigation, agro-engineering systems, food processing, packing and packaging.

*NB: This selection is seen as a global vision and long term plan that could be started through a series of phased implementations, according to a planned execution strategy.*

#### **Center of Excellence**

We see this university as a center of excellence, catering to the educational needs of students on a world class basis, and whose staff and faculty are guided by a few leaders in their respective fields.

The accreditations and certificates should be recognized all over the world.

The student pool should target Egyptian and foreign students from Arab and African countries. It would offer the Egyptian students an alternative to studying abroad, while offering guest students a lower cost alternative than traveling to the more traditional university campuses overseas.

The main attributes of this project should address the following issues:

- **Offshore Campus of World-class Universities :** In view of the current trends in globalization, it would be easier to jump-start this project by inviting several known schools to contribute to the establishment of their respective schools. We draw attention to the successful model applied in Education City in Doha- Qatar.
- **Selective Admittance:** Students are admitted based on their performance levels, potential skills, and abilities. The careful screening of students ensures that the University will be ranked favorably when the “retention” factor is considered.
- **Quality Faculty, Students, Staff, and Premises,**
- **Overseen by high caliber, motivated and influential board of Trustees**
- **International recognition of credentials**
- **Alternative to learning abroad,** but with an active student exchange and sabbatical programs with other world class institutions.

*Diary, n<sup>o</sup> 1*

*(Handwritten signature)*

## ***Market Driven Approach***

It is imperative that this project be based on market-led reasoning which we see as an essential ingredient in the success of the university.

### **Research Based Teaching centered on Real World Problems**

- **Capitalize on BA Industries** and providing solutions and innovative products that could be commercialized through the BA industry.
- **Capitalize on Donor Agencies Programs** and the many grants and research projects available to solve community and national based issues.

### **Differentiated Strategic Position**

In view of the multitude of new universities established in Egypt, today, it is clear that they all have a similar nature and are still not differentiated. The planned university should have a strategic target of being differentiated and focused, drawing on the strengths and needs of the neighboring community, instead of following a generalized path.

- **Invite support of top scholars (Target Dr. Zoweil, Magdy Yaacoub, Famous Japanese Scholars, Nobel Laureates ...)**

- **Stakeholder Value**

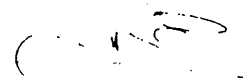
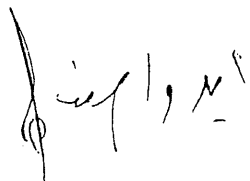
The University should seek to maximize stakeholder value through a set of basic principles centered around:

- **Sound Financial Policy, and Transparency of Administration.**
- **Reasonable Fees and Tuition**
- **Earn the trust of Donors and Benefactors**
- **Affiliations with World-class institutions**
- **Advance the Borg el Arab Community**

## ***Learning Environment***

The following basic principles should be observed in order to achieve the required differentiation as per current world practices.

- **Focus on Multi-disciplinary- Teamwork Oriented-Project Based settings for learning (see MIT's Terrascope project, Stanford's multidisciplinary projects, and many others...)**
- **Research-based teaching:** reinforces the learning experience and gives a sense of purpose to the education process.
- **Encourage Creativity ( ex. participate in international student contests.)**
- **Encourage extra-curricular activities**
- **Wide Ranging E-learning / on-line courses**



## **Campus**

In view of the current status of the city of BA, it is *imperative* to allocate a substantial part of the resources for this university towards the establishment of a quality campus that provides all the needed elements to support and sustain a thriving learning environment.

- **On-campus accommodation for students and faculty (Target over 60% on-campus accommodation).**
- **Good amenities and quality social life with the necessary infrastructure for recreation, sports, leisure, and transportation.**
- **World class architecture (International Competition)**
- **Extensive libraries / Cybrary**
- **Quality research facilities, classes and labs**
- **Fully wired campus through high speed digital links.**
- **Video conferencing and distance learning.**

Cap 1, m1

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### Pledge

The investors of the Borg el Arab area pledge to offer their full support to the establishment of a modern university following the above stated guidelines and principles, and are willing to play an active role in the establishment of the University and contribute in kind and in capital to successfully finance part of the foundation of the university in conjunction with other sources of financing and contribute time and effort to see the project bear fruit.

### Conclusion

The list of following individuals and institutions endorse the establishment of the Japanese University of Borg el Arab :

No	Name	Affiliation	Company	Signature
1	Amir Wassef	Unitel	Unitel	
2	Hany El Mansoury	Summer moon co.		
3	AHMED EZZEDIN	EGYLIN	EGYLIN	
4	Abbas Anwar	Egyptian petrochem.	Echem	
5	ABDEL RAHMAN	Chairman	S. M	
6	Mohamed Shaker	Managing	Marbach	
7	Bahia El Amroussi	chairpers.	Royal Sweet	
8	Fawzi El Deeb	Chairman	Deeb Ind.	
9	Ahmad el Gharabawi	Pres.	Isl. Fund	
Witnessed by: 10 Sherine Helmy Vice president pharco				
1	Prof. M. Hamdy Elwany			
2	Prof. Ahmed Abou Ismail			



## Annex (5)

### Number of Students enrolled in Engineering & Economics

#### First: Public Universities

Egyptian Universities	Disciplines	Full Time Enrollment Number of Students	Part Time Enrollment Number of Students	Total	University Type
Ain Shams University	Commerce	22,320	23,090	45,410	National
Alexandria University	Commerce	13,917	13,677	27,594	National
Alexandria University(Damanhour branch)	Commerce	6,899	3,344	10,243	National
Assuit University	Commerce	5,982	5,177	11,159	National
Banha University	Commerce	10,420	7,415	17,835	National
Beni Swif University	Commerce	6,088	5,307	11,395	National
Cairo University	Commerce	26,997	22,704	49,701	National
Mansoura University	Commerce	9,980	9,899	19,879	National
Mansoura University (Damiat branch)	Commerce	2,562	2,709	5,271	National
Menofia University	Commerce	5,591	7,318	12,909	National
Menofia University	Commerce	2,041	2,420	4,461	National
Suez Canal University	Commerce	4,576	4,098	8,674	National
Suez Canal University	Commerce	2,158	2,060	4,218	National
Suez Canal University	Commerce	4,480	3,823	8,303	National
Tanta University	Commerce	12,543	10,421	22,964	National
Tanta University (Kafr El Sheikhbranch)	Commerce	3,071	4,060	7,131	National
Zagazeg University	Commerce	10,585	8,590	19,175	National
South Vallege University(Sohag branch)	Commerce	4,372	3,396	7,768	National
South Vallege University(Quena branch)	Commerce	3,850	3,785	7,635	National
Helwan University	Commerce & Business Administration	14,837	9,658	24,495	National
Assuit University	Computer & Information Science	621	0	621	National
Cairo University	Computer & Information Science	1,609	0	1,609	National
Menofia University	Computer &	734	0	734	National

	Information Science				
Minia University	Computer & Information Science	267	0	267	National
Suez Canal University	Computer & Information Science	431	0	431	National
Zagazeg University	Computer & Information Science	1,087	0	1,087	National
Cairo University	Economic & Political Science	3,386	0	3,386	National
Total		181,404	152,951	334,355	

## Engineering

Egyptian Universities	Disciplines	Full Time Enrollment Number of Students	Part Time Enrollment Number of Students	Total	University Type
Ain Shams University	Engineering	11,665	0	11,665	National
Alexandria University	Engineering	13,664	0	13,664	National
Assuit University	Engineering	5,334	0	5,334	National
Banha University	Engineering	7,017	0	7,017	National
Cairo University	Engineering	13,247	0	13,247	National
Fayoum University	Engineering	1,968	0	1,968	National
Mansoura University	Engineering	7,904	0	7,904	National
Menofia University	Engineering	4,838	0	4,838	National
Menofia University	Engineering	4,408	0	4,408	National
Minia University	Engineering	3,149	0	3,149	National
Suez Canal University	Engineering	1,970	0	1,970	National
Suez Canal University (Port Said branch)	Engineering	3,604	0	3,604	National
Tanta University	Engineering	4,185	0	4,185	National
Tanta University (Kafr El Shiekh branch)	Engineering	999	0	999	National
Zagazeg University	Engineering	6,529	0	6,529	National
South Vallege University(Aswan branch)	Engineering	1,309	0	1,309	National
Total		91,790	0	91,790	

## Second: Private Universities

Egyptian Universities	Disciplines	Enrollment Number of Students	University Type
Ahram Canadian University	Economic Administration &	26	Private
German University in Cairo	Economic Administration &	858	Private
Misr International University	Economic Administration &	539	Private
Misr University for Science & Technology	Economic Administration &	2,660	Private
Modern University for Technology & Information	Economic Administration &	97	Private
October 6 University	Economic Administration &	1,389	Private
The British University in Egypt	Economic Administration &	144	Private
October for Modern Science	Economic Administration &	1,134	Private
Total		6,847	

## Engineering

Ahram Canadian University	Engineering	0	Private
French University in Egypt	Engineering	24	Private
German University in Cairo	Engineering	1,332	Private
Misr International University	Engineering	271	Private
Misr University for Science & Technology	Engineering	2,933	Private
Modern University for Technology & Information	Engineering	0	Private
October 6 University	Engineering	1,483	Private
The British University in Egypt	Engineering	67	Private
October for Modern Science	Engineering	773	Private
Total		6,883	

**Attachment (2)**

## Ministry of Higher Education, Egypt

### Egypt-Japan University for Science and Technology (E-JUST)

In response to the remarks received from the Japanese side through the Egyptian ministry of foreign affairs regarding: the suitability of the location of E-JUST in Borg EL-Arab City to the Japanese Professors and Experts, the role of industrial private sector of Egypt and the role of the Japanese side in supporting the E-JUST project. These queries can be highlighted as follows:

#### *1- The suitability of the location of E-JUST to the Japanese Professors and their families:*

- The allocated site of E-Just project in New Borg El-Arab (NBEA) city, 53 km south-west the city of Alexandria, enables Japanese professors and experts either to live in Alexandria city or in the quite and healthy NBEA. The latter is about 35 minutes motoring in the highway-drive from Alexandria. There are 2 Hilton hotels nearby NBEA and many other hotels and fine residence resorts, shopping malls and international restaurants. In fact only 5 kilometer away from NBEA a series of wonderful resorts and villages begin along the north-west-coast of Alexandria famous beaches like Maraqia, Mirbella and Marina. Furthermore, there are many wonderful historical sites, Roman, Greek, Coptic and Islamic monuments lie around the NBEA. Bibliotheca Alexandrina and many museums are stretching along the city. NBEA area is full of many expatriates from U.S.A., Germany, U.K., China, India and South-Korea who work in factories and free-trade zone nearby.
- Health care clinics and hospitals are spread across the site. International and language schools are available for different tertiary education. In addition, E-Just can, also, facilitate the membership of many social and sport clubs in Alexandria or those close to NBEA. There are Hilton-Ranch Club, Smoha sporting club, horse-riding club, Yacht club, shooting club and many others. NBEA has excellent reach by air, road and sea. Nozha Airport is in the out skirt of the city and Borg El-Arab International airport is 10 Km away from NBEA. Nevertheless; E-Just project will include residence of high class Villas inside the campus. NBEA is very healthy site with dry-fresh air, next to the lake Marriott and Mediterranean Sea.

#### *2- The role of industrial private sector of Borg El-Arab:*

- The industrial private sector in Borg El-Arab has showed very deep interest in E-Just and has issued the memorandum of understanding attached in

appendix 1. The memorandum of understanding includes a pledge that reflects the strong intentions of the local industrial community and their full support to E-JUST project. The private sector is, even, willing to partially finance the foundation of the university.

- The private sector has declared the desire to offer some scholarships for distinguished undergraduate and graduate students.
- The private sector has showed the desire to sponsor some professional graduate programs in High-Tech leading to Diploma and professional M.Eng. to suit their needs, in addition to continuing education programs for engineers and technicians.
- The private sector will facilitate and supervise summer training programs for E-JUST students in the different industrial firms in Borg El- Arab Industrial City.
- The industrial private sector is willing to share the responsibility of running E-JUST and monitoring its progress by joining the Senate.

### *3- The role of the Japanese side:*

- At the preparation period of two years, Japanese professors may assume academic consultation for revision and approval of academic programs development, curriculum preparation, and laboratory build-up which will be established between Japanese and Egyptian experts.
- Positive appointment of senior Japanese professors and experts for implementing the academic programs and supervising research centers.
- Join the university office and membership of the Senate of E-Just.
- Participation in annual revision of academic programs and other activities of E-JUST and revision of the required documentations for accreditation according to the Japanese and international standards. The Japanese side will contribute to the dispatch of some Professors and key academicians during the preparation and operation periods.
- The Japanese side will meet the cost of the equipment required to establish undergraduate and postgraduate research laboratories. Details of these will depend on the estimated budget of the research laboratories and educational laboratories (Feasibility Study- V5).

### E-JUST Investment & Running Cost

"Contribution of E-JUST partners in the first 6 years including two Preparation Years"

Line Items		Land (Million L.E.)	Building & Infrastructure (Million L.E.)	Labs & Workshops (Million L.E.)	Running Costs (Million L.E.)	No. of academic staff & researcher	Salaries (Million L.E.)	Total	
Partners	Year								
	Egypt Contribution	P.1*	10	50		2.5		---	60
		P.2*	16.2	100		2.5		---	121,2
		3	---	100		25.4	4	9.4	134,8
		4	---	73.2		21.2	90	14.3	108,7
		5	---	---		28.1	133	19,3	47,4
		6	---	---		32.3	175	22.6	54,9
<b>Total Egypt</b>		<b>26,2</b>	<b>323,8</b>	---	<b>112,-</b>	---	<b>65,6</b>	<b>527,6</b>	
Japan Contribution	P.1*	---	---	---	---	---	---	---	
	P.2*	---	---	50	---	---	---	50	
	3	---	---	60	---	4	1.2**	61,2	
	4	---	---	70	---	10	3**	73	
	5	---	---	39.5	---	16	4.8**	44.3	
	6	---	---	---	---	18	5.4**	5,4	
	<b>Total Japan</b>		<b>0</b>	<b>219,5</b>	---	<b>0</b>	---	<b>14,4**</b>	<b>233,9</b>
<b>Grand Total</b>		<b>26,2</b>	<b>323,8</b>	<b>219,5</b>	<b>112,-</b>	---	<b>80,-</b>	<b>761,5</b>	
				++ : Japanese					

\* P.1, P.2: Preparation year 1 & 2

\*\* not including the salaries of the Japanese academic staff and researchers

4. エジプトの外国名を冠する大学の比較表

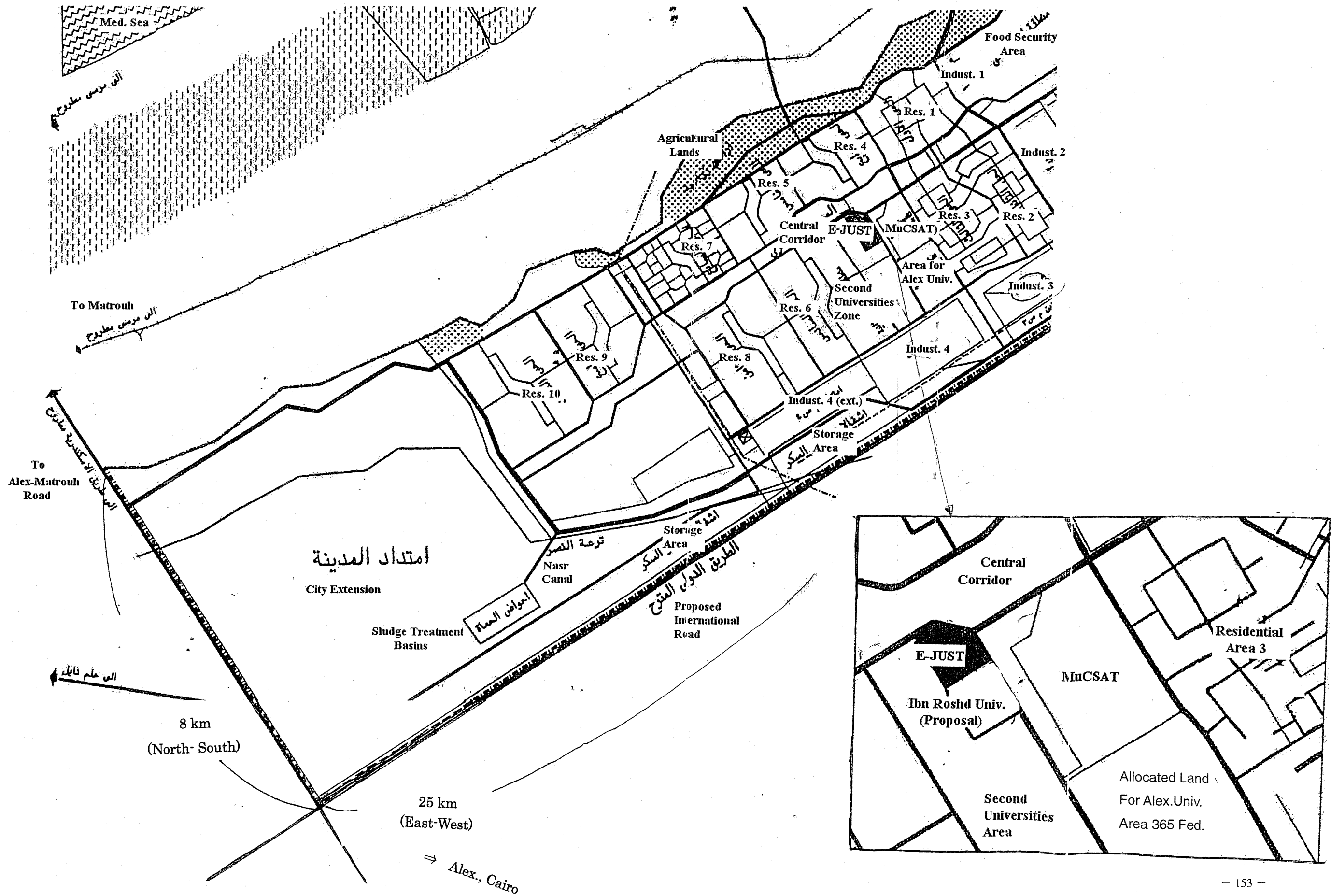
表：外国名を冠した大学

大学名	アメリカン大学 (AUC)	フランス大学	ドイツ大学 (GUC)	英国大学 (BUE)	E-JUST (予定)
設立年 (開学年)	1919年	2002年	2003年	2005年	
大学のタイプ	私立	私立	私立	私立	国立 (governmental univ.)
学生数	学部：8000人 大学院：900人	学部：700人 (2006年3月時点)	学部：5000人 大学院：600人	学部：5000人	学部：3000人、大学院：750人 (うち工学部は学部2500人、大学院600人)
学部数	3 schools	3 faculties	7 faculties	3 faculties	2 faculties
工学部の有無	有 (米国 ABET 認定)	有	有 ( faculty of Engineering and Materials Science)	有	有
教員数	アメリカ人 45%、エジプト人 45%、その他外国人 10% (人数不明)	フランス人長期契約教員 3人 (全体人数と比率不明)	1100人 (うちドイツ人 50%、エジプト人 50%)	80人 (外国人 15%程度。目標は英国人とその他の外国人で 70%)	193人 (外国人 18人、エジプト人 175人)
授業料	年間 60000LE	年間 20000~25000LE	年間 37800LE (中位の成績者の場合)	年間 40000LE	年間 25000LE (工学部の学部生)
本国の主要支援大学	なし (AUC 自体が米国大学)	特になし	Ulm 大学、Stuttgart 大学、及びドイツの公的機関多数。	Loughborough 大学	
エジプト政府交付金	無	無	無	無	有
エジプト産業界の支援	少	少	特大	大	中
エジプト研究機関との連携・共同研究	少 or 無	少 or 無	少 or 無	少 or 無	
学位の有効性	米国大学卒業資格	エジプトの私立大学卒業	エジプトとドイツの大学卒業	エジプトと英国の大学卒業	エジプトの国立大学卒業
協定 (協力) 期限	恒久	恒久 (と思われる)	恒久	恒久	
所在地	カイロ市内	カイロ郊外	カイロ郊外	カイロ郊外	ニューボルグエルアラブ市
学生寮	不明	不明	無	有 (小規模)	
スクールバス	無	無	有 (100台)	有 (26台)	



Map of New Borg El-Arab City

Source: New Urban Communities Authority (Ministry of Housing, Utilities and Urban Development)



6. エジプト側の配布資料

6-1 Establishment of Egypt-Japan University for Science and Technology (1/23/2007)





## Establishment of Egypt-Japan University for Science and Technology

### E-JUST

*Science and Technology for All Mankind*

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1/23/2007

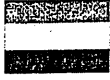


## A Unique University

- Unique Status
  - E-Just is a government to government/win-win partnership University
- Unique Mission
  - That matches the Egyptian higher education reform strategy for the 21<sup>st</sup> century
- Unique Educational System Among Egyptian Universities
  - Project Based Learning
  - Strong linkage with industry
  - Strong emphasis on research and education excellence
- Unique Location
  - Borg-Elarab, Alexandria
  - A place where history, industry, culture and beauty meet !

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2/ 1/23/2007 Egypt Japan University for Science and Technology



## A Unique University (Cont.)

- Unique Partner
  - Japan, a world leader in technology and economy
  - But also a great people with history, culture and unique way of life
- A Unique Opportunity
  - E-Just will be a unique bridge of exchange, cooperation and synergy between two great nations
- And Last But Not Least ....
  - A Unique commitment and resolve from the Egyptian Government to make it happen

3 1/23/2007

Egypt Japan University for Science and Technology



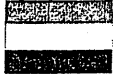
## Mission of E-Just

- Act as a Role Model For Egypt's 21<sup>st</sup> Century Universities and a Spearhead for Higher Education Reform in Egypt
  - Close interaction with industry
  - New and advanced inter-disciplinary academic programs
  - Multi-disciplinary team work experience
  - Broad use of Information technology
  - Integrated development of mathematical and scientific concepts in the context of application

Active Problem Based and Project Based Learning (PBL)<sup>2</sup>

4 1/23/2007

Egypt Japan University for Science and Technology



## Why Japan ?

- Japan is perceived as Egypt's most valuable and important partner for development with a culture of long term commitment
- Japanese academic concepts in the teaching-learning coincide with the role and mission of E-Just
  - Project based learning on real life problems
  - Emphasis on team work and commitment to the group, community and society
  - Emphasis on professional and moral ethics
- Japan is a world leader in industry and technology

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Egypt Japan University for Science and Technology



## What is E-Just ?

- A Governmental University of a World Class International Standard with Regional and Global Reach
  - State owned established by a special presidential decree
  - Primarily funded by the governments of Egypt and Japan with additional financial support from industrial and civil society organizations of both countries
  - World class international standard employing high caliber Egyptian and Japanese professors and applying state-of-the-art educational methodologies using modern tools, laboratories and facilities
  - Open for local, regional and foreign students
    - A fair ratio of international to local students at steady state
  - Reaches for collaboration with local, regional and international educational and industrial organizations

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## Egyptian Perception of E-JUST

**E-JUST is not an Egyptian project with Japanese assistance and support**

**E-JUST is an Egyptian-Japanese long-term win-win partnership serving the mutual interests of both nations**

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Egypt Japan University for Science and Technology



## E-JUST Benefits

### For Japan...

- Window on Egypt and the Middle East allowing :
  - Dissemination of Japanese culture, values, language & technology in the region
  - Understand Egyptian and regional culture
  - Understand regional market needs and dynamics
- E-JUST graduates will enable Japanese companies to outsource/offshore business operations/activities to Egypt

### For Egypt...

- Establish a role model for higher education excellence based on the Japanese educational and academic systems
- Introduce new and advanced interdisciplinary programs for education and research
- Assimilate the Japanese model for nation building & development in its broadest meaning
- Enable and promote transfer of technology and know-how to Egyptian industrial sector

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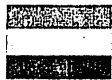


## Egyptian Government Role

- Conduct and provide preliminary feasibility study
- Finance land, facilities, infrastructure & project management
- Commit to financial sustainability of E-JUST
- Participate in the design of educational programs
- Promote E-JUST locally, regionally & internationally among:
  - Candidate students and staff,
  - Potential industrial and business partners,
  - Renowned educational/research institutions for potential collaboration
- Appoint Chairman of E-JUST

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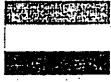


## Japanese Government Role

- Provide clear commitment to E-JUST long-term partnership
- Participate in final feasibility study
- Finance equipment for laboratories and workshops
- Participate in the design of educational programs
- Strong involvement in all E-JUST activities:
  - Education, research and management
- Promote E-JUST among:
  - Candidate Japanese staff,
  - Potential Japanese industrial and business partners,
  - Japanese educational/research institutions for potential collaboration

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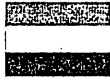
## Faculties and Academic Programs

### Two Faculties

- Faculty of Engineering : 7 Programs
  - Electronics and Communication Engineering
  - Computers and Information Technology.
  - Industrial Engineering and Management System.
  - Mechatronics and Robotics Engineering.
  - Materials Science and Engineering.
  - Chemical and Petrochemical Engineering.
  - Energy Resources and Environmental Engineering
  
- Faculty of Business and Humanities : 2 Programs
  - International Business Management
  - Cross-Cultural Management and Japanology

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Egypt Japan University for Science and Technology



## Enrollment

- Undergraduate enrollment at steady state
  - All Engineering programs ~ 2500
  - All business programs ~ 500
  - Total undergraduate enrollment ~ 3000
  
- Postgraduate enrollment at the steady state
  - All the engineering programs ~ 600
  - All business programs ~ 150
  - Total postgraduate enrollment ~ 750

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## A Research Oriented University

- E-Just is intended to be a center of educational excellence focusing on quality education rather than quantity
  - Educational excellence in science and technology cannot be achieved in absence of research. The best graduates always come out of Universities putting strong emphasis on research
  - E-Just will focus on applied research directly related to the industry, community and the environment
  - Research will be conducted in Centers of Excellence hosted within E-Just and specialized in areas of direct impact on the local and regional industries

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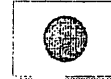
## Proposed Centers of Excellence

- Nano-Engineering Research Center
- Energy Resources and Management Research Center
- Mechatronics / Electronics Research Center
- High Tech Training and Continuing Education Center

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Egypt Japan University for Science and Technology





## E-JUST - Industry Relationship

- Student co-op and internship programs
- Industrial sponsorship of student projects/assignments
- Service by industrial experts/executives on college advisory boards
- Involving industry at all levels of curriculum development
- Structure industry/academic partnerships to include objectives and deliverables, not just financial support
- Contract research programs
- Faculty consulting at industrial organizations

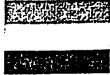
15 1/23/2007

Egypt Japan University for Science and Technology


## E-JUST Location


Alexandria  
New Borg El-Arab

16 1/23/2007



## E-JUST Location






الموقع المقترح بمساحة حوالي ٥٠ فدان  
بجامعة (الجامعة المصرية اليابانية)

وزارة التخطيط والتنمية الاقتصادية  
هيئة التخطيط العمراني الجديدة  
مدينة Borg El-Arab الجديدة

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## New Borg El-Arab



- New Borg El Arab is an industrial zone southwest of Alexandria
- Located about 53 Km from Alexandria city center
- Easy access through modern highways, International airport (subsidized by Japan) and sea cruises
- Host to Mubarak City for Scientific Research and the new Alexandria University Educational Hospitals and premises.

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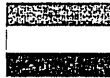


## Historical Alexandria

- Ancient city founded by Alexander the Great in 332 BC
- Great history and cultural heritage
- Historical library of Alexandria was reported to host 500,000 volumes.
- Historical center of science and enlightenment
  - Huge number of Alexandrian discoveries and theories, especially in mathematics and geometry, still provide the groundwork for modern research in these fields.

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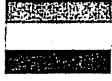


## Modern Alexandria

- Host to 40% of Egypt industry and 65% of the petrochemical industry
- Alexandria University is one of Egypt's top universities.
- Hosts the Arab Academy for science and Technology (An Arab League University) and the new private University of Pharos
- New Bibliotheca Alexandrina inaugurated in 2002 to be a center of production and dissemination of knowledge. Seeking to recapture the spirit of the original ancient Library of Alexandria It aspires to be:
  - The world's window on Egypt;
  - Egypt's window on the world;
  - A leading institution of the digital age;
  - And, above all, A center for learning, tolerance, dialogue and understanding.

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## Buy in from Local Industrial Organizations

- A group of 10 of leading industrialists located in New Borg El Arab and covering different fields of industry including engineering, food, textile, chemical, pharmaceutical, petrochemical ...etc. was approached.
- The group showed very deep interest and have issued a memorandum of understanding pledging their full support
- The group offered their physical facilities and sponsorship to start at the earliest possible convenient time:
  - Specialized diploma courses,
  - Professional Master Degrees,
  - High quality state of-the-art training courses in TQM, Mechatronics, Product Design, etc

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## Governance, Management and Funding

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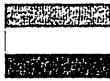


## Board of Directors

- The Board of Directors is the management Authority of the university, which is responsible for policy making. The composition shall consist of the following:
  - A Chairman ;
  - The President;
  - Two representatives from Egypt;
  - Two representatives from Japan;
  - Two representatives from the industries (Egyptian and Japanese) ;
  - One representatives from the Alumni
  - Senate
  - The Senate is the highest academic authority of the university, which will be responsible for the management of the academic affairs of the university.
  - Membership of the Senate consists of:
    - The president as Chairman.
    - The vice - Presidents.
    - Deans of Faculties. Heads of Academic service centers of the University.
    - Other persons (academicians), as provided in the Rules and Regulations of the University.

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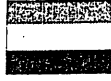


## Financing

- The Egyptian Government is committed to bear the cost for the physical development of building and infrastructure including:
  - Land
  - Premises and physical facilities for academic and management complexes
  - Libraries
  - Student college/hostel
  - Sport Facilities
  - Basic Infrastructure and furniture
  - Project Management cost.
- The Japanese side will bear the cost of:
  - Japanese Professors and key academicians
  - Cost of the equipment required for undergraduate and postgraduate laboratories.
- E-Just feasibility study projects the University to be self sustained in the steady state

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## E-JUST Investment & Running Cost



"Contribution of E-JUST partners in the first 6 years including two Preparation Years"

Line Items		Land (Million L.E.)	Building & Infrastructure (Million L.E.)	Labs & Workshops (Million L.E.)	Running Costs (Million L.E.)	No. of Academic Staff & researcher	Salaries (Million L.E.)	Total
Partners	Year							
Egypt Contribution	P.1	10	50	Included in Building & Infrastructure Item	2,5		---	60
	P.2	16,2	100		2,5		---	121,2
	3	---	100		23,4	4*	9,4	134,8
	4	---	73,2		21,2	90*	14,3	108,7
	5	---	---		28,1	133*	19,3	47,4
	6	---	---		32,3	175*	22,6	54,9
<b>Total Egypt</b>		<b>26,2</b>	<b>323,8</b>	<b>---</b>	<b>112,-</b>	<b>---</b>	<b>65,6</b>	<b>527,6</b>
Japan Contribution	P.1	---	---	---	---	---	---	---
	P.2	---	---	50	---	---	---	50
	3	---	---	60	---	4**	1,2**	61,2
	4	---	---	70	---	10**	3 **	73
	5	---	---	39,5	---	16**	4,8 **	44,3
	6	---	---	---	---	18**	5,4 **	5,4
<b>Total Japan</b>		<b>0</b>	<b>0</b>	<b>219,5</b>	<b>0</b>	<b>---</b>	<b>14,4 **</b>	<b>233,9</b>
<b>Grand Total</b>		<b>26,2</b>	<b>323,8</b>	<b>219,5</b>	<b>112,-</b>	<b>---</b>	<b>80,-</b>	<b>761,5</b>

\* : Egyptians

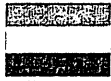
\*\* : Japanese

.. P.1, P.2 Preparation year 1 & 2

--- not including the salaries of the Japanese academic staff and researchers

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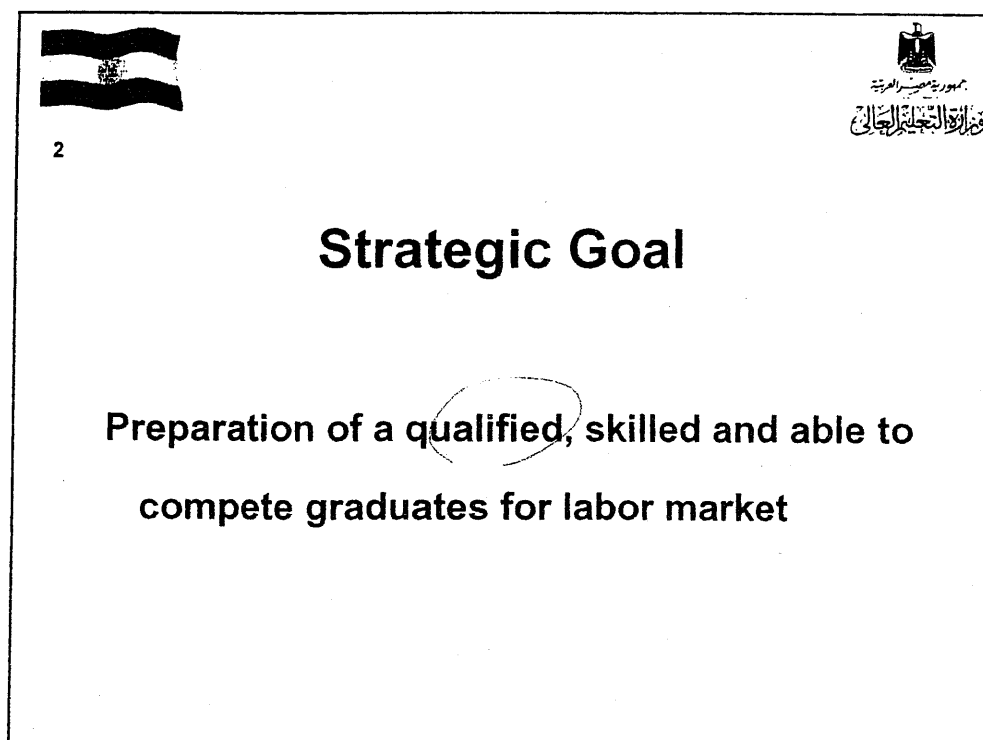
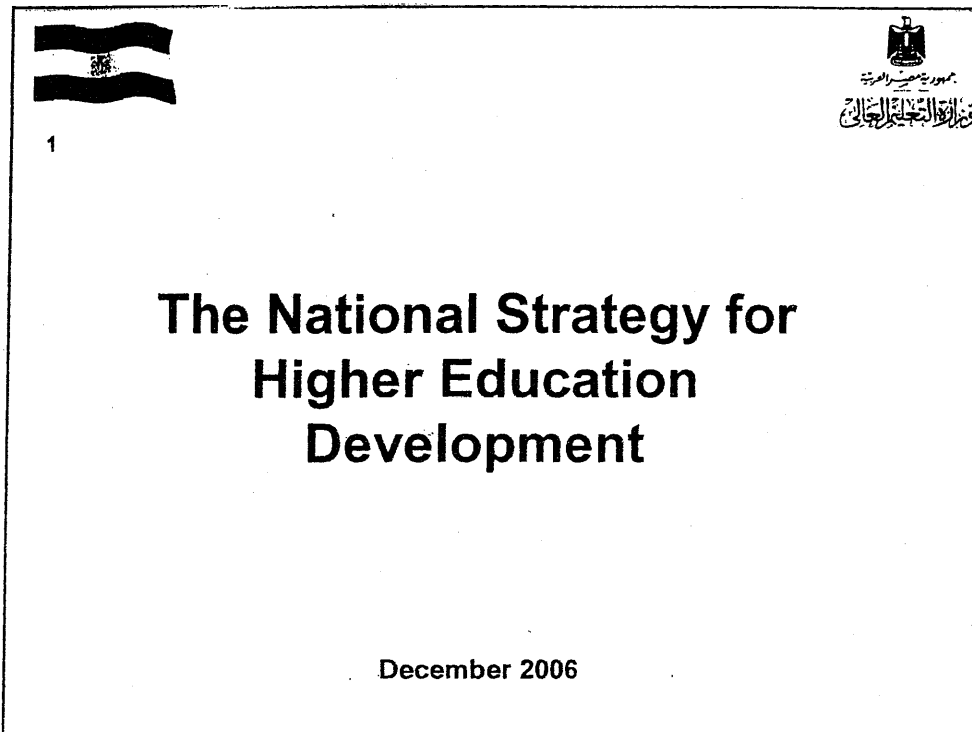
## Summary

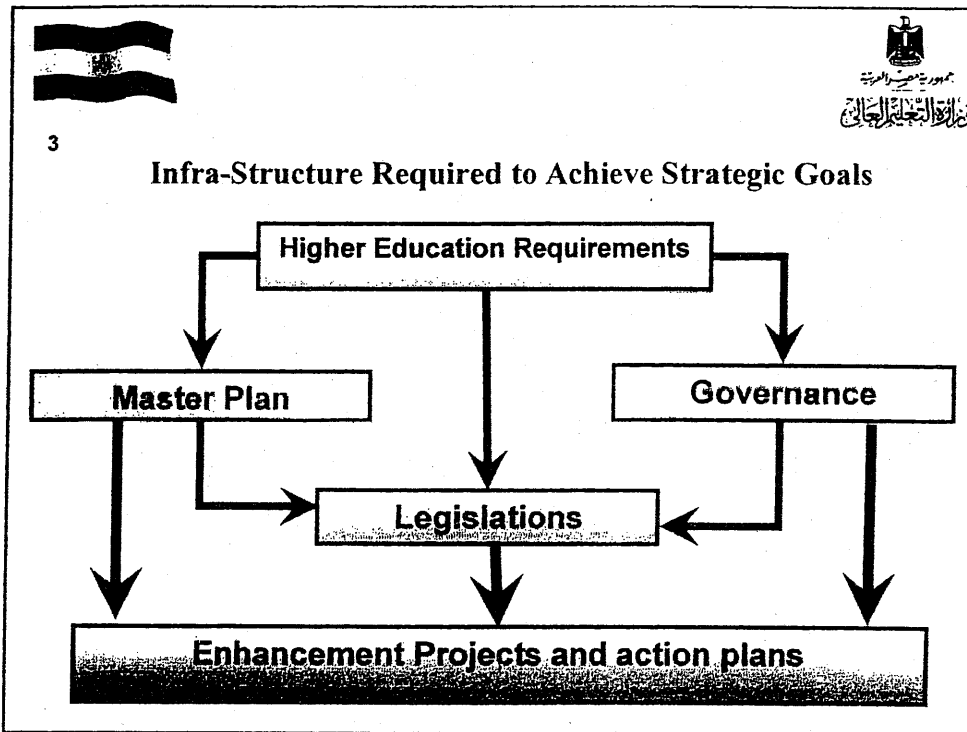


- E-Just is a Governmental University with strong government backing and buy-in from local industry
- E-Just is designed to be a Role Model for Egypt's 21<sup>st</sup> century Universities and a spearhead for Higher Education Reform
- E-Just aspires for excellence in education through a clear research oriented approach and synergy with local, regional and international industrial partners
- E-Just is an opportunity !

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Egypt Japan University for Science and Technology





4

Infra-Structure Required to Achieve Strategic Goals

Higher Education Requirements

Master Plan

Governance

Legislations

Enhancement Projects and action plans

**Master Plan for Higher Education until 2021-2022**

**Of Higher Education Future Strategy pillars**

- Continuous scientific planning to follow up with demographic, social, economic, development, scientific and technology challenges
- Preparation of studies and policy options for geographic distribution for higher education institutions per type of institution.
- It reflects on effects of local, regional and international parameters.
- It defines roles, types and distribution of higher education institutions.
- It assigns needed investments and proposes ways for funds allocation and role required by social and state players.





5

## Levels of the Master Plan

- First Level:** Forecasting the demand on higher education
- Second Level:** Distribution of H.E. opportunities in the different categories of H.E. institutions
- Third Level:** Estimating no. of academic human resources
- Fourth Level:** Investment needed for realizing the endorsed scenario of the H.E. master plan
- Fifth Level:** Detailed Maser Plan for each governorate based on its local conditions and constrains
- sixth Level:** Implementation policies, action plans, time frame, monitoring and updating processes.



6

## البنية الأساسية لتحقيق اهداف الاستراتيجية

Higher Education Requirements

Master Plan

Governance

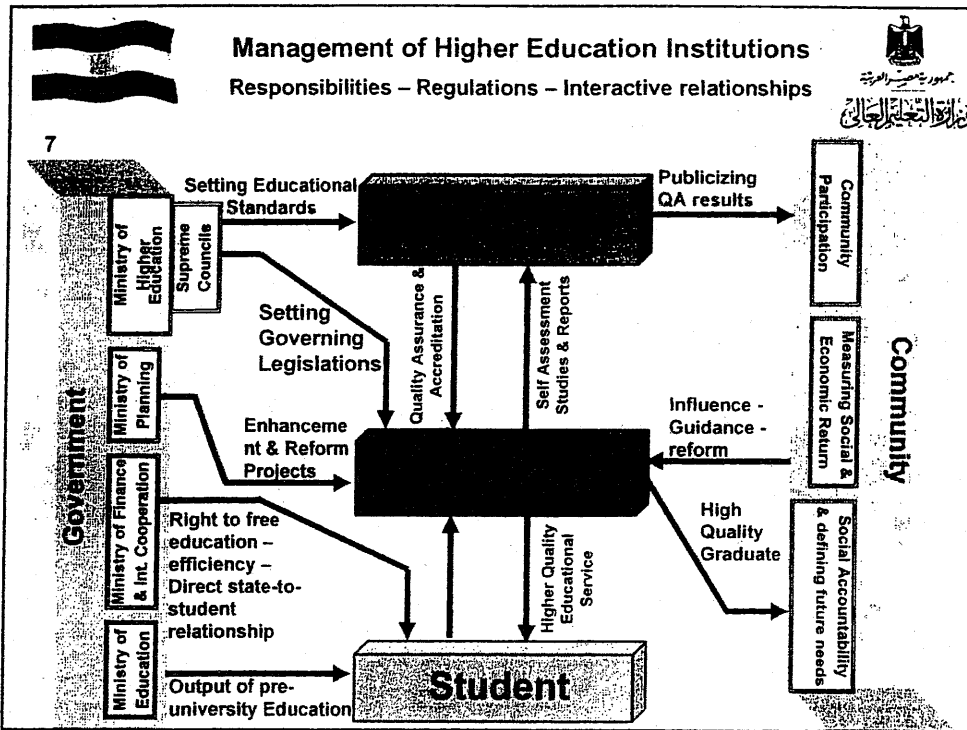
Legislations

Enhancement Projects and action plans

**Governing Roles and Responsibilities with higher Education System**  
Defining roles and responsibilities in a futurist perspective that guarantee the implementation of the strategic goals.

•Defining roles of governing bodies:

- Ministry of Higher Education and relevant Ministries.
- Supreme councils for all higher education sectors.
- Quality Assurance & Accreditation Agencies and monitoring and accountability bodies.
- Non governmental organizations and public Opinion.
- Higher Education Institutions.
- Funding and supporting agencies for higher education
- Defining integration, cooperation and interrelated relationships among higher education system



**Wider Scope of Academic Freedom**

**Governance basic principles:**

- Ministry of Higher Education: Planning & Setting strategies, Estimating needed investments and finally following up and evaluating HE sector's performance.
- Ministry of Education: MOHE's Input is MOE's Output
- Relevant ministries: all ministries whose work is affected in a way or another by HE inputs or outputs.
- Councils: coordinating among HE institutions and preparing reference standards.
- Academic and educational institutions: providing educational and research services.
- NQAAA: Assuring quality and transparency and accountability.
- Student: primary stakeholder and beneficiary who would later on turn to be an output of the HE system.
- Public and civil society institutions: gaining interest from an able to compete higher education and the key provider for needed investments and community participation.



## Infra-Structure Required to Achieve Strategic Goals



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Higher Education Requirements

Master Plan

Governance

### Legislations

Enhancement Projects and action plans

## Governing Legislations

- A Unified Law for higher education



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## The Proposed structure for higher education governing legislations

Legislation allows the flexibility for any higher education institution and the overall system to adjust to required advancements in a legislative framework that permits rapid response for different parameters.

- Unified law governing higher education institutions defines the different components of the system and the interrelated relationships.
- By-laws that elaborates on core issues tackled in the law.
- Institutional by-laws that defines its mission, objectives and mechanisms of action.
- By-laws for units existing within higher education units (faculties / centers / Institutes)



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## Legislations:

### Main objectives:

Organizing higher education sector in a way that ensures quality education, efficient graduates from HE institutions in response to market needs that would result in the following:

- Progressive governance for HE institutions and councils.
- Economic and autonomous management for HE institutions that guarantee academic freedom, transparency and social autonomy.
- Setting academic and efficiency norms for selecting leaderships.
- Quality assurance and accreditation of HE institutions and programs.
- And more...



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## البنية الأساسية لتحقيق أهداف الاستراتيجية

Higher Education Requirements

Master Plan

Governance

Legislations

**Enhancement Projects and action plans**

### Action Plans:

- Transforming Roles and Responsibilities into action.
- Developing action plans for strategy axes including time plans and funding resources.
- Defining ways of monitoring and quality assurance for implementation
- Devising ways for measuring impact on higher education outcomes



## Implementation Plans



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**Higher Education is a Right for all qualified students**

### First Axes: Expanding Access to Higher Education

- 1- Expanding Access of State Universities.
- 2- Establishing civil society run Universities
- 3- Expanding access of Private universities and higher Institutes.
- 4- Establishing the Egyptian University for distance Education.
- 5- Restructuring 45 middle technical institutes ► 8 technical colleges.
- 6- Establishing 4 advanced technical colleges



## Implementation Plans



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### Second Axes: Performance Evaluation and Quality Assurance

- 7- Devising a National system for performance evaluation and quality assurance and accreditation

### Third Axes: Using information and Communication Technology

#### 8- Upgrading information technology infra-structure at higher education Institutions

- Upgrading existing infra-structure for universities' and research centers' network.
- Establishing and upgrading MIS at universities and SCU
- Establishing a Center for E-learning.
- Establishing the central unit for digital libraries and automation of libraries at higher education institutions.
- Developing training framework on use of advanced technology at university teaching.



## Implementation Plans



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### **Fourth Axes: Developing Graduate studies and research**

- 9- Structuring graduate studies based on credit hour system
- 10- Preparing the master plan for missions as well as upgrading its governance system
- 11- Encouraging and rewarding academics who contribute quality academic work.
- 12- Expansion in developing joint degrees with renowned universities
- 13- Encouraging international scientific publishing and translation.

### **Fifth Axes: Faculty capacity building**

- 14- Creating continuous professional development at all higher education institutions



## Implementation Plans



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### **Sixth Axes: Fostering Students' Activities and Upgrading By-laws**

- 15- Establishing a Comprehensive System for developing students activities


### **Seventh Axes: Upgrading Higher Education Infra-Structure**

- 16- Specific projects for upgrading higher education infra-structure
- 17- Establishing Education Development Fund
- 18- Higher Education as a source of national income

*End*



**Higher Education Reform Plan**




Ministry of Higher Education

**Higher Education Reform in Egypt  
“Concept and Action plan”**


**Education in Australia and the Middle East  
A Collaborative Forum  
Cairo- Egypt, 29- 30 Jan. 05**

Prof. Dr. Galal Abdel Hamid Abdellah  
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**Higher Education Reform Plan**



Ministry of Higher Education

**Mission & Vision**

- ✓ A leading role in knowledge society.
- ✓ Excellence and ability to compete.
- ✓ A base for creativity and innovation.
- ✓ Lead for national development.

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## Higher Education Reform Plan



Ministry of Higher Education

### Specific Objectives

#### A leading role in knowledge society

(knowledge production – Dissemination & application)

- ✓ Excellence in research aptitude.
- ✓ Significant Scientific publications.
- ✓ Community level Scientific awareness.
- ✓ Ability to lead the future.
- ✓ Life-long learning & education.
- ✓ Information infra-structure.

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## Higher Education Reform Plan



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### Specific Objectives....

#### Excellence and ability to compete

- Quality, Efficiency and Relevance in H.E.
- New approaches in the higher education and scientific research systems.
- Flexibility and mobility within Higher education and scientific research systems.
- Interactive and collaborative relationships with overseas higher education and research institutions.
- Internationally accredited academic degrees.
- Highly committed academic community.

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## Higher Education Reform Plan



Ministry of Higher Education

### Specific Objectives....

#### A base for creativity and innovation

- Centers of scientific & technological excellence.
- A system for scientific & techn. incubators, museums, parks...
- Economic management for scientific & technological innovations and creations.
- Systematic programs for nurturing talents & giftedness.
- Effective & continuous participation in international events.
- Attracting Egyptian scientists working abroad.
- Intellectual property rights, protection and impact.

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## Higher Education Reform Plan



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### Specific Objectives...

#### Lead for national development

- Defining new dimensions for development.
- Developing interdisciplinary & multidisciplinary fields of specializations.
- Scientific research participation in development.
- Positive contribution in human development.
- Studying, analyzing and advising economic, social and developmental performance.
- Providing necessary scientific human resources needed for leading developmental projects.

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## Higher Education Reform Plan



Ministry of Higher Education

### Qualitative and quantitative indicators for development in state universities

Aspects	Years	1993/94	2003/04
Number of universities		12+8 branches	12+8 branches
Number of colleges		202	278
Total number of faculty members & assistant Staff		38 840	65 062
Enrollment in undergraduate level education		520 000	1 252 000
Enrollment in graduate level education		100 808	162 700
Universities budget (in million pounds)		2 180	5 984
Cost per student *		5 026	6 333
Number of students in universities residence		62 667	121 619

\* Calculated per full time students

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## Higher Education Reform Plan



Ministry of Higher Education

### Qualitative & quantitative indicators for development in other Higher Education Institutions

Type	Private universities	American University	Al-Azhar University	Private Higher Institutes	Gov. Higher Institutes
Number of Institutions	6	1	1	59	5
Total number of faculty members & assistant Staff (2003/04)	1 566	326	9 019	3 954	531
Enrollment in university level education (1994/95)	-----	3 404	108 308	129 084	3 234
Enrollment in undergraduate level (2003/04)	34 542	3 973	337 975	313 632	8 357
Enrollment in graduate level	-----	888	13 741	-----	-----

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## Higher Education Reform Plan



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### Qualitative & quantitative indicators for development in higher education system

Aspects		1993/94	2003/04
Enrollment in undergraduate level	Female	40%	51.5%
	Male	60%	48.5%
Enrollment in faculties & colleges	Applied sciences	32.4%	35.6%
	Social/human sciences	67.6%	64.4%
Enrollment in Graduate level	Female	31%	41%
	Male	69%	59%

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## Higher Education Reform Plan



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### Growth in enrollment rates for higher education according to population & age group (18-23).

years	Population (million)	Total Enrollment in HE	Enrollment in university education per thousand citizen	Enrollment in HE within the age group (18-23)
1985/86	42	771 000	18.3	16.9%
1995/96	61	1 233 000	20.2	21.3%
2002/03	67	2 025 000	30.2	30.5%

- There was an increase that reached 5% through 10 years (85-95)
- Increase reached 9% throughout 6 years (96-2002)

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## Higher Education Reform Plan



Ministry of Higher Education

### Growth in enrollment rates for graduate level education compared to population.

years	Population (million)	Total Enrollment in graduate level	Enrollment in graduate level per thousand citizen	Enrollment in graduate against undergraduate level
1985/86	42	84 560	2.0	11%
1995/96	61	99 216	1.6	8%
2002/03	67	157 971	2.3	8%

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## Higher Education Reform Plan



Ministry of Higher Education

### Action Plan for achieving Objectives

- I. Maximizing higher education enrollment capacity.
- II. Quality assurance & performance based governance.
- III. Using ICT in maximizing system performance in education & research.
- IV. Development of graduate studies & scientific research.
- V. Faculty & leadership professional development.
- VI. Fostering students activities and updating of legislations.

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## Higher Education Reform Plan



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### I- Maximizing higher education enrollment capacity.

#### Needs & Facts:

- ✓ Increasing demand on higher education.
- ✓ Increasing access to students at the age group (18-23)
- ✓ Improving flexibility and mobility within higher education system.
- ✓ Satisfying the needs for life long learning and continuing education.
- ✓ Providing highly qualified graduates for national development.
- ✓ Benefiting from Higher education system as a source of national income.

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## Higher Education Reform Plan



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### I- Maximizing higher education enrollment capacity.

#### **Preparing legislations and plans**

- Preparation of the master plan for higher education based on social, demographic, economic, gender considerations as well as national development initiatives and international trends (by the end of 2005)
- Working on general legislative law that encompass all higher education systems (public, national, private...)

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## Higher Education Reform Plan



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### I- Maximizing higher education enrollment capacity.

#### **Increasing access to the Egyptian state universities**

##### **Improving governance of the university branches to act as independent universities**

- ✓ Benha Branch, Zagazig University (2005/2006)
- ✓ Beni Seuf & Fayoum Branches, Cairo University (2005/2006)
- ✓ Sohag Branch, S. Valley University (2006/2007)
- ✓ Kafr El Sheikh Branch, Tanta University (2006/2007)

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## Higher Education Reform Plan



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### I- Maximizing higher education enrollment capacity.

#### **Increasing access to the Egyptian state universities**

##### **Restructuring of some faculties and colleges & creating new academic programs**

- ✓ Maximizing the benefit from available human and material resources in the existing Higher Education Institutions to reach internationally recognized higher education systems where students are to share actual study cost  
Establishing new academic Programs (planned to start 2005/2006 with fields of specialization in Engineering, computer science, Medicine, Dentistry, Pharmacology, Education, ...)

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## Higher Education Reform Plan



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### I- Maximizing higher education enrollment capacity

#### Increasing access to Egyptian state universities.

- ✓ A university for distance education is to be established by the government and funded only for the first three years where it would be independently funded afterwards through self generated resources. (First phase start on 2006/2007)
- ✓ Establishing a number of unique technological colleges including certified centers for professional training services that follow internationally accredited systems.  
(4 technological colleges in the timeframe 2005/2007)

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## Higher Education Reform Plan



Ministry of Higher Education

### I- Maximizing higher education enrollment capacity

#### Increasing access through establishing National Universities

- ✓ Establishing a National University  
A national project that is adopted by civil society institutions, stakeholders and individuals. (First phase starts 2006/2007)
- ✓ Establishing specialized national universities supported by professional organizations/stakeholders for:
  - Engineering sciences.
  - Political, Business and E-commerce sciences
  - Medical and pharmacological sciences

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## Higher Education Reform Plan



Ministry of Higher Education

### I- Maximizing higher education enrollment capacity

#### Increasing access in private universities and higher institutes.

- ✓ Developing standards, specifications and criteria for establishing new private universities & higher institutes.
- ✓ Modifying legislative laws of private universities (act no. 101 for 1992) to encompass national universities and other new forms of universities that local communities might initiate.
- ✓ Awarding preliminary approval for establishing new private higher education institutions according to developed master plan and regulating legislations.

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## Higher Education Reform Plan



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### II. Quality assurance & performance evaluation

#### Needs & Facts:

- ✓ An institutional system for performance evaluation and quality assurance within higher education institutions
- ✓ A national system for performance evaluation and quality assurance through an external body (independent agency).

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## Higher Education Reform Plan



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### II. Quality assurance & performance evaluation

#### Applying performance evaluation and quality assurance systems

##### An institutional system for performance evaluation and quality control within higher education institutions:

Creating common culture for quality & trust in higher education outcomes.

- ✓ Establishing a centers for performance evaluation and quality assurance in all higher education institutions.
- ✓ Establishing sets of academic standards for 450 academic programs.
- ✓ All state or private higher education institutions are to carry out a periodical self-assessment study.
- ✓ Developmental engagements based on the self assessment reports recommendations
- ✓ applying for accreditation (10% of HE institutions until 2008)

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## Higher Education Reform Plan



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### II. Quality assurance & performance evaluation

#### Establishing external quality assurance and accreditation system

- ✓ Establishing an independent national association for quality assurance and accreditation
- ✓ Creating a fund for educational reform and development (the presidential decree has been issued)
- ✓ Supporting and restructuring an efficient higher education data management and statistical studies unit.

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## Higher Education Reform Plan



Ministry of Higher Education

### III. Using ICT in maximizing system performance in education & research.

#### Needs & Facts:

- ✓ Integrating e-management / e-government in all higher education institutions.
- ✓ Continuous development for academic and scientific programs, curricula and methods of teaching.
- ✓ Introducing new forms and modes of education that respond to the increasing demand on HE sector.
- ✓ Increasing accessibility for international knowledge resources and libraries.
- ✓ ICT training for academic and administrative staff to raise their competencies in dealing with communication, information and multimedia technology.

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## Higher Education Reform Plan



Ministry of Higher Education

### III- Using ICT in maximizing system performance in education & research

#### Supporting and improving ICT- Infrastructure

- ✓ Enhancing the infrastructure of Egyptian Universities Network (EUN) to cover all HE institutions (until 2006)
- ✓ Completion of e-management system in HE institutions and its networking with EUN. (until 2007)
- ✓ Increasing students' self-learning capabilities and e-communication among higher education stakeholders. (10% of curricula in HE sector 2006-2007)

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## Higher Education Reform Plan



Ministry of Higher Education

### III- Using ICT in maximizing system performance in education & research

#### Supporting and improving ICT- Infra structure (Cont.)

- ✓ The development of ICT service provider centers that support higher education. (2004-2007)
  - ICT training centers for training faculty members and researchers.
  - Centers for knowledge resources, e-periodicals, e-books to be managed by the EUN and national information network.
  - Centers for production of e-courses and e-learning programs.

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## Higher Education Reform Plan



Ministry of Higher Education

### III- Using ICT in maximizing system performance in education & research

#### Cooperating with the Ministry of Communication and Information Technology

- ✓ Using e-learning technology in developing educational content for faculties of computer sciences and engineering.
- ✓ Enhancing networking with different governorates through using fiber optics and increasing number of computers at both theoretical and applied faculties.
- ✓ Integrating internet 2 service as a pioneer experience for the first time in Egypt in some universities and research centers.
- ✓ Investing in e-training of qualified personnel in the field of HE and scientific research through centers of excellence.

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## Higher Education Reform Plan



Ministry of Higher Education

### III- Using ICT in maximizing system performance in education & research

#### UNESCO initiatives in supporting H.E.

- ✓ Urging students and human resources in higher education institutions to improve computer skills through ICDL or equivalent training.
- ✓ Cooperation with UNESCO in E-learning training programs.
- ✓ Participating in Open source software environment (MIS, Digital libraries, applied fields).
- ✓ Supporting the effective teaching of science and math.

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## Higher Education Reform Plan



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### IV. Development of graduate studies & scientific research in higher education institutions

- ✓ Enhancing and developing academic & research community performance inside and outside universities.
- ✓ Preparation of academic human resources in HE & research institutions.
- ✓ Directing graduate studies and research topics to market needs and development plans.
- ✓ Fostering lifelong-learning skills and attitudes.
- ✓ Supporting scientific and research productivity & knowledge base of academic society.

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## Higher Education Reform Plan



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### IV. Development of graduate studies & scientific research in higher education institutions

#### Development of graduate studies and research systems capabilities.

- ✓ Restructuring graduate studies systems using credit hours system that guarantee active study all year round maximizing the use of available resources.
- ✓ Establishing an institution for academic publishing and translation on an internationally renowned level in collaboration with international publishers.
- ✓ Establishing a fund for supporting technological and scientific research.
- ✓ Encouraging community and granting institutions to support graduate studies students.

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## Higher Education Reform Plan



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### V. Faculty, leadership professional development

- ✓ Faculty and leadership development to support academic & institutional efficiency & effectiveness.
- ✓ Reinforcing the importance of self professional development for required competencies & skills.
- ✓ Training academic leaderships for modern management systems for HE institutions.
- ✓ Studying possible alternatives & options for improving faculty members compensations.

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## Higher Education Reform Plan



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### Currently implemented projects within the scope of HE strategic plan (phase I: 2003-2007)

	<u>Available fund</u> (million dollar)
✓ Quality Assurance & Accreditation Project .	6
✓ Faculty & Leadership Development Project.	6
✓ Higher Education Enhancement Project Fund.	12
✓ Information and Communication Technology Project.	10.5
✓ Technical colleges Project.	17
✓ Faculties of Education Project.	14
✓ Trans-European Mobility Program (Tempus – Meda III)	33 (€)

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## Higher Education Reform Plan



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### Second National Conference on Developing Higher Education

(evaluating, monitoring and reformulating HE strategic plan)

- ✓ **Goals**
  - Evaluating enhancement projects.
  - Reviewing and updating the strategic plan.
  - Approving implementation programs until 2012.
- ✓ **Expected to take place on 2007.**

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## Higher Education Reform Plan



Ministry of Higher Education

# Thank you