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**A Critical Study for the University Legislations in the Light of Some  
Current Trends of the Egyptian Universities**

**A Thesis Submitted for Fulfillment of Doctor of Philosophy  
Degree in Education  
(Foundations of Education)**

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## **Introduction**

Egyptian universities have conspicuously taken some reformist approaches to revise the philosophy and objectives of university education as a result of the entry of universities to the stage of conflict for building and serving the society. This is in addition to global competitiveness, the pursuit of independence and the preservation of academic freedom, especially in this age of complexity and comprehensiveness for many details and issues, which resulted in the need to review the university legislation in order to find out how to cope with and be suitable for these current trends of the Egyptian universities.

## **Problem of the Study and its Questions**

The problem of the study mainly lies in the orientation of the Egyptian universities to develop their idea and modernize their philosophy and objectives through some directions, such as: university governance and activating its independence, the development of new educational patterns, and increasing its openness and partnership to society through special units. This is in addition to its orientation towards internationalization and academic mobility, which requires the need to review the university legislation through criticism and analysis commensurate with these trends in light of the increasing roles of the university and its complexity, whether in terms of researching and teaching or community service, and research whether it is working to help the university to accomplish its tasks in its application of developing destinations or whether it is working on her disability.

The problem of the study is therefore to answer the following questions:

- 1- What are the most important developmental trends taken by the Egyptian public universities?
2. What is the conceptual framework of university legislation, including its concept, levels and historical development?
- 3 - What are the most important features of university legislation in accordance with the contexts and ideologies of Egyptian society?
- 4- What is the attitude of university legislation towards the governance of universities?
- 5- What is the attitude of the university legislations towards modern educational formulas and partnerships between universities and community institutions?
- 6- What is the attitude of university legislation towards internationalization and academic mobility?
- 7- What are the most important future scenarios of university legislation, and the most important course to achieve them?

## **Objectives of the study**

The present study aims at:

- Identifying the most important reform approaches sought by the Egyptian government universities to develop their ideas, objectives and mechanisms.
- Defining the nature of the university's legal legislations, including the concepts, levels and sources of historical derivation and development.

- Revealing the most important features of the university legislation, including the quality of drafting, and its suitability to society in its contexts and ideologies.
- Criticizing the university legislations and analyzing their position on the orientations of the Egyptian universities towards reform and development.
- Introducing a vision for the future of university legislations in Egyptian government universities based on several scenarios.

### **Importance of the Study**

The importance of the study emerges from what may be added to the literature of educational thought, especially in the light of the lack of researches and inter-studies that combine education and law, as well as following the study of global concerns and visions of legislative and educational reform to study and discuss university legislation. In order to change the outlook on the university, and then review these legislation to achieve compatibility and progressive adjustment.

### **Methodology of the Study**

The current study adopts the following research methods:

- 1- Historical Approach: The current study is based on two types: the longitudinal or vertical method, and the analytical method.
- 2- Critical Approach: The researcher has identified some of its research principles - in light of the characteristics of the critical approach - as follows:
  - Following the concept of "multiple factors" in the current study of university legislation and development trends in Egyptian universities. The study deals with a topic that is so complex and cannot be attributed to just one factor or reason or a specific theory or philosophy.
  - Taking into account the context / historical and socio-cultural, political, economic and educational factors when studying university legislation and development trends in Egyptian universities.
  - Taking into account the linguistic significance in the legal drafting of the articles and texts of university legislation; to extract their meanings and implications, and to uncover the ideologies behind this formulation.
  - Criticizing and analyzing university legislation in light of the current trends of Egyptian universities, according to some indicators and integrated issues, including:
    - The University's relationship with the political authority and decision-makers.
    - Centralization of decision-making and its impact on quality of performance.
    - Government awareness of the importance of scientific and academic returns when adopting new university legislation or making amendments to the existing ones.
    - The government's stance and preferences among the academic, scientific, university and community revenues and the financial returns on the state's vault.
    - Democracy of education, its policies, its wage equality along with equal opportunities.

In light of the results of the study, the method of future studies is used; to develop several possible scenarios for the future of university legislation governing the Egyptian government universities.

### **Findings of the Study**

The study revealed a set of results as follows:

- Egyptian universities face challenges that highly require revision of university legislation. Despite the fact that the university legislations applied in the Egyptian universities define the structural and organizational frame, this legislation is plagued by many shortcomings and obstacles to the developmental orientations that the universities aim at achieving along with the fear of their participation in decision-making if they were able to free themselves from the government's control. As a result, we kept the Law of Organizing Universities No. 49 of 1972, despite being old and not commensurate with the global approach in a rapidly changing world.
- The university was influenced by all laws as well as political and social trends that govern the march of Egyptian society since the Republican Regime in 1952. The university legislations continued to comply with highly politicized policies. This is in addition to the attitudes of the Egyptian universities on the terms and directions of the donor bodies and institutions for loans, grants and assistance to the Egyptian government, that was evident in the absence of any sufficient study on the introduction of some current trends of Egyptian universities.
- The university legislations adopt the central method of planning, implementation and supervision of all the current trends (in this study), as well as the large number of SAIs, which resulted in many challenges, including the organizational aspects, both financial and administrative, including the academic aspects of education and knowledge, that has lost the elements of relevance and alignment to support these trends.

In view of the results of the study that are interpreted in the light of the cultural, social, political and economic contexts of the university system and in view of the use of the future studies methodology and the requirements and determinants of future study patterns, we introduce future time and expected scenarios, future visions based on several scenarios and alternatives for university legislation and to clarify the pathways through which the future vision can be achieved.

**Revised By FUCLT**

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