

Report on

University support for women's education as a Sustainable Development Goal and the efforts of Assiut University to achieve it in 2021-2022

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Introduction:

Assiut University is a non-profit public university that follows our constitution and guarantees equal rights between the sexes in free education for students who meet the academic requirements of the university. The annual statistical report for 2021 showed that more than half of Assiut University students are female, including first-generation students. Moreover, 56% of students who started new degrees were female and this does not require any special scholarships that vary between the sexes. Moreover, there are special programs for female students such as Kinder Garden College and some nursing programs. As for our staff, about a quarter of our staff are female, representing 40% of senior faculty, moreover, our females seem to be academically superior to students as the number of female graduates in 2021 was higher. Moreover, our beloved university has its own childcare facilities and an on-campus primary school, and the Supreme Education Committee follows up on any educational or graduation discrimination.

First: University Support for Women's Education

A- Access to the university and the participation of women in higher education

Egypt's education system is designed to start at the primary level (six years), followed by three years of lower secondary education; this constitutes basic/compulsory education for all Egyptian children. After completing the ninth grade and based on the students' final grades in the basic education certificate. Students with higher grades attend public high schools (a three-year program) while students with lower grades attend technical high schools (i.e., three to three years). - Industrial, agricultural or commercial programs of five years. Secondary education has been of paramount importance in the structure of Egyptian education because its graduates compete for university admission or employment. According to the structure of the education system in Egypt, public high school graduates may attend university, while graduates of technical secondary schools may not enroll in non-university higher and intermediate institutes or join the labor market (in many cases they remain unemployed). This means that access to university depends on public high school enrollment with one exception: students graduating from a three- or five-year technical high school can apply to the university's faculty appropriate to their curriculum. Technical high school graduates must have obtained a high score in the final exam and a supplementary exam may be required for admission to some colleges.

Female enrolment in secondary education was 46.9% in technical schools and 51.9% in public secondary schools. Even where enrollment has been no longer a problem for decades, boundaries between social groups have been moving, disappearing, and causes of inequality have mutated or changed in focus. For example, the issue of unequal opportunities has moved from access to basic education to (a) post-secondary education, (b) the type of higher education institution attended, and (c) disciplinary specialization characterized by female concentration. Students of humanities and social sciences and some specific sub-fields within scientific disciplines and Egypt is no exception. Gender inequality exists in higher education in terms of male versus female enrollment rates and women's representation by economically developed versus disadvantaged areas as well as areas of specialization. Recognizing gender inequality in higher education, women's participation in various fields of specialization in Egypt, as is common in other countries, the female enrollment rate in education fields (72%). The humanities (72%) and the arts (73%) tend to be much higher. Their male counterparts, as opposed to engineering majors (28%). Interestingly, however, women's enrollment rates are higher than men's in basic sciences (54%) and medicine (57%). A study of the spatial access of males and females to post-secondary education in Egypt reveals how educational inequality has been structured through a two-track system between public secondary schools and technical secondary schools. According to the World Bank, the gender gap in secondary enrolment rates reached 6.0 in 2003, thereby reducing female participation in post-secondary education. Gender inequality in Egyptian higher

education exacerbated by the unfair distribution of higher education institutions across regions. Women's participation in higher education remains lower (46%) than men's, especially in poor areas (35%) – an issue recognized by the Ministry of Higher Education and a key part of its reform strategies.

B - Preparation of female students in the faculties and institutes of Assiut University:

Where the total number of female students in the faculties and institutes of Assiut University reached 46,237 students.

C. Student Admission Policies:

Assiut University Student Admission Policies 2021

1. Addressing the deans of colleges about the number of new students who have a high school diploma or an equivalent certificate according to the needs of these colleges.
2. The number of non-Arab students in the Arab Republic of Egypt in each college is determined by the Supreme Council of Universities, and they are accepted, transferred or transferred by a decision of the Minister of Works and Higher Education.
3. Reply letters from the deans about the number of students proposed to be admitted to the faculties of the university.
4. Submit a memorandum to the Council of Education and Student Affairs with the proposed numbers according to the opinion of the colleges.
5. The approval of the Council of Education and Student Affairs regarding the preparation of proposed students and their submission to the University Council.
6. The approval of the University Council and the submission of its report proposed to the Supreme Council of Universities.
7. Based on the approval of the Supreme Council of Universities addressed by the Coordination Office, the preparation of the proposed students.

8. The arrival of a digital statement to the university Information Systems Center with the names of the candidate students for each college.
9. Colleges are contacted through a site to receive lists of students' names.

USAID Education Policy:

The principles enshrined in the policy drive decision-making for new educational investments that support the vision that education systems in partner countries must enable all children and young people to acquire the education and skills necessary to be productive members of society:

Prioritize a focus on state and monarchy

Focus investments on improving measurable and sustainable learning and teaching outcomes

Strengthening systems and developing capacities in local institutions

Work in partnership and leverage resources

Lead decision-making and investments using evidence and data and promote equity and inclusion

The priority areas set out in the policy serve as a general framework and guidance for USAID's work on education.

These priorities illustrate key areas that are critical to supporting countries in their journey towards self-reliance: Children and youth, especially the most marginalized and vulnerable, have access to quality, safe and appropriate education that promotes social well-being.

Children and young people gain literacy, numeracy, social and emotional skills that are essential for learning and future success.

Young people acquire the skills they need to live productive lives, get jobs, and contribute positively to society.

Higher education institutions have the potential to be central actors in development by conducting and applying research, delivering quality education, and interacting with communities.

The education policy accompanies the implementation of the program cycle and operational guidance that provides information on the operational aspects of the policy, including key considerations throughout the program cycle, agency-wide monitoring and reporting, budget and funding standards, and other areas. This guidance assists missions in the practical application of the principles and the achievement of priorities outlined in USAID's Education Policy.

In addition, other good educational practice documentation and relevant guides to support programming are accessible.

Second: Women's Access to Scholarships and Mentoring Programs

A- Report of the University Center for Career Development 2022:

UCCD First Quarterly Report October to December 2022

- Highlights of the first quarterly activities of UCCD.
- UCCD Launch On October 20, 2020, Assiut University signed a protocol establishing UCCD in cooperation with the American University in Cairo (AUC) and the United States Agency for International Development (USAID).
- The recruitment process was launched on May 16, 2022 as follows:

- Announcement of vacancies at UCCD Center in Assiut.
- Receiving applications from candidates to work at UCCD at Assiut University.
- Appointing a faculty advisor for UCCD accredited by the administration of Assiut University with assignment letters.
- Arrange one-on-one interviews with 30+ candidates who will be UCCD staff at the center Assiut.
- 7 candidates passed the second stage of the interview to be part of the UCCD staff.
- The experimental opening of the center was organized in July 2022 in the presence of the former President of Assiut University.
- The official team of the center was completed after the last phase of recruitment on September 18, 2022.
- Three rounds of interviews were conducted by the Vice President for Environment and Community Service, and representatives of USAID and the American University in Cairo.

B- College of Early Childhood Education:

- The Faculty of Kindergarten at Assiut University aims to prepare distinguished and specialized cadres of kindergarten teachers to achieve educational and scientific leadership and be able to invest in the field of technology and compete in all fields of teaching, learning, scientific research and community service to achieve comprehensive and sustainable development in the field of children.
- The college works through its scientific departments that cover most of the disciplines needed by the labor market to achieve the following objectives:
 - 1- Preparing distinguished teachers in the field of dealing with ordinary and integrated children.
 - 2- Training specialized educational leaders in various fields of childhood.

3- Designing various training programs for cadres and educational leaders specialized in various fields of childhood to raise the level of workers.

C- Department of Home Economics, Faculty of Specific Education:

The Department of Home Economics included a set of intended and regular educational opportunities aimed at preparing the home economics teacher professionally through a set of specialized courses and related activities (nutrition and food science, clothing and textile, family and housing management) and educational and cultural sciences, field training, which contributes to the acquisition of student teacher knowledge, values and skills that qualify him for teaching and community participation, creativity in the field of specialization, self-learning and competition in the labor market.

The Department of Home Economics works to graduate professionally qualified teachers to teach home economics in the pre-university education stages, participate in community service, and create research opportunities in the fields of nutrition, food science, clothing, textile, and family and housing management. ..

The Department of Home Economics aims to prepare the home economics teacher for the various stages of education professionally and provide him with a set of knowledge, skills and values that qualify him for teaching, community participation, creativity in the field of specialization, self-learning and competition in the labor market.

D- Student Financial Aid Report:

Assiut University is keen to provide and develop the means of support provided to students, overcome various obstacles that may hinder their university life, and reduce the economic burdens on the most vulnerable students and parents through the establishment of an office specialized in providing the necessary support and care for students, which is the Social Assistance Office in the General Administration of Youth Welfare, which makes a distinguished effort in receiving students who face difficulties in meeting the payment of tuition fees or purchasing courses, where social care methods can be clarified for students and support more groups needed through:

1. Providing aid and solidarity to students: The number of recipients of subsidies during the year 2021-2022 reached 36,693 students.

2. Educational Loan: The number of recipients of educational loans in 2021-2022 reached (65) loans to be repaid in three stages.

3. Student Housing:

Assiut University Housing is committed to providing comfortable accommodation for eligible faculty, administrators, and staff members. We provide our employees with an atmosphere conducive to their personal growth and ensure an enjoyable stay in Assiut to support the mission of the university.

4. Campus Housing:

a. We provide housing and real estate services to university students, graduate students, and employees. We provide our students with a "more home" for members of our community

who live in Assiut University housing away from their families, and we are committed to providing our residents with a sustainable, clean and healthy society, and an environment for male and female students to increase their abilities to adapt to new cultural and scientific developments and help them reach the highest levels of performance and excellence; in addition to motivating them to practice sports and cultural and artistic activities.

1. Scholarship Programs:

Assiut University provides scholarships for expatriates from Arab countries with full support and some with 50% support.

2. Social Solidarity at Assiut University:

- A. Paying tuition fees for some students who are unable to do so.
- B. Providing financing for university employees worth (391,000) pounds from Nasser Social Bank
- C. Distribution of (28) tops for students with visual disabilities at Assiut University.
- D. Starting the implementation of the Super Incubators Program at Assiut University
- e. Differently Capable Camp for People of Determination
- F. Entrepreneurship Course entitled "Success to Way"

Third: Encouraging applications submitted by women in subjects in which they are underrepresented:

Unit to Combat Violence and Discrimination against Women

Receiving cases and problems and taking the necessary measures in their regard:

Many individual cases and collective complaints have already been received and the necessary measures have been taken regarding each of them in coordination and cooperation with the university and the Security Directorate.

The unit and the professors in charge of it have become an enlightening center due to the presence of a specialized library with a variety of legal and legal topics, which led to the unit receiving many volunteer requests for academic researchers and social workers to benefit from these experiences.

B - Assiut University Ladies Association

Special Education Center for Intellectual and Physical Disabilities of the Women's Association at Assiut University for Development. The Women's Association at Assiut University for Development, registered No. 500 of 1996. It adopts the issue of disability of various kinds, especially intellectual disability, which enjoys great activity, which reflects this on the general image of the association, and the association always seeks to ensure the continuity of its various activities, as it implements several profitable projects to spend on service activities. The Society provides technical assistance and training to many bodies, associations and graduate students of the Faculty of Social Work at Ohio University in the United States of America and Assiut University. It adopted the network system, as it is an umbrella for multiple associations inside and outside Assiut Governorate and received many excellence awards.

Fourth: The University's Policy in Combating Discrimination against Women Egyptian Law to Prevent Violence and Discrimination against Women

Convention on the Elimination of All Forms of Discrimination against Women.

B- Legal Clinic

The legal clinic at the Faculty of Law, Assiut University, is one of the internal units of the Center for Human Rights Studies and Research, Assiut University, we aim to provide legal support to

poor and marginalized groups, especially rural women and children in Assiut Governorate.

The legal clinic was established in 2011 by the decision of Prof. Dr. / President of the University - Chairman of the Board of Directors of the Center for Human Rights Studies and Research, within the framework of the activity of the Center for Human Rights Studies and Research at Assiut University, which is the second clinic of legal clinics in Egyptian universities.

D. Unit to Combat Violence and Discrimination against Women
Fifth: Maternity and paternity policies at the university:

A- Egyptian Labor Law

B- Protection of women in labor laws and public service

Sixth: Child care facilities for students that allow new mothers to attend university courses

A- Al Rawda Park

Seventh: The university has childcare facilities for staff and faculty members:

A- Al Rawda Park

B- A nursery to care for the children of university hospital employees

Eighth: The university has guidance plans for women and the participation of female students in them:

- The report of monitoring students enrolled and committed to the university and their ratio to students and students

The percentage of regular new students in the faculties of the university is (6562) female students, while the new enrolled students affiliated with the faculties of the university are (2765)

female students (7643) regular students from graduate students (954) female students affiliated with graduate students.

Ninth: Policy that protects those who report discrimination from educational or employment deprivation

A-Hotline: Violation:

1. Illegal and unethical behavior.
2. Misuse of university assets.
3. Bribery and corruption.
4. Exam violations theft and fraud.

B- Anti-Violence and Discrimination Unit

C- Equal Opportunities Unit

Tenth: The university systematically measures/tracks the application and admission rate for women:

- The report of monitoring students enrolled and committed to the university and their ratio to students and students
The percentage of regular new students in the faculties of the university is (6562) female students, while the new enrolled students affiliated with the faculties of the university are (2765) female students (7643) regular students from graduate students (954) female students affiliated with graduate students.

Preparing female students in the faculties and institutes of Assiut University:

The total number of female students in the faculties and institutes of Assiut University reached 46,237 students.

Eleventh: The university's policy in dealing with women's applications, acceptance, entry and participation in the university:

A- University policies in accepting students

B- Businesswomen Association

C- Rules of admission to Egyptian universities

Eleventh: The university tracks the likelihood of women graduating compared to men:

University statistics for graduate students / reached (7643)
regular students of graduate students (954) female students
of affiliation of graduate students