EGYPT AT THE CROSSROADS: THE ROLE OF POLITICAL SCIENCE IN EDUCATIONAL POLICY MAKING

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Abstract
This paper outlines the potential role of political science in Egypt in informing the educational policy of the country, and the limitations that the current state of the subject might place on it successfully contributing to new directions for Egypt and the Egyptian people. The research suggests that there are a number of barriers to the subject playing such a role. These include but also in the limited number of schools which are involved in teaching and research in political science, the unevenness of the content and the quality of education in political science, and the lack of interest by officials in political science in general and political scientists in particular.

This research represents an exploratory study of the methods, curriculum and the nature of the issues of political content in Egyptian universities, for reaching to the general perception of university courses content, and tries to explore the prospects for such courses to include a political dimension.

Initially, the researcher should explain the analytical restrictions on this particular research; It displays an overview including a general analysis of the issues which are related to undergraduate education and political science courses.

Keywords
Educational Policy – Democratization – Egyptian Revolution

Introduction
There can be no doubt that the Tunisian revolution had an effect on the Egyptian revolution by sparking Egyptian’s anger. There are however many causes leading to the Egyptian uprising. First, the emergency law. According to such law, police powers are extended and expanded, constitutional rights are suspended, the law sharply restricted any non-governmental political activity, and street demonstrations, non-approved political organizations, and unregistered financial donations are formally banned.

A State of Emergency, The government has the right to imprison individuals for any period of time, and for virtually no reason, thus keeping them in prisons without trial for an unknown length of time.

The repeated use of the Emergency Law, during the previous years, required a large numbers of workers in the police and intelligence agencies. The government allocated a huge budget to recruit them resulting in the reduction of the educational budget.

Second, police brutality, it has become a very controversial issue in Egypt fuelled by the postings of hundreds of videos and photographs in online forums, it has been common and widespread in Egypt, according to a report from the U.S. Embassy in Egypt, it has been common and widespread in Egypt. In the five years prior to the revolution, the Mubarak regime denied the existence of torture or
abuse carried out by the police. However, many claims by domestic and international groups provided evidence through cell phone videos or first-hand accounts of hundreds of cases of police abuse. Generally, the threat of police brutality has affected the freedom of opinion and creativity of many academic staff particularly of those holding opposing views.

Third, Hosney Mubarak and his son Gamal, more than thirty years in rule, also he had been trying to find the possibility of inheritance of power to his son. On February 26, 2005, Mubarak ordered the constitution to be changed to allow multi-candidate presidential elections before September 2005 by asking parliament to amend Article 76. This change in the constitution was seen then by some analysts and senior judicial figures as a ploy to seamlessly allow Gamal Mubarak to inherit the top position in Egypt. According to this view, Gamal Mubarak would be one of the candidates in a presidential election and would be supported by the ruling party and the government-controlled media. Many Egyptians see that the real problem is the issue of political succession and inheritance; the protestors have announced their sharp opposition to the inheritance of power.

The issue of hereditary reflected on the way of selection the universities Leadership. As a result, the Universities Organising Law (UOL) has been changed, instead of the election, it became by selection. After the January Revolution a group of Guidance Rules has been added to the law.

Fourth, the corruption of economic, political and social conditions. In the report of Transparency International Organisation (an international organization that monitors all types of corruption, including political corruption) assessed Egypt with 3.1 in 2010 based on the perceptions of the degree of corruption of businessmen and officials.

The ITO’s ranking system considers 10 as very clean and 0 means severe corruption. Egypt occupies a place No. 98 out of the countries 178 included in the report. (Transparency.org:2010)

The last straw was the parliament election in 2010, Demonstrations and riots has been swept across Egypt as voters protested against alleged fraud by the ruling party in parliamentary elections; the elections were a manifestation of tyranny and the extent to which a regime oppressed its own people to retain power.

The opposition said its candidates had been heavily defeated. Their complaints were backed up by local and international rights groups who said elections lacked transparency and were marred by widespread fraud and rigging.

The bad economic, political and social conditions have impacted on the living standard of the academic staff, if compared to other categories such as judges, army forces leaders, and police forces leaders, a big differences such the annual income (3600£ for academic staff) can be found.

There are five considerations when discussing the inclusion of political studies courses within undergraduate degree courses. These would strengthen and support democratic awareness among students and improve educational policy, these considerations are:

**First: The issue of basic and higher education have been raised to the ranks of Egyptian national issues**

On one hand, the government expenditures on education – basic and higher- reached up to 14% in the financial year of 2009/2010. (International Bank Report: 2009), on the other hand, the economic, social, and political problems and pressures - which education has faced- have pushed the issue of education to be the community level. The result was that the direct attention of the political leadership to pursue educational development issues and to consider it a political issue largely due to the attractiveness of public opinion. As well as conversion of some their dimensions, such as free education, independence of universities, private education, the numbers and ways of education and
literacy to become a political debate and controversial.

Before the 1952 revolution, education was fee based in Egypt; the average citizen couldn’t pay their tuition fees, – confining to the rich educator - with the exception of Al- Azhar and Quranic Schools which focused on memorising the Quran and the Arabic Language- during that time if you wanted to study, you would have to sell your small farm or house, so most Egyptian people were getting an intermediate level of education which helped their family in living & daily expenses and contributed to them making a new life by marriage, but the matter of education began to change after the 1952 revolution.

In the presidency period of Mohamed Naguib 1952 – 1954, political, economic and social events were developed such as the abolition of the monarchy and the declaration of the new republic, it also the abolition of political parties and publication of agrarian reform Laws. There was conflict between the Free Generals themselves over the leadership which ended by excluding the president Mohamed Naguib himself – It was known as the March crisis 1954- In that period of time there was no significant change in educational policy except for the establishment of a number of primary and secondary schools.

After the end of the conflict, Gamal Abdel Nasser took over the reins of power in the period 1954 – 1970; the revolution tide phase began in all aspects of political, social and educational life. Nasser realized that building a modern strong state -relies on their sons in pursuit of progress and development- must be based on a strong educational foundation coping with advanced scientific and research changes that have taken place since world war II ,So, he began his rule by mandating the implementation of educational policy to kamal Al Din Hussein who expressed his view of education by saying “Egypt is a country suffering from illiteracy and backwardness which impedes all aspects of progress” (Al-Ahram Journal: 1954), He asked the Cabinet to increase the financial allocations for the ministry of education to build a large number of primary and secondary schools to keep pace with the steady increase in population.

In fact, Education has been developed rapidly by the political leadership; the right to education has been stipulated in successive constitutions of the revolution as being one of public rights of citizens.

In the text of the 1956 Constitution, education was free of charge at all levels and schools within the limits regulated by law” . Emphasis was placed on these principles in the 1964 Constitution, where it was mentioned that the state is required to provide education as a right of its citizens, not only through the establishment of schools, but also through the establishment of universities”. The 1971 Constitution Further emphasized on the state’s commitment to ensuring the autonomy of universities and scientific research centres to achieve the links between education and the needs of society and production, it also stated that religious education is a core subject in the curriculum of public education, and literacy is a national duty using all people’s ability to achieve it”.

Also, The National Charter is considered to be one of the features of a sound democracy is the imposition of revolutionary concepts on the system which concerned building rights and particularly education”. Also the March 30 Statement confirmed the consideration that the right to education in Egypt, one of the public rights of citizens and their socialism gains”. Both the National Action Program and October Paper played an important role in the development of education through the change of programs, curricula and teaching methods to allow students to develop creativity and to be able to absorb modern science and contribute to its development and employment in the services of community issues”.

Education has taken an important position in the speeches of former presidents, Abdul- Naser, Al-Sadat, and “the ousted” Mubarak, which indicates
the extent of their awareness of the importance of education and its vital effects on economic and social conditions and political developments in Egyptian society. (Kamal Al Monofy: 1991).

Reading some of the speeches of President Nasser reveals his faith in the role of the leader for science and education in formulating and building the Egyptian society. He said, addressing university professors “oh… my professors who have all the opportunities …you all who made your way … Egyptian hope in you have to work to achieve their goals and aspirations, and if it did not achieve for them, they hope to achieve it for their children, they want us all to achieve their family happiness and prosperity.” Also hailed some of his speeches by engagement with some of the professors in the elections of political organization and localities, considering that evidence of the interaction between intellectuals and the rest of the classes of Egyptian people, and about the need for students’ participation in political action as owners of the future.

The speech of President Sadat included the issue of citizen’s right to free education, and that education is a national investment with a return of direct development, which is the best way to achieve self-power and progress in all areas.

In some of his speeches he also mentioned ensuring the autonomy of universities, administratively, financially and academically, and that each university has the right to put its rules as it deems necessary according to its circumstances, and each university has the right to choose which specialization where appropriate the environment which is surrounded by.

In this context, President Sadat asked Suez Canal University professors, when they created a new system of Faculty of Agriculture, to find a link to the environment and to working within the framework of the existing disciplines such Land Reclamation, poultry, and fish farming, and food industries.

Mubarak also emphasized that education should be free of charge and considered it a “constitutional obligation”, he believed that the comprehensive development economically, socially, politically and culturally, increase production, promotes services, deepens democracy, and builds the Egyptian character, these dimensions are interrelated and the basis of education.

Economic development can not achieve its goals without the development of social, cultural, political, and all types of development which are grounded in strong learning and education. As a result of the political leadership interests in education, the National Conference for the Development of Education held in 1987, followed by subsequent conferences to develop a general strategy sets out the objectives of educational policy in building the Egyptian character which is capable of facing the future, and establish a productive community, to achieve comprehensive development, and prepare a generation of scientists (Nadia Gamal: 1988).

Second: powers and political parties vision on the development of education

This has aroused many trends and different reactions, with some supporters and some opposition, with others seeking to participate in the development process.

It reflected the attitudes of opposition parties and other political forces on certain educational issues such as the free educational policy, quantity and quality of education, private education and the independence of universities.

The Liberal Wafd Party asked to cancel the free higher education or at least, limit its availability to top students who are unable to pay the tuition fees.

They also asked for review of the rules of admission to universities, to stop establishing new universities, and to provide full independence to the universities.

They wanted the election of deans of colleges and their deputies, and the abolition of the current
student regulations and return to the regulations of 1976 which were more democratic, and the abolition of exceptions, and to prevent university guards - police forces - from interference in student activities.

The Al Ahrar Party (Liberal Party), parties with a religious reference and Nationalist Parties, encourage free education with some controls, for expansion in the construction of schools, and to modify the Scholastic curriculum, make religious education a subject in all levels of education, the abolition of exceptions, and to ensure the independence of universities.

The Labor and Al Tagamoa Party encourage free education, which featured in the electoral program of the Labor Party, they also advocated the expansion of school buildings to accommodate all people, and the expansion of technical education and link it to factories, develop the curriculum drastically to fit the requirements of the local environment and the scientific revolution and modern technology, and to amend the admission policy in universities so it was without prejudice to the equal opportunities principle and the continuation of the Coordinating Bureau system to achieving real independence of universities, to ensure freedom of research and debate, the election of universities leaders, to stimulate students to participate in social activities, freedom of expression and debate with the their representative in councils and committees at the university.

The Al Tagamoa Party opposes any action that affects free education at any stage, and opposes the private universities and schools. And expansion in the construction of public schools, in the graduation of learners, takes advantage of college graduates.

Third: The nature of internal and external challenges faced by Egypt after the revolution of January 25, 2011 and its impact on education policy in general and university education in particular

The Revolution of January 25, 2011 chose with the celebration of Police Day to condemn police repression, the emergency law, the spread of unemployment, low wages, the worsening housing crisis, high food prices, poor living conditions and rampant corruption and with the brutal repression. Killing of demonstrators on January 28, the protesters demanded primarily to overthrow the regime of President Mubarak, on February 11, Vice President Omar Suleiman announced that Mubarak has stepped aside from the presidency and the Supreme Council of Armed Forces (SCAF) took over steering the affairs of the country.

There were several steps leading to the formation of the constitutional referendum on 11 articles of the Constitution on March 19, followed by a constitutional declaration and parliamentary elections which were held for the People’s Assembly in three phases and the Shura Council in two phases.

The completion of a political structure to elect a president of a state and writing a new constitution will hopefully encourage a comprehensive revolution in education, with reforms of the curriculum, examination systems, educational buildings, levels of salaries for teachers, social and sports activities associated with the educational process, and linking education with the needs of the labor market.

In fact, the betting on education is a bet on the continuation of the January revolution by its civilized performance, which led the country into so much amazing change, educational reform represents what happened in January 2011, that the country won’t accept the tyranny, and or allow the traditional dictatorships tricks from impoverishing the people, and persisting in their illiteracy or even surrender to the individual rule, where their freedoms are replaced by the minimum subsistence bread and water. In fact, the historic victory of the revolution will be completed when the ruined structure of the curriculum has been re-built on the basis of right sciences and on a realistic vision for the future of Egypt.

Real democracy does not only mean the obligation of the right to vote in free elections,
whether parliamentary or presidential elections, but real democracy is one that ensures people prevail in which the value of science, and rooted in its building of society and respect for individual liberties, ideological and political differences among the people, and release the imagination of the creativity and thought, not only at the political and party level, but - more importantly - at the cognitive, social, cultural level and in a framework of an integrated modern project.

There is no doubt that there are enormous amount of challenges facing the former Prime Minister of Revolution Dr. Essam Sharaf, as well as the Prime Minister of rescue government Dr. Kamal Ganzouri, and the priorities of security and economic stability are the most pressing of the functions of government now. Despite these importance priorities, it should not prevent the achievement of the largest and most comprehensive revolution in education, and curricula in all stages of pre-university and university (Elyoum: 2011).

If we are looking for a national project, this is the first national project, if we look for the security of Egypt; this is the first line of security. The Government of the revolution which gained its legitimacy from Tahrir Square could lead us to create a deeper revolution promoting the freedom, progress and democracy as a value in people’s hearts, and not just a paper vote in the ballot box.

In fact, Despite the declaration of former President Mubarak's many years ago, that the education is the National Project of Egypt, and its reform is a national priority, here was no tangible evidence of any quality improvements in the case of education and society as a whole, efforts were focused on the expansion of more teachers and more schools, not accompanied by any qualitative improvement in educational services provided.

No doubt that the success of education reform in Egypt in the future will depend on the ability of management to ensure a strong policy coherence, coordination among institutions, convenience in the mechanisms of controlling and supervision, wisdom in the distribution of budget allocations, and the existence of a general financial planner and technical too and availability of information and public communication means.

In other words, it can be looked at the process of educational reform and deal with it as a "giant projects", in size to include the whole of society, in content aims to improve the value of education in Egypt, it is important that this project represents a social contract, including government and civil society and is characterized by generality and clarity, identifies a long-term strategic vision to repair the basic cognitive structure in Egypt.

To improve the quality of education and its value, it must also include a “social project”, promote a culture of self-education, this would help in family behaviors and values which are associated with education.

To get information and knowledge and use it is the key to all forms of participation and a vital component for the establishment of democratic values. it must also include a “social project” to improve the quality of education and its value in promoting a culture of self-education, it would help in family behaviors and values which govern with respect to education, as obtaining information and knowledge and use them are the keys to all forms of participation and a vital component to establishing democratic values, and a culture of participation and democracy is essential in the knowledge society and education which can be obtained by everyone, which based on skilled and enthusiastic teachers, and based on modern educational methods can instill an open culture of democracy and active citizenship.

The end result is a model for responsible and active citizenship, in which all citizens have the means to participate in the development of their country.

Accordingly, equitable development requires the participation of the masses, the participation which
establishes its pillars an environment of political and administrative decentralization and good educational system that stimulates public participation

**Fourth: Education should be an engine of development and democratization in Egypt**

The Human Development Report 2010 puts Education in the spotlight, and analyzes the close and important links between knowledge and human progress in Egypt. Despite the disparity in the march on the path of education and knowledge, the progress still in all cases has been slow.

Egypt faces a number of development challenges known to the community starting from a lack of soil and good water resources for use, high population growth rates and the existence of the export trade of non-competitive nature.

For example, progress in Egypt is still very slow to reach to the full literacy which is one of the factors that cause delays in the country in many fields, Where the illiteracy rates are nearly so; in the governorates, which dominate the rural area, such as Fayoum, Beni Suef, Minya, Sohag, nearly 50%.

Religion and concepts which are associated with it have led to an alliance of the oppressive regimes with some conservative religious scholars, making Islam the maid of government, anti-freedom of thought and Ijtihad - is the making of a decision in Islamic law- and accountability of people to the ruler, and the participation of women in public life.

Although the Arab culture did not form, in its historical experience, a closed cultural system, but always expressed a great ability to open up, thrive and overcome the human self and then accepted the experience of other nations keeping up with their knowledge, systems and life, despite the differences and varying features that distinguish them from those nations.

There are two big historical experiences which passed out of this culture. The first, due to the age of scientific notation and to meet with Greek civilization and its sciences, and even request and import these sciences, especially in the ninth and tenth century.

The second great experience was the confluence of the modern Arab world with western civilization and openness to science and literature.

**Fifth: The role of research centres in educational policy making**

Research centres, countries around the world play a basic role in public policy making generally and in educational policy making more particularly.

In Egypt there are more than 125 research centre, operate without coordination with each others, all of them work under the Supreme Council for Research Centres in the absence of universities controlling and lack of clarity in spending allowances.

Although, there are clear variations between these and those are which related to decision making centres or public policy making, for example, In the United States, the research centres in Egypt are considered a main part from political structure and a functional part in public policy making. The role of these centres is manifold, they introduce enhance, consultancy and guidance for the government, correct and evaluate the governmental programmes on the basis of providing scientist and experts who are necessary for the government to prepare a public policy.

The nature of these tasks reflects the importance extended role which centres can be played in affecting the decision making or the decision maker, as well as public policy making.

Decision makers and the government are blamed in two matters, they do not have enough time and specialising knowledge (information) in some of the issues and fields in which they decide, or in public policy making whether political, social, economic,
security...etc, that is why most of research centres made their researches for them.

Research centres perform a “government thinking” on behalf of the government. The experts or research centres are introducing new ideas and innovative visions spurred by their research. Research centres furthermore tend to play an integrating role while the government bureaucracy struggles in preparation of public policy making, especially when, there are various governmental parties which share the public policy making in specific field. (J. Wiarda: 2008).

It is noticed that there are a number of difficulties faced by the research centres in Egypt whether in scientific research or their contribution of educational policy making, such as, finding issues, independency, the ability of innovation and creative as well as, the absence of electronic data base, the weakness of official’s thinking (most of their decision are sole), apparently decision makers or officials are ignored the research centres and the weakness of possibilities and abilities for scientific and productivity and publishing which are issuing from few of research centres which confound only their role in spreading knowledge and ignore how these knowledge impact on scientific research and reach it to decision maker.

The Information and Decision Support centre (IDSC)

IDSC acts as the Egyptian cabinet (EC) think tank. Its role and mission are confined to support the government decision making process through gives advice on best policy scenario mix and analytical research to improve the socio-economic well being of the Egyptian society.

There are four main objectives that the centre tries to achieve. Strategically identifying opportunities and challenges confronting the Egyptian Government in implementing its plans and agenda, developing Regional and International networks/partnerships, to exchange know – how and research, which will result into the integration of international best practices in the government planning process and operations, supporting of Policy makers through carrying out state-of-the-art policy research leading to solutions to the reform and developmental challenges facing Egypt and disseminating their findings and views through a regular flow of publications and public events (idsc.gov.eg).

We think that the main aim has not yet been achieved, due to its acting as EC think tank. The EC includes more than 30 ministries and therefore, we can find a fragmentation and difference in the goals and aims, so, the researchers suggest that the establishment of research centres should be followed by each ministry, this mean that inside each ministry a research centre should the IDSC act. IDSC still tend to build “theoretical knowledge” instead of political realities which the governmental responsible, the decision maker, and the policy maker needs.

It is clear from the preceding considerations the following:

1- Attention to education was contained in large part by the constitutional and political documents and speeches by the political leadership, where it was agreed that speech of the three presidents in a lot of points, such as the right to free education, the expansion of education, literacy, attention to technical education, the development of education, the role of science in increasing production and providing services and building the human, and enriching the political practice, academic freedom, and the need for the upbringing of Egyptian human to belong to the nation and loyalty to work, and self-confidence, and concern for scientific thinking. But the notes in Nasserian speech certainly on the concepts of dignity, social justice and the principle of equal opportunities and anti-colonialism, and also underlines Arab unity and values, all of which are ignored by the Sadat speech. The expansion obligation of primary education and university education and increasing the number of graduates refers to Egypt's commitment to the Arab and African countries as the migration of Egyptian workers were not in the Nasser era separated from
the Egyptian policy goals to Arab. Achieving Arab unity and strengthen the role of Egypt in the leadership of the Arab system) and Africa (strengthen African-Egyptian relations - and face the Israeli penetration of African continent), during the Sadat era and then Mubarak, immigration has become not only a means for the disposal of domestic political pressure, But also - and this is the most important – tributaries of money flow to feed the national economy, in foreign currencies which Egyptians workers convert from abroad.

2- All the opposition parties agree that there has been deterioration of education. They agree on the democracy of student activity, which is still surrounded by many restrictions stopping its launch, vitality and dynamism. This activity, whether political or educational, was not accepted by President Sadat and it has been offensive personally too, as well as exposure to constant interference by the security services. Thus, such a climate does not help in the formation of a normal personal, if we take into account the content of educational courses and the quality of teachers and the way of teaching, and student activity areas within the universities and colleges. Also, the methods of teaching are still characterized by the education of memory that emphasizes the values of memorization and repetition, therefore not suitable for the formation of a culture of innovation, including methods of scientific thinking and the continuous search for knowledge. In addition to the absence of the educational and positive role of the teacher, As well as the multiplicity of patterns of socialization for students because the existence of; free public schools, public schools with a little fees, and private schools, and the Azhar institutes. It is difficult to prepare the Egyptian citizen as a student of a homogenous of social, political, and intellectual style.

3- As for the teaching and research of political issues in Egyptian universities, it was happening in some departments of some schools in isolation from each other, according to the evolution of focus by the department, or the degree of their scientific group attention in this field. Reflected in one way or another on the nature of curriculum courses in these departments and schools and led to the partial covered with dumping in the details and not be linked to generalities. In general, the studies of recent political science in Egyptian universities, even at the end of the 1950s were not in a school of political science in Egypt (Abd El Menaam: 1990).

It was normal that research and teaching of these sciences are influenced in such environment of science, even when it established the Faculty of Economics and Political Science at Cairo University xix. The first generation who has studied was influenced by the legal and philosophical curriculum. Each subject in general was studying from a legal approach. during the seventies a number of significant developments began, on one hand the Egyptian elite students has returned from foreign universities, their main research in political science, was affected by modern schools which were publicized at that time, and they studied a behavioral ,functional, empirical subjects in the politics field, international relations, foreign affairs and public administrationxx, On the other hand it has established a limited number of political science departments at some Egyptian universities. Thus the expansion of the number of students to this sciencexxi.

Conclusion
In light of all of the above, the researcher concludes that education in various stages did not perform its anticipated role in building the Egyptian human personality, and strengthen cultural values which drive the development process and progress. Education did not provide youth in various stages by specializing knowledge and practical skills, their formation side of values and constructive trends it has been neglected. Here the call for the need for university courses to include one of political science studies, to increase the political awareness, has acquired increasing importance, especially after the revolution of January 25 to reinforce the process of democratic transformation in Egyptian society.
It should be established an inherent knowledge model should be established based on an open and enlightened mind, return to true religion and rid it of wrong direction –mixing religion with politics-, and confirm the vision of human moral and civilization to the purposes of the right religion, and restoration of religious institutions its independence from governmental and political authorities especially after the rise of political Islam movement and the recognition of intellectual freedom, and activate Fiqh Ijtihad and maintain the right to differ.

Notes

1. The Movement established in 2003, consist of a number of academic staff, its aim the independence of universities against the security control on the Egyptian universities
2. See articles No. 48, 49, 50 and 51 of the 1956 constitution
3. See articles No.35, 38, and 39 of the 1964 constitution
4. See Egyptian Constitution articles from 18 to 21
5. See the National Charter, the real democracy, chapter 5
6. The 30 March Statement, Media and Culture Ministry
7. Arab socialism union, national work programme, the past evaluation July 1971
9. Nasser’s speech at University of Cairo to academic staff for explaining the 30 March Statement on 25 April 1968.
10. Al Sadat’s speech in Science Day on 1 October 1973
11. His speech in Alexandria University on 27 July 1974
12. His debates with Suez Canal University academic staff on 15 June 1977.
13. Mubarak’s word in Economic Conference on 13 January 1982
15. Al Wafd Party vision about educational policy, see their program in parliamentary election 1984, 1987 and 2011.
17. About the Labor Party vision, see: The first general conference on 11 June 1982 and their election program in 1987and 2011.
18. About Al- Tagamoaa Party vision, see: their election program in 1987, and 2011
19. The establishment of school of economics and political science at Cairo University in 1960
20. The important Subjects:
   Theory of comparative political systems: includes the field of comparative political and its evolution, the methodological bases, approaches of studying political systems, and the main functions of political systems.
   Egyptian political systems: studies the history of the Egyptian political system, how it’s succeeded in confronting political transformation issues.
   Evolution of political thought: gives the student a major base about the history of political thought during the ancient and medieval ages.
   Theory of international relations: defines international relations, and its approaches and main actors in it.
   Research methodology in political science: determines how to prepare research in the field of political science.
   International law: definition of public international law, the state in international legal system, issues like national borders, international responsibility.
   Contemporary Arab political thought: political thought in Arab region since the establishment of the Arab league till nowadays.
   Contemporary political ideology: defines ideology and its relationship and other concepts like; political thought and political theory.
   Human Rights: deals with HR from political science perspective, the interrelated dimensions of HR" political civil, social, cultural", and international organizations.
   Constitutional law: defining sources of constitutional law, inception and end of constitution, types of constitutions.
   Political Theory: defines political theory, research methods in political theory, major issues, power the state & empirical political theory.
   International organisation: defines international organizations; and its inception, with a special concentration on UN.
   Evolution of international relation: determines the evolution of IR since Vienna conference till now and the characteristics of each period.
   Western political system: studies political system in European states; through the environment of these states, and the performance of political system.
   Political development: Identifies the global context of development at present, and the concept of third world.
   Political sociology: defines sociology as a science, the main theories of the field, defines the main concepts like ethnic groups, class, social structure, power distribution, and ethic conflict.
   Strategic studies: defines strategy, the evolution of strategic politics studies, and types of strategies, there are some cases study for security strategies, defense, and conflict management
- Theory of foreign policy: Addresses the concepts and methodological tools in foreign policy field, defines foreign policy & distinguishes between it and other concepts.
- Political system in Arab world: defines the important issues in Arab world, such as; social plurality, types of ruling regimes & political transformation.
- Political system in Africa: defines political systems in Africa and it discusses parties system, the military institutions and transformation in Africa.
- Public Opinion: Identifies different theories of public opinion & media focusing on south and the international dimension of media institutions.
- Diplomatic and consular systems: it includes history of diplomacy, the diplomatic functions, history of consular systems and the relationship between each others.
- Contemporary international issues: defines the international problem, ways of study, and general characteristics of international issues.
- Asian World politics: Addresses the relative position of Asia in world politics in post cold war era and the effect of international issues, changes on regional conflicts and trends of regional integration in Asia.
- Comparative foreign politics
- Arab Israeli conflict
- Regional integration in contemporary world

These departments are:
Political Science Department, Alexandria University
Political Science Department, Asyout University
Political Science Department, Helwan University
Political Science Department, Suez Canal University
Political Science Department, Portsaid University

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