

Egyptian National Commission Consultation Report Form¹

Under the UNESCO World Higher Education Conference ([WHEC2022](#))

Theme 9: International cooperation

Basic information

Date of consultation	[23/02/2022]			
Location of consultation	[Premises of the Egyptian National commission for UNESCO Cairo/ Egypt]			
Partner institutions (higher education institutions, other organisations – include webpage if available)	Supreme council of universities – Port said University - Assiut University- , Suez Canal University – Benha University, Matrouh university- Luxor University – Suze canal university -Suze university -Mansoura university - Kafr el-sheikh University – Alexandria University – Sadat city university - Damietta University			
Name and email address of key contact person	Reem Ali Mohamed Derbala reemderbala1@gmail.com			
Complete name, title, and affiliation of moderator(s)	Reem Ali Mohamed Derbala, Assistant professor – Helwan university Rapporteur of SGD4 committee and Education committee - Egyptian National Commission for UNESCO			
Language of consultation	Arabic -English			
Time spent in consultation (minutes)	90 minutes			
Number of participants	25			
Participants profiles (please, briefly describe the composition of the group)	Directors of international cooperation offices at public universities in Egypt, Teaching staff from public universities, a representative of Supreme Council of Universities (SCU),			
Countries represented by participants	Egypt			
Stakeholder groups (please mark with an “x” as appropriate)	<input checked="" type="checkbox"/> Professors/ Researchers	<input type="checkbox"/> Students/Youth	<input checked="" type="checkbox"/> Higher education managers/authorities	<input type="checkbox"/> Private sector
	<input type="checkbox"/> NGOs/civil society	<input type="checkbox"/> International organisations	<input checked="" type="checkbox"/> Policy makers/government	<input type="checkbox"/> Others (please, specify):

¹ This template includes some elements used by the consultation developed by the [Futures of Education](#) initiative.

Which theme did you choose for this consultation?

- | | |
|--|--|
| <input type="checkbox"/> Theme 1: Impact of COVID-19 on higher education | <input type="checkbox"/> Theme 7: Financing higher education |
| <input type="checkbox"/> Theme 2: Higher education and the SDGs | <input type="checkbox"/> Theme 8: Data and knowledge production |
| <input type="checkbox"/> Theme 3: Inclusion in higher education | <input checked="" type="checkbox"/> Theme 9: International cooperation to enhance synergies |
| <input type="checkbox"/> Theme 4: Quality and relevance of programmes | <input type="checkbox"/> Theme 10: The futures of higher education |
| <input type="checkbox"/> Theme 5: Academic mobility in higher education | <input type="checkbox"/> Other (please, specify): |
| <input type="checkbox"/> Theme 6: Higher education governance | |

Synthesis of contributions

Question 1: *What should be the present and future role of higher education to favour the wellbeing of humans and sustainability of societies?*

- The World witnesses rapid changes in knowledge landscape attributed to scientific and technological advances such as the rise of big data, machine learning, and artificial intelligence. It is certain that higher education has a key role to favour the wellbeing of individuals and sustainability of societies. Thus, Egypt's vision 2030 ensures that higher education is a main pillar and a strategic tool to achieve society stability and economic growth through the development of human resources which will take responsibility for economic, social, and scientific growth to create new knowledge.
- As a knowledge producer, Higher education has a unique role to play in supporting to achieve the SDGs, as its core mission cuts across all sustainable development goals as well as all learning domains. Thus, Higher education institutions have a critical role to play in implementing and driving sustainable development initiatives through their institutional policies and practices.
- Given the rapidly changing employment landscape and global ecosystem, it is becoming increasingly critical that youth not only learn, but more importantly learn how to learn. Higher Education thus, must move more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in different fields.
- Meanwhile, the growing emergence of epidemics and pandemics will also call for higher education institutions and research centres for collaborative researches in infectious disease management and development of vaccines and the resultant social issues raises the need for multidisciplinary learning.
- Studies expect grows of proportion of young people who are – so called- digital natives, with good access to connectivity, interest will grow in borderless education and new kinds of courses. Therefore, higher education has a vital role in skilling youth and reskilling employers for the digital future. For example, the Global Risk Report 2021 of the World Economic Forum (WEF) 2021, ranks “Cyber Security Failure” as 4th most critical threat to the world. Accordingly, it becomes appropriate that capacity building for “Cyber Security Resilience” is given prime importance and is included in higher education curriculum irrespective of stream of learning. Moreover, as education and learning have already moved to cyberspace due to the ongoing pandemic, it has become utmost important to protect the privacy and security of each individual. Thus, as adoption of digitisation takes centre stage, it is extremely important to make our networks and cyberspace secure.
- It is important to emphasis on “what we practice in inside the higher education institutions today, will shape the future of our communities and countries”.

Question 2: *What are the main challenges/problems/gaps in relation to international cooperation?*

Egypt increasingly sees international cooperation in higher education as an important factor in national economic development and reputation. In light of enhanced student and staff mobility, the increased presence of branch campuses and international providers, and the demand to increase joint and double degree programs, higher education institutions are mobilizing to both leverage and steer internationalization. Nevertheless, many challenges facing higher education institutions in regard to international cooperation as follows:

1- COVID-19 pandemic has presented a significant challenge for opportunities to improve international cooperation, as many activities have been delayed or cancelled specifically those which require on face-to-face interaction. At the same time, it also meant expansion and innovation in online, non-presential learning and demonstrated how global data sharing can make science respond quickly. That means that we are hiding new world with new role for international cooperation in higher education sector.

2- Despite, International partnerships between universities are necessary to develop quality throughout the university missions. However, establishing partnerships has become increasingly complex with regard to the importance of access and control of key technologies, as have concerns about cybersecurity issues.

3- National higher education strategy in Egypt puts the internationalization of higher education as main pillar and developed plans represent tangible and direct attempts to play an active and decisive role in relation internationalization. However, Substantive differences in higher education systems their approaches, rationales and priorities can be considered as main challenge in terms of students mobility, teaching staff mobility, joint and dual degree programs.

4- Regarding Recognition of higher education Qualifications, epically in the case of dual degrees or international degrees or even distant learning, clear norms must be adopted to enhance the internationalization of Higher education

5- Lack of dissemination of information on the international cooperation opportunities and funding opportunities which in balancing the specific needs of the country's higher educational system with the national and international requirements.

6- The complexities of the procedures, and requirements required by donors and international organizations.

Question 3: *What needs to change or be created to face these challenges within and/or outside of higher education institutions?*

- Development of institutional twinning arrangements for the joint conduct of research and the awarding of diplomas and degrees.
- Reducing unnecessary regulations and bureaucratic procedures related to higher education international cooperation.
- Providing adequate funding to support international cooperation
- Enhance dissemination on the new projects and opportunities related to international cooperation in both education and scientific research sectors.
- Tackling global issues collaboratively, starting with COVID-19, we will be so much better placed to solve the many issues, known and unknown, that our planet will undoubtedly face in decades to come, and to achieve the SGDs
- Revise the agreements and to ensure the cyber security procedures for the individuals using the online/ hypered learning

- Developing several measures to support the transparency and recognition of knowledge, skills, and competencies to make it easier to study and work anywhere.

Which Sustainable Development Goals (SDGs) were particularly emphasised during this consultation?

- | | | |
|---|--|--|
| <input type="checkbox"/> Goal 1: No poverty | <input type="checkbox"/> Goal 7: Affordable and clean energy | <input type="checkbox"/> Goal 12: Responsible consumption and production |
| <input type="checkbox"/> Goal 2: Zero hunger | <input type="checkbox"/> Goal 8: Decent work and economic growth | <input type="checkbox"/> Goal 13: Climate action |
| <input type="checkbox"/> Goal 3: Good health and well-being | <input checked="" type="checkbox"/> Goal 9: Industry, innovation, and infrastructure | <input type="checkbox"/> Goal 14: Life below water |
| <input checked="" type="checkbox"/> Goal 4: Quality education | <input type="checkbox"/> Goal 10: Reduced inequality | <input type="checkbox"/> Goal 15: Life on land |
| <input checked="" type="checkbox"/> Goal 5: Gender equality | <input type="checkbox"/> Goal 11: Sustainable cities and communities | <input type="checkbox"/> Goal 16: Peace and justice strong institutions |
| <input type="checkbox"/> Goal 6: Clean water and sanitation | | <input checked="" type="checkbox"/> Goal 17: Partnerships to achieve the goals |

You may provide additional feedback...

Are there any other issues that should be considered in relation to higher education challenges and options in your community, your region, the world?

Please refer to the country policy report

Is there any other comment you wish to share with UNESCO or the organisers of the WHEC2022?

For this consultation the Egyptian National commission for UNESCO organized a workshop for the contact persons in Public Universities responsible for the international cooperation. The workshop included a brief on the National commission and its role in the establishment of UNESCO chairs, on UNESCO programme and prizes and an extensive brief on WHEC 2022 and its concept note. An explanation of the consultation was also done.

List of participants

[Please, include the moderator (s)]

Mr./Mrs.	First name	Last name	Title/organisation	Nationality	Email address (if the participant wishes to receive information about the WHEC2022)	Indicate with a "NO" if the participant DOES NOT want to be publicly identified as a participant in this consultation.
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