

Date ISDS Prepared/Updated: 12/11/2001

Section I - Basic Information

A. Basic Project Data

Country: EGYPT, ARAB REPUBLIC OF Project ID: P056236
 Project: EG-Higher Education Enhancement Project Task Team Leader: Mae Chu Chang
 Appraisal Date: November 6, 2001 IBRD Amount (\$m): 50.00
 Board Date: September 2, 2002 IDA Amount (\$m):
 Managing Unit: MNSHD Sector: ET - Tertiary Education
 Lending Instrument: Adaptable Program Loan (APL) Status: Lending

I.A.2. Project Objectives:

The objectives of the 3-phase APL are to: (a) restructure the legislative, governance, and financing systems of the higher education system to support efficiency and quality enhancement initiatives; and (b) improve the quality and relevance of higher education so graduates have the knowledge and skills demanded by Egypt's developing and globalizing economy.

The key development objectives of Phase 1 of the APL are to restructure the legislative, governance and financing systems and to introduce measures to improve quality and efficiency. The key development objectives of Phase 2 will be to achieve significant improvements in system quality and efficiency. Phase 3 will aim to achieve further rationalization of the system, particularly regarding financing structures and private sector involvement.

I.A.3. Project Description:

The Program will have three components, each of which will support a range of activities. Each APL phase will finance activities under the three Program components. (See Annex 2 for a detailed description of Program Components, and Annex 3 for a detailed cost breakdown.) The first Phase of the APL will finance the following initiatives under the various components:

Component 1: Improve Efficiency Through the Reform of Governance and Management

This Component will support Government's efforts to restructure system governance and management so conditions are in place to support improved sector efficiency and quality. The initiatives included under this component are the building blocks necessary for greater efficiency and improved quality. The component initiatives represent a challenging, yet feasible, attempt to address long-standing, entrenched, and politically-charged practices governing operation of the higher education system. The specific activities to be supported by this Component include:

1.(i) Reforming legislation governing higher education

This activity will support legislative reform necessary to grant universities more autonomy over their basic operations and procedures, and particularly over their budgetary resources. It will also establish conditions for more effective operation of the universities' umbrella governing body, the SCU. The initiative will also support the development of a legislative framework for the new TC system which will supplant the current MTI system. This will define the new management practices for

governing the TCs. It will grant TCs greater autonomy over their day-to-day operations, including enrollments, staffing and expenditures. It will also detail how the TCs' umbrella governing body, the Supreme Council of Technical Colleges (SCTC), will operate. The program will support communications strategies to ensure widespread knowledge and understanding of the legislative reform efforts.

1.(ii) Rationalizing funding allocation mechanisms

In an initial effort to rationalize higher education financing practices, this activity will finance international and local technical assistance to design an improved system for allocating resources across higher institutions. This system will be based on a rational funding formula, whose design will reflect the widespread consensus of stakeholders. Additionally, a social assessment of parents, students and other key stakeholders will be undertaken to identify acceptable and feasible cost recovery mechanisms for the higher education system.

1.(iii) Establishing a National Quality Assurance Council

This initiative will finance technical assistance to guide the establishment of a National Quality Assurance Council (NQAC). The NQAC will have considerable autonomy and will establish a performance standard and benchmarking system for both the universities and the TCs. Ultimately, the NQAC will work towards development of an accreditation system for higher education institutions.

1.(iv) Capacity Building and Management Training

This activity will finance training for members of higher education governing bodies and higher education administrators in management and financing practices and in the use of technology to rationalize and routine administrative procedures. This activity will also finance the establishment of an integrated administrative and MIS system for both the university and TC institutes. These MIS systems will be structured to meet the needs of individual institutions as well as oversight/umbrella governing bodies. The activity will finance technical support, equipment and training necessary for the establishment and operationalization of the MIS.

1.(v) Establishing a Higher Education Enhancement Fund (HEEF) (See Annex 12)

This activity will help establish the HEEF fund which will fund competitive proposals submitted by higher education institutions to improve teaching and learning, build collaboration between universities and TCs, and between the respective institutions and the private sector, and enhance institutional management and efficiency. A similar fund was trialed under the Bank-supported Engineering and Technical Education Project and was deemed to have been highly effective in the project ICR.

Component 2: Improve the quality and relevance of university education

This component will support efforts to improve the quality and relevance of university education. The activities being supported under this component aim at addressing quality concerns by responding to needs for new learning technologies, equipment, and human resource development. The HEEF fund (see 1.E above) will earmark resources specifically to support

university-, department-, and faculty-led initiatives to enhance the quality of instruction and research activities in public higher education institutions. It will finance competitive proposals which support development and employment of new instructional pedagogy, development of new curricula which integrate new information technology, fellowships for study and sabbaticals abroad, initiatives which directly strengthen research capacities, and relevant technical assistance. It will also support partnership program with industry to improve relevance of curriculum and research.

2.(i) Establishing an integrated computer and network infrastructure
This activity will finance the establishment of a university IT system which is robust and includes standards-based infrastructure, including hardware, software, associated applications, intra- and inter-university connectivity, and global connectivity through the Internet. The activity will support important technical assistance in integrating all aspects of hardware, software, communication links, training, and support into a coherent, sustainable structure. The activity will also finance in-service training for university faculty and instructors to develop their competencies in the use and application of instructional technology in their teaching. Professional faculty development will be supported for about 5,000 faculty over 5 years of the first phase APL. Additionally, the activity will finance the establishment of pilot Instructional Technology and Distributed Learning (IT&DL) centers in two universities (Cairo University and Suez Canal University) which will operate as "centers of excellence". They will build university faculty capacity to integrate instructional media into coursework and deploy instructional media in distributed learning and online education.

2.(ii) Training for faculty and staff
This activity will finance in-service training for university faculty and instructors to develop their competencies in the use and application of computer technology, particularly in terms of integrating IT into their teaching methodologies. The activity will support training for about 5,000 staff (10 percent of academic staff in public universities) over 5 years during the first phase of the APL. Training will consist of instruction in computer software operation, Internet operation, distributed learning methods, instructional design processes, course administration, and learning assessment and evaluation.

2.(iii) Developing an inter-university library system
This activity will support the redevelopment and updating of a 'hybrid' (print plus electronic), Arabized library system serving all institutions. The activity will also support the development of a strategic plan for future library development and establishment of a management system.

Component 3: Improve quality and relevance of mid-level technical education

This component will support efforts to improve the quality and relevance of institutions providing mid-level technical education. This will entail extensive restructuring of the system and a comprehensive overhaul of teaching content and practices. The component will specifically finance:

3.(i) Consolidation of the MTIs into TCs

The activity will finance audits of existing physical and human resources in the MTIs in order to consolidate 47 MTIs into 8TCs, rehabilitation of physical facilities, management training for staff who will assume responsibility for the TCs, and the establishment of working linkages with similar regional and international institutions. Funds will support training of each TC cluster with one or more foreign institutions or professional association with similar mission statement.

3.(ii) Curriculum design and instructor training

This activity will finance the development of a new, more relevant curriculum, prepared in consultation with employers. The activity will specifically support technical assistance in the preparation and design of the curricula, and support training for instructors in technical, IT, English and teaching skills. It will also finance the establishment of new units in the TCs which will provide customized in-service employee training programs for industry on a cost-recovery basis. The HEEF fund (see 1.E above) will also earmark specific funds to support competitive proposals submitted by TCs which will enhance instructional quality, including fellowships and sabbaticals abroad for faculty, curriculum design undertaken in partnership with the private sector, relevant technical assistance, etc.

3.(iii) Strengthened academic administration and management

A new management structure, holding greater autonomy and, consequently, greater responsibility, will be established to administer the TCs. Management will be expected to foster improved quality and promote greater efficiency and effectiveness in service delivery. Management structures will also be required to work in close partnership with employers. To build and support these key management functions, this activity will finance training to ensure administrators effectively adopt a competency-based student evaluation and records system, and that they can effectively utilize IT and MIS systems.

I.A.4. Project Location: (Geographic location, information about the key environmental and social characteristics of the area and population likely to be affected, and proximity to any protected areas, or sites or critical natural habitats, or any other culturally or socially sensitive areas.)
No construction involved in this project.

B. Check Environmental Classification: C (Not Required)

Comments: N/A

C. Safeguard Policies Triggered

Policy Applicability

Environmental Assessment (OP/BP/GP 4.01)	No
Forestry (OP/GP 4.36)	No
Natural Habitats (OP/BP 4.04)	No
Safety of Dams (OP/BP 4.37)	No
Pest Management (OP 4.09)	No
Involuntary Resettlement (OD 4.30)	No
Indigenous Peoples (OD 4.20)	No
Cultural Property (OP 4.11)	No
Projects in Disputed Territories (OP/BP/GP 7.60)*	No
Projects in International Waterways (OP/BP/GP 7.50)	No

*By supporting the proposed project, the Bank does not intend to prejudice

the final determination of the parties' claims on the disputed areas

Section II - Key Safeguard Issues and Their Management

D. Summary of Key Safeguard Issues. Please fill in all relevant questions. If information is not available, describe steps to be taken to obtain necessary data.

II.D.1a. Describe any safeguard issues and impacts associated with the proposed project. Identify and describe any potential large scale, significant and/or irreversible impacts.

N/A

II.D.1b. Describe any potential cumulative impacts due to application of more than one safeguard policy or due to multiple project component.

N/A

II.D.1c Describe any potential long term impacts due to anticipated future activities in the project area.

N/A

II.D.2. In light of 1, describe the proposed treatment of alternatives (if required)

N/A

II.D.3. Describe arrangement for the borrower to address safeguard issues

N/A

II.D.4. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people.

N/A

E. Safeguards Classification. Category is determined by the highest impact in any policy. Or on basis of cumulative impacts from multiple safeguards. Whenever an individual safeguard policy is triggered the provisions of that policy apply.

[] S1. - Significant, cumulative and/or irreversible impacts; or significant technical and institutional risks in management of one or more safeguard areas

[] S2. - One or more safeguard policies are triggered, but effects are limited in their impact and are technically and institutionally manageable

[X] S3. - No safeguard issues

[] SF. - Financial intermediary projects, social development funds, community driven development or similar projects which require a safeguard framework or programmatic approach to address safeguard issues.

F. Disclosure Requirements Environmental Assessment/Analysis/Management

Plan:	Expected	Actual
Date of receipt by the Bank	Not Applicable	Not Applicable
Date of "in-country" disclosure	Not Applicable	Not Applicable
Date of submission to InfoShop	Not Applicable	Not Applicable
Date of distributing the Exec. Summary of the EA to the ED (For category A projects)	Not Applicable	Not Applicable
Resettlement Action Plan/Framework:	Expected	Actual

Date of receipt by the Bank	Not Applicable	Not Applicable	
Date of "in-country" disclosure	Not Applicable	Not Applicable	
Date of submission to InfoShop	Not Applicable	Not Applicable	
Indigenous Peoples Development Plan/Framework:	Expected	Actual	
Date of receipt by the Bank	Not Applicable	Not Applicable	
Date of "in-country" disclosure	Not Applicable	Not Applicable	
Date of submission to InfoShop	Not Applicable	Not Applicable	
Pest Management Plan:	Expected	Actual	
Date of receipt by the Bank	Not Applicable	Not Applicable	
Date of "in-country" disclosure	Not Applicable	Not Applicable	
Date of submission to InfoShop	Not Applicable	Not Applicable	
Dam Safety Management Plan:	Expected	Actual	
Date of receipt by the Bank	Not Applicable	Not Applicable	
Date of "in-country" disclosure	Not Applicable	Not Applicable	
Date of submission to InfoShop	Not Applicable	Not Applicable	

If in-country disclosure of any of the above documents is not expected, please explain why.

Signed and submitted by	Name	Date
Task Team Leader:	Mae Chu Chang	12-5-01
Project Safeguards Specialists 1:	Hocine Chalal/Person/World Bank	
Project Safeguards Specialists 2:	Concepcion Esperanza Del Castillo/Person/World Bank	
Project Safeguards Specialists 3:		
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Sector Manager/Director:	Jacques Baudouy	12-10-01

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Lucy Njuguna
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