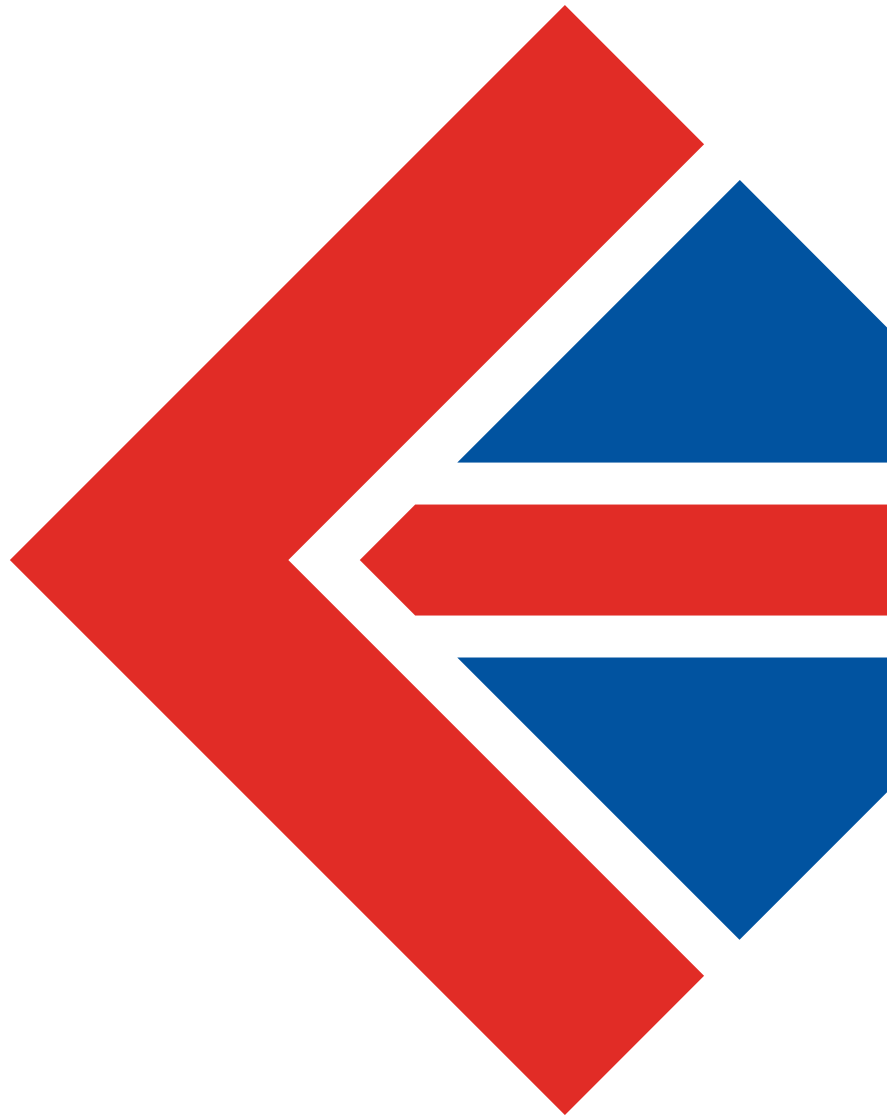


# ENGLISH UK SCOPING VISIT TO EGYPT

9-13 June 2013

Supported by UK Trade and Investment



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## **Executive Summary**

### **Background**

Egypt is the most populous country in the Arab-speaking world with over 80 million people. It has a diverse economy and is geographically located in the centre of MENA region making it a hub for international trade.

It has carried out a major economic reform programme since 2004 and in the period 2006 – 2010 economic growth averaged over 6%. However the economic growth failed to benefit the masses or address corruption, high unemployment and poverty and in January 2011 Egypt underwent massive social change with mass protests leading to the overthrow of long-time ruler President Mubarek. Disenchantment has continued and, at end of July 2013, a second 'revolution' occurred ousting the first democratically elected president Mohamed Morsi from power. There is still a climate of political instability, which is impacting on the economy, the inflow of foreign direct investment and tourism. This political and economic uncertainty saw economic growth drop to less than 2% in 2011 and 2012 and a continuation of rising levels of unemployment. With a growing young population, more than 700,000 new jobs need to be created each year.

The Euromonitor International report 'The Benefits of the English Language for Individuals and Societies: Quantitative Indicators from Algeria, Egypt, Iraq, Jordan, Lebanon, Morocco, Tunisia and Yeman' suggests that these lack of career opportunities can be a main driver for Egyptians seeking to travel abroad, and also one of the key drivers for demand for in-country English education. When the economy does recover, the need for a highly skilled workforce is likely to increase, as will the opportunities for new job seekers. Due to the country's current political transition, planned public educational reforms will need time to take effect, leading to increasing demand for cost-effective, in-country private alternatives. This situation may in turn offer some opportunities for UK companies.

### **The Egyptian education system and in-country English Language Teaching provision**

Egypt has invested heavily in education since 1960s, and in recent years it has given even greater priority to improving the education system. School is compulsory for 9 years and around 32% are enrolled in tertiary education. The Mubarek government initiated reforms focussed on improving the secondary and higher education systems and there have been recent moves to gear state provision towards delivering better-quality English language teaching. These changes include the starting the teaching of English as a second language in public schools at the primary stage rather than the preparatory stage (12-14), moving away from the traditional 'rote' method of teaching to an approach involving more critical thinking, problem solving and collaboration in the learning process, and trying to improve the skill set of university graduates to better fit the needs of the labour market in Egypt. Examples of recent initiatives include the Egyptian Development Fund's (EDF) development of new pilot institutions (in partnership with Edexcel and Cambridge English respectively) to act as a role models for relevant ministries and civil organisations to copy when creating future similar projects and the Ministries collaborations with the British Council in areas such as 'train the trainers programme'. However all these changes are slow and they have been politically sensitive. The popular view is that within Egyptian public system, for now at least, there remains a lack of effectively taught language

skills. Although there is a recognised need for improvement, due to the huge Government deficit, most public sector projects depend upon donor support and funding and therefore these are not currently viable areas of focus for commercial businesses.

Within private schools English is a compulsory subject and in most international schools (schools that follow international curricula such as SAT or IGCSEs) and language schools (schools that teach the government curriculum as well as international curricula), the medium of instruction is English with French, German or Spanish sometimes taught as the second language.

Current public perception is that private education schools and universities now typically offer the highest-quality education, including English language teaching. Students leave with higher levels of employability skills and the ability to at least undertake basic communication in English. Access to this private provision remains limited to the more affluent members of society but there is an increasing willingness for middle-class parents to invest. This has led to growing numbers of private schools and increases in the fees they charge, especially in those offering an international curriculum. The last 20 years has also seen a rapid expansion in private (for profit) universities. Between 10-35% of students are enrolled in private institutions. Within the private education sector the area of curriculum development is a potential area of opportunity and is one that some British companies (such as Cambridge English) are already active in.

One concern raised within meetings with these private sector institutes was the difficulty in attracting appropriately qualified (subject and ELT) teachers. However, despite identifying the issue, institutions seemed unwilling to invest in their own teacher training courses or in sending staff abroad for short courses. One potential area of opportunity could be the creation of low cost, online modular teacher development courses; however the issue of affordability and scalability is key.

The slowing growth rate of the economy has caused high rates of unemployment and underemployment and the demand for educated labour has not risen to meet the supply of educated job seekers. However some employers complain that despite this competition for jobs, it is still difficult to recruit employees with the right skills including sufficient English language proficiency and basic work competencies (such as problem solving approach, good team work, creativity, flexibility etc). According to the Euromonitor International report the percentage of the total population possessing intermediate English skills is only around 35%.

Private training institutions should, therefore, have a central role to play in helping individuals improve their English language skills and soft skills.

The British Council's name is recognised and well respected, and its teaching centres are seen as the gold standard of in-country ELT provision. Other key providers of English language include AMIEAST, American University in Cairo and Berlitz.

Although the existing level of in-country provision is hard to quantify, anecdotal evidence suggests that in recent years there has been a large growth in the number of private training providers offering English language training and IT skills, either exclusively or alongside other professional programmes. One key factor fuelling growth is the existence of the Industrial Modernisation Centre Egypt (IMC). This is a government hub organisation that was founded to give an impetus to the modernization of Egyptian industry. Through the Industrial Training

Council (ITC) it provided up to 80% funding for courses run by the training companies that were listed on its database.

Therefore until recently, a large number of the clients for private training providers came via Small and Medium Enterprises (SMEs) who received IMC funding for their staff training. In the last couple of years, however, IMC funding levels have been dramatically cut and companies must now fund the bulk of any training costs themselves. This situation combined with the businesses feeling the effects of the slower economy, means that currently there is a reluctance to invest in staff training and development. Additionally, although a proliferation of training providers exists, the quality of the courses on offer has not always been of the highest standard. This has led some employers to question the value of the return on their investment in terms of staff skills.

With the reduction in the SME supply route, demand for ELT and other training courses is now much more dependant upon an individual client's willingness and ability to pay for their own training. Although evidence in the Euromonitor International report suggests that a salary gap of around 70% exists between similar-skilled individuals that speak English and non-speakers, some interviewee's felt graduates were extremely reluctant to recognise their lack of English skills. This issue is compounded by the fact that there is no recent tradition of self-investment in training. Before further growth in the private training market can happen, a change in the cultural mindset may need to occur. Not only do courses need to be perceived as affordable, the individuals themselves need to be convinced of the worth of investing their own money in them. One private tuition provider we met (Career Gate) had the infrastructure and capacity to expand its ELT provision, but felt the demand was just not currently there.

English for Exam courses such as IELTS preparation are not popular. There is no tradition of employees asking recruits to prove their English language ability and within the country, even amongst education providers, there appears to be a lack of knowledge of defined English Language ability levels. The demand for any exams comes primarily from those needing proof of level for visa purposes and, for reasons of cost, online preparation courses are often favoured.

### **ELT student recruitment and agents**

In the short to mid-term, some growth in the number of Egyptian students interested in seeking educational opportunities abroad may occur, as individuals seek to leave Egypt in times of political and economic uncertainty. Since it has been suggested that English language skills can give candidates the competitive edge in a tough employment market, this could lead to an increase in the demand for English courses. However for most of the Egyptian population the option of studying in the UK remains unaffordable and this will be a major obstacle for UK providers looking to recruit students in the market.

Egypt has not traditionally been a large source country for overseas students. UNESCO statistics show outbound mobility for students is low at 0.4 percent as of 2010, compared to world average of 1.8 percent. Only around 10,000 students per year travel overseas for graduate and post-graduate courses. According to the British Council's Student Insight Report, the UK is the second most popular destination after the United States, receiving around 1400 students. Science and Business are the courses most in demand, but at both undergraduate and post-graduate level English language is the subject chosen by around 10% of the students. The UK is viewed favourably, helped by the shared colonial past, the level of British Foreign

Direct Investment in Egypt, shared linguistic background and the perception that it is a provider of quality education, offering internationally recognised qualifications. The low outbound numbers are largely due to issues of affordability. In 2010 1261 student visas were issued, by 2012 this had risen to 1441.

English UK's 2012 core group statistics emphasise how small the current Egyptian outbound EL market is; Egyptians account for around only 0.08% of total student weeks (less than 700 student weeks) at participating member centres. The majority of these are adult students (85%) on General English (93%), EAP or ESP courses. These popular courses types reflect those offered by the main private providers within Egypt. Junior student numbers are extremely small, but recent statistics suggest this may be a growing area- up from 28 student weeks in 2010 to 103 in 2012. This mirrors a trend the British Council has seen in their Egyptian teaching centres, junior courses are becoming increasingly popular with the minority that can afford to invest in them.

Very few specialist educational travel agents appear to exist in Egypt; rather those working in this area tend to be general travel agents offering an on-demand service. The British Council Egypt does not have a database of agents and has no plans to run an agent training scheme.

According to the British Council's Student Insight Report, Egyptian students are likely to do their own research when considering overseas study, and agents are not commonly used. There is some indication, however, that use of agents is growing. This is a view supported by the English UK core group statistics. In 2010 25% of Egyptian student weeks were through commission bookings but by 2012 this had increased to 69%.

It is recommended that English UK carry out an audit of, and further research into, the agents' network so that they may be invited to MENA regional ELT events.

### **Opportunities for Universities**

Egyptian universities (both private and public) are keen to partner with overseas providers in order to help differentiate themselves within the market by offering joint degrees and/or assurance of international standards and quality assurance. They are also interested in exchanges of faculty staff, undertaking collaborative research projects and opportunities for study abroad or internship options. Key subject areas mentioned were Dentistry, Medicine and Business rather than Language or Communication degrees.

### **Opportunities to partner with private tuition providers**

In general, UK providers should not expect to sell direct in Egypt, rather business is likely to be through a relationship with an Egyptian partner. Working in partnership with private tuition providers is an area where UK businesses could perhaps take advantage of the market. Although currently issues of funding and finance are affecting demand, these businesses are keen to work with overseas providers to run quality programmes in order to differentiate themselves from the increased competition in the market. Identified gaps in provision included sector specific English for Specific Purposes (ESP) courses in areas such as health, construction, English for Secretaries and in soft skills in areas such as leadership courses and HR etc. The relationship might incorporate curriculum development, or cooperation to offer British certification accreditation/validation or affiliation.

One limitation is whether the prices paid by individuals for in-country courses would make the partnerships economically viable for UK providers. Egypt is an incredibly price-sensitive market. There are also issues associated with maintaining the quality and integrity of courses.

### **Opportunities for corporate and professional training providers**

Levels of English required vary by industry type and employee position. However according to the Euromonitor International report 67% of Egyptian employees believe English is the most important language for international business. Although government-run companies tend to consider it of lesser importance, English is considered a vital requirement for middle and senior management within private sector companies.

There are a large number of multinational companies in Egypt and within these there exists a need for providers to deliver bespoke training courses since local providers are unable to meet all requirements. This has led to the largest corporations developing their own in-house training departments. Although a niche area at the moment, as the economy recovers, both investment in this and demand seems likely to increase and so corporate training could form a key area of opportunity.

As the economy grows, another potential area of opportunity for professional training and Business English could be through contact with associations such as British Egyptian Business Association (BEBA), Egyptian Junior Business Association (EJBA), EBBC and AHRA (Alexandria Human Resources Association) whose members are interested in quality training provision. Although individual SMEs may not have the budget for in-house training delivery by overseas trainers in their own company, if the association assisted in identifying common areas of demand, issues of affordability through scalability of delivery could be addressed.

It is recommended that the focus of any mid-term trade mission should be in the area of Corporate Training and Business English.

### **Additional information and reports:**

- Meeting notes from this scoping visit
- UKTI Preparing to do Business in Egypt
- Student Insight Report, British Council Education Intelligence, August 2012
- English UK Core group statistics results 2010-2012
- Perspectives on English in the Middle East and North Africa, a research initiative – part of the British Council's English for the Future programme in MENA - British Council, 2013
- The Benefits of the English Language for individuals and Societies: Quantitative Indicators from Algeria, Egypt, Iraq, Jordan, Lebanon, Morocco, Tunisia and Yeman, Euromonitor International, April 2012

## Appendix: Egypt scoping visit detailed meeting notes

Monday 10 June 2013

### 1. Meeting with UKTI – John Franck, Director, UK Trade & Investment and Wafaa Saad, Senior Advisor

- Perception of security. Most international news coverage is negative.
- Government is (over)ambitious in its infrastructure plans. But better than not.
- Fundamentals that enabled growth to be strong in the past are still in place and once political instability is rectified, growth will occur again
- Country is import dependant. In terms of agriculture it isn't the breadbasket for the region but has potential to be.
- Growing informal economy, high percentage of population is youth and high level of unemployment means when the economy does grow it can recover quickly.
- But 6-7% growth needed to absorb population growth
- In principal Egypt believes in free trade (but not always in practice).
- Potentially development aid available but it depends upon politics and Government's intention to manage budget deficit. 25% of budget spent on servicing debt (internal and international), 25% on subsidies. The latter needs tackling, context is decision in time of elections.
- Official unemployment rate 12-13%.
- Country is not used to democracy. Mohammad Mursi is first democratically elected president. No voice for central position as v splintered central political parties.
- Right now Egypt is not an attractive investment environment but it could be. Current issues include labour disputes (as pendulum is swinging post revolution but it will swing back)/ currency control / government finances. \*\*For time being trade not investment is key\*\*
- \*\*Public sector investment in education is not yet ready due to political situation. Therefore short term focus on private sector\*\*
- \*\*UK providers should not expect to sell direct. Expect business through relationship with Egyptian partner\*\*
- Large percentage of current investors corporate social responsibility programmes are focussed on education.
- Education background – at 15/16 years old finish preparatory school. Tech school for 3 yrs then university or continue in vocational training. Universities do not accept vocational qualifications.
- EU has funding that can be tapped.
- There is latent demand. The issue is how to tap into it. Previously the Germans were main investor.
- Public education system very poor. Therefore those that can afford to are willing to invest in private education.

### 2. Meeting with British Council for an overview of their work in Egypt – Karen Daly-Gherabi, Deputy Director, Neil Winston, English Project Manager & Bill Murray, Teaching Centre Manager

- Running 75 years, regional hub for 17 countries, 5 offices in Egypt, 280 staff delivering activities in nearly all governorates.
- Grant funded & donor funded programmes.



- Work in three key areas: Arts; English; & Education and Society. Two key themes in all are Employability & Voice.
- Aligned with the government. 700,000 new jobs a year are needed to maintain employment. Looking at ways of skilling the population in order to reduce discontent.
- In recent years seen a decrease in no of Egyptians employed in the Gulf due to level of qualifications. Lower numbers than 5 years ago.
- Schools projects include schools online & connecting classrooms (a global education programme, which offers funding and resources for school partnerships, professional development for teachers, plus the opportunity to share best practice with colleagues in the UK and more than 50 countries).
- In HE – Internationalising. Focus on leadership. Developing research links includes mentoring from UK & English for Researchers course offered.
- Skills for Employability - supporting partnerships/relationships that focus on developing education and training programmes to meet the needs of local and global industry. Currently very fractured environment, not a holistic approach - Promoting positive image of vocational skills. Currently social stigma.
- Voice – focus on soft skills, debating skills, international inspiration and empowerment of women (since revolution women have been increasingly marginalized). Includes Springboard which is a social equality project in MENA– delivered through UK consultancy.
- ‘English for the future’ – 5 year programme in MENA. Has 2 strands (1) English for Education Systems, working with governments, ministries, vocational education organisations etc teacher training and development, quality standards and resources to build institutional capacity and develop individuals (2) Self access. Uses a wide media to reach rural population and high numbers. Includes online materials, radio product, TV products broadcast regionally and articles. Free resources.
- ‘Trainers of Teachers’ – project supporting teachers working with Ministry of Education & Ministry of Higher Education. 100 of trainers of teachers created. Core of 20 trainers in Cairo in partnership with Cambridge ESOL, increasing to 50 and then roll out around the country.
- Starting project (with government) that may see skills assessment introduced in early years.
- In terms of Egyptian education system, Ministry of Higher Education is less centralised and offers universities more autonomy. Relationships and partnerships with universities possible. Schools are completely under the Ministry of Education control.
- BC EFL teaching centres - has 2 teaching centres in Cairo (main in Agouza, a smaller centre in Heliopolis) plus a new centre on partner premises in Nasr City. May expand into Alexandria (previously there was a centre but this closed when BC moved premises).
- In 2012, 17000 learners directly taught
- For adults General English up to upper intermediate level. Most students stay a max 6 months and start at pre-intermediate level. Cost LE1300 per course (8 weeks long 2.5 hours twice a week) also conversation course & 18 hour and 36 hour IELTS preparation and Business English. No demand for CESOL exams.
- CELTA courses for external candidates. 6 times a year. 13,500 LE
- Main growth is in young learners 7 –17 years old. Summer school 20/25 hours over 2 weeks LE1100 and winter school programme 32.5 hours over 13 weeks. LE21500. 2000 students last term.
- Conduct some in-company (closed group) corporate training e.g. with National Bank of Egypt.
- 300 adult students last term were company sponsored. Now tends to be individuals sent rather than closed groups. Trend towards this approach rather than custom-made, company in-house training.
- Despite the economic situation there is still a perceived demand for English

- Other key EFL providers are not really seen as competitors per say. BC is the premium product. American University in Cairo (approx 45% cheaper than BC), AMIEAST ((approx 25% cheaper). This is a leading American non-profit organization engaged in international education, training and development activities which has 3 centres in Cairo, Giza and Alexandria <http://www.amideast.org/egypt/english/english-language-training> From AMIEAST's website they also have a network of 13 authorized training partners in many cities and Governates throughout Egypt. Run similar courses to BC plus offer cheap TOEIC test at 100 LE), American Chamber of Commerce, Egyptian Banking Centre and Berlitz (offered through 9 centres)
- The British Council is not involved in accreditation.
- Possible opportunities? Mobility out of Egypt is limited due to cost and visas. There is a possibility of interest in validation/accreditation of in-country provision. But issue of maintaining quality and integrity of course. Health warning!
- Companies do need to do a high amount of internal training. Quicker throughput
- Very much 'learn by rote' system in public universities. Private universities have more open approach.
- British Council has no agent database and no plans to introduce agent training.

### **3. Meeting with Prof. Hossam Badrawy, owner, Nile Badrawy Hospital & Nelly Senyonga, CEO Medicare**

Established in 1984, Nile Badwari Hospital (NBH) has 200 beds, offers outpatient and emergency services and cover all specialties in healthcare. NBH has a sister health-maintenance organization company, Medicare, established 1989.

- Prof. Badrawy was previously an MP and headed the education committee. Well respected and (uniquely) remains well connected to the current Government, very few people connected to the old regime are in a similar position.
- In general he does see a need for Business English. Graduates from university are lacking in professional skills and he is of the opinion that there are specific problems within the Egyptian market, perhaps requiring sector specific professional programmes (i.e. ESP) for example English for Secretaries including letter writing.
- He isn't convinced by the standard the British Council offers
- Although post university general English and IT courses are popular but these are not producing graduates skilled with exactly what industry needs
- Demand for specific skills means there is a salary differential for those that do hold them
- At a macro level he believes there is a market for ESP but it is very price sensitive. Perhaps needs unconventional approach for persuading industry to see the benefits of (investing in) training.
- Moving on to non-EL training needs. The private sector accounts for 10% of health sector and is leading change. Within the private healthcare sector, he believes most would be interested in international accreditation. In Egypt nurses are trained in Arabic, Doctors in dual language. Within health care management soft skill training is needed at all levels from receptionists, technicians etc. Private hospitals are competing with each other – they have similar facilities, equipment etc therefore level of service is important as a differential
- 90% of nurses graduate from high school not university and are qualified as diploma high school nurses. More than 16 universities offer nursing courses but most graduates are then employed in Arab countries due to the salary offered there. Within Egypt salary is almost double if university qualified but wage in Arab countries is four times.
- No professional standard for CPD. No real current provider/market leader for training for health management/ hospital. Local providers do have capacity to tailor programmes but there is room for

more high quality providers. Most local providers' materials are in English but teaching takes place in dual language. Training courses would need to be undertaken in Arabic – role play etc.

- Sees need for third party sponsorship for part of the costs in order to stimulate interest.
- Difference between macro level and his own company policy. His HR has designed one-year training course. His staff also undertake international training and he outsources some training to other organisations. Currently works with British University's School of Nursing.
- Wider training needs: Government has recognised the importance of vocational training. It created a sponsored TVET initiative that: (1) within each profession's roles would grade them into skill levels and (2) the government would licence the profession according to the recognised grades. The vision was to examine 1300 professions but the aim was interrupted by revolution and only 250 undertaken so far.
- Other key need is in education sector – training teachers (there are 1m in Egypt). In his political past had pushed for an Educational Academy. Not to accredit teachers themselves but to lead programmes to accredit teacher trainers but this aim was not realised.
- Feels current programmes are not critically effective. Possible opportunities are (1) training of teachers and (2) training of teachers including management training, budget etc. No school system reform is possible without this but it ideally would need to be funded by NGO. No cash available.
- His company's corporate social responsibility programme is focused on education. They have funded infrastructure developments and also healthcare for students in 13 schools. Has fund for teacher training programme for 4 of the schools in Cairo but has not found suitable local provider. His ideal would be UK training organisation to provide curriculum but local provider to deliver the training in Arabic. Ms Nasseem will send a business opportunity to Training Gateway.

#### **4. Meeting with Prof. Dr. Ebada Sarhan, University President, Future University**

Founded in 2006 Future University of Egypt is a leading private university in heart of new Cairo fully accredited by the Supreme Council of Universities. 5350 students attend.

The FUE campus is comprised of six faculties: Oral and Dental Medicine (350 students, peak capacity 450), Pharmaceutical Sciences and Pharmaceutical Industries, Engineering and Technology (400 students, max 450), Economics and Political Science, Commerce and Business Administration, Computer and IT. They are currently in the initial stages of establishing a continuing education department.

- Within the private university sector, the Ministry of Education determines the maximum size of each faculty. It is based on its assessment of their facilities.
- A credit hour system is used. In order to graduate, depending on the faculty, students need to complete 130 – 140 credit hours (through a combination of compulsory & elective courses) over 4 years.
- Students join after finishing their final year in high school (i.e. having completed a min of 12 years of schooling and Egyptian Secondary School General Certificate (Thanawya Amma) or approved equivalent certificates)
- English is the language of instruction throughout the university. All textbooks are in English; delivery of courses is in blended English. Students need a 'medium level' English skills for entry.
- All applicants sit an English placement test (University of Cambridge online test) as part of their entrance exam. The English language centre then places the undergraduates in the appropriate level of language instruction. The English language courses run at two progressive levels over the first two semesters using a combination of online and classroom teaching.
- All students are encouraged to take Cambridge exams (PET, FCE or BEC) according to their level of competence. They are currently the only Cambridge Exam preparation centre in Egypt. The

exams are currently conducted by the British Council but the university is trying to become testing centre in their own right.

- Future University requires all its undergraduates, whatever their specialisation, to pass PET before they can graduate. They are the only private university with this requirement.
- EL centre's director, John Semple, previously worked as Director of British Council Centre in Alexandria
- By law teachers need a PhD in their discipline to deliver a faculty course. All teachers in the EL centre are CELTA or equivalent qualified
- University has a number of agreements and partnerships with international universities mostly focused on exchange of students and faculty staff, collaborative research projects, consultation over development of programmes, international standards & quality assurance. In process of making agreement for Dentistry with University of York. Currently run joint degree with University of Missouri for Petroleum Engineers. Interested in forming new partnerships to offer joint degrees in dentistry, engineering, computer science and political science.
- Outstanding students have opportunity to undertake a summer internship or training with national and multinational organisations. Dentistry placements are on- campus. A small number students (around 7-8) do overseas placements, usually in the States. Also interested in any relevant internship opportunities.
- All courses include employability and soft skills. Estimates 80% of their graduates are employed in graduate-level jobs and they run their own annual employment fair to offer students the opportunity to apply for jobs after graduation.
- The university is in the initial stages of establishing a continuing education department, and are about to embark on the process of competitive analysis. They are looking into atypical courses such as dentistry, may also be interested in EL, They are looking to work with both corporate and individual clients. They believe that at the corporate level, there generally is a clear idea of the training needs. Unable to comment on pricing for customised training in Egypt there is no fixed rate and it depends upon materials, class size etc. Once their plans have developed they may be interested in obtaining 'training the trainer' courses (rather than contracting trainer from the UK to run the actual course) in order to reduce long-term expense.

## **5. Meeting scheduled with Central Bank of Egypt, Ms Nahla Mahmoud, Head of Learning and Development**

CBE is an autonomous regulatory body, assuming the authorities and powers vested therein by Law No. 88 for 2003, and the Presidential Decree No. 65 for 2004. The main objectives and functions of the CBE are realizing price stability and ensuring the soundness of the banking system, formulating and implementing the monetary, credit & banking policies, issuing banknotes and determining their denominations and specifications, supervising the banking sector, managing the foreign currency international reserves of the country, regulating the functioning of the foreign exchange market, supervising the national payments' system, recording and following up on Egypt's external debt

- Due to traffic conditions we were unable to attend this meeting but I had a brief telephone conversation with Nahla regarding her understanding of the need for any EL training within this sector. Training courses are accessed either in Egypt or, in a minority of cases, abroad. 90% of the courses are run through the Egyptian Banking Institute Centre, and in terms of any English Language requirements, the British Council and American University in Cairo currently conduct these courses/elements.
- In terms of broader corporate training, as banking training is so centralised, this organisation could potentially be a way in to all banks.

## **6. Meeting with EDF – Education Development Fund – Professor Abdel Latif Elshafei, Secretary General & Nadia Ahmed Toubia, Project Director for the Nile Egyptian Schools**

The EDF was established by Presidential Decree in 2004. The fund aims to provide technical and financial support to projects that contribute to the development of education programmes. This includes the development of new pilot institutions to act as a role model for relevant ministries, civil organisations and when creating future similar projects. It aims to meet market demands of qualified and distinguished human resources and upgrade and improve the efficiency of the teaching staff, teachers and trainers for various stages of education. EDF works closely with various state agencies and local, regional and international organizations.

- The fund reports directly to the Prime Minister's office. Their work is mostly focused on large government projects.
- The group presented three examples of current educational activities funded by EDF
  - 1) Integrated Vocational Technical Educational Clusters (Al-Ameeria Intergrated Technical Education Cluster) – developed with edexcel a pilot model of a new integrated technical education compound that aims to prepare highly qualified technicians capable of fulfilling the needs of industry especially that in the neighbouring Cairo labour market. The cluster is composed of a Technical Secondary School (grade 10-12) offering a diploma in Technology, a Technical College (offering a Higher Diploma in Technology after 2 years study), and an Advanced Technical College (where after a further 2 years study, students obtain a Bachelors Degree in Technology)  
The specialisations are in mechanical technology (such as welding, installation, air conditioning), Electrical technology and mechatronics technology.  
Some students have difficulties in English and so English is important component for technical courses. This language course element is contracted with Berlitz and they are satisfied with this arrangement. Dr Nassi is leading the evaluation. These centres are now expanding.
  - 2) Nile Egyptian Schools ( <http://www.cie.org.uk/profiles/ministries/casestudies/egypt>) – Five pilot not-for-profit 'Egyptian International' schools being developed in partnership with University of Cambridge International Examinations. Extending access to families for whom private education is out of reach. English and Arabic medium curricula and assessments in eight subject areas. Benchmarked to Egyptian and International Standards with students gaining internationally accredited certificates at grade 10, 11 and 12 (ages 16 to 18). Project started 3 years ago, this year opening grade 9, and schools will be fully open by July 2015. Currently 2220 students attending. Half the teachers teach in English language and one of the biggest challenges is teacher training, Cambridge offers teacher and leadership training, benchmarked against international standards.
  - 3) EELU – Egyptian E-learning University. This is a private non-profit university established in 2008 to give opportunities to learners that cannot attend a fulltime campus-based university course. Costs around LE1000 per year. 700 students. Undergraduate programmes IT, commerce and Business Administration. Potential opportunity for relationship with UK University as they may be interested in short e-course provision and Arabic to non-Egyptian students as revenue generation. These are their current large projects. They have other ideas including nano-technology, IT capacity and HR capacity
- Funding for projects comes through two sources (1) debt swap programmes between Egypt and some EU countries (but not the UK) or (2) Government funding eg Nile schools were presented through a business model to the Board of Directors. The long-term aim is that they will be self-funding but currently they are still supported.
- In terms of new projects, the process is that a proposal for a project should be submitted, TIER then is put to tender and this is usually advertised through local press and/or European database.
- Wafaa commented that Professor Abdel Latif Elshafei is very well respected and has a lot of influence. If he buys an idea, he will push it. Education is a key aim.

- Outside of the EDF function, their opinion was that there are lots of opportunities for English language and for training but with the political and social changes it depends who can afford it.

## 7. Meeting with Ms Fatima Taher, General Manager, 8 Gates Education Centre

8 Gates was founded in 2005 by a group of business professionals who are highly specialized in their functions and have executive management experience with multinational companies. 8 Gates has a diverse portfolio of products and services including Education, Professional Training, IT Services, Marketing and Event Management. They are keen to make an agreement with one of the reputable British Educational institutions to do an MBA in Egypt

- TVET UK brought a delegation of 30 institutions in December 2008. 8Gates did consider an international partnership to deliver training programmes or to franchise or licence a new training programme but this ultimately failed as she felt they required too much upfront –initial fees, guaranteed number of students, marketing etc Chicken and egg situation. Ideally they would want to work together with UK organisation from the very beginning with the agreement based on a profit-share model.
- In general training terms, previously self-funding for courses was accepted, however this mindset changed due to the Industrial Modernisation Centre (IMC) as this provided up to 80% funding for some courses. This funding has now stopped but the mindset remains.
- In order for individuals to self-fund, the company needs a 'big name' to sell e.g. Kennedy College MBA in leadership.
- Her company started with running TEFL teacher training with the help of IMC and trained around 400 teachers but no longer delivers this course, in part because their Egyptian consultant passed away. Additional issues are (1) teachers think they had already got enough skills (2) not enough time to study at the same time as teaching (3) level of personal financial commitment now needed is too great.
- With the reduction in IMC funding there is increased competition between the local private sector training providers. Need to distinguish themselves and having British certification or partnership to run quality programme would be an advantage. Value of a good name. There are gaps in the market for innovation and for leadership courses. Their own organisation has trainers but need curriculum and/or delivery skills. Also very interested in areas of sales and marketing and online courses.
- In terms of corporate training she feels a realistic price for a good, weeklong, leadership course delivered in Egypt is 5000LE. There is a small niche that could afford this but possibly looking at max of 50 people a year. Amanda advised this is 1/10<sup>th</sup> of price in UK, so perhaps a UK tutor running a course for this price is not realistic. One option might be perhaps be a 'training the trainer' course instead.
- In her experience, most of the top business segment (e.g. IBM and other Multinationals) either send high-level staff for training outside of Egypt or bring foreign trainers in.
- Currently the majority of their work is funded through government. 1200 funded by MICT (Ministry of Communication and Information Technology) for marketing training
- In her opinion 'people do not want to invest money in themselves'. The attitude of graduates is that they are wonderful and they don't require training.
- \*\*Is might perhaps be of interest to our members partner with local provider to deliver courses in Egypt but the question is how? This is a very price sensitive market.
- British accent is valued
- See she the 'Chance is not in Egypt but in Libya and Saudi Arabia'. English UK's mission there was of key interest! Her company has formed an alliance with 6 of the best Egyptian training providers to approach large companies or overseas governments in order to export training to Arab

companies in Libya and Saudi Arabia. Others in the alliance do, on an individual basis, have overseas relationships i.e. PMI (project management). As a consortium they have made a proposal for accounting and HR training in Libya and had planned visit but this has been postponed. She feels they need accreditation by international recognised body. Benefit to UK partner is that the Egyptian-side could deliver the soft-skills training there in Arabic, whilst the British company could focus quality assurance, and if necessary on language skills.

**8. Networking dinner with various industry contacts including:** Nadia Lamloom, Executive Director of British Egyptian Business Association; Omar Allam, Senior Training Co-ordinator of Engineering Consultancy Group; May El Batran Head of Education Committee of Egyptian Junior Business Association (EJBA) and Managing Director of TMA Professional Enhancement (training provider); Ahmed El Bahawy, Industrial Training Council and Fathia Hussein Social Performance Manager of British Gas.

Discussion with Ahmed El Bahawy (<http://www.itc-egypt.org> )

- The Industrial Training Council (ITC) was established to coordinate and supervise all vocational and technical training activities related to the Ministry of Trade & Industry to increase their efficiency and link them with the real needs of the different industrial sectors and maximise the utilisation of available resources including, but not limited to, FTTC, SDP, NSSP, TVET as well as supervising training programmes of PVTD and any other technical training programmes.
- The ITC has a database of 'approved' trainers. He sees two areas of access for UK providers 1) through partnership with local providers, relevant courses then could be advertised on this database (2) working in areas of capacity building e.g. English for Engineers.

Discussion with Dr May El

- May highlighted the prevalence of family run SMEs in domestic business. Most have seen a reduction in spending on training.
- Three reasons for the reduction 1) Effects of revolution on economy, slowing growth from high of 7%. Company budgets affected. 2) Impact of IMC database. A large number of providers were listed but they offered varying quality courses. Companies were initially willing to invest but they failed to see return in terms of staff skills development. 3) Budget cut. Less subsidies available. IMC now has 10% of budget it originally held and therefore, if companies do wish to invest in training, they must now cover the bulk of the costs. Originally scheme meant that where training was for industry (manufacturing), government funding covered up to 80% of the cost and the company the remainder.

Group discussion on the biggest challenges to any training in Egypt:

- Affordability – online learning products could be an answer
- Scalability
- Managerial aspects – e.g. Cairo University and BP. In theory the British Council devised a great social responsibility programme to train locals for the gas industry. However the results slightly limited by internal university relationships and practises. For a project to succeed, it needs a UK staff member to be on the ground in Egypt oversee activities.

**Tuesday 11 June**

**9. Meeting with Kipling School Ms Afaff Awad Ishak, Director and Principal of Kipling School and of Ecole Voltaire, Linda Azmy, Kipling School Director and Ghada A Al bagoury HR/IT Manager**

Kipling School is an international school established 5 or 6 years ago that follows a British curriculum. Ecole Voltaire is its sister French international school. The qualifications gained from international schools get official certification from the Ministry of Education, to enable students to be eligible to enroll in Egyptian universities.

- 'If you are keen to educate your child, the choice is an international school'.
- 702 pupils, most Egyptian (3-4 are children of ambassadors/ foreign). Most Britains resident in Egypt send their children to BIS (British International School)
- Children start from 3½ in school and, at present, continue until year 8, but the school is growing. There is an associated nursery on site where they can attend from walking age.
- Younger children follow CIPP (Cambridge International Syllabus for Younger Students). Children will follow the IGCSE curriculum, covers 6 core subjects. Will start pre-IGCSE in year 9
- They receive a lot less help from British Embassy or British Council in terms of the development of their education system compared to the support from the French. In order to be accredited 40% of the teachers in the French school must be certified, the UK has no similar rule. French embassy promotes job opportunities and links French teachers living in Egypt. It also funds 2 week training courses in France it wishes to ensure modern teaching methods.
- French embassy also publishes teacher salary rates – linking exact qualifications to salary.
- A large number of her staff in English school are dual nationality and therefore bilingual. 8 native speaking teachers, classroom assistants are Egyptian.
- Currently trying to recruit qualified British teachers to teach IGCSE course and also native speakers for actual English language lessons. Plan B for latter would be training of native speakers in language learning teaching.
- Possibly interest in trainer coming here to cover full spectrum of training or interest in short teacher-training courses delivered in the UK. But cost dependent.
- Ministry of Education doesn't accept any teachers without certification. For UK staff teachers must hold 'Bachelor of Education' plus 3 years certified experience. Ministry regulations demanded the certificate must have the word 'Bachelor' i.e. 'Masters' is not acceptable! Asked whether this is something the Embassy could resolve? Teachers do not need to be TEFL qualified. For Egyptian teachers newly qualified is acceptable. All other qualification specifications can be determined by the school themselves.
- Recruitment of international teachers is very lengthy process but standard practise among international schools globally.
- British Council 'accredits' the English international schools but its visits are focused on facilities rather than curriculum or teacher training. Previously IGCES required 'teaching the trainer' course but this has changed.
- Cambridge has developed a system for training teachers but it requires someone within the school to be mentor to train. Wishes the BC would set up mentoring system where teachers could go to train. Simon Higgins based in Dubai is Cambridge's manager for whole of Middle East.
- Some of their teachers have signed themselves up to do a PGCE with Sunderland and Nottingham Universities to do distance learning PGCE
- Principal was of the opinion that sector wide there may be interest in short module courses that could build up to teaching qualification or demand for an online course
- Background – Middle class are recognising the importance of education in the current economic and political climate and are willing to invest in private education for their children. Fees for BIS (British International School) LE120,000 per year, 2<sup>nd</sup> tier e.g. Canadian, Heritage, LE80,000. Growth in demand for IB. Schools increasing their fees if they gain the licence to teach it. On average, across the board, private schools increased prices by 20% last year. Some schools are now experiencing issues recruiting staff from overseas and therefore increased demand for certification of local teachers to teach international curriculum may occur.



#### 10. Meeting with Vodafone Egypt – Rania Salah, Head of Talent, Learning and Development

- Top management are convinced of the need to spend on training and people development. Facing budget challenges but training is the last area to be touched. They are still investing in people and new initiatives.
- All company language and systems are in English.
- 3 or 4 years ago BC delivered accent training in call centres but not sure if this is still continuing.
- Believes English language is highly needed. One year ago had large expansion in its customer care team and retail shops. This was mass hiring and so entry requirements were just basic English skills.
- Every employee has 2 days training per year. Usually soft skills or technical. 8000 employees, so 16000 training days.
- Currently use online English training. Global agreement with Rosetta Stone. 350 licences used in Egypt this year. However they are now finding may require more interactive and more advanced training. The trainees are still finishing the course with basic abilities.
- Currently developing personal training for on high calibre candidates. 8/9 employed initially in junior level positions but promoted through the company to high level. Focus on technical skills and soft skills e.g. phone etiquette, handling difficult customers, marketing.
- Has existing manager academy where appropriate level staff are taught courses such as managing people/ managing change. Progressive skills. Undertake 1 or 2 day training modules each year, building to a certificate qualification.
- Courses taught by Vodafone certified trainer – vendor based.
- Soft skills are undertaken as mass training online through 'Howard Management'. They do also run occasional workshops. JS international run 'leading self and others' module.
- They did used to send (senior) staff abroad but they now bring vendors to teach in-house. More cost effective.
- Possible interest in international certification.
- Lack of local training providers unable to supply specific management and leadership training with right degree of professionalism for the top-level (50 or so) staff. Therefore she needs to source international trainers for executive training programmes for these senior staff, delivered in English. Innovation and creativity would be fundamental to any current UK offer. Local companies are suitable to deliver sales type training and, if certified by international companies, technical skills training.
- Has rooms and facilities onsite ranging from 15 – 300 capacity.
- Training for the top 50 flyers is planned around 1 year in advance. Yearly plan is devised from Sept – July 2014 therefore to be included ideally proposals needed in 2-3 weeks although can happen up until December as in some areas just provisional budget allocated.
- Twice a year all staff have performance review when the gaps in their soft skills etc are identified.
- Some training vendors are recommended globally by Vodafone UK. Some training offerings are dictated by global deals but others can be decided locally. Egypt sometimes recommends good vendors it has sourced to Qatar.
- 15 candidates per year are employed through their 'Discover' graduate training programme. This lasts one year and is run in-house. Recruitment is targeted at the German and American Universities' best candidates. They need to be fluent in English – use internal testing system to establish this. Broadly it is open to graduates with any degree specialism but it does depend on a yearly basis as to where talent gap in company has arisen. This year it is in technology.
- In terms of management, the target is that 70% of positions are filled through internal promotion, 30% recruited from outside.
- A lot of movement across/ around multinationals but Vodafone's level of retention is good due to their investment in the employee's future. This breeds loyalty.

- Sees itself as Fast-moving consumer goods (FMCG) industry rather than telecoms
- 99% of employees are Egyptian. Not company policy. Previously it was an issue to recruit employees with appropriate skills but finding this is no longer true.
- 3 main providers – Vodaphone, P & G and Etisalat
- In general may be a need for HR training especially through strategic business partner. CIPD. Used to be an Egyptian community for HR but is not active.
- Interested in receiving high level proposals – including levels and how people can progress.
- Possible help required in assessing EL need as she was unable to quantify exactly what is needed.

#### 11. Meeting with Career Gate at Modern Sciences & Arts University (MSA)

Established in 1996, MSA University is an extension of the Dar El Tarbiah and Language Schools, founded by Dr. Nawal El Degwi in 1958. The schools have always been acknowledged by the British Council for establishing models of best practice in IGCSE education.

MSA University grants its graduates a dual-origin bachelor degree; namely a British degree from Middlesex or Greenwich universities, and another Egyptian degree accredited by the Egyptian Supreme Council for Universities. Career Gate [www.careergates.org](http://www.careergates.org) is the relatively newly established training arm of the university. The MD is the son of the university founder.

- During a PowerPoint presentation the marketing staff explained their mission to be 'the leading centre for human development and professional training in the region'. Areas of focus include art and design and fashion, cinema, business & management, IT, marketing, soft skills short courses, HR diplomas and higher degrees. Career Gate promotes itself as the 'premium provider of British training'. 'Award', 'certificate' and 'diploma' level qualifications plus short courses on offer.
- Runs on 2 campuses – Dokki and October 6
- Advertises partnerships/works with EdExcel, BC, Cambridge exams, University of Greenwich, ITC training counsel and an exclusive validation agreement with Middlesex Universities (MBa) in mass communications and computer science.
- Services provided to individuals and to corporate clients. It is able to tailor courses and offer credit for modules.
- Matches British National Qualifications framework.
- Most popular course is undergraduate level diploma course in marketing management linked with Canadian Chamber of Commerce.
- Most diploma courses take 5-6 months, studied 2 days a week
- Flexible attitude to EL. Sometimes English is a pre-requisite for diplomas but they were unable to clarify to any degree what level is required – 'IELTS English'!
- Under their personal and professional development area, they advertise some EL courses. Teachers are employed on freelance basis and have BA in English. Some are TEFL qualified and are experienced. Courses run on demand – theoretically 7 levels of general English on offer (from total beginner) each course lasts 36 hours (2 lessons a week over 6 weeks), BEC (Cambridge Business English Certificate) & IELTS preparation (6 weeks, twice a week for 3 hours). In one year up to 300 students study English.
- BC assist with the IELTS programme – i.e. the BC runs the exams
- Local employers do not require IELTS or proof of English Language level. This is only necessary for visa purposes and this is the main reason for students studying with them.
- MD advised centre has the capacity to increase supply of English courses - they have physical infrastructure, but the demand is not there. (It was unclear if this was true for the market as a whole if it was just down to ineffective marketing on their part).

- It is possible that courses for 'training the trainer' may be of interest. But cost is the key consideration.

## **12. Meeting with Eng Khaled Mahmoud Abbas, 1<sup>st</sup> Under Secretary for Technical Affairs, Ministry of Housing & Urban Development**

This followed on from a meeting the Head of UKTI had with the Ministry earlier in the year. There are 4 or 5 million workers in this sector, plus probably 2-3 million in the Gulf.

Sees three opportunities:

(1) Vocational training –

- Lack of qualified leaders or supervisors.
- Own 62 training centres. 1 or 2 were upgraded last year. Spread all over the country, most governates have 1 or 2 centres. Most trainees 21- 24+ on 15 day to 2 week course
- In 2010 started 2-3 year initiative to upgrade training centres in partnership with TVET through social fund supported by local Egyptian government. Were in talks with Scottish Qualifications Authority (SQA) in to certify the training centres (i.e. accredit them to standards that would be recognised internationally, helping graduates of the centres/workers to be employable abroad) and to support the delivery of a train the trainers programme. Curriculum was upgraded in 30 areas and at three levels – beginner, intermediate and supervisor. ISO 2000 certificate offered. However the process stopped with revolution. Interested in rolling out a pilot with one or two centres. Could use existing curriculum and upgrade.
- Ruscam = private sector owned training centre

(2) Training for engineers and management. Interested in short courses either here or abroad

(3) In the capacity of his other role of as Board Member for Egyptian federation of contractors (a federation with private and public sector members). Federation is looking to establish a national academy/college for construction. Idea is to partner with European entity to help change viewpoint. Increasing competition in Gulf region, therefore need to keep skills for exporting. Aimed at 14+, 1 year course (post secondary school young people can work).

- Biggest problem is that Egyptian culture doesn't view vocational workers in the right way.
- Also question if Ministry funding does exist.
- Previous plan up until 2009. Link between Egypt and Italian construction workers. 4-5 visas available. Need for Italian course
- Workers going to Gulf need basic English language skills. Minimum language requirement in order to communicate. Therefore a module should be included in above-mentioned course.
- Believes construction skills here are directly comparable to those in the UK and (theoretically) is regulated to international standards.
- NUKE responsible for 27 new cities. Managed by this agency. Currently developing 4 new cities to be green cities. North coast, Port Said, Alamin
- Theoretically currently individuals do need a licence to work in construction but in reality this can be bought (corruption).
- Lots of work in other African countries. International companies are looking for qualified/certified people to work.
- Chairman of vocational centres = Ministry employee
- Relationship with British Council does exist. EMJA Board Member and they introduced Ministry to City and Guilds.

**Wednesday 12 June**

**13. Meeting with Mohamed El Derwy, Chairman and Emad Nasr, Vice Chairman of Alexandria Human Resources Association**

AHRA is a non-profit organization established to meet the needs of workers in HR and the various stakeholders associated with it. Their motto is 'Networking for Practice, Progress and Prosperity'.

- Association was set up last year. Most members are HR directors and training managers with the biggest proportion from large local companies and multinationals. Broader business contacts also welcome. Currently it has over 60 members. 95% are from Alexandria. Most of the Board have 15-20 years HR experience.
- Charge minimum fees to belong. Association is marketed electronically through linked in and facebook.
- Hold monthly meeting focusing on one topic often with a guest speaker
- Current key issues in the sector are strikes and demand for higher salaries etc post revolution, trying to adopt Egyptian labour law to abide by Ministry of Manpower. Similar problems are affecting most members.
- Similar association is EHRA (Egyptian Human Resources Association) based in Cairo but this is less active than it used to be.
- Long term plan is to identify training needs as a group, then offer services to members. Sees two areas of relevance: (1) Develop English language for university students & employees and (2) Develop leadership skills & soft skills for university students & employees.
- 3-5 years prior to the revolution ITC (baby of IMC) was very active and offered up to 80% subsidy for training courses. But the budget was frozen and then reduced and so most companies slowed down training.
- Need for technical courses and leadership. Very few of appropriate specialisation and quality in existence.
- There is possibly a gap for professional writing courses. Graduates understand English but also lack conversation skills. This would be a junior and mid level management course.
- Popular providers of courses include those run by AMIDEAST (American Chamber of Commerce), Arab Academy in Alexandria, ESLSCA Business School
- British Council no longer offers English Courses in Alexander. It moved premises due to security issues with previous building and no longer offers training or a library. Students therefore locally can study at Arab Academy, Berlitz and Amistad. At Amistad appropriate courses exist but they are very lengthy and progress is slow (14 levels).
- Infrequently the members send top level managers to Europe.
- It is not easy to get good calibre graduates. True at all levels but especially for managerial level, they lack the language skills – English and French. In their experience companies do not run/offer training to bring possible candidates up to scratch. Rather employers try to source potential employees from American University and Alexandria University, focusing their recruitment at the faculty of language and commerce.
- French is important (a) for export to African market and (b) viewed as high social status. High number of French schools now exist.
- Association sees the value of CIPD and, as an association, they are starting to develop links with local HR. Run events in Dubai.
- Do want to run their own courses (mostly at the senior level) focusing on topics such as HR, legal, negotiation etc.

Background information from Radwa Sultan, UKTI trade advisor

- In general public universities are not viewed as being as good as before. Most professors have links with UK and USA and undertook degrees or masters in these countries and so have strengths in this area. To minimise risk of unemployment and to supplement low government paid salary, professors now work in both public and private universities, teachers might give evening classes etc
- In current economic and political circumstances some businesses are reluctant to invest in training. But she feels now is the time for UK companies to develop contacts so when they are ready again to invest they will turn to them.
- Shortage of foreign currency as tourism decreased etc. No currency in banks and government has introduced a restriction on the amount of money able to access from banks. Certain sectors and companies are prioritised and then they need to bid for it.

#### **14. Alexandria University with various staff including Professor Dr Roushdy Zahran, Vice President for Education and Student Affairs**

- Second largest university in Egypt. 145,000 students, 55000 faculty members, 13 admin staff and 11,000 working in hospital. 19 faculties running undergraduate and graduate courses plus higher institute offering only graduate courses.
- Undertake activities to prepare students for working world. Major challenge is to prepare them for job market. Currently they offer a variety of short courses including soft skills. They have existing agreements with many NGOs to run them. Most are either free or only charge a nominal fee.
- In some Undergraduate programmes telephone conversation skills, how to be an entrepreneur, principals of marketing etc are included as part of the core curricular. Since 2005/6 all have a mandatory course on Human Rights.
- Attempting to introduce a course on entrepreneurship.
- Theoretically all are good and up-to-date courses but this is not necessarily true in application. In last two years the University conjunction with BC has started a study to discuss issue of deficiency in access to employment. Undertaken by Liverpool University. The consultants met with students, business associations and some members of business community. Report has already been received. It advised that the 3 sectors should work together but found they are working independently.
- Students desire to study at American University. Not because of the standard of education but because they believe that they have a better chance of employment if they graduate from there. As a result, Alexandria University has identified the need to strengthen their own brand.
- British Council has agreed with the wish to restart running languages courses in Alexandria again. University is in discussions to work in partnership. The proposal is the BC would use existing university buildings and facilities and in return they would create courses matching the students' needs (including ones tailored for the job market) and offer these to the students at a reduced rate.
- Professor Mohammad advised that market analysis important at all levels of training. He gave example of the faculty of science having created a petroleum geology course having identified need in this petroleum industry. The issue is the need to change the mentality of students. Currently many view work in government/public sector as the best option as these jobs are secure. Important for the government to facilitate courses that have high employment rates.
- University also places increasing importance on community. On campuses there is also a Community Development Centre offering continuing development / ongoing courses. This offers a vast range and spectrum of courses including language to flower arranging etc. Course length ranges from 2 weeks, some for 6. Also teach Arabic as a Foreign Language (aimed at attracting students from UK, USA, China etc)

- Faculty of Leadership Development Centre (LDC) - this centre offers courses to faculty members. Some mandatory, others optional. E.g. admin, financial, stress management. All geared towards the professional development of staff at the university. All need to show measurable outcomes.
- There is no tie up with BC in this LDC Have (1) an interest in cooperating with ESP centre. Currently in terms of EL courses the LDC largely focuses on TOFL and IELTS and a degree of mobility courses. Since (a) for masters degrees there already exists a prerequisite to have an English exam and (b) some faculties require proof of a teacher's level of English in order for them to be employed to teach English. Therefore teachers have certification through this centre.
- One current area of development is they are looking to establish a technical vocational training centre in new industrial city. They have already located existing university owned land and they are in discussions with Ministry of Planning and Commerce. The British Consular questioned how far these plans have developed/progressed as she has been hearing talk about this for quite some years. The aim is to create a mid level qualification technologist (midway between technician and engineer) e.g. someone with skill level to read a blueprint. 3+2+2 programme (i.e. a 4 year bachelor degree) including 3 years theoretical study in school and 1 year vocational placement in the field. Idea is that training centre, could be a private/public partnership. Master plan exists, including most of the curricular; the sticking point is issue of finance.
- Trying to address the issue of social status by issuing a BA qualification for more vocational focused course.
- Revenue - in order to fund major projects they are establishing an Alexandria University foundation to attempt to raise funding through alumni, funding societies etc to reduce their total reliance on government funds. In order to raise revenue and increase spending flexibility, they are having to using more unorthodox way of raising revenue.

#### **15. Meeting with representatives from Alexandria Businessmen Association including Dr Omar Abdel Aziz**

A group formed by leading businessmen in Alexandria with wide reaching philanthropic aims including a hugely successful micro-loans scheme, which has won global awards, advocacy service and they run their own community-focused training centre.

In terms of their involvement in any training relating projects they would be looking at proposals for large scale activities with NGO funding in place.

#### **16. Meeting at Pharos University with Dr Magda El Maseek, Head of International Relations Department, staff from faculty of language and translation, Mr Patrick, Director of EL Centre, Director of Educational Development Centre and IR Office Manager**

- The only private university in Alexandria. Established 2006. 11 faculties including pharmacy, chemistry, medical science, engineering, tourism and hotel management, mass communications, law, business admin and languages and translation. Runs credit hour system, enabling students to personalise their study.
- 500 staff members at university. 17 staff at language centre, comprising 4 admin and 12 teachers. 6500 students.
- Teaching in all faculties is conducted in English. EL centre supervises the delivery of English to the whole of the university.
- Have MOU and partnerships with around 13 international universities in US, Asia and Europe. Non in existence with UK institutions so far. Existing MOUs include with faculties of pharmacy and

mass communications. The objective is to development their educational system, student exchange, faculty exchange and joint research projects.

- Offers 2 joint degrees with Austin Institute of Technology. Students receive 2 degrees. Course delivered here although is option for students to spend a semester in America.
- Dual certification programme with Royal Institute of Technology in Sweden for 5 BSc courses in Engineering.
- Have delegation from Queen Margaret University coming end of June.
- Students must complete English language courses in order to gain credits for undergraduate degree. The EL centre was founded 3 years ago as they felt the level of English of students was not strong enough and they needed to address this issue. They wanted students to graduate with the ability to use English.
- EL centre delivers courses to all 11 faculties. Relevance to faculty determines level of English language tuition that is delivered. Have progressive levels. Some faculties are level 1 to 5 but tourism, international relations and law go up to level 7. Students receive 45 hours of EL teaching in semester 1.
- Found students from English medium (speaking) schools generally have the ability to use and communicate (fairly) easily in English. Arabic speakers from national schools struggle. Very basic language skills upon entry. Aim is to graduate students at C1 level (especially from faculties of law, mass communications etc). For tourism more to level equivalent to that required to obtain a visa.
- Candidly they would be interested in more teacher training. English pragmatics are lost on most English teachers as they have not been exposed to native English language. Feels there is a need for teacher exchange and exposure to English culture.
- English teachers need to hold BA in English as a minimum qualification. Very difficult to find staff with anything more than this basic requirement e.g. with CELTA.
- Strong demand for good teachers but the supply doesn't exist. There is a lot of competition. Graduates in English are few e.g. less than 40 per year from Alexandria University.
- They had considered running their own EL teacher training programme but one issue is time. Teachers can't take time away from the classroom.
- Development centre is developing workshop to promote professional development of teachers and encourage active learning methodologies.
- Sees the need for on-line teacher training.
- Interested in developing further TAFL (Arabic for Foreigners)
- In terms of collaboration with EL provider, they would be interested signing in MOUs



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