Egyptian Higher Education & Technology:
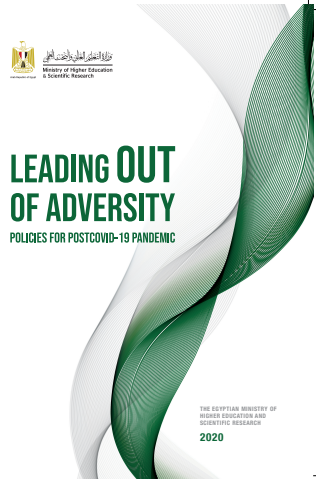
A step forward during and after COVID-19 lockdown

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Egypt

وزارة التعليم العالي والبحث العلمي

LEADING OUT OF ADVERSITY
POLICIES FOR POSTCOVID-19 PANDEMIC

THE EGYPTIAN MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

2020

| Top Managers | Faculty Staff | Administrative Staff | Students (Egyptians and International) |

Aim

- Assessing the severity of COVID-19 pandemic on Egyptian higher education (satisfaction, efficiency)
- How different stakeholders act during the university lockdown
- Standing on the effective practices and policies

Participation

1,041 Responses

11,100 Responses

1,258 Responses

89,867 Responses

The overall responses to distance learning and actions/support during universities' lockdown

How likely do your institution plan to continue in providing online teaching fully or blended after the crisis is over?

How satisfied are you with the workload to deliver online lectures by any means?

how satisfied are you with the support you are getting from your institution to help you adjust to all the changes this spring?
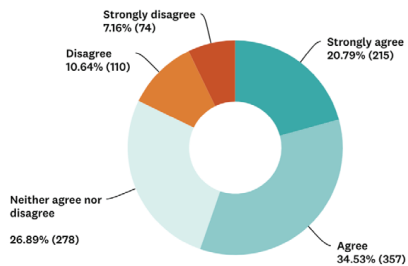
Do you think Online education is a positive experience overall?

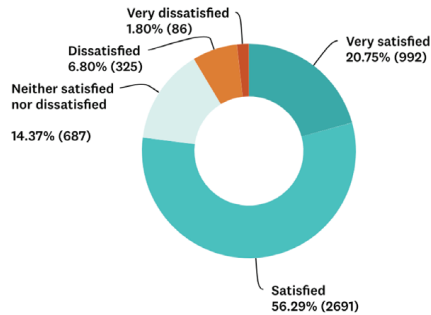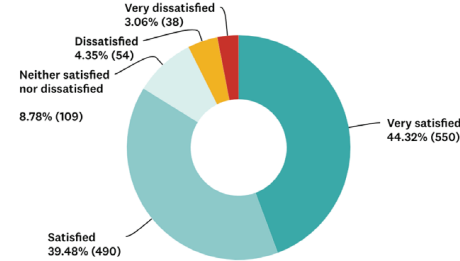Students (Egyptians and International)

Top Managers

Strongly agree 20.79% (215)
Agree 34.53% (357)
Neither agree nor disagree 26.89% (278)
Disagree 10.64% (110)
Strongly disagree 7.16% (74)

Answered: 1,034
Skipped: 7
Total **1,041**

Faculty Staff

Very satisfied 20.75% (992)
Satisfied 56.29% (2691)
Neither satisfied nor dissatisfied 14.37% (687)
Dissatisfied 6.80% (325)
Very dissatisfied 1.80% (86)

Answered: 4,781
Skipped: 6,319
Total **11,100**

Administrative Staff

Very satisfied 44.32% (550)
Satisfied 39.48% (490)
Neither satisfied nor dissatisfied 8.78% (109)
Dissatisfied 4.35% (54)
Very dissatisfied 3.06% (38)

Answered: 1,241
Skipped: 17
Total **1,258**

Egyptian

Strongly agree 15.92% (11576)
Somewhat agree 23.68% (17213)
Neither agree nor disagree
Somewhat disagree 14.71% (10695)
Strongly disagree 30.98% (22523)
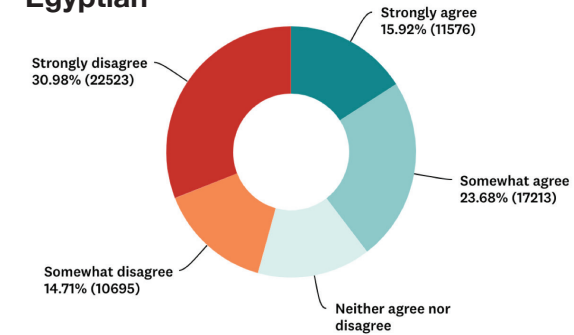
Answered: 72,693
Skipped: 17,174
Total **89,867**

International

Strongly agree 23.36% (730)
Somewhat agree 31.39% (981)
Neither agree nor disagree 16.10% (503)
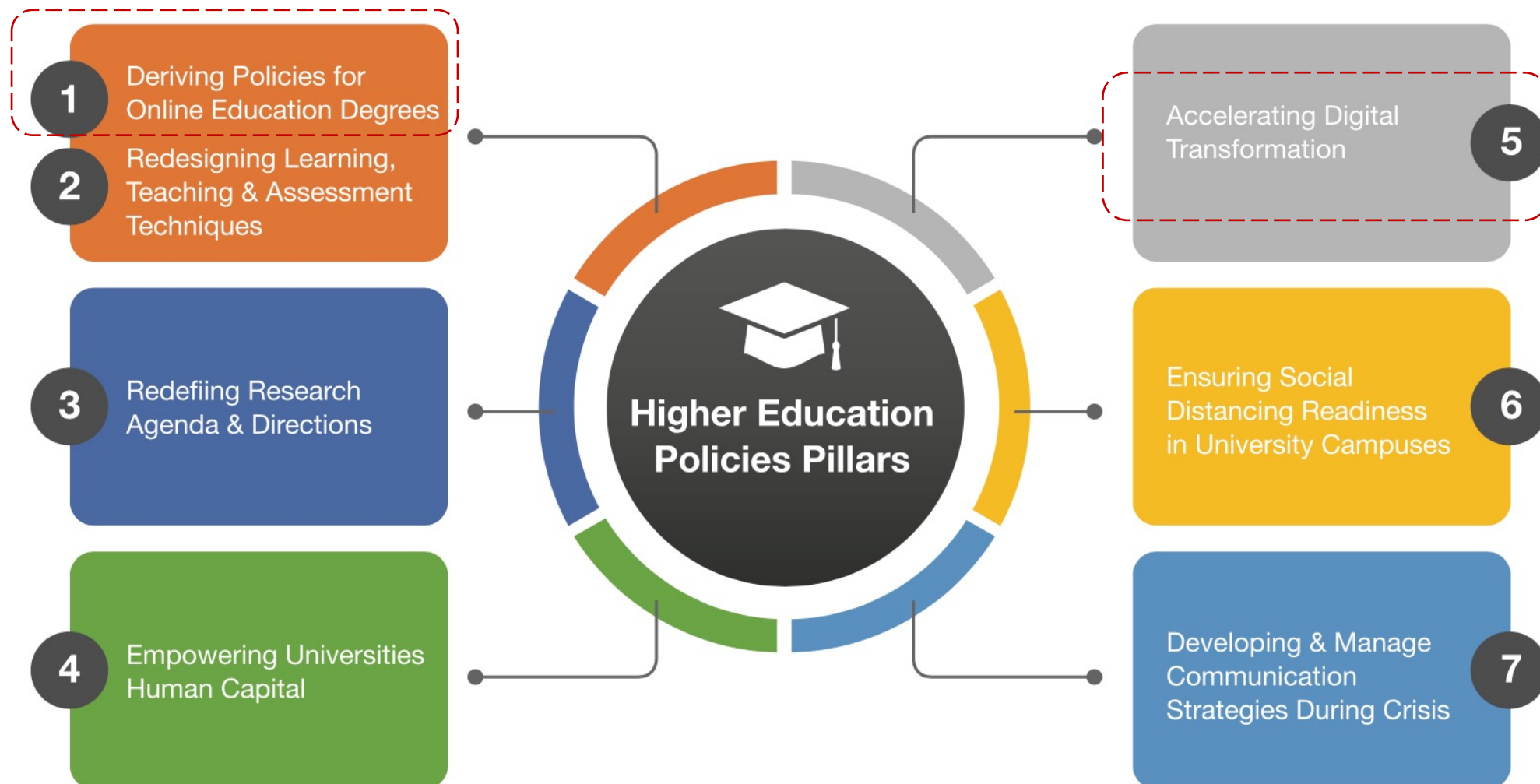Somewhat disagree 13.79% (431)
Strongly disagree 15.36% (480)
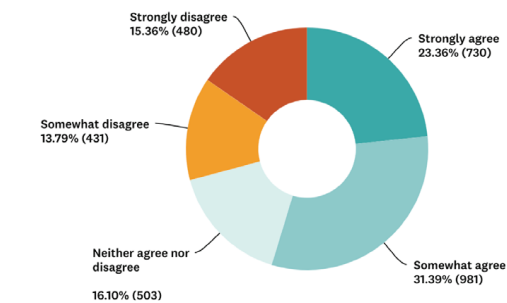
Answered: 3,125
Skipped: 506
Total **3,631**

Seven Policy Pillars
for Post COVID-19 Pandemic

1 Deriving Policies for Online Education Degrees

2 Redesigning Learning, Teaching & Assessment Techniques

3 Redefiing Research Agenda & Directions

4 Empowering Universities Human Capital

Higher Education Policies Pillars

5 Accelerating Digital Transformation

6 Ensuring Social Distancing Readiness in University Campuses

7 Developing & Manage Communication Strategies During Crisis

LEADING OUT OF ADVERSITY
POLICIES FOR POSTCOVID-19 PANDEMIC

A1.1: Update the universities programme bylaws and courses specifications

A1.2: Develop online education framework for undergraduate and quality postgraduate degrees

A1.3: Issue guidelines to redesign degrees to include online delivery

A1.4: Set-up assessment guidelines in line with online learning

A1.5: Approve accreditation of international online education providers

A1.6: Engage new policies for of local and international staff recruitment

A1.7: Ease the enrolment process of intetnational students to study in Egypt

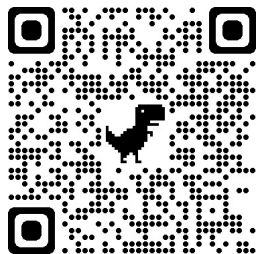A1.8: Reform administration for postgraduate education

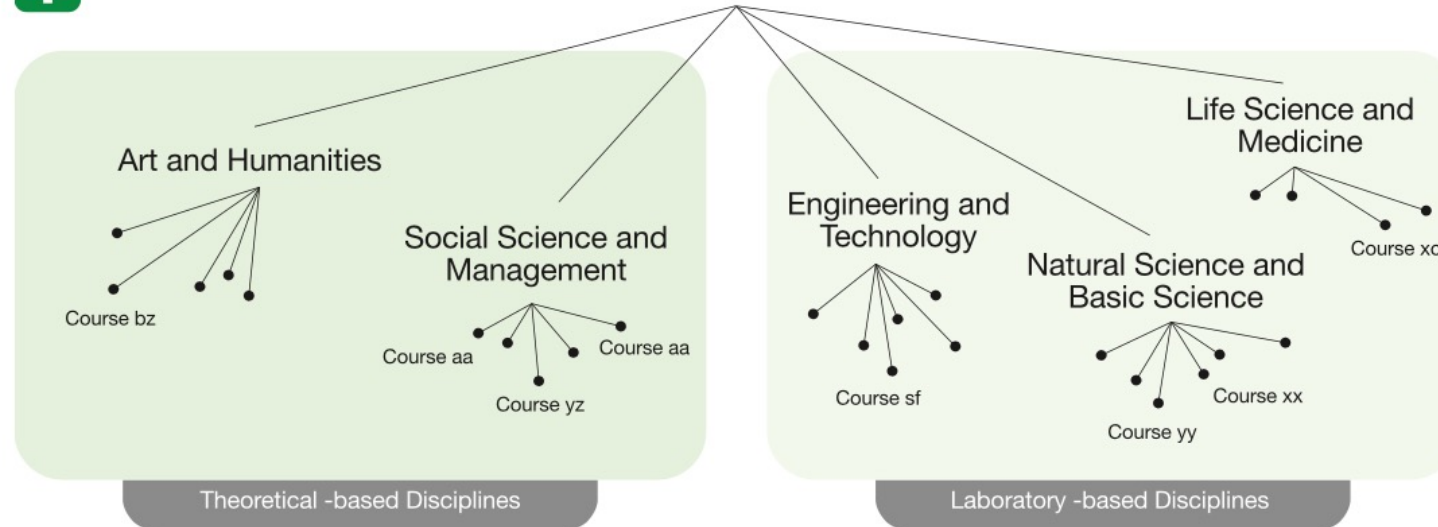A1.9: Approve the use of blockchain for higher education documents and degrees

Short-term achievement

1 Deriving Policies for Online Education Degrees

MoHESR's procedures for teaching and learning strategies after universities back to the normal

process for Hybrid Teaching & Learning

1 Collect data about the pressing Change in the competencies in different area of specialisation

Art and Humanities

Course bz

Social Science and Management

Course aa   Course aa

Course yz

Engineering and Technology

Course sf

Natural Science and Basic Science

Course yy   Course xx

Life Science and Medicine

Course xo

Theoretical -based Disciplines

Laboratory -based Disciplines

2 Revisit the programs contents to coop with the change in labour market based on Coronavirus and pandemic **disease**

3 Determine each course that needs:
- face-to face contact hours,
- distance learning or
- Hydride learning.

- Laboratory-based Discipline should be 60 - 70% face-to face teaching 40 - 30% distance learning

- Theoretical-based Discipline should be 50 - 60% face-to face teaching 50 - 40% distance learning

4 Amend learning outcomes that fit the learning technique illustrated in the third step

P5: Accelerating Digital Transformation

Policy Achievement

A5.1: Develop DX strategies for universities with regard to ongoing efforts

A5.2: Assess digital transformation maturity and readiness using best practice frameworks

A5.3: Develop DX enterprise architecture (business/ application/ data/ technology)

A5.4: Develop IT service portfolio/catalogue based on the new business requirements emerged due to the current situation

A5.5: Define and develop digital operation models to identify practices, capabilities, processes, and procedures that support DX operation

A5.6: Develop DX governance framework

Short-term achievement

Medium-term achievement

Thank you

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