

**Democracy, Education and Equality in
Arab Countries:
*Tackling Structured Inequality in Egypt***

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Introduction and Outline

- Background & Acknowledgement.
- Research Purpose.
- Research Methods.
- Conceptual Framework.
- International and National Discourses.
- Structured Inequality in Egyptian Education.
- Socioeconomic-gender Disparities in Higher Education.
- Voices of Stakeholders.
- Implications for Higher Education Policy and Practice Reform.

- **Acknowledgement**

**Population Council, Ford Foundation –
Funded Project: "Advocacy and
Awareness-Raising for More Equitable
Higher Education Policies in Egypt."**

- **Research Purpose**

- Define the status of educational equality and gender equity in Egyptian higher education,
- Uncover the current disparities and its socioeconomic and cultural factors, and
- Offer policy recommendations that would generate an effective free system for both females and males.

Research Methods

- Educational Policy and Sector Analysis.
- Quantitative secondary data analysis.
- Qualitative Study (Population Council, 2015).
 - Two governorates/provinces, representing the north and south regions of Egypt: Alexandria and Sohag.
 - 12 Focus groups:
 - 8 focus groups with 63 female and male students and 4 focus groups with parents.
 - 26 Individual Interviews .

- **Conceptual Framework**
- Democracy and Education (Dewey, 1916)
 - “if democracy has a moral and ideal meaning, it is that a social return be demanded from all and that opportunity of development of distinctive capacities be offered all” (p. 142).
- “Social conception of democracy” (Dalton et al., 2007).
 - Based on results of earlier surveys in Eastern European countries, Africa and Latin America, they explain that freedom, liberties, rights, and equality gained the most common responses in defining the meaning of democracy (p. 144)

- While the issues of equality and social justice are ignored in the Economist Intelligence Unit's Democracy Index 2012, the Arab Democracy Index 2011, pays these two issues their proper attention.
- The Arab Democracy Index (2011) “looks closely at the state of democracy ... by collecting and analyzing data on forty indicators relevant to the process of democratic transition.” These are categorized into four main areas:
 1. strong and accountable public institutions;
 2. respect for rights and freedom;
 3. rule of law; and
 4. **equality and social justice (i.e., gender equality, level of illiteracy and its prevalence among men and women, and percentages of men and women that are university graduates)** (p. 8).

Gender Equality and Equity

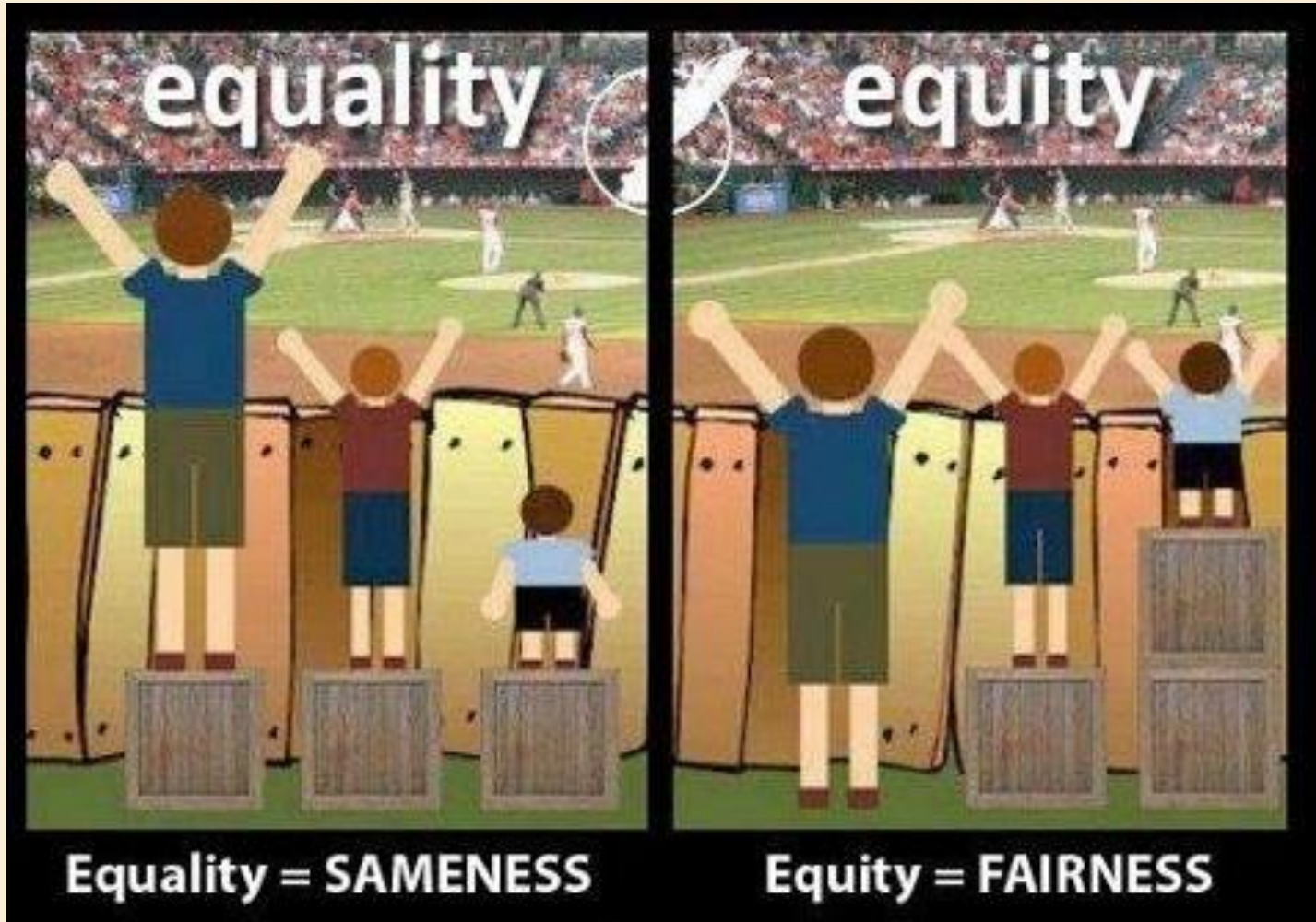
Gender Equality

“Women’s and men’s rights, responsibilities and opportunities are equal and will not depend on whether they are born male or female” (UNESCO 2000).

Gender Equity

“Fairness of treatment for women and men, according to their respective needs. This may include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations and opportunities” (UNESCO 2000).

Gender equity and equality require policies on equal rights, duties and opportunities for both women and men where the application of these policies take into account the different needs of each gender in a fair economic, social and cultural context.



International Discourses

The United Nations' Convention on the Elimination of all forms of Discrimination Against Women (CEDAW), December 1979.

UNESCO World Declaration on Education for All 1990

**“Creating flexible and inclusive educational systems and achieving education for all by the year 2000.
Eliminate gender disparity in all levels of education no later than 2015.”**

The Dakar Framework for Action 2000

Reaffirmed the commitments of EFA and with a focus on female education, pledged to provide quality education for all by 2015.

International Discourses (Cont.)

Millennium Development Goals (2000) include
“Promote gender equality and empower women by 2015.”

The 2030 Agenda for Sustainable Development

Post-2015 New Agenda

“Realizing gender equality and the empowerment of women and girls will make a crucial contribution to progress across all the goals and targets. The achievement of full human potential and of sustainable development is not possible if one half of humanity continues to be denied its full human rights and opportunities.”

- National Discourse

Article 11 of the Egyptian Constitution 2014

“The State shall ensure the achievement of equality between women and men in all civil, political, economic, social, and cultural rights.”

Article 21 of the Egyptian Constitution 2014

“The State shall guarantee the independence of universities and scientific and linguistic academies, and provide university education in accordance with international quality standards.”

“It shall develop and ensure free provision of university education in State universities and institutes according to the Law.”

The Supreme Council of Universities in Egypt

Vision

“University education contributes to the shaping and implementation of the **state's economic development plans and the application of modern technology**”.

Mission Statement

"Work on the independence of universities and the preparation of an outstanding **graduate to compete in the global labor market** in order to establish a link between higher education and the needs of society and production. Also, develop and modernize the performance of universities through **using performance evaluation methods and quality assurance techniques**. Create a knowledge society and encourage innovation and creativity within the scope of **scientific competition for excellence**."

Structure of the Educational System in Egypt

Total Enrollment Rate in 2013

HE. %28

Sec. %66.5

Prep. %93.4

Prim. %97

Pre. %28.5

Age	Grade	Level			
22	17	Universities	Non-Universities		
21	16		Higher and Middle Institutes		
20	15		General Secondary School	Technical Secondary School (3 Year)	Technical Secondary School (5 Year)
19	14				
18	13				
17	12	(Basic) Preparatory			
16	11				
15	10				
14	9	(Basic) Primary			
13	8				
12	7				
11	6				
10	5				
9	4				
8	3				
7	2				
6	1				
3, 4, 5		Pre-Primary			

Note: From 1989 to 1999 the primary level was consisted of 5 year. Recently the primary level duration is 6 year.

Access to the University

- The achievement of gender equality in university education is closely related to secondary education and its equal access opportunities. **According to 2012/2013 data:**
 - Total enrollment rate in secondary education reached %66.5.
 - The total proportion of females in secondary education is less than that of males. Female students constitute %45.
 - General secondary education service distribution reached **%73 in urban** areas compared to **%27 in rural** areas.
 - General secondary schools **%45** versus **%55** vocational secondary schools.

(Ministry of Education, National Strategic Plan for Education 2014-2030)

Enrollment Rates in Higher Education in Egypt Compared to Other Regions

(Age Group 18-22)

2012- 2013

Egypt	Arab World	OECD
28%	25.5%	71%

World Bank DataBank 2012, MoHE Strategic Planning Unit 2014

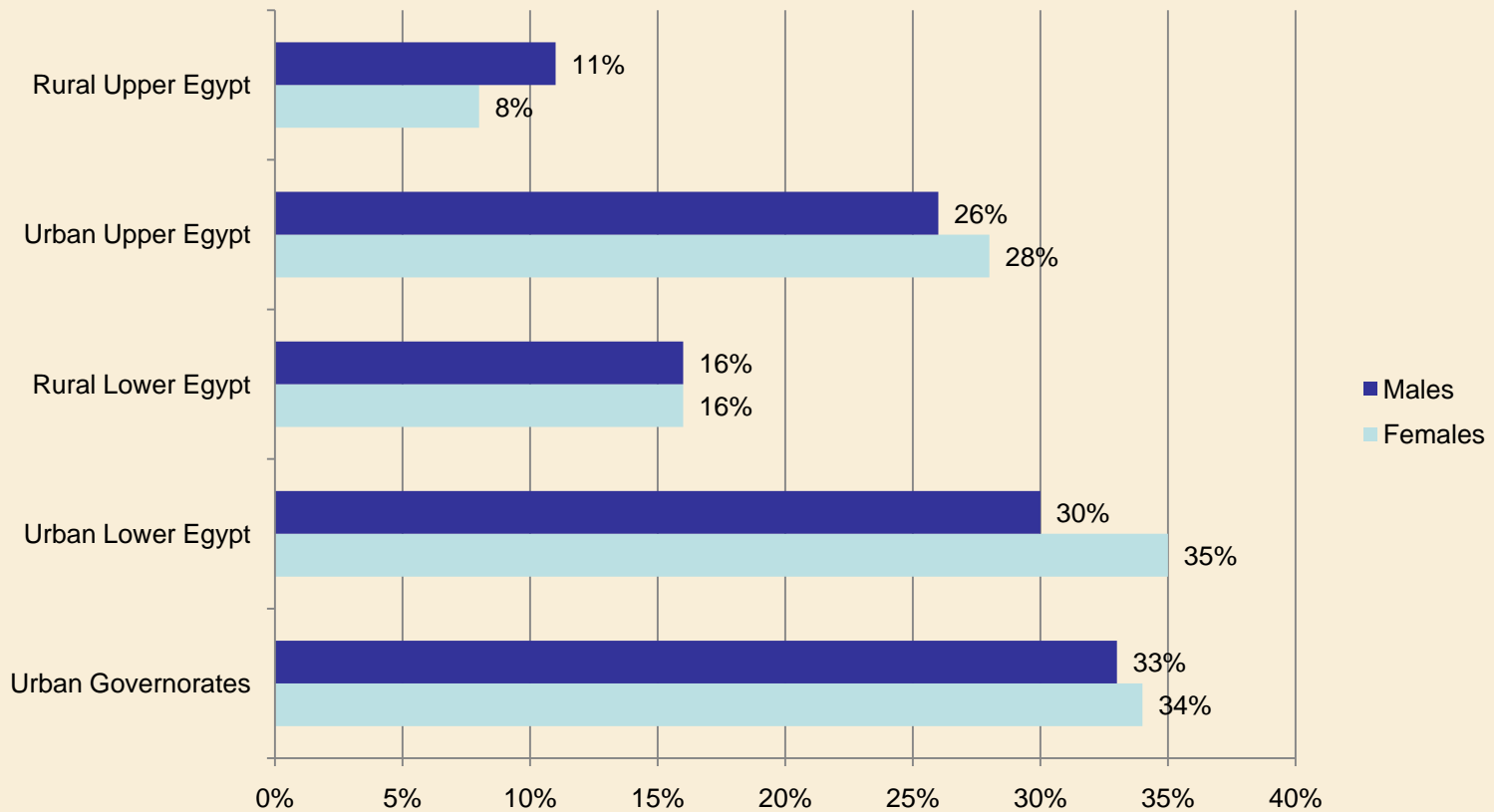
Enrollment Rates of Female Students in University in Egypt compared to Other Regions

2011-2012

Egypt	Arab World	OECD
48.6%	51%	53%

(CAPMAS, 2012; UNESCO, 2012)

Gender Gap in University Enrollment by Geographical Location and Socio-Economic Background 2008 - 2009

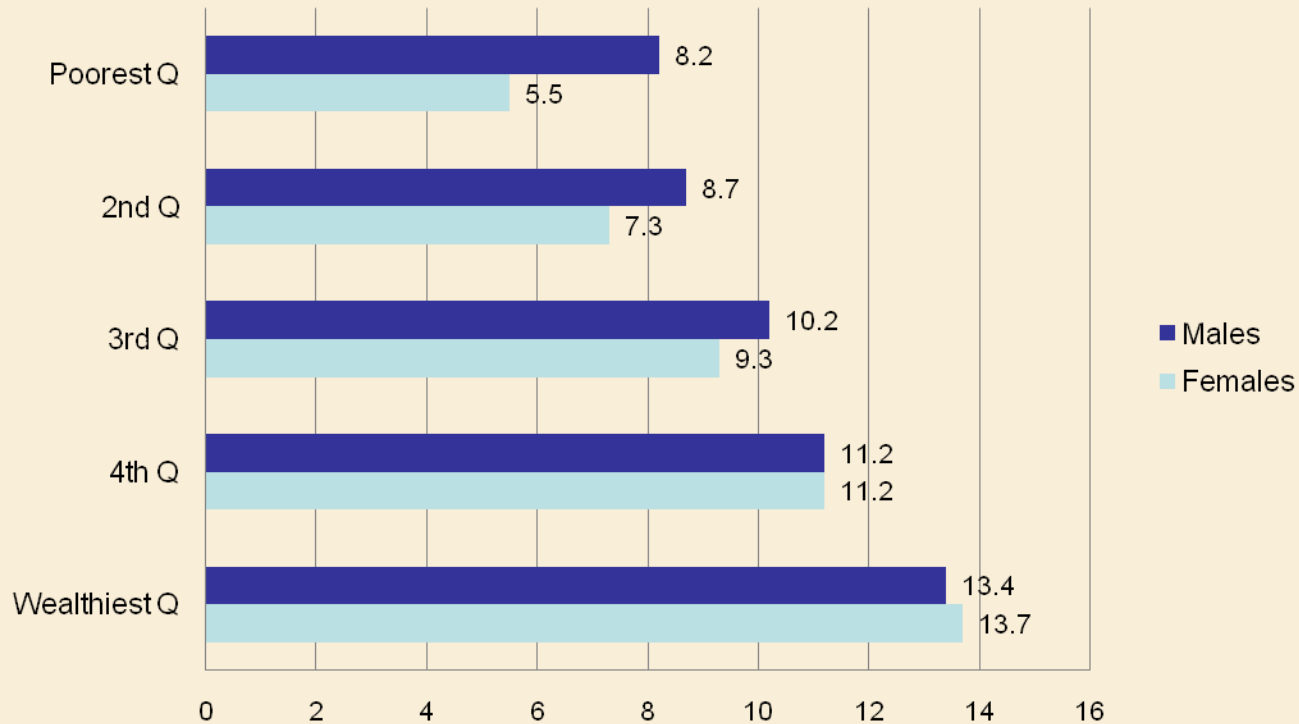


Source: ElBaradie (2012) based on HEICS 2008-2009

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A Strong Correlation between Wealth, Years of Education and Gender Gap; the Greater the Wealth, the Less is the Gender Gap

Average no. of years of education by income and gender
(Age group 22-24)



Source: Population Council (2011) SYPE. P.59

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University Enrollment by Faculty and Gender

Specializations	Males (%)	Females (%)	Total (%)
Education	33.57	66.43	100
Natural Sciences	40.87	59.13	100
Medicine	50.32	49.68	100
Engineering	70.97	29.03	100
Arts and Humanities	26.53	73.46	100
Agriculture and Veterinary Medicine	56.18	43.82	100
Social Work	26.55	73.45	100
Fine Arts	23.45	76.46	100

(CAPMAS, 2011 – 2012)

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- Factors Underlying Inequality and Gender Gap in Higher Education
Voices of Stakeholders
(Population Council, 2015)

THANK YOU

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