


The imperative for reform



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1. Egypt must improve its economic competitiveness through advanced human capital formation and smart innovation
2. Higher education has to expand and raise quality while catering more effectively and equitably to a more diverse student population

BUT

- *Graduates are not fitting labour market needs*
- *Research is disconnected from the national innovation system*
- *The higher education system is too narrow and rigid*
- *Policy and financing frameworks are stifling change*
- *Institutional governance is non-strategic*
- *National steering mechanisms are fragmented*



Reported deficiencies



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Chronic over-supply of university graduates, especially in the humanities and social sciences



Shortages of below-university qualified, skilled personnel



Employers claim to seek graduates who have more than technical subject knowledge but also "soft skills"



University students are dissatisfied that they do not develop practical skills




Instructional pedagogy in over-crowded classes with poor facilities




High wastage rates



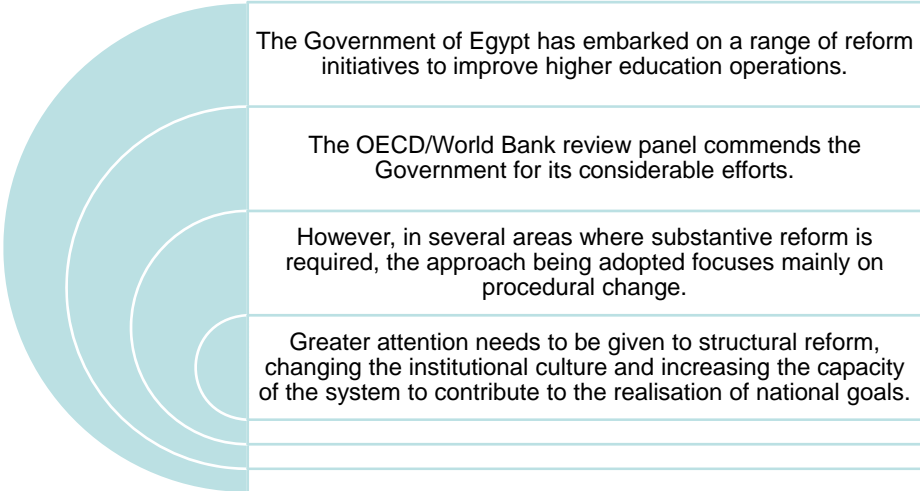


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Government of Egypt on the right track



The Government of Egypt has embarked on a range of reform initiatives to improve higher education operations.
The OECD/World Bank review panel commends the Government for its considerable efforts.
However, in several areas where substantive reform is required, the approach being adopted focuses mainly on procedural change.
Greater attention needs to be given to structural reform, changing the institutional culture and increasing the capacity of the system to contribute to the realisation of national goals.




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An unresponsive system: Underlying problems

- Complacent, inward-looking views
- Reliance on 'statist' rather than independent solutions
- Educational insularity
- Undervaluing of practical skills
- Provider capture



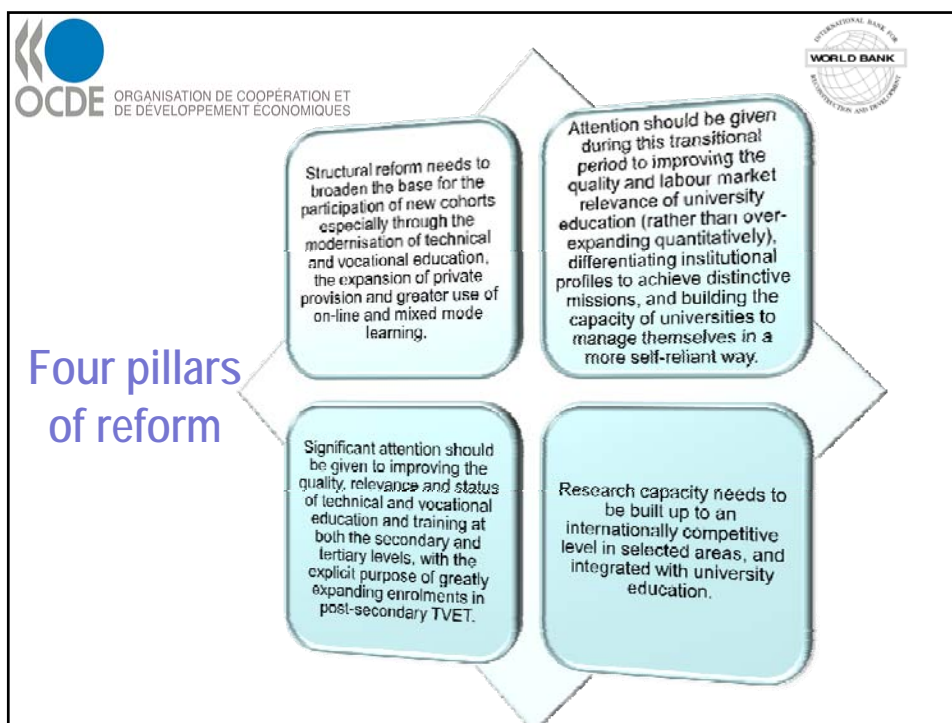
Purpose of reform

The main purpose of the reform is to align the outputs of the higher education system (graduates and research) with the innovation and labour market needs faced by Egypt in the context of its ongoing modernisation efforts.



Reform Principles

- Focus on learning outcomes in terms of the capabilities that graduates will need in a changing world for life, work and further learning
- Move to a student-driven system with wider choice of learning opportunities and pathways, and lower rates of repeated learning
- Diversify the supply of quality-assured tertiary education to meet greater diversity of learner demand
- Integrate research into university education, especially in graduate schools
- Involve government agencies and institutions accepting shared responsibilities for raising the standards of education, in consultation with employers and in the context of a strategic approach to internationalisation.



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A window of opportunity

At current population and participation rates, 1.1 million additional participants will need to be accommodated over the next 15 years in Egypt's higher education system at 3% growth per year on average.

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A window of opportunity



3 % annual growth in higher education in the next 15 years

Post 2006 resurgence in fertility adds to the flow of young people entering schooling from 2012. Hence, a further youth surge is projected to flow through to higher education from 2024

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A window of opportunity


3 % annual growth in higher education in the next 15 years

A further projected youth surge through to higher education from 2024

The next decade (2010-20) presents a window of opportunity for Egypt to build a more appropriate platform for accommodating growth in the youth population and their higher education participation, while developing new ways and means of raising the skills of adult workers.




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Directions for reform

- Clarify the expected capabilities of graduates
- Improve the balance of graduate fit to labour market needs
- Diversify the supply of higher education opportunities to meet and larger and more diverse student population
- Strengthen university research capacity and its links to innovation
- Widen admission criteria to recognise diverse potential
- Share costs more equitably and diversify sources of revenue
- Strengthen national steering capacity
- Increase institutional operating flexibility and self-management capacity
- Embed quality assurance as an institutional responsibility
- Build a number of leading exemplars



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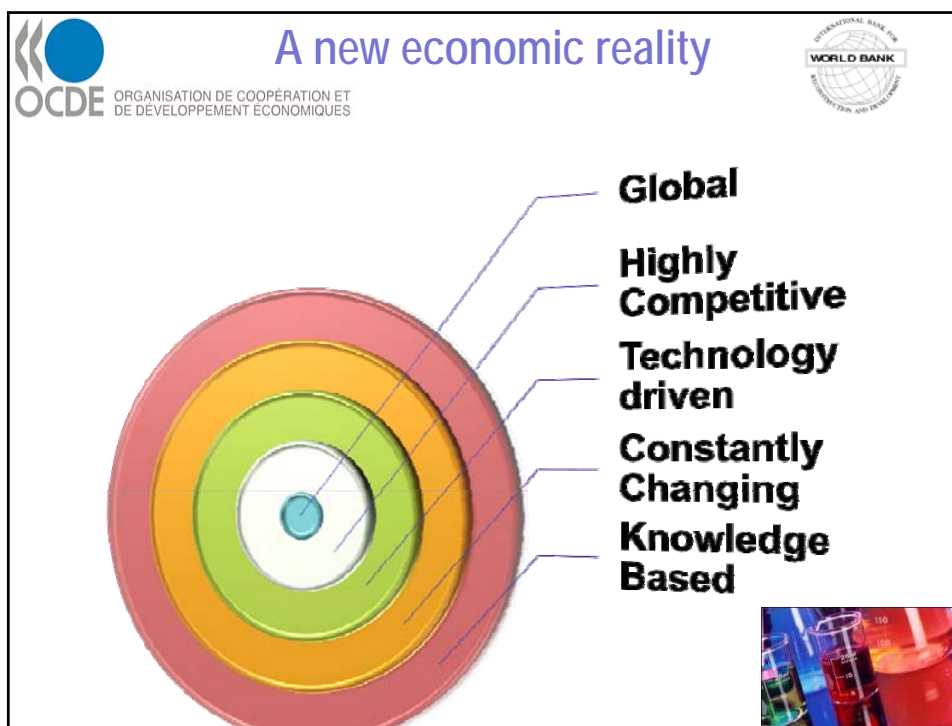
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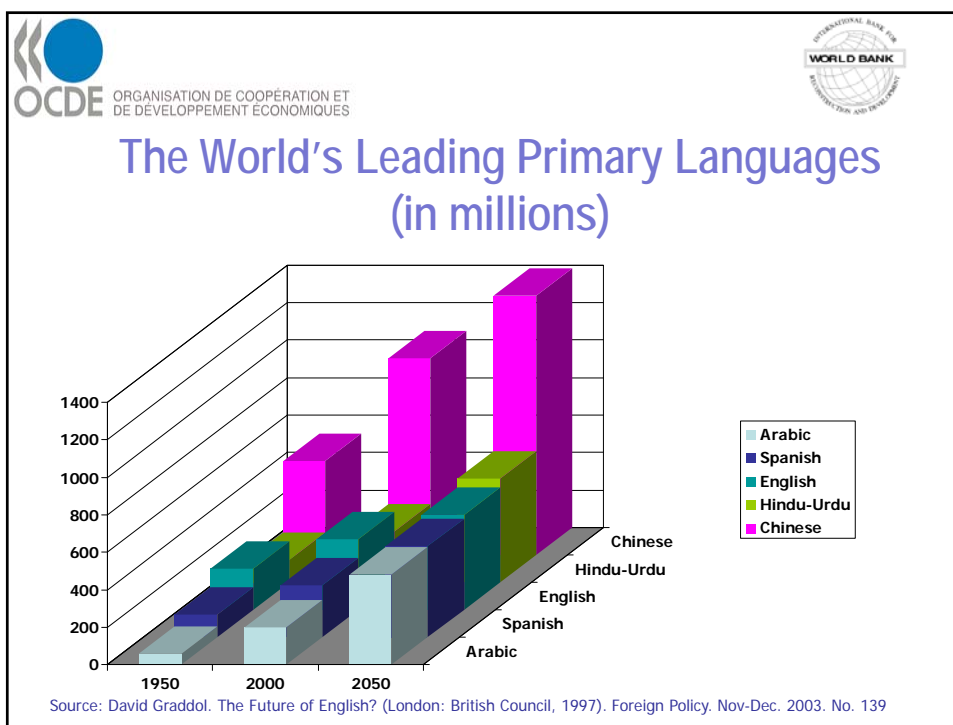
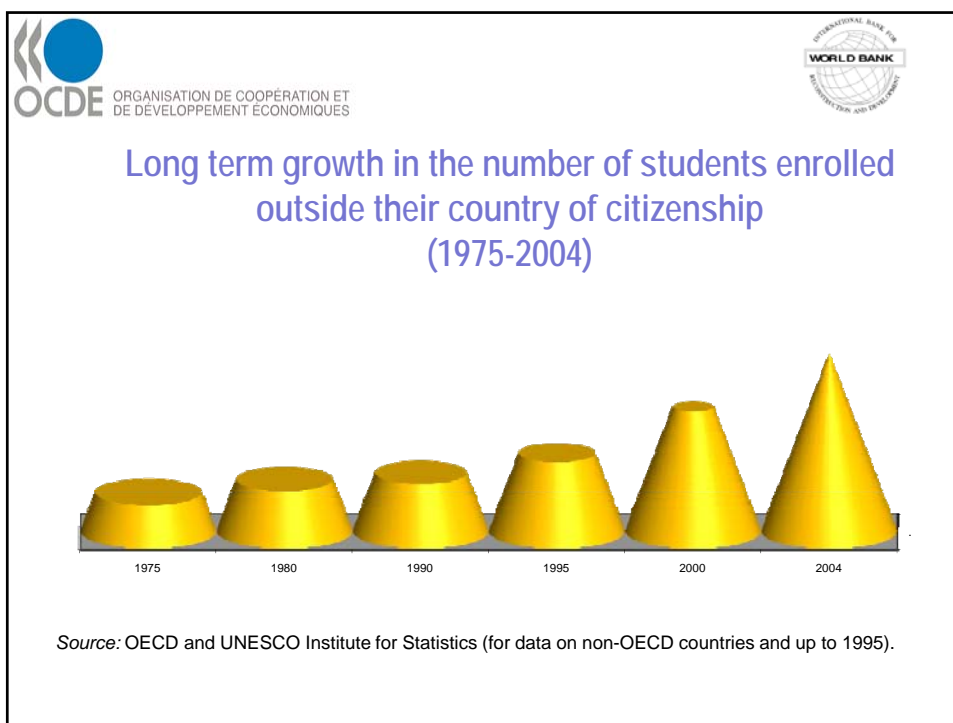
Clarify the expected capabilities of graduates


Students, educational institutions and employers all need clearer signals about the purpose of higher education, the meaning of educational qualifications, and the expected standards of graduate achievement

New approaches to teaching and learning are required to develop employability skills


More purposeful and integrated action is required to prepare Egyptian graduates for global participation





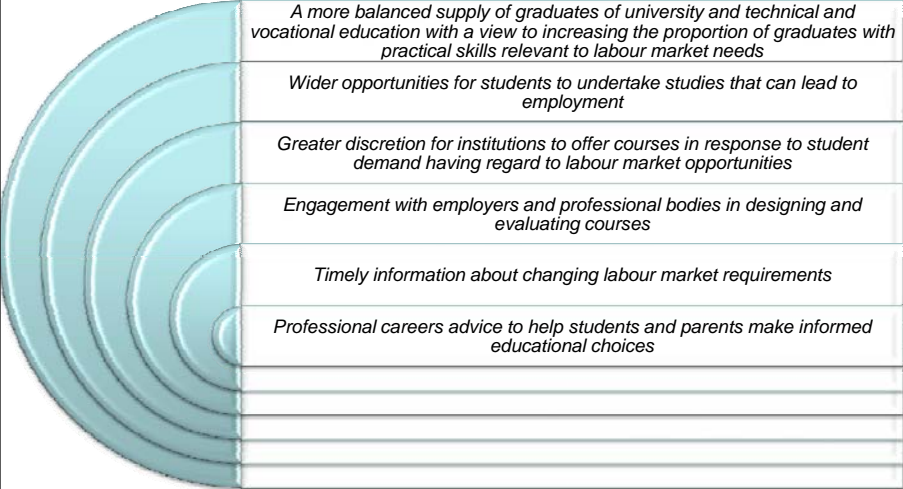


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Improve the balance of graduate fit to labour market needs



<i>A more balanced supply of graduates of university and technical and vocational education with a view to increasing the proportion of graduates with practical skills relevant to labour market needs</i>
<i>Wider opportunities for students to undertake studies that can lead to employment</i>
<i>Greater discretion for institutions to offer courses in response to student demand having regard to labour market opportunities</i>
<i>Engagement with employers and professional bodies in designing and evaluating courses</i>
<i>Timely information about changing labour market requirements</i>
<i>Professional careers advice to help students and parents make informed educational choices</i>

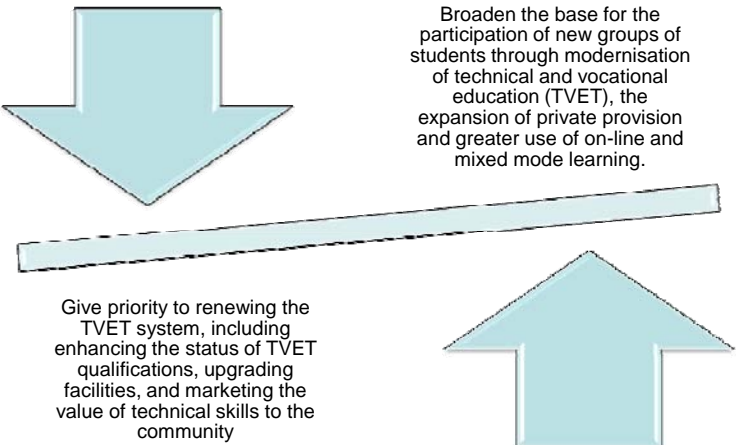


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Diversify the supply of higher education for a larger and more diverse student population




Broaden the base for the participation of new groups of students through modernisation of technical and vocational education (TVET), the expansion of private provision and greater use of on-line and mixed mode learning.

Give priority to renewing the TVET system, including enhancing the status of TVET qualifications, upgrading facilities, and marketing the value of technical skills to the community




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Strengthen university research capacity and its links to innovation



Map the research strengths of public universities.

Select number of universities, or faculties or centres within them, which could be invited to apply through a competitive programme to establish graduate schools or research clusters in designated fields




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The role of technical and vocational education in the reform of higher education in Egypt

Elena Carrero Pérez
European Training Foundation
Cairo, 22 March 2010



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Why the Review report addresses the need to renew TVET as “an essential reform for higher education in Egypt”?

- To expand access to higher education
- To fit the graduate supply to labour market needs
- To offer a quality option for students in parallel to university education



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Diversification of higher education in Egypt


- Large numbers of HE graduates are unemployed or underemployed
- There is a need for middle and higher professional skills in the labour market
- Expanding short cycle post-secondary TVET as a efficient and effective policy option



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The main challenges of TVET in Egypt


- Low social image and professional esteem
- Fragmentation of the sector
- Lack of a clear model for reform
- Poor quality of the system at different levels
- Lack of effective links with the LM, lack of relevance
- Need to renew the pedagogic engineering: curricula, teaching, ToT, practical training



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To make TVET a real option for students:


1. Increase quality and relevance
2. Improve horizontal and vertical pathways
3. Offer attractive programmes, links to LM
4. Promote work-based learning and school - enterprise links
5. Improve governance and finance



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1. Increase quality


- Accreditation processes
- Promote open school environment
- Invest in teachers and trainers
- Invest in labs and equipments
- The centre- based reform approach



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2. Improve horizontal and vertical pathways

- Create links and pathways in the system that can break the dicotomy general vs vocational
- Possibilities for progression
- Access to longer term higher education options and to LLL



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3. Offer attractive programmes

- Labour market needs analysis (including at sectoral and local levels)
- Define clear profiles with social partners
- Interactive curricula and teaching methods
- Raise the level of qualifications (within a National Qualification System)




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4. Promote work-based learning and school-enterprise links

- The link between education and business is more explicit in TVET, potential comparative advantage
- Setting up alternance methods and schemes
- Development of links and effective participation with sectoral and local enterprises




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5. Improve governance and finance

- Need for a coherent governance system of the whole TVET sector
- Balanced autonomy of the TCs to be able to react in a flexible way to employers needs
- Redesigning accountability of the TCs
- Strengthening the role of the BoTs
- A pilot: the Clusters initiative




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Some conclusions 1:

- Most messages of the review apply to all higher education institutions, TVET included
- However, TVET has a specific contribution to make to the reform of higher education, in terms of access, quality and relevance for LM.
It should be consider a priority.




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Some conclusions 2:

- The reform of TVET has to be brought in line with the reforms in secondary education and wider strategic national reforms such as NQF
- The reform of TVET will require investment (teachers, infrastructure, equipment, pedagogical reengineering)
- To change the concept: Higher technical vocational education as a quality LLL option for students and an entry to the labour market




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Widen admission criteria to recognise diverse potential

Total reliance on the secondary school leaving examination (*Thanaweya Amma*) as the sole basis for admission to higher education limits opportunities for many students.

Consideration might be given to expanding the criteria for student access to higher education by developing a test of generic reasoning and thinking skills to complement the national secondary school examinations.

Students could also benefit from being able to express multiple preferences in their applications for higher education admission, including by programme and institution.






Share costs more equitably

Too much of the cost burden of higher education provision falls on the Government and general taxpayers, while those who benefit the most do not pay their fair share of the costs.



A sustainable funding strategy for higher education requires:

1. increased public investment
2. diversified institutional revenues through greater cost-sharing
3. private sector expansion
4. enrolment growth in the TVET sector
5. wider use of new delivery technologies
6. reduced rates of repeat learning..



Reforming Higher Education Finance

- *Increase total spending per student*
- *Shift public funding from a per staff to a per student basis – weighted costs by field and level of study*
- *Give institutions more flexibility in operating expenditure and revenue generation*
- *Make a capital injection to improve the quality of teaching and research infrastructure*

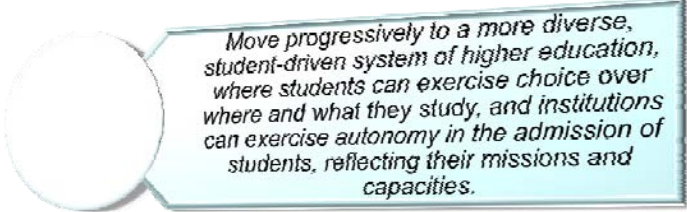




Strengthen national steering capacity

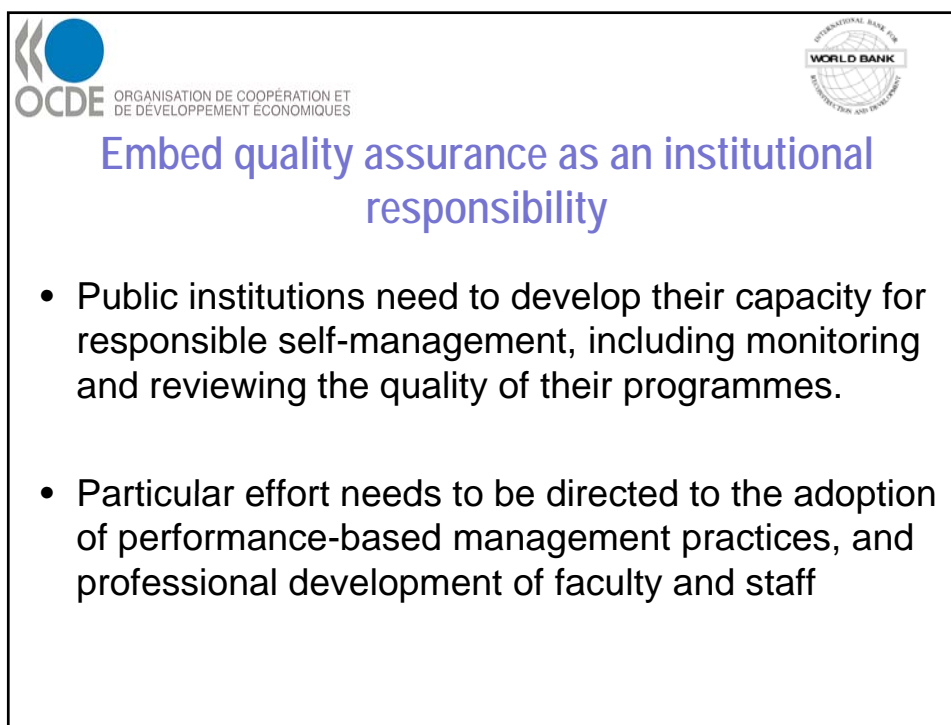
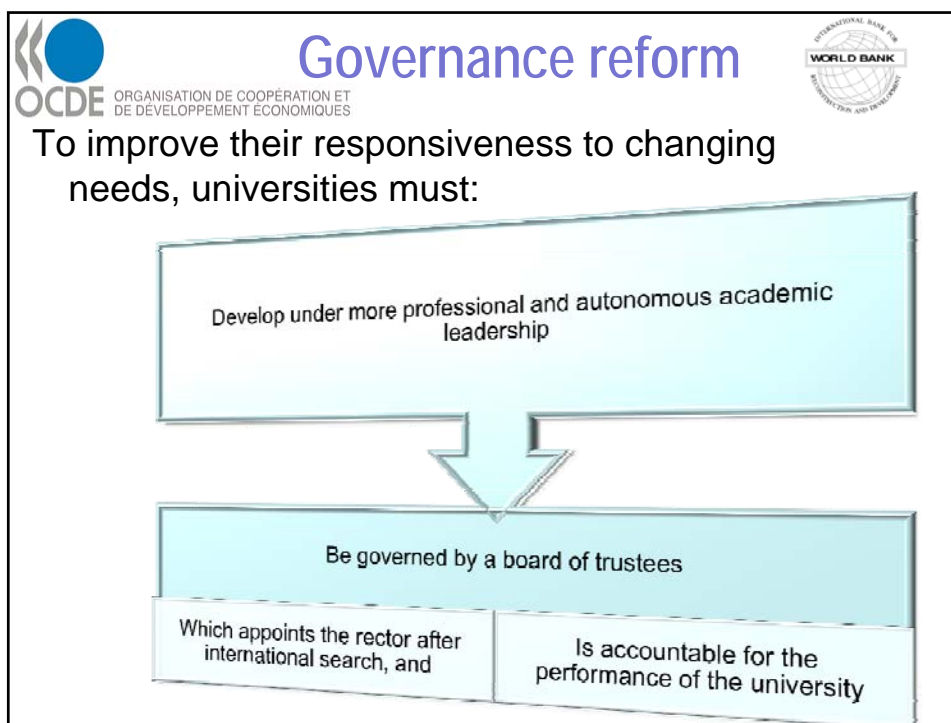
- *Greater clarity of the respective roles of different higher education institutions*
- *Ability to steer the development of a co-ordinated system*
- *Better balance between institutional self-regulation and overall public control of the scale, structure, quality and cost of Egypt's higher education system*
- *Establish a single Supreme Council for Higher Education (SCHE) as the principal planning, co-ordinating, and information services agency for all higher education in Egypt*


Increase institutional operating flexibility and self-management capacity



Move progressively to a more diverse, student-driven system of higher education, where students can exercise choice over where and what they study, and institutions can exercise autonomy in the admission of students, reflecting their missions and capacities.


Public universities with the status of a public corporation might be governed by a Board of Trustees with authority to oversee their academic and operational affairs according to their agreed mission and subject to appropriate accountabilities.



Variable / Type	TRADITIONAL (I)	TRANSITIONAL (II)	MATURE (III)	EGYPT
APPROACH TO QUALITY	Quality Control (QC)	Quality Assurance (QA)	Quality Enhancement (QE)	High on QC. Initial work in QA
NATIONAL EFFORTS	Procedures to control/impose quality measures	Control plus incentives, training and monitoring	Accreditation based on adoption of QA practices	Still strong on procedures and control with novel pilot programmes based on incentives. Creation of a National Agency (NAQAAE) similar to those of Type III countries.
LEVEL OF INSTITUTIONAL INTERVENTION	Institution-wide	Academic offerings	Institutional and academic offerings	Major emphasis on Institution-wide intervention. Initial work on accreditation of academic offerings.
TIMING OF INTERVENTION	Ex-ante-facto	Ex-post-facto	Both	Both
DOMINANT EVALUATION APPROACH	Educational inputs	Educational processes	Both	Major emphasis on educational inputs
PARTICIPATORY APPROACH	Mandatory	Voluntary	Both	Mandatory
APPLICABILITY BY INSTITUTIONAL TYPE	Either private OR public educational institutions. Differential treatment	Private AND public educational institutions. Trends towards equal treatment	Educational institutions and specialised accrediting agencies. Equal treatment	Applicable to both although with stricter enforcement and regulations in the case of private institutions.
APPLICABILITY BY INSTITUTIONAL LEVEL	Universities	Universities and some non-university institutions	All levels of the tertiary education system	Initial work at the level of universities. Planned efforts at the level of non-university institutions
LEVEL OF GOVERNMENT PARTICIPATION	Central. Government Agency	Semi-autonomous	Independent. Non-governmental entity	Central. Although NAQAAE is semi-autonomous in theory, all its members are appointed by the central government
LEVEL OF STUDENT PARTICIPATION	QA system application	QA system design	Both	QA system application





Build a number of leading exemplars

It is often useful to trial innovations as demonstration projects before they are more widely adopted. Such trials might include:

- *Development of diverse admissions criteria*
- *Funding of enrolments by field of study, with institutions having flexibility to respond to student demand*
- *Developing student mobility agreements*
- *Curriculum renewal involving employers and professional bodies*
- *A competitive process for the establishment of a select number of graduate schools.*




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Broaden the debate beyond the education sector

- Engage employers and professional bodies in a national summit to clarify future skills requirements related to Egypt's evolving labour market
- Undertake consultations and surveys of knowledge gaps in the innovative capacity of Egyptian enterprises



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Vision

We envisage an Egyptian higher education system that is accessible to all who can benefit and which enables them to develop the skills they need for productive work and rewarding lives in the changing years ahead.

We see a diverse range of quality-assured providers, private and public, offering students real choice of learning opportunities

We see a major expansion of enrolments in a modernised, highly valued TVET system

We see a number of centres within the university system, operating on a world-class scale, attracting talented students and researchers from around the world, and producing knowledge outputs that are published in reading international journals and help Egypt to address complex social and environmental challenges and support the innovative capacity of Egyptian enterprises.



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Higher Education in Egypt

Report of the 2008-09 International Review

THANK YOU