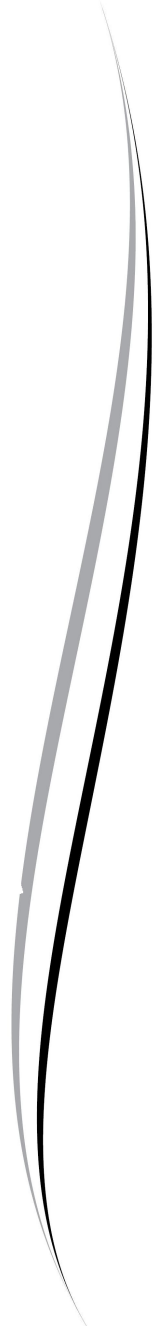
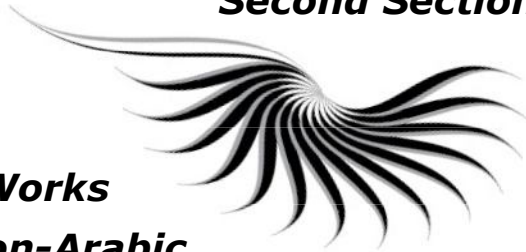


***Second Section***

***Works  
in Non-Arabic  
Languages***







# **Future of University Education: Perspective of Journalists and University Audience**

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In view of the study conducted by a team of researchers in the Journalist Department in Faculty of Mass Communication regarding issues of university education and the crisis of scientific research in Egyptian Universities it was possible to reach a number of important facts. Among these is the agenda of priorities of Egyptian Press in regards to issues of university education and we summarize it as follows:

- 1- Free university education
- 2- The crisis of scientific research in Egyptian universities
- 3- Professional and academic rights of university professors
- 4- Role of security in Egyptian universities

5- Students activities and problems of students' movement

6- Expansion of the administrative system in the Egyptian university

7- Regional universities and their role in developing local societies

8- Private and foreign universities (positive and negative aspects)

This study as well as a seminar that was organized for journalists both revealed the necessity of continuing this effort with a field work study. Such study can deal with the trends and perspectives of journalists, university professors and students towards issues and problems of academic education in Egypt during the first period of the third millennium. This aims to

extract a comprehensive scientific view that identifies the dimensions of the interactional relationship between readable information (Egyptian Press) and the Egyptian university.

Furthermore, it contributes to enlightening university decision makers through proposals and alternatives that are presented by journalists and university audience to overcome challenges and scientific and administrative problems that affect the course and progress of university education. Such fieldwork study was conducted in 11 Egyptian universities and it included 2500 subjects of investigation of scholars, students and administrative staff during the period from 2010 to 2011.

### **The General Results of the Study**

The investigative study that questions the trends of journalists

and university audience towards issues of university education revealed important indicators. Furthermore, its results have been examined in the phase of the descriptive fieldwork and we summarize them as follows:

**First:** There is a consensus from the part of subjects of investigation, professors, students and journalists on the existence of structural gap or imperfection in university education system, and this imperfection is embodied in several crises that are reflected as follows:

a- The crisis of scientific research in universities and the absence of research policies together with the weakness of dedicated budgets to scientific research.

b- The withdrawal of the educational level, the reliance on dictation, the absence of

practical training, the backwardness of the examinations systems together with the absence of the objective evaluation in the academic educational system.

c- The weakness of the financial cadre of scholars and the preoccupation of professors with commission and appointments together with the absence of scientific criteria in evaluation.

d- The weak performance of scholars and the rigidity of the educational curriculum.

e- The crisis of free education and the appearance of modes of investments in university education.

f- The accumulation of number of students and their unsuitable distribution in governmental universities.

g- The rare participation of students in social and

luxurious activities.

h- Security intervention in academic affairs and students activities.

In addition, it was observed the concentration of each sector of subjects of investigation on the related problems for each of them and this is as follows:

**Second:** Professors concentrated on four issues involving weak salaries, the absence of academic freedom, the violation of their rights in the elections of university seniors, the absence of plans and research policies and the weakness of budgets related to scientific research.

**Third:** Students highlighted the rigidity of educational curriculum and the negative aspects of class education together with the fact related to the preoccupation of professors and the limited time they

offer to the educational process, the disadvantages of the university book and the deterioration of services of university cities or campus. In addition to the security and political restrictions that are imposed on their activities and the class discrimination due to the paid educational programs. Furthermore, we add the lack of training and preparation relevant to the labor market.

**Fourth:** Journalists raised remarks on lack of confidence from the side of University officials towards private press and that are connected to political parties. They raised remarks on the fact that these officials do not accept the criticism that is published in such press involving weak aspects in university life as well, in addition to the difficulties of reaching sources of information concerning universities. They

called for the necessity of stopping the intervention of security in selecting university seniors and the limiting of budgets, related to occasions and university festivals as well. Instead they called for devoting these budgets to promote and develop the educational process, scientific research together with widening the possibility of using modern technology (television and internet) in university education and giving the study of needs of labor market importance.

**Fifth:** Administrative sectors expressed dissatisfactions towards low salaries and the domination of seniors together with the absence of coordination among the university departments, routine and the complicated procedures, and the fact that they are deprived from the right of receiving bonus related to commission and serving incomers.

In addition to the delay of receiving the decisions of the departments' councils and faculties which results in raising problems with students and researchers, along with the rare existence of high qualified cadres.

There is a remark that researchers agreed upon and this is related to fear and caution that dominate some sectors of the university audience particularly scholars and administratives, and that reflected itself in their reluctance to respond to some questions of the investigation. This fact was different in the case of students and journalists.

To shed more light on these aspects:

1- The results of the investigative study refer to the fact that nearly 90% of the sample of professors in the Egyptian university read Egyptian press

ranging between regular reading and periodical one. National press comes as the favorite one. Second, comes private press and at the end comes the press related to political parties that is already weak these days and needs support to survive. 71% of the sample emphasized that they follow what is published in press regarding university education and its problems particularly what is published in Al Ahram newspaper (46%). Yet, they believe that the press does not present solutions to problems of university education. Moreover, it only identifies the problems and they rely, in most of the cases, on periodical or official resources. In addition, press attention is based on cases of crisis and the examination period, appointments, and



entrance of universities. Furthermore, some newspapers present information and news that is dominated with advertisement and propaganda trends.

The study revealed that the highest record in reading the press is among the sample of Mansoura University (83%). Cairo University came as second to it (82%), then Assuit (73%) and finally Misr University for Science and Technology (72%). Students of these Universities regard press treatment of university education as below the desired level.

2- The results of the investigative study refer to a nearly consensus among professors and students in identifying reasons of imperfection of the educational process in the university which is reflected in the accumulation of

students and their bad distribution, a problem that is mutual in governmental universities (Cairo - Alexandria - Assuit). In addition, the lack of means and the deterioration of services in these universities is a major problem. Among these universities, there are other problems such as the rigidity of studying curriculum and the backwardness of styles of evaluation and the discrimination between students on the basis of paid programs and the preoccupation of professors due to commissions, appointments and labor in free education. Among these are Cairo University then Assuit and Mansoura Universities.

3- The investigative study emphasizes that the most important reason as regards the crisis of scientific research as viewed by the subjects of investigation, is the weakness

of financial aspects devoted for the scientific research and its projects inside the governmental universities. At the second level, they mentioned the weak connection between the centers of scientific research in universities and the productive and industrial sectors in society. Most subjects of investigation view that this element hinders the university from performing its social role that allows the results of scientific research to overcome the problems of society. In addition, they viewed the absence of coordination between the social science system and practical or applied science as major reasons to the crisis of scientific research. This is in addition to the absence of research policies on the level of universities, faculties and scientific departments.

4- As regards the withdrawal of students' activities in universities, some professors attribute it to subjective reasons that have to do with students themselves (Cairo and Mansoura Universities). Contrary to that, professors of Assuit University view that this withdrawal is due to the confiscation of freedom and the trend to narrow the cultural activity inside the university because of the nature of the role of security in Assuit University in particular. There is nearly an agreement among professors in universities that the presence of security personnel that is related to Ministry of Interior inside Egyptian universities reduces the independence of universities and students' activities, and negatively affects the intellectual, political and cultural movement in universities. This comes in spite of issuing the juridical judgment as regards the

abolishment of security personnel and the reestablishment of security units that are of civil nature in accordance with the Article 217 of the Law Regulating Universities. Taking into consideration that the latter committed itself to implement the juridical decision after the 25<sup>th</sup> of January Revolution. Yet, the security units still face problems related to training, restructuring and the accomplishment of the organizational aspects.

5- The investigative study refers to the deterioration of the economic status of the academic cadres as an important reason to the setback that affected the university society. They add to this matter another reason that is related to the fact concerning the absence of respect to scholars as regards the selection of university seniors through elections rather than appointments that in most cases are not based on

objective criteria. Professors also emphasize the need for activating their professional rights in electing the university seniors, that is crucial in accomplishing the independence of the university together with protecting academic freedom for scholars and the democracy of the students' movement by agreeing on the principle of election for university leaders as a response to the demands of professors and students. The university status still suffers from the prevalence of bureaucratic mentality and that involving security in tackling scientific affairs in Egyptian universities.

6- As regards the students' enthusiasm towards private universities, the study revealed a number of reasons that nearly embody most subjects of investigation. Professors in different universities refer to the

fact concerning low degrees of students accepted in these universities compared to that of faculties in other universities that are governmental. This fact shows that these private universities are available to those with weak scientific degree, yet they possess financial means. This is in addition to easy success and achieving high results in these universities compared to governmental ones. This fact is based on the policy of viewing the students in private universities as customers asking for service in a private project aiming for profit. According to that, the customer is always right. This policy is considered the most important factor in attraction to private universities in Egypt. Though the study has revealed the biased

behavior of professors in private universities to their universities, the reasons they consider for the enthusiasm of students towards these universities differ. The most important motive they regard for appointment in private universities, is the available means provided in these universities particularly as regards technology and academic cadres, a matter that enables them to be offered educational chances that are better in view of the limited number of students.

7-Among the most important problems that face the administrative cadres in the universities covered by the study, is the presence of the two phenomena that continue to exist. The first involves the prevalence of the concept of the director that starts from the zero point in these administrations. In other words, the

new director who dismisses and destroys all the efforts exerted by the previous director justifying this by the excuse that he possesses a comprehensive plan and that what was accomplished before does not reach the desired level. Therefore, the administration remains at the same level without development or progress. As for the second phenomenon, it has to do with the fact that experiences are not inherited. The old age administrator does not transfer his experience to the younger personnel viewing that this might have a negative impact on him and he is later dismissed without teaching others his skills. This phenomenon is clear when the administrator is retired and tasks are moved to new personnel. No doubt, the administrative system in universities needs further development and care that make personnel more comfortable as

regards financial aspects and training dimensions.

8- Trends of professors differed as regards programs of Open education. Most of them viewed that it forms an additional source of income particularly with view to the deteriorated economic standards of scholars in governmental universities. Other professors believe that this education forms a backward gate to sell degrees and that it does not provide students with true education in view of the shortened educational curriculum and the stereotype of examination system. In addition, it does not provide enough protection to the rights of professors on the financial and moral aspects. As for students of Open Education, they expressed a positive point of view towards programs fees, and the professors' treatment. This is though students of Commerce Faculty expressed

their suffering of huge numbers of pupils and some ill-mannered professors (students of Information in particular). Results showed as well that there is a sort of double standard among professors in Open Education due to their compulsion to participate in these programs due to financial reasons, a fact that created a sort of hostile manner which has reflected itself on their relationship with students of Open Education.

9- As regards factors that provide the possibility of excellence of higher education in Egypt, the most important factor, is the necessity of providing a structural basis for the educational process from buildings able to absorb numbers of students and faculties that meet the needs of specialization and providing labs, which enable students to acquire skills. It is

the factor, which nearly received general agreement among different universities that were taken as a sample. Secondly, subjects of the investigative study view that what enables education to reach perfect standards is to rely on objective criteria for excellence that matches the needs of society for Arab societies including the Egyptian society. This totally differs from foreign criteria for excellence that does not suit the reality or problems of university education in Egypt. Besides that, we notice the withdrawal of the idea that considers that the excellence of education relies on abolishing the free education and the enlargement of paid programs.

10- There are differences in the reliance of journalists on sources of information in

universities. As for the governmental press, it mainly relies upon the official statements issued by university seniors. Part of that press, that represents political parties and private ones, relies on professors' points of view as well as students, which contradicts in most cases with the official view. Another difference appears between journalists specialized in university affairs and their leaders, who are decision makers as regards what can be published or dismissed concerning news and university issues. In addition to that, journalists face problems in covering universities affairs regarding access to information. This problem is more intensive as regards journalists of private press and that representing political parties, in view of the fact that

official sources do not cooperate with them. In addition, journalists are left to negative images that are widespread in universities. This fact makes them concentrate on weak points and neglect the positive aspects in the university system.

The second phase of the empirical and the fieldwork study:

In view of the results shown in the study and which were mentioned in details in the scientific report on trends of journalists and university audience towards issues of university education during the first period of the third millennium, members of the teamwork agreed upon the following:

**First:** Using the general indicators of the investigative study in preparing a research plan

for the empirical and fieldwork period as regards identifying samples that will be studied. It embraces journalists in governmental press and in private and party based press, as well as university audience (professors, students, administration) in universities and faculties. In view of that, 7 universities were selected with the exception that Cairo University was repeated in the two phases. The sample includes Universities of Alexandria, Cairo, Ain Shams, Hilwan, Assuit, Sohag and 6<sup>th</sup> of October (private), in addition to Open Education in Universities of Cairo, Alexandria, Menia, Ain Shams and Helwan.

It was agreed to provide a variety in choosing faculties that represent those universities so that it includes specialized faculties in

practical or applied sciences together with that specialized in social and human sciences. This was done in order to present a comprehensive image on the status of professors, students and administrators, including their role and obstacles that face them together with analyzing their trends towards current issues of university education.

**Second:** Identifying the aims of the empirical and fieldwork study that are based on the following:

1- Identifying, analyzing and interpreting reasons that lead to the imperfection of the educational process in Egyptian universities as seen by professors, students and journalists.

2- Investigating the point of view of professors in Egyptian



universities as regards the negative elements that affect the educational process and that leads to the deterioration of their performance at the scientific and professional levels together with their social role.

3- Identifying, analyzing, and interpreting the reasons concerning the crisis of scientific research in Egyptian universities.

4- Investigating and evaluating stands and trends of Egyptian journalists as regards the current university status.

5- Discovering reasons of the withdrawal of the students' movement and the aversion of pupils from participating in university's activities.

6- Identifying and interpreting stands and trends of the high official administrators and middle ones towards the professors and

students, and their role in university activities.

### **Future Vision as Regards University Education**

In view of the results of the empirical and field work study concerning trends of press and journalists, together with university audience and administrators during the period of the first millennium towards issues of university, education and taking into consideration the results that has been interpreted as regards the cultural, social, political, and economic context that highlight both the journalism and university system it was necessary to identify a future vision that includes the following:

1- The exchange relationship between press and Egyptian universities (including the national, party based and private ones).

2- The independence of universities.

3- The crisis of education and scientific research in universities.

4- Towards an alternative policy at the organizational and administrative levels in Egyptian universities.

5- Vision of students in Egyptian universities who represent different phases and periods in university education whether in governmental studies or in Open Education, and the obstacles that face students activities and the educational process.

6- Private education in university.

7- Towards a new law regulating university education.

In light of our view to types of future studies, we selected

the target type that aims to accomplish change in an intended way that is far from the traditional change that is characterized by a slow and random type. Rather, it identifies the desired future image in view of what is known as family tree that embraces all the parts of the studied phenomena. The future vision starts from current reality for university education that the study has discovered its essential features as regards issues, challenges, or proposed solutions from the side of press, journalists and university audience. Then, it tries to view the future relationship between press and Egyptian universities taking into consideration what might affect this relationship as regards changes, whether positive or negative in the context of social system that

influences it nowadays and in the future. This is in addition to taking into consideration new elements exerted by governmental policies with its influence on the role and policies of university education and trends of press and information towards university education. Also, it focuses on the impact of international institutes and the influence of its orientation and policies towards the university education in Egypt.

### **Presenting the alternative future vision**

The interaction relation between press, journalists and universities:

1- National press is given the first degree among the most readable material among professors, particularly Al Ahram

newspaper that presents critical views to issues of university education on the one hand. On the other hand, private press shares the first degree with national press among students of universities, particularly Al Masri Al Youm, then Al Ahram and Al Gomhoreya. Professors and students agree that press based on political parties (Al Wafd, Al Ahaly and El Araby) comes at the end of the list. Students' interest for following pages specialized in covering education in national Egyptian press reaches the rate of 64%, while this rate is lower among professors and reaches 48.8%. This shows that national press are more readable compared to private ones and that based on political parties. This has to do with the fact that pages on education in the latter press is

periodical and not on regular bases. Reasons for following specialized pages on education in national press, have to do with the role these pages in highlighting corruption and negative aspects in universities. It presents alternatives and positive solutions to problems of university education and the crisis of scientific research as well. These pages in the national press contain the presence of a great number of writers and experts in education who are progressive, a fact that gives it richness. Professors of universities express their belief in the role that press can do in transmitting their points of view to decision makers at the level of university and its role in the awareness of public opinion as regards the role and mission of the university as a means of social

progress in all fields of political, scientific and cultural spheres. They present a number of conditions to achieve this goal, the most important of which is the independence of journalists as regards official orientation and their commitment to diverting the source of information and the presentation of university issues in its professional and social context apart from partition and distortion. This is in addition to presenting solutions that can be implemented in reality apart from personification pressure of advertisement and courtesy. On the other hand, journalists specialized in academic affairs agree upon the fact that the university society is conservative by nature and that professors do not prefer to deal with information, and they regard that what happens inside rooms of the

university should not be available to press. Furthermore, scholars are silent as regards the disputable issues of the university and they avoid problems with the political regime or revenge from the state system of security. In spite of the fact that this point of view was prevailing before 25<sup>th</sup> of January Revolution it did not differ much after it, for scholars refuse to identify their names connected to certain statements. Journalists view that the most important challenge that faces them in their relationship with professors is the absence of transparency and the latter do not believe or trust that press can contribute to solving the academic problems. This is in spite of the keenness of journalists to continue tackling the issues and problems of universities. Yet, the absence of

response from the part of officials to the demands of scholars and their neglect to issues raised by journalists particularly that involving corruption and imperfection, led to a crisis of confidence between journalists and scholars. We except from these, official leaders in the university who provide information to journalists on special occasions and positive aspects and who neglect referring to problems and negative sides, that university education suffers from. The fieldwork study refers to lack of interest from the side of journalists to students as a source of information as regards the university on the base that these students do not participate in making policies and that they are receivers to it. Nevertheless, students are at the top of coverage

that deal with demonstrations that became more intense after 25<sup>th</sup> of January Revolution. Yet, it is rare to find interest from the side of journalists in the administrative system in Egyptian universities. This is due to the fact that administrators rarely contact journalists because of bureaucratic restrictions that forbid them from making statement or revealing their positions towards problems and issues of universities.

If the future target is to correct the relationship between journalists and university audience, to enable the university to regain its role in progress of science and intellectual and cultural creativity and to serve the society, in this framework, the target type of future gives the following scenario.

There is a mutual responsibility shared by journalists from one side and university audience from the other. This necessitates freedom from fear and caution that prevails in the university mentality in general. This involves the domination of security system that contributes to this fear.

Professors should free themselves from security and economic restrictions that deprive them from access to information means. Journalists as well have responsibility to correct their relationship with university audience.

In the framework of mutual responsibility from the side of journalists and university audience, there is a need to formulate an honor constitution that disciplines the relationship of both parties. This involves organizing

discussion workshops under the supervision of professors' clubs and students' unions.

### **The independence of universities**

Independence of universities and academic freedom still represent a huge challenge that faces Egyptian universities. As it is obvious, the ruling elite would not give up its domination on university education institutions. Yet, the main reason for this is the fact that this ruling elite is the main element that provides funds to the university education system. Therefore, it is able to control in a direct manner all affairs of universities. Although the official discourse has tended from the seventies to ensure the independence of universities, they are still far from reaching this target. The state rules universities through the

Supreme Council of Universities and through Ministry of Higher Education since these appoint the Universities' President, plus seniors and chiefs including Deans and Directors of Departments.

Historically, Egyptian universities stayed enjoying independence until the crisis of March 1954, when the July Revolution ended this independency starting from the purification campaign, then the Law of Universities in 1958. It abolished all aspects of university independence. From that time the Egyptian university became subordinated to political domination. Taking into consideration that before July Revolution each university had an independent law that regulates its administrative and academic affairs. Coordination between Universities (Cairo - Ain Shams - Alexandria) was taken care of through an Advising

council that was established by Law No. 496 of 1950. Yet, the independence of universities kept deteriorating with later laws under the assumption of coordination. In 1954, Law No. 508 was issued to re-discipline Egyptian universities. After that, the Advising Council was abolished and the establishment of the Supreme Council of Universities took place. In 1958, Law No. 184 was issued and it stated that the Ministry of Education is the Supreme Chief of Universities. Then, in 1961, the Ministry of Higher Education was established and after two years the Law Regulating Universities was amended and the Minister of Higher Education became the Chief of the Supreme Council of Universities. Since then, the problem of independence of Universities was raised and its role in developing the society from one side, and the fact that it became a tool in intellectual and

political domination involving professors and students on the other side, together with the fact of its manipulation to serve goals of the ruling regime. This problem became more accurate from the seventies of the 20<sup>th</sup> century with the enlargement of the security institute inside universities.

As regards historical experience, we note that the first law to regulate the Egyptian university, which was issued in 1927 and amended in 1933 and 1935, offered a certain equilibrium in responsibilities between those appointed from the political regime and those elected.

The current study refers to interest shown by professors in the issue of university independence as a means of defending the educational system in universities.



## **Future vision**

Scholars present a number of guarantees to achieve independence of the university and this includes the following:

### **1- Professors Right to Elect Universities' Seniors:**

This condition was materialized after the 25<sup>th</sup> of January Revolution as a response to the pressure exerted by students and scholars according to the democratic principles of the Revolution. No doubt that this experience, with its positive and negative aspects, is considered a great step in the route of change. Though it is hindered by matters concerning courtesy and unawareness of the university interests, it is still a successful experience.

### **2- The Independence of the University Budget:**

The question relevant to this issue is how to achieve equilibrium between the principles of independent administration for universities in spite of the governmental funding that reaches 75% from the entire budget of the university. The question is what are the rights that follow this fund?

### **3- The Abolition of Political and Security Intervention in University Affairs:**

This matter involves the abolition of all restrictions and obstacles that confiscate academic freedom for professors and the right of students in free expression of opinion, such restriction that hinder their participation in cultural and political activities. Particularly,

the intervention of university administration and security personnel in students' elections and other activities was focused on. Needless to say, that the long intervention of the latter contributed to deeds far from the principles of university heritage. This resulted in undermining the role of universities in an attempt to make it serve the interests of the political regime and this deprived professors of their scientific role. In spite of the success as regards the abolition of security personnel that is connected to Ministry of Interior, the continuation of the mentality of security in the administration is still prevailing. The role of scholars and students is crucial in this sphere particularly in defending their academic and professional rights and their

insistence on electing their leaders and seniors.

### **Crisis of Education and Scientific Research in Universities**

In view of the fact that the educational process represents the main wing to the role of university, scientific research forms its second wing. It is worth mentioning that scientific research in Egypt depends on governmental funds. The state covers 85% of this fund. It was expected that in the context of free economy, the contribution of private sector including investors will increase particularly in the sector of high education yet this did not happen. It is worth mentioning that the share of scientific research particularly in higher education does not exceed 17% from the total governmental expenses.

It is clear that the few studies that dealt with issues

of scientific research in Egypt refer to the fact that the problem became more aggravated because of the limited budget given to research. In addition, it was noted that most Master Degrees, PhDs and researches done by scholars for promotion are not directed to serve developing goals. In addition, in spite of the weak budget given to researches, its larger part of it goes to applied research in Faculties of Medicine, Agriculture and Architecture, while social and human studies are given few funding.

Furthermore, as a result of types of dictation in education that prevails in Egyptian Universities, the widespread of stereo-type research is clear. Therefore, different researchers attribute the deterioration of graduates' level to the imperfection of the educational process.

Success in the university became nearly automatic with the enlargement of mercy degrees to the extent that these degrees became part of the students' rights. In addition, the two-semester system was introduced accompanied with a complicated system. This led to the fact that weeks of studying became limited to 10 weeks in each semester, which is not sufficient to students. All these steps came in the framework of "political decisions".

Moreover, it is impossible with the current system to change the curriculum in a continuing manner. To make these alterations, we need the approval of the Supreme Council of Universities as well as the Ministry of Higher Education.

In addition, we notice that scientific research can receive concern by media or can face neglect and silence for political reasons.

### **Professors Vision**

The study refers to the prevalence of the economic factor in the vision of professors. They identify two major problems that face university education in Egypt. This involves weak budgets for scientific research and poor financial cadre for scholars. In addition to these elements, there is the absence of a strategy for research in universities and the weak infrastructure. Yet, the negative side of appointment of students, large number of pupils, the rigidity of educational curriculum and laws disciplining the university, come at the end of the list of problems from the point of view of professors.

In an attempt to interpret reasons concerning the prevalence of this view among scholars, we find out that the economic factor and its negative side is crucial in their opinion. This comes in addition to minor attempts such as Open Education system and foreign sectors that are paid inside the governmental universities.

Since the goal is to change this reality, it is important to change current policies for universities (at the scientific, financial and administrative levels) through elected leaders in the university that provide programs that enable change.

### **Towards an alternative policy in Egyptian Universities at the organizational and administrative levels**

The study refers to the shortage of laws that prevails in the university sphere, which

hinders achieving the goal of university independence at the scientific, financial and administrative levels.

In view of the various obstacles that the university suffers from at the administrative level, the study highlights the following:

1- Adopting the principle of decentralization as regards the administrative responsibility that enables academic departments a greater part of authority in decision making at the financial and administrative levels, while giving importance to achieving equilibrium between administration and scientific levels inside councils of departments, faculties and Universities.

2- Promoting the type of administration in Egyptian universities.

3- Achieving financial and administrative independence for

universities through liberating universities from the intervention of censorship systems and providing University Councils authority that replaces that of the Ministry of Finance.

4- Attempts to improve the relationship between administrators and academics by organizing seminars.

### **Students' Movement in Universities**

Students' movement in Egyptian universities is characterized by an outstanding national history, for since the establishment of the university in 1908, masses of students contributed to the National Movement, which called for independence and social change. Pupils joined the 1919 Revolution and the Uprising of 1935, and that of students and workers in 1946. They contributed

as well to the national struggle against British occupation in Suez in 1951. Yet, there is a paradox worth considering. This involves the remarkable difference between the stand of Nasserist political leadership vis a vis students, for it agreed in 1968 on issuing a students' bill or decree that enabled students to exercise their right for political affairs. This was later given to demonstrations led by students against those responsible for the defeat in June 1967. The situation was on the contrary after the War in 1973 when the policy of open economic was issued. Then, the participation of students in January 1977 demonstrations against the high prices of commodities in a popular uprising named by Sadat as "Thieves Uprising" came. Sanctions were issued against them within the

current students' bill in 1979 and that aimed at depriving pupils from their rights in the political sphere. In this context, the cultural and political activities were prohibited since then. The university arena was left to Islamic groups. As a result, generations of students appeared to be far from awareness, most of which look forward to a chance to immigrate by any means.

No doubt that the political and security intervention played a role in making students turn away far from politics and from participating in elections that always ended in the side of students who belong to the ruling party.

The results of the study refer to that students emphasize a number of reasons to the crisis in the university, at the top of which is the absence

of strategy that identifies major problems and puts solutions to them at the right timing. They regard that problems are treated in a manner that is partial and far from being connected to the context of the university. In addition to the existence of interest groups that hinder reform students emphasis, and the crisis of appointment in universities and the fact that they do not select the faculties they desire and they are not prepared to labor market.

It is clear as well that if compared to professors, students were more courageous in not denying that they are responsible, though they believe that they cannot contribute to the solution except in the framework of the students' movement.

### **Private University Education**

University education kept relying on the governmental fund until the nineties of the last century. The American University was an exception. In 1992, Law No. 101 was issued, permitting the establishment of private universities. In 1996, four new universities were opened followed by four, then, five universities were established in 2000. These were followed by six other universities in 2006. Most of those universities were established in Cairo.

These universities are free as regards taxes and they rely on the fees paid by students, ranging between 30 to 40 thousands Egyptian pounds. They rely as well on scholars appointed from governmental universities. Students related to these private universities form nearly 20% of the total

number of students in Higher Education in Egypt.

While governmental universities from the theoretical point of view do not receive fees from students as stated in Article No. 17 of the Constitution that emphasizes the right for free education in all levels. Yet, the last two decades witnessed different types of high programs that are paid. This includes teaching in English or French, and this is available in a competitive manner in view of the needs of labor market. This was applied in accordance with instructions of the International Bank that emphasized cost recovery. These programs reach a number of 50 programs in different faculties.

In the framework of this policy, Open Education was established in 1990 in Cairo and Alexandria universities, followed later by Ain Shams and Assuit universities. The system of Open Education in

Egypt does not rely on social partnership between university and productive social institutions. The major study to evaluate this system was made by the Supreme Council of Universities in 2000 on passing 10 years since the application this system. This study shows that the only positive side of it is to lift some of the expenses that the state used to suffer from since students pay fees. Yet, from the other side, there were different negative points at the top of which is the absence of philosophy, goals and excuses for the presence of Open Education that necessitates its difference from traditional university education. For, this education should not be a backward gate for students with low degrees. Furthermore, such open education should not rely on the material or human factor of the



governmental universities. The field study showed that 60% of scholars believe that Open Education is a sort of trade of selling degrees, yet most of them disagree with its abolishment as it forms compensation to low salaries.

As for students of Open Education, they expressed their desire to improve their social status and because of the fact that they avoid private universities for its high expenses. Students view that the most important negative aspect in Open Education has to do with the rigid curriculum, weak standard of graduates, their inability to fit with the needs of labor market and finally that investors view them as graduates from the second degree.

### **Future Vision**

Adopting a system and programs for the private education in Egyptian universities necessitates a total survey

on governmental university education and private, in order to identify its needs and to select appropriate spheres that private sector can share in. As a result of the results that this survey will present, it is necessary that those in charge of private education identify needs of society as regards human resources in different specialties and providing its change due to political, social, economic, and cultural variables. In this framework, it is necessary to form a map concerning the specialties that the state needs.

In accordance with the study that showed that professors are in favor of the continuation of the system of Open Education, the improvement of the system can take these alternative courses:

1- Reconsidering the philosophy and goals of private education and in the heart of it Open Education.

Does the aim of this education differ from the traditional university education? Or is its aim is lifting some of the expenses burden on the state?

2- Radical changes in the financial cadre of professors in Egyptian universities in a way that enables them to promote the educational process.

3- The importance of reviewing the budget of Open Education to afford justice and to provide the possibility of achieving scientific and social goals as regards its expenses.

4- Putting scientific and ethical restrictions to provide serious educational services.

### **Towards a New Law Regulating Universities**

The current Law Regulating Universities was issued under the

No. 49 of 1972 that is since forty years, which is a long period where changes at the international, regional and national levels occurred. This makes this Law appear as backward the period in which we live.

In view of these changes that occurred in the Egyptian society and the permission to non governmental bodies and civil society organizations to establish universities and institutions, the shortage of Law No. 49 of 1972 that regulates the governmental university education becomes clear. This is as well as the shortage of Law No. 101 of 1992 that regulates private universities, and that of Law No. 52 of 1970. This experience showed that the current situation of universities fails to reach scientific social goals, and does not cope with the international level. In addition, it does not provide its graduates with a competitive ability

that enables them to carry their historical responsibility as regards development. This has to do with different reasons previously mentioned, the most important of which is decentralization.

In the framework of our identification of problems of university education, we underline the following:

1- General regulations of higher education taking into consideration that there are different types of education. For there is Al Azhar University - the oldest institution of higher education in Egypt - and there is the governmental and private ones.

2- Funding of higher education and the relationship between university institutions and funders. This involves the relationship between the university with productive institutions and the

rights of funders in censorship on these institutions.

3- Administration of the university particularly the democratic administration of scientific institutions.

4- It involves the rights and duties of professors, for it is important to identify concepts of academic freedom and professional rights.

5- This involves legislation of systems of scientific research.

6- Educational rights for students in the institutions of higher education.

### **Another future vision to issues of university education in Egypt**

It was a must to follow conditions regarding methods for future studies in these terms:

- Comprehensive vision to issues.

- Trying not to over simplify complicated phenomena.
- Good reading of the past with its trends.

Taking into consideration the importance of these factors in future studies, we identified the period between 2011 and 2020 as future in the mid-era.

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