

Misr International University

Sustainability Report 2024/2025

SUSTAINABLE DEVELOPMENT GOALS

Misr International University
جامعة مصر الدولية



The Sustainable Development Goals Report

2024/2025

Misr International University
جامعة مصر الدولية

Overview

This report reflects Misr International University's ongoing commitment to the United Nations Sustainable Development Goals. It highlights the university's contributions during the Academic Year 2024/2025.

Content

Goal 1.....6

Goal 2.....20

Goal 3.....22

Goal 4.....34

Goal 5.....91

Goal 6.....172

Goal 7.....209

Goal 8.....212

Goal 9.....225

Goal 10.....228

Goal 11.....289

Goal 12.....324

Goal 13.....328

Goal 14.....330

Goal 15.....331

Goal 16.....334

Goal 17.....343



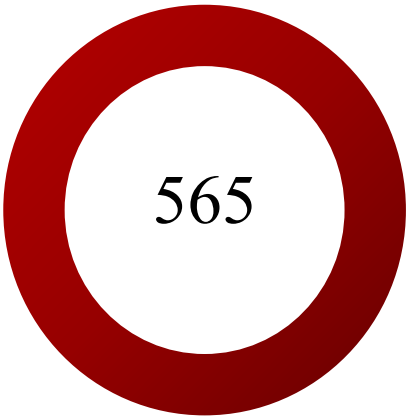
Misr International University Report
Higher Times Education Impact Ranking

SDG 1 – NO POVERTY

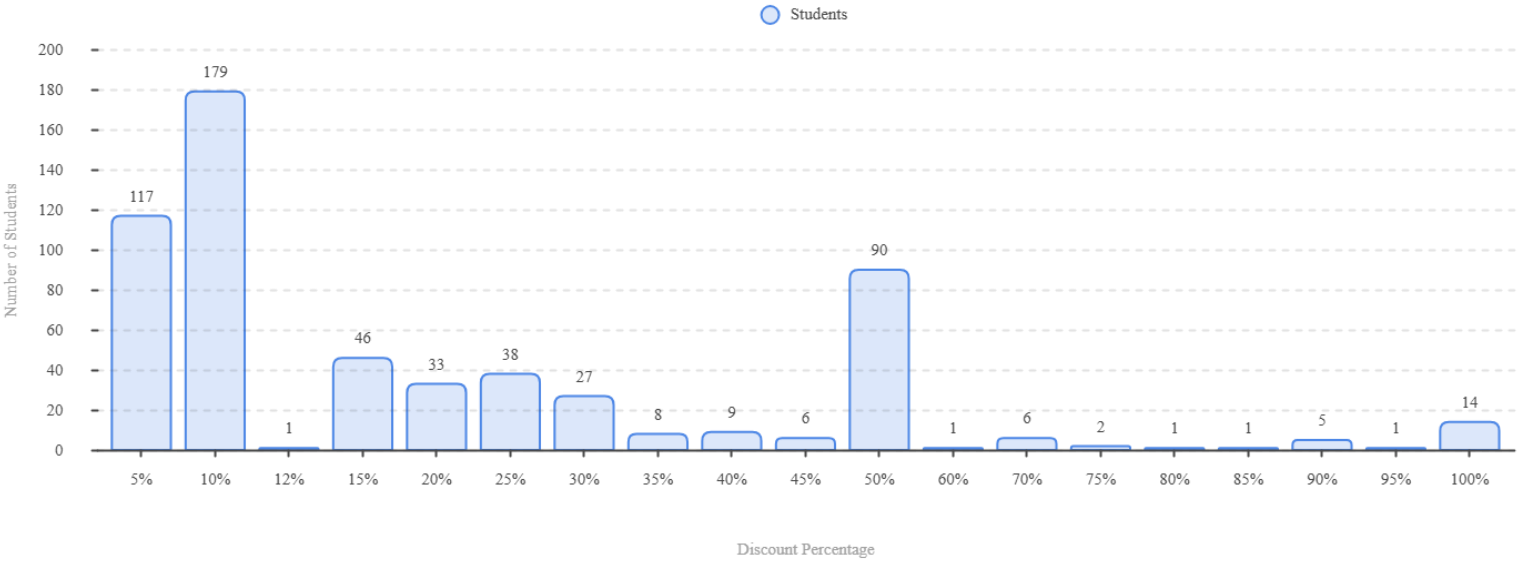
Misr International University recognizes access to education, financial inclusion and community empowerment as important components of addressing poverty and socioeconomic inequality. During the academic year 2024/2025, MIU contributed to SDG 1 – No Poverty through initiatives aimed at reducing financial barriers to higher education, supporting students with financial needs, strengthening access to educational opportunities, and engaging with communities and groups facing socioeconomic challenges.

1.2.1: Low income students receiving financial aid

Misr International University (MIU) is committed to promoting equal access to higher education for all socioeconomic backgrounds. In the 2024/2025 academic year, MIU provided financial aid to 565 low-income students through tuition discounts ranging from 5% to 100%.



Students Received Financial Aid in the Academic Year 2024/2025



1.3.1: Bottom financial quintile admission target

Misr International University announced the provision of full scholarships for graduates of STEM (Science, Technology, Engineering, and Mathematics) schools, as well as scholarships for **high-achieving students from low-income families** who have completed the Egyptian General Secondary Education. These scholarships are offered for the academic year 2025–2026 as follows: **38 new** students:

Intensity of Financial Support

	Continuing Students	New Students	Total
Pharmacy	34	2 (Pharmacy C) + 10 (Pharmacy D)	46
Pharmacy – Sixth Year	3	—	3
Dentistry	15	4	19
Business Administration	14	3	17
BI	—	0	0
Mass Communication	12	2	14
Al-Alsun	11	4	15
Computer Science	17	10	27
Communication Engineering	10	3	13
Architecture	4	0	4
Total	120	38	158

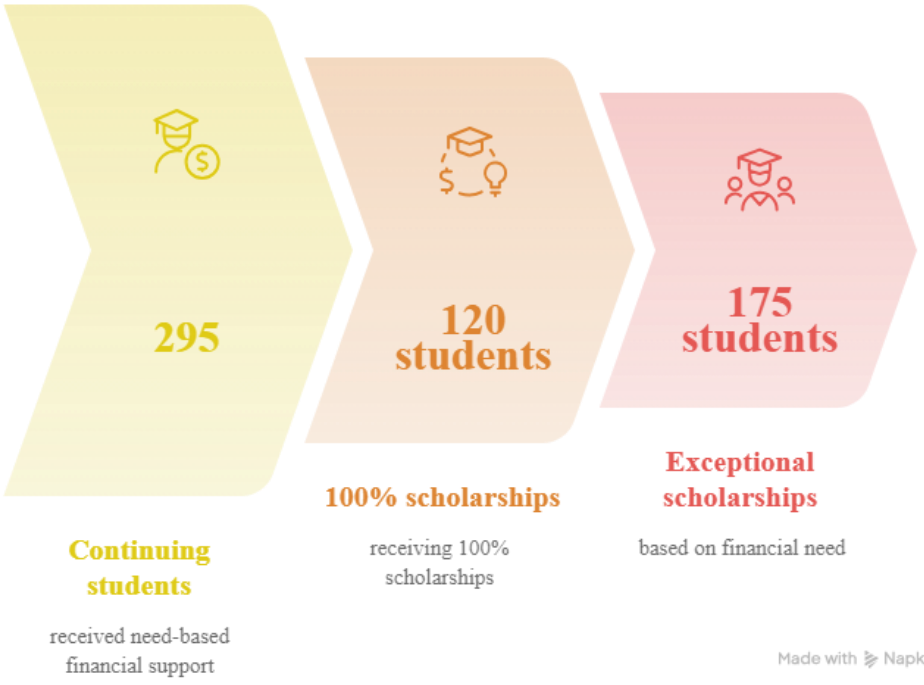
1.3.2 Bottom Financial Quintile Student Success

MIU supports the **academic progression and retention** of students from **financially disadvantaged** backgrounds through **need-based financial assistance**. In 2025, **295** continuing students received need-based financial support, including **120 students receiving 100%** scholarships and **175 students receiving exceptional scholarships** based on financial need.

The continuation of these students within their academic programmes demonstrates MIU's commitment to reducing financial barriers throughout the student journey and supporting financially disadvantaged students in progressing toward successful completion of their degrees.

In addition, MIU provided financial support to **291 continuing students facing social hardship or death-related family circumstances**, helping students experiencing unexpected financial difficulties remain enrolled and continue their studies.

Through these financial support mechanisms, MIU works to reduce the risk of financial circumstances disrupting students' education and supports their continued progression toward degree completion.

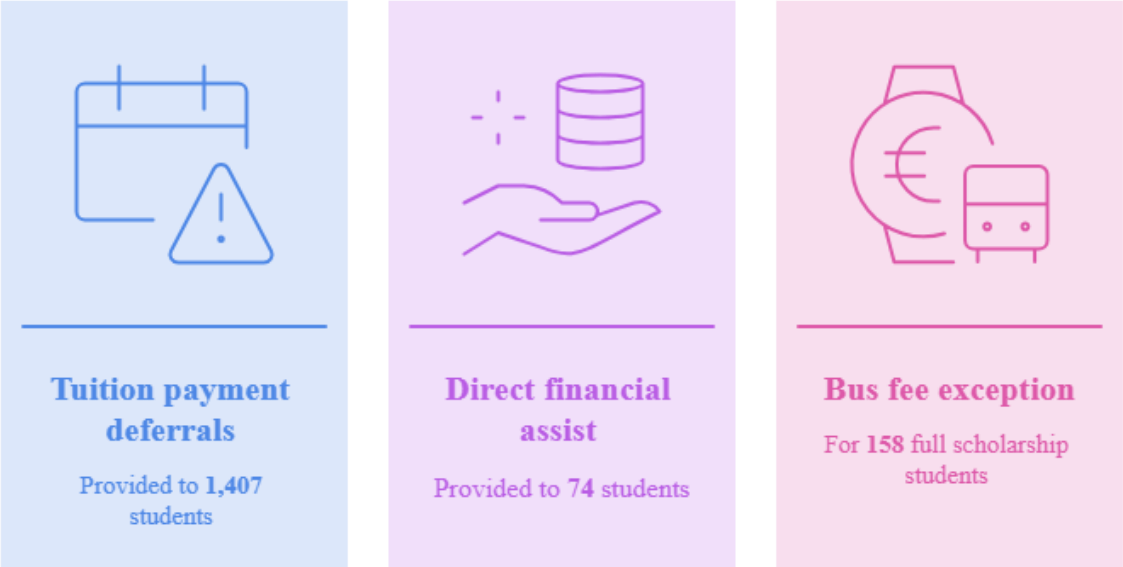


1.3.3 Low-income student support

Misr International University (MIU) is committed to ensuring **transportation accessibility**. The university's bus lines feature **wheelchair-accessible vehicles**, enabling all students, faculty, and staff to use campus transit comfortably. Additionally, the **pedestrian bridge** over the highway near campus provides **safe and independent crossings**, further enhancing accessibility and safety. Moreover, low-income students are **exempted from bus fees**, ensuring **equitable access** to university transportation services.

Complementing these services, MIU offers **comprehensive Health Support** Services through its **on-campus medical center**, staffed by qualified healthcare professionals providing first aid, routine consultations, health education, and ambulance services for urgent cases. All students are covered by **Medicare Insurance**, giving them access to a broad network of healthcare providers and hospitals and supporting both preventive and emergency care.

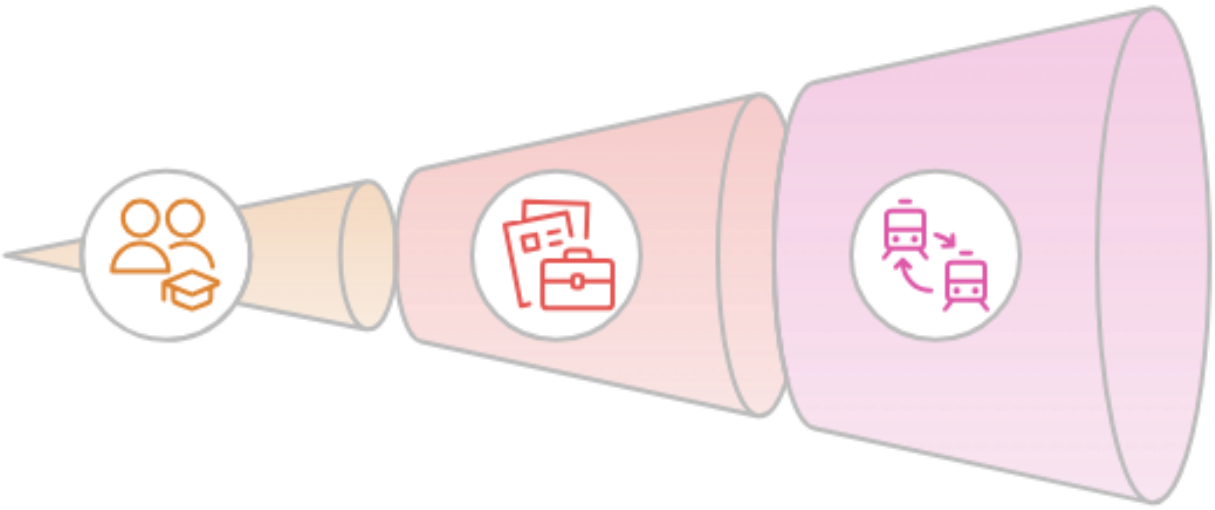
Low-income students receiving scholarships (both new and continuing) were exempted from the following:



1.3.4 Bottom Financial Quintile Student Support

MIU provides **targeted support** to students from **financially disadvantaged** backgrounds to reduce both **tuition and non-tuition** barriers to higher education. Students receiving **need-based scholarships** and **exceptional financial assistance** are also **exempt** from university **transportation fees**, helping reduce the additional costs associated with attending university.

Through tuition assistance and transportation-fee exemptions, MIU supports financially disadvantaged students throughout their academic journey and helps ensure that financial circumstances do not prevent them from continuing their education.

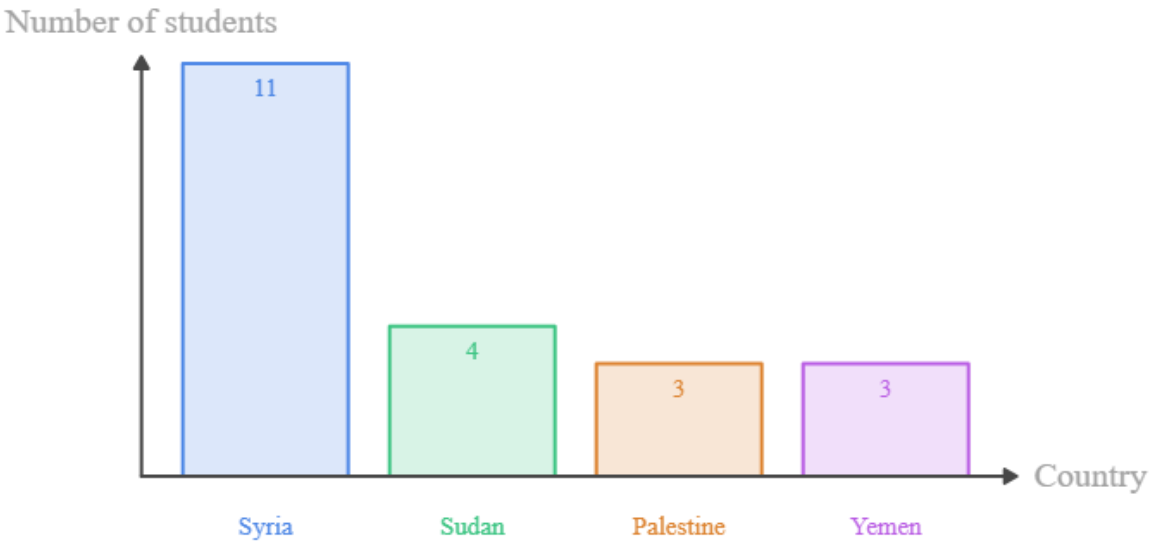


1.3.5: Schemes to support poor students from low- or lower-middle income countries

As part of its student financial-support schemes, Misr International University provides grants to eligible students to reduce financial barriers to higher education and support the continuation of their studies.

In 2025, a total of 565 students received grants from MIU. Among these beneficiaries, **21 students were from low- or lower-middle-income countries** as classified by the World Bank. This includes **11 students from Syria, 4 from Sudan, 3 from Palestine, and 3 from Yemen**. (Syria, Sudan, and Yemen are classified as low-income economies, while Palestine is a lower-middle-income economy).

Through these grants, MIU supports students whose educational opportunities may be affected by conflict and instability, helping them access and continue their university education.



MIU Grant Beneficiaries by Country

1.4.1: Provide assistance in the local community supporting the start-up of financially and socially sustainable businesses

Beyond its institutional scholarship and financial support programme, MIU contributes to SDG 1.4.1, which focuses on **supporting the start-up of financially and socially sustainable businesses**, through community initiatives that promote economic participation, livelihood opportunities, and income-generating activities.

MIU's Faculty of Pharmacy, in **collaboration with the Directorate of Social Affairs and the Egyptian Red Crescent**, organized a **special bazaar** to support local producers and productive families. The initiative provided participants with a platform to showcase and sell handmade products and food items, facilitating **access** to potential customers and **income-generating** opportunities while supporting local livelihoods and small-scale economic activity.



MIU also organized a four-day **Christmas Bazaar** that provided **40 local and family businesses** with a platform to showcase and sell their products. The initiative facilitated **access** to potential customers and supported income-generating opportunities, local economic activity, and entrepreneurship within the university community.

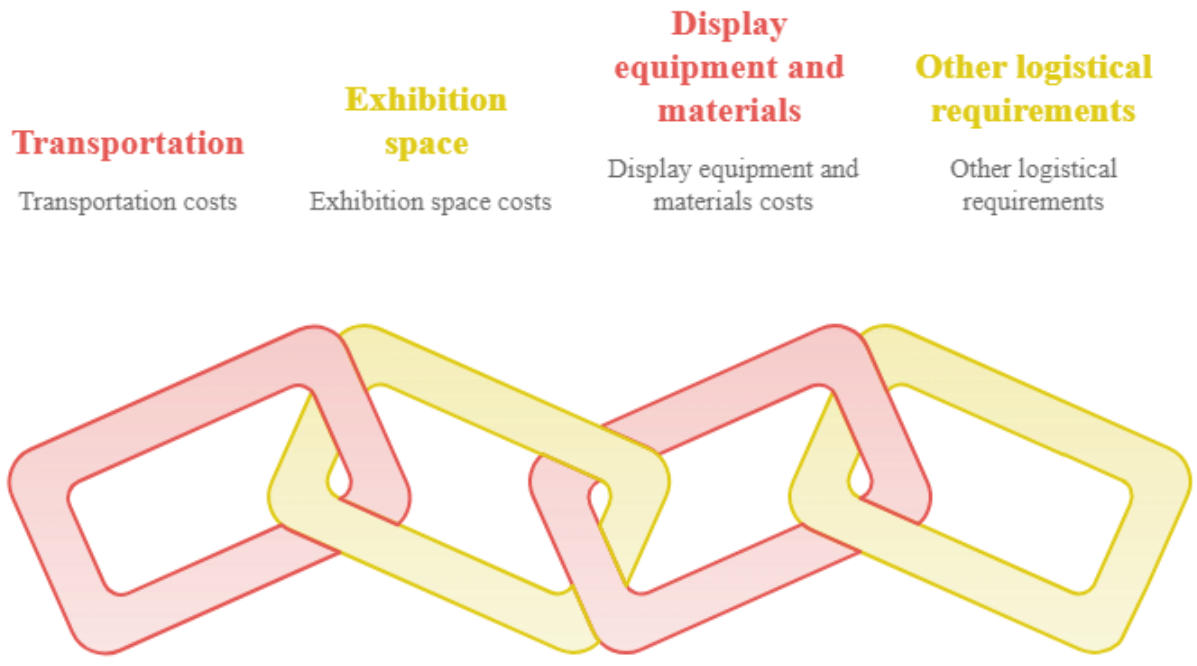


1.4.2: Local start-up financial assistance

MIU provides financial assistance to local entrepreneurs and productive families by **covering costs associated with their participation in university-hosted bazaars and exhibitions**. This support includes **transportation, exhibition space, display equipment and materials, and other logistical requirements**, enabling beneficiaries to participate without bearing these operational costs.

Through these initiatives, local producers and family businesses are provided with a **free platform to showcase and sell their products directly to the MIU community**, generating income while reducing the financial costs associated with marketing and selling their products.

By absorbing participation and operational expenses and facilitating direct access to customers, MIU supports financially and socially sustainable small businesses and income-generating activities within the local community.



1.4.3: Programmes for Services Access

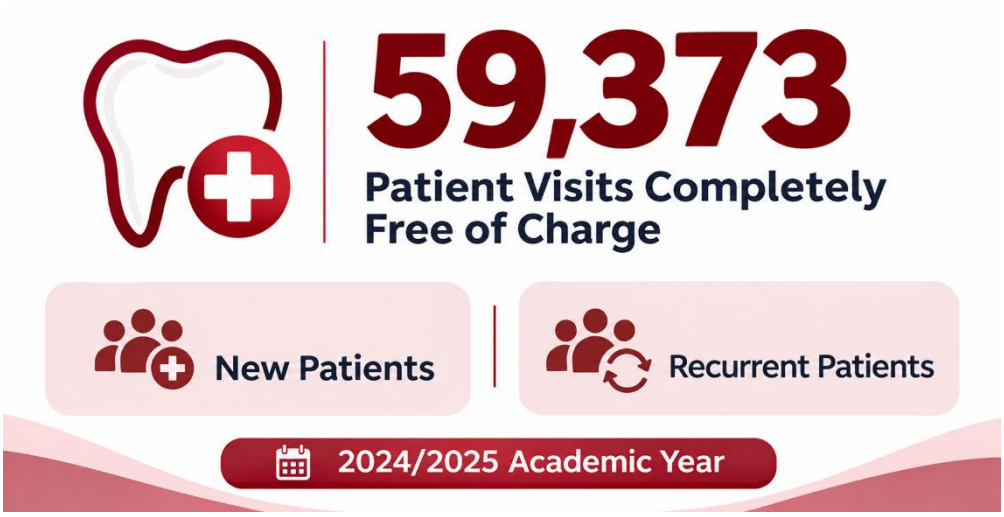
Organise training or programmes to improve access to basic services for all

In 2025, Misr International University demonstrated its commitment **to improving access to basic services** for underserved communities. Through its Faculty of Oral and Dental Medicine and institutional scholarship programmes, MIU organized **healthcare missions, clinical training initiatives, and financial aid programmes** to remove barriers to essential services. These initiatives reached vulnerable groups—including children, visually impaired residents, and students from disadvantaged backgrounds—and are **documented with quantified outcomes on MIU's official public website**.

- **Free Healthcare Access for Vulnerable Communities**

  Throughout the **2024/2025 academic year**, MIU's Dental Clinics Complex provided continuous dental healthcare services to the community, offering dental examinations and treatment **completely free of charge**. Across the Fall 2024/2025, Spring 2025, and Summer 2025 periods, the complex recorded **59,373 patient visits**, including new adult and pediatric patients, recurrent patients, and RD cases.

  By eliminating the direct cost of dental treatment, MIU helps reduce financial barriers to accessing essential healthcare services. The Dental Clinics Complex provides continuous community access throughout the academic year and complements MIU's external health-awareness and community outreach initiatives, contributing to **SDG 1: No Poverty** through improved access to essential services





Eradicate Extreme Poverty for All People Everywhere

- **Direct Healthcare Access:** MIU's Faculty of Oral and Dental Medicine organized and delivered direct dental treatment and oral-health education missions to children, adults, and visually impaired residents in local communities.
- **Training to Improve Service Delivery:** MIU organized clinical training programmes for teaching assistants and dental interns to strengthen the capacity of future healthcare providers serving cleft lip and palate patients.
- **Direct Educational Access:** MIU directly provided full scholarships to remove financial barriers to higher education for students from disadvantaged socioeconomic backgrounds.

NasoAlveolar Molding Workshop	**Two teaching assistants** participated in specialized training for cleft lip and palate patients.
Light and Hope Visit	Fifteen interns provided oral examinations and dental treatment to **12 residents and 3 supervisors**.
Operation Smile Initiative	Dental interns provided treatment to **43 children** and distributed 30 toothbrush and toothpaste sets.
Dar Al-Yaqeen Visit	Eleven interns conducted educational sessions and distributed **15 dental hygiene kits** to elderly residents.
Dar Al Maryam Visit	Eight interns conducted educational sessions and distributed dental hygiene kits to **12 children and 3 supervisors.**
University Scholarships	**158 Full scholarships** granted for STEM graduates and high-achieving students from low-income families.



Eradicate Extreme Poverty for All People Everywhere



On 3-4 june of 2025 a Workshop on NasoAlveolar Molding (NAM) for cleft lip and palate patients was held, where **Two teaching assistants** participated in specialized training combining theoretical education with hands-on clinical training in impressions, appliance fabrication, fitting, and wire bending, Strengthened professional capacity in specialized cleft care, directly improving the quality of service delivery for cleft lip and palate patients.

On **26 August 2025**, MIU's Community Service and Environmental Affairs Committee at the Faculty of Oral and Dental Medicine organized a visit for residents of the Light and Hope Association for the Visually Impaired to the MIU Dental Clinics Complex. MIU **arranged transportation** for the residents and their supervisors, where fifteen dental interns conducted oral examinations for **12 residents and 3 supervisors**, followed by **necessary dental treatment** under faculty supervision. This initiative provided **equitable access to dental healthcare** for a vulnerable community group.



Between **17 and 20 August 2025**, MIU's Faculty of Oral and Dental Medicine, through its Community Service and Environmental Affairs Committee, organized **a three-day dental and oral health initiative** in collaboration with Operation Smile Egypt at the University Clinic Complex. Under the supervision of faculty from the Pedodontics Department, dental interns provided treatment to **43 children aged 3–14**, alongside an oral health awareness campaign that distributed **30 toothbrush and toothpaste sets**. The initiative delivered **essential dental care** to children in need while strengthening the clinical skills of participating interns.

Eradicate Extreme Poverty for All People Everywhere

MIU's Faculty of Oral and Dental Medicine organized a community outreach visit to Dar Al-Yaqeen. Eleven dental interns conducted educational sessions for 15 elderly residents and their supervisors on oral hygiene, proper brushing techniques, and preventive care. The team distributed **15 dental hygiene kits** and invited the residents to receive **free dental examinations and treatments** at MIU's Dental Clinics Complex.



In celebration of the International Day of Persons with Disabilities, MIU's Faculty of Oral and Dental Medicine organized a community outreach visit to Dar Al Maryam. Eight dental interns conducted interactive educational sessions for **12 children and 3 supervisors** on proper oral hygiene, brushing techniques, and preventive care. **Dental hygiene kits** were distributed to all participants, and they were invited to receive **free dental check-ups and treatments** at MIU's Dental Clinics Complex.



Misr International University granted full scholarships for graduates of STEM (Science, Technology, Engineering, and Mathematics) schools, as well as scholarships for **high-achieving students from low-income families** who have completed the Egyptian General Secondary Education.





Eradicate Extreme Poverty for All People Everywhere

1.4.4: Policy addressing poverty

Misr International University actively participates in **policymaking** at the local, regional, national, and global levels to **design and implement** programmes and initiatives aimed at **ending poverty in all its forms and dimensions**. Through its **community service** and outreach activities, MIU contributes to sustainable development efforts that promote social equity and **improve the quality of life** for **vulnerable populations**, supporting poverty alleviation and long-term social protection initiatives.

- **Policy on Field Visits**
- **Scholarships Policy**
- **Policy on Tuition Reduction, Deferral, or Exemption**
- **University Policies for Supporting students with special needs and Special Cases**
- **University Policies for Supporting person with special needs**

End Hunger, Achieve Food Security and Improved Nutrition, and Promote Sustainable Agriculture

Misr International University (MIU) recognizes that food security and sustainable nutrition are fundamental to the well-being of both its campus community and the wider society. Our approach to SDG 2 is holistic, integrating on-campus food programs, educational initiatives and direct community outreach to alleviate hunger and promote food system resilience.

On-Campus Food Security and Support

The university is committed to ensuring that no student or staff member faces learning or working challenges due to hunger. This commitment is operationalized through direct support systems across campus food outlets, MIU prioritizes the availability of nutritious and affordable meal choices for all students and staff, making healthy eating an accessible option.



Sustainable Food Practices and Waste Reduction

The university actively promotes sustainable food consumption and works to minimize its environmental footprint from food services. Ensuring quality of food is one of the cornerstone policies of the university. Food outlets at the university prioritize the procurement of food from local and sustainable sources. As regards waste management, the university has implemented measures to track and reduce food waste generated on campus.



Celebration of the Holy Month of Ramadan

Outreach activities

Leveraging its academic resources, MIU extends its impact beyond campus through education and direct community engagement to combat hunger and improve food security. As part of its broader anti-poverty program, the university organizes regular food donation drives for vulnerable communities in the surrounding area and all over the country, directly addressing hunger and malnutrition.



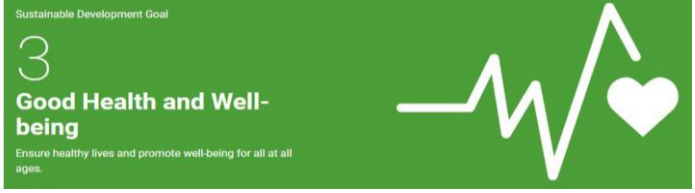
Distribution of food packages



Misr International University Report
Times Higher Education Impact Rankings

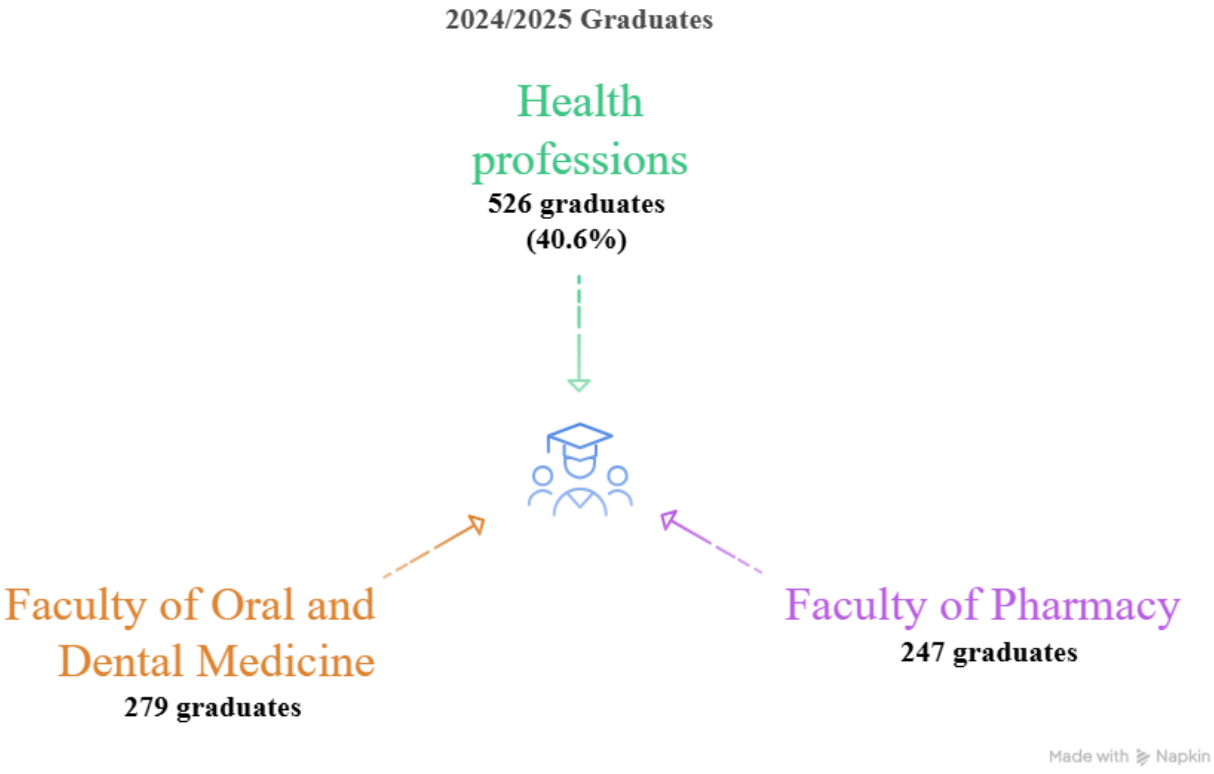
SDG 3- GOOD HEALTH AND WELLBEING

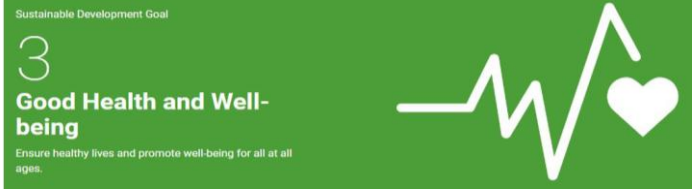
Misr International University (MIU) recognizes that physical and mental health are fundamental to academic success and community prosperity. During the 2024/2025 academic year, MIU contributed to SDG 3 by providing direct healthcare services, organizing preventive health campaigns, and expanding access to medical support for both the university community and surrounding neighborhoods. Through its on-campus medical center, dental clinics, and specialized outreach missions, MIU actively promotes healthy lifestyles, disease prevention, and equitable healthcare access for all



3.2.1 Proportion of graduates in health professions

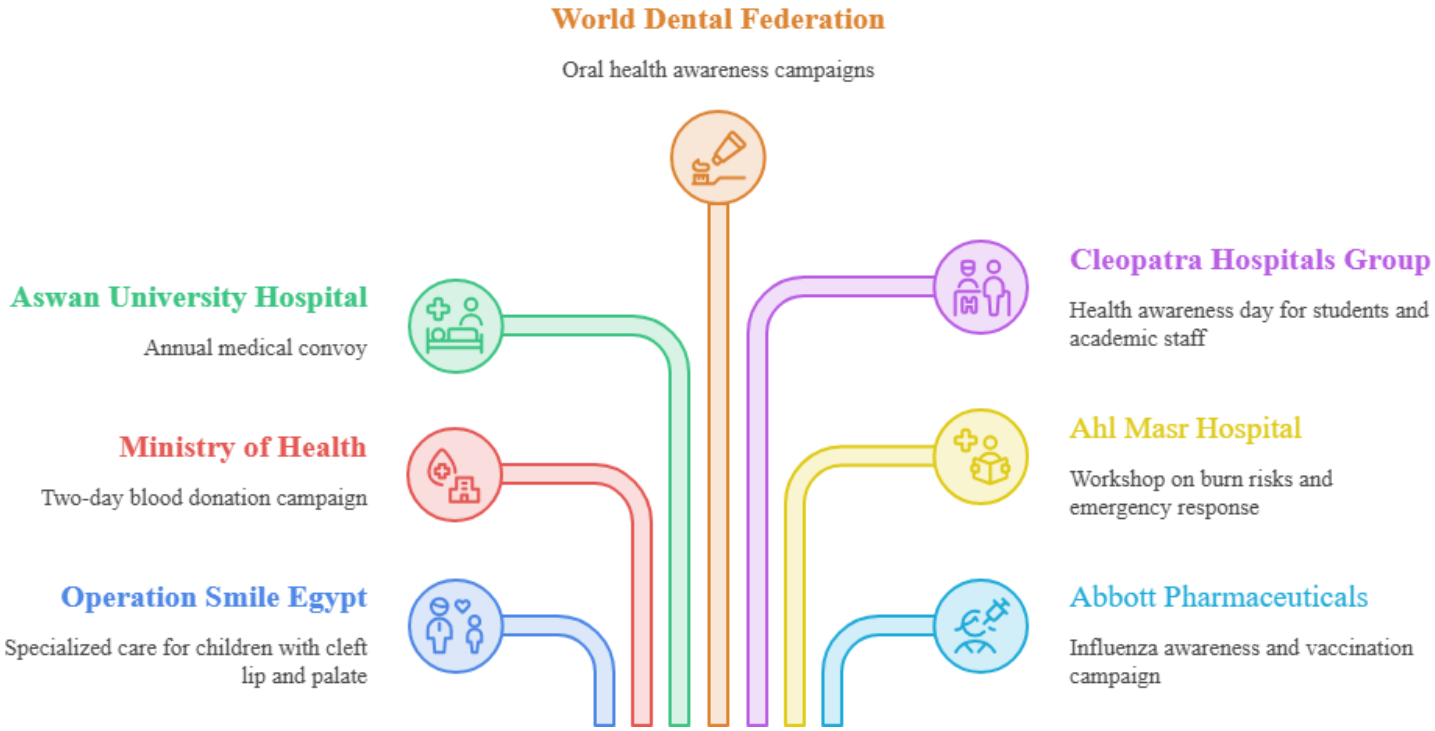
Misr International University (MIU) contributes significantly to the healthcare workforce through its medical and health-related academic programmes. For the 2024/2025 academic year, the university graduated a total of **1,295 students** across all faculties. Of these, **526 graduates (40.6%)** completed degrees in health professions, comprising **247 graduates from the Faculty of Pharmacy** and **279 graduates from the Faculty of Oral and Dental Medicine**. These are the only two health profession faculties at MIU, ensuring that all health-related graduates are fully accounted for. This proportion reflects MIU's sustained commitment to producing qualified healthcare professionals who support the delivery of essential health services in Egypt and the region.





3.3.1 Current collaborations with health institutions

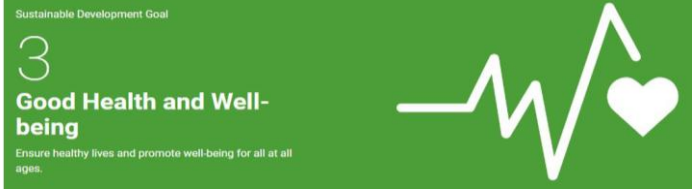
Misr International University (MIU) actively **collaborates** with a wide range of **national and international health institutions** to improve healthcare delivery, provide clinical training, and expand access to **essential health services**. These collaborations are current and were operational during the 2024/2025 academic year.



1. Collaboration with Operation Smile Egypt

MIU's Faculty of Oral and Dental Medicine maintains an **active partnership** with **Operation Smile Egypt** to provide specialized care for **children with cleft lip and palate**. In 2025, this collaboration included:

- A dental and oral health awareness mission (July 2025) that provided treatment to **75 children and 10 adults** from surrounding communities.
- Clinical training for teaching assistants in Oral and Maxillofacial Surgery, including a three-day observation of surgical procedures (February 2025).
- A specialized workshop on NasoAlveolar Molding (NAM) for cleft care (June 2025).
- A community-based oral healthcare programme (August 2025) that treated **43 children aged 3–14**.



2. Collaboration with the Egyptian Ministry of Health and Population
MIU's Faculty of Pharmacy partnered with the **Ministry of Health and Population** to organize a two-day **blood donation campaign** (November 2024), collecting donations from **177 students and staff members** while raising awareness about blood donation and anemia.

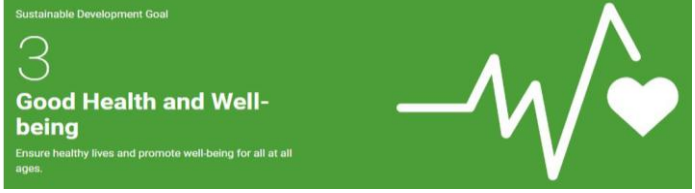
3. Collaboration with Aswan University Hospital
MIU participated in Operation Smile Egypt's **annual medical convoy** at Aswan University Hospital (December 2024). The convoy provided surgical treatment to **148 patients** and dental care to **550 beneficiaries**.

4. Collaboration with the World Dental Federation (FDI)
MIU partnered with the **FDI** to organize multiple **oral health awareness campaigns**, including a campaign targeting patients at the MIU Dental Clinic Complex (February 2025), where seven dental interns distributed **140 toothbrush and toothpaste packs**.

5. Collaboration with Cleopatra Hospitals Group
MIU's Faculty of Pharmacy collaborated with **Cleopatra Hospitals Group** to organize a health awareness day (May 2025) for students and academic staff, providing cardiovascular and musculoskeletal health screenings, blood pressure and glucose checks, and physiotherapy consultations.

6. Collaboration with Ahl Masr Hospital
MIU's Faculty of Pharmacy partnered with **Ahl Masr Hospital** to deliver a workshop on burn risks and emergency response (February 2025), providing students with practical training in burn severity assessment, first aid, and long-term care.

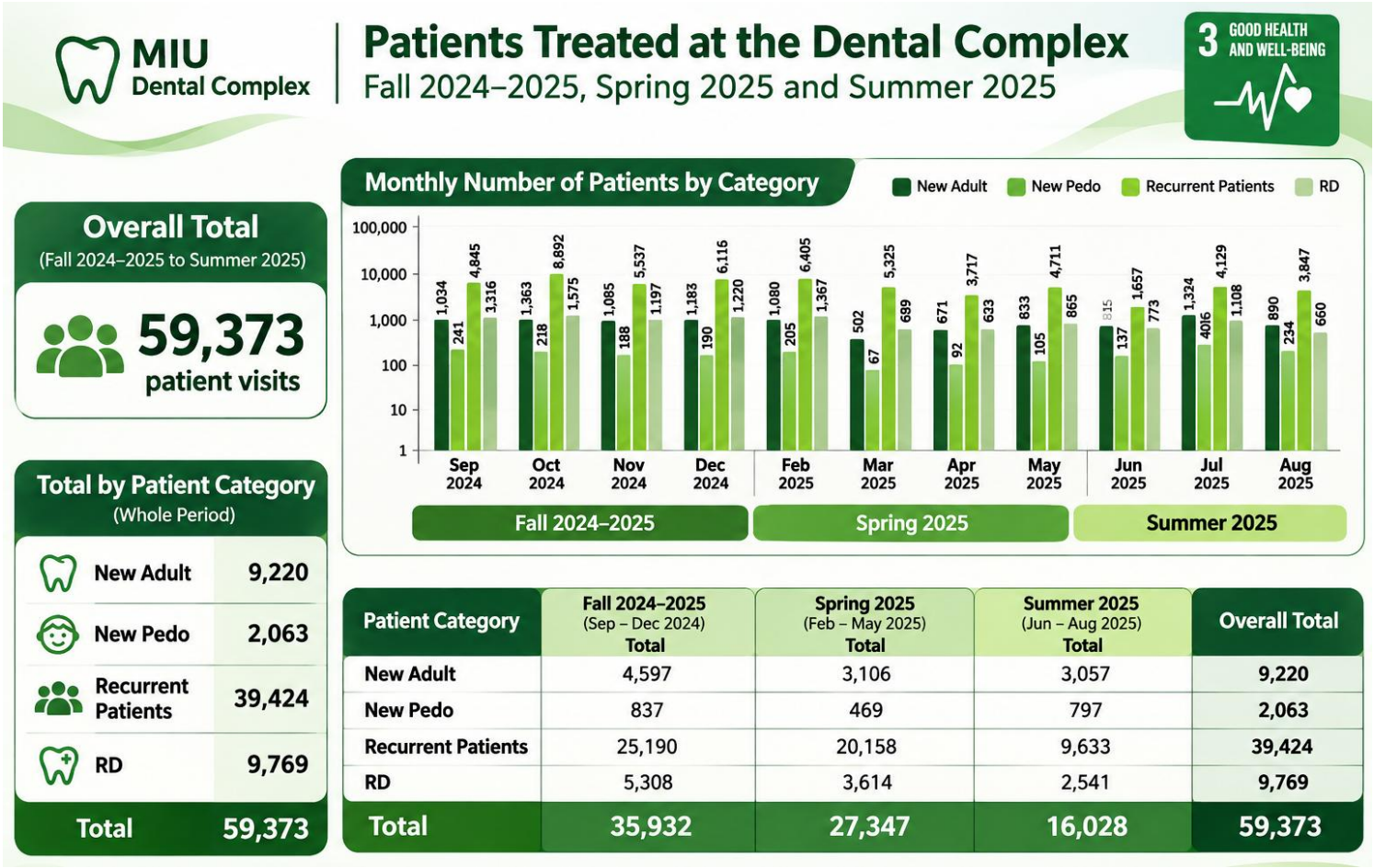
7. Collaboration with Abbott Pharmaceuticals
MIU's Faculty of Pharmacy, in collaboration with **Abbott Pharmaceuticals** and the **DIMAS** Student Club, organized an **influenza awareness and vaccination** campaign (October 2024), successfully vaccinating **113 individuals**.



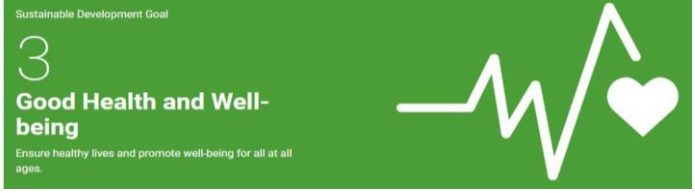
3.3.2: Health Outreach Programmes

Misr International University (MIU) organizes and delivers a wide range of health outreach programmes that extend beyond the campus to improve public health, health literacy, and access to care for vulnerable and underserved communities. During the 2024/2025 academic year, MIU's faculties implemented the following key outreach initiatives:

1. **Direct Community Healthcare through MIU Dental Clinics Complex**
   Throughout the **2024/2025 academic year**, MIU's Dental Clinics Complex provided continuous dental healthcare services to the community, offering patients access to dental examination and treatment **completely free of charge**. Across the Fall 2024/2025, Spring 2025, and Summer 2025 periods, the complex recorded **59,373 patient visits**, including new adult and pediatric patients, recurrent patients, and RD cases. The sustained volume of new and returning patients demonstrates the continuity and reach of MIU's community dental services beyond one-time outreach activities. By providing free access to dental care throughout the academic year, the Dental Clinics Complex complements MIU's external health-awareness and community outreach initiatives and contributes to improving access to essential oral healthcare.

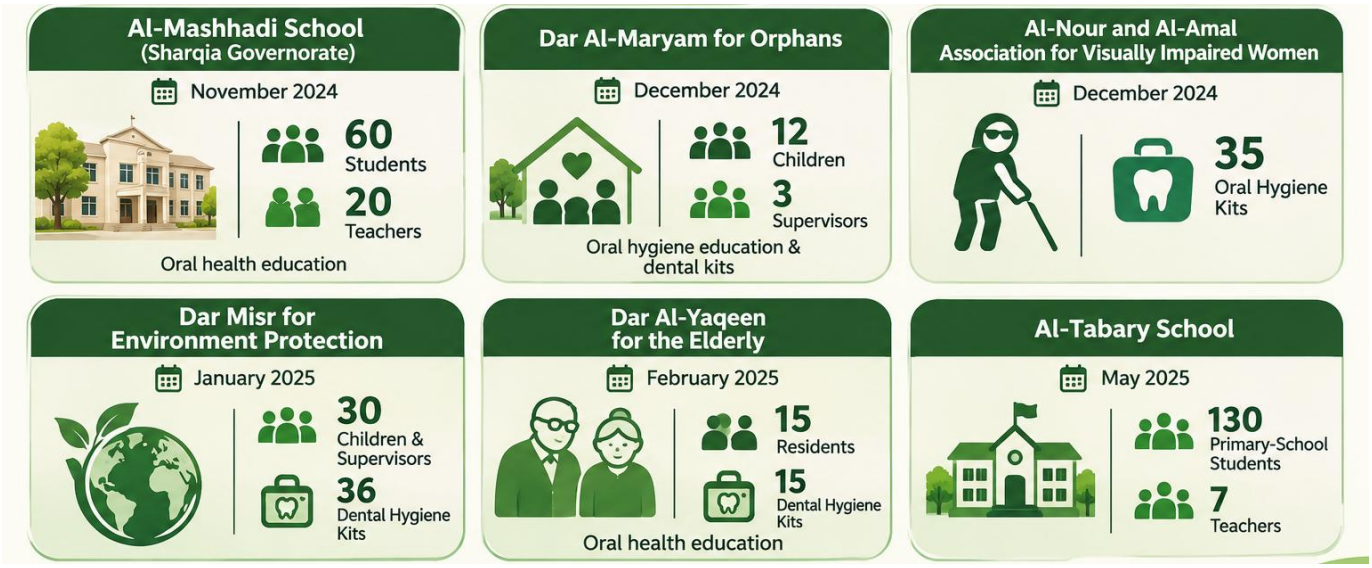


Patient Category	Fall 2024–2025 (Sep – Dec 2024) Total	Spring 2025 (Feb – May 2025) Total	Summer 2025 (Jun – Aug 2025) Total	Overall Total
New Adult	4,597	3,106	3,057	9,220
New Pedo	837	469	797	2,063
Recurrent Patients	25,190	20,158	9,633	39,424
RD	5,308	3,614	2,541	9,769
Total	35,932	27,347	16,028	59,373

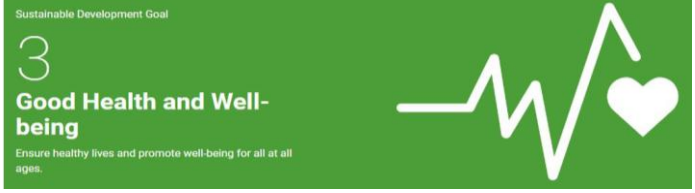


2. **Community Dental and Oral Health Missions**
   Throughout the 2024/2025 academic year, MIU's Faculty of Oral and Dental Medicine implemented a series of **community outreach initiatives** to improve oral-health awareness and access to preventive care among **schoolchildren**, **orphans**, **individuals with disabilities**, and **elderly** community members.

   Through visits to **schools**, **care institutions**, and **community organizations**, MIU delivered oral-health education, practical hygiene guidance, and dental hygiene kits, extending preventive oral healthcare beyond the university campus to diverse community groups.

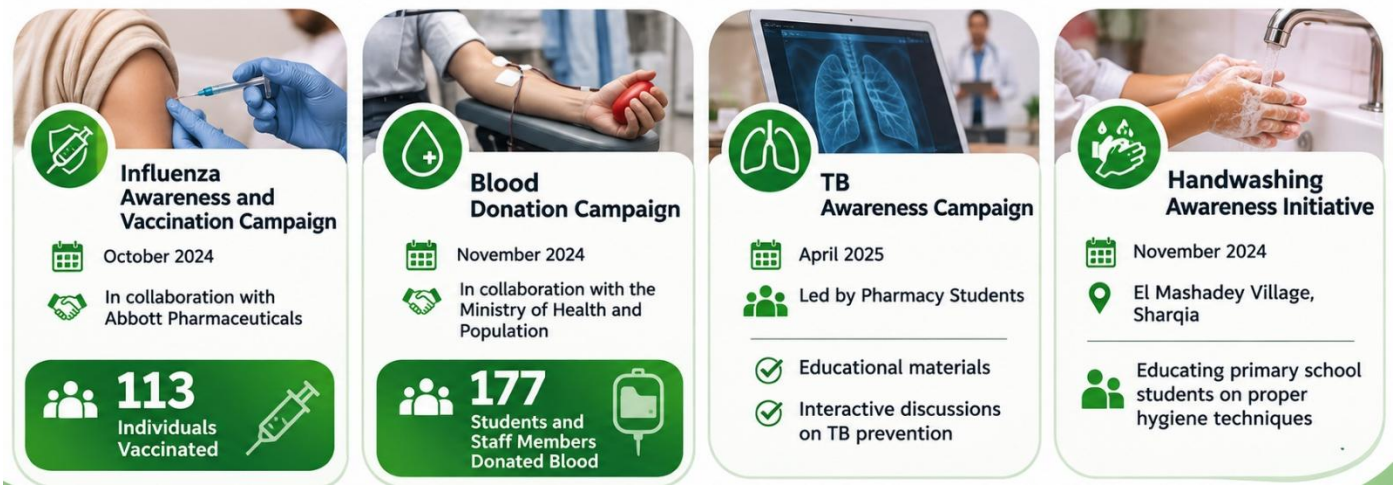


- A visit to **Al-Mashhadi School** in Sharqia Governorate, providing oral health education to **60 students and 20 teachers** (November 2024).
- A visit to **Dar Al-Maryam for Orphans**, where 8 dental interns educated **12 children and 3 supervisors** on oral hygiene and distributed dental kits (December 2024).
- A visit to **Al-Nour and Al-Amal Association for Visually Impaired Women**, distributing **35 oral hygiene kits** (December 2024).
- A visit to **Dar Misr for Environment Protection**, reaching **30 children and their supervisors** and distributing **36 dental hygiene kits** (January 2025).
- A visit to **Dar Al-Yaqeen for the Elderly**, providing oral health education to **15 residents** and distributing **15 dental hygiene kits** (February 2025).



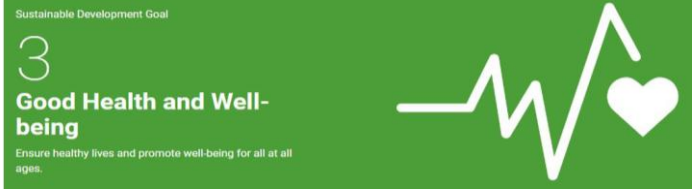
- A visit to Al-Tabary School, reaching **130 primary-school students and 7 teachers** (May 2025).

3. **Disease Prevention and Health Awareness Campaigns**
   MIU organized targeted campaigns to raise awareness about specific health conditions:



- Influenza Awareness and Vaccination Campaign (October 2024), in collaboration with Abbott Pharmaceuticals, successfully vaccinating **113 individuals**.
- Blood Donation Campaign (November 2024), in collaboration with the Ministry of Health and Population, collecting donations from **177 students and staff members**.
- TB Awareness Campaign (April 2025), where pharmacy students created educational materials and engaged the university community in discussions on tuberculosis prevention.
- Handwashing Awareness Initiative in El Mashadey Village, Sharqia (November 2024), educating primary school students on proper hygiene techniques.

4. **Mobile Medical Convoys and Specialized Care**
   MIU participated in Operation Smile Egypt's annual medical convoy at Aswan University Hospital (December 2024), which provided surgical treatment to **148 patients** and dental care to **550 beneficiaries**. Additionally, a dental mission in July 2025 provided treatment to **75 children and 10 adults** from surrounding communities.



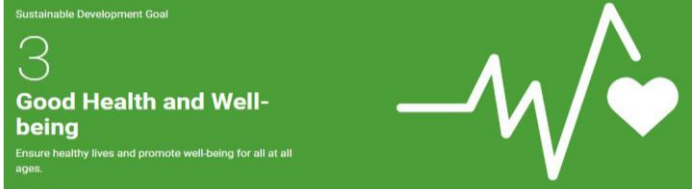
3.3.3 Shared Sports Facilities

MIU maintains indoor and outdoor sports facilities as part of its commitment to student welfare, personal development, and community engagement.

As part of this community engagement, MIU provided access to its sports environment for 15 children from Al-Sondos Association on 9 December 2024, enabling them to participate in football and running activities alongside MIU students.

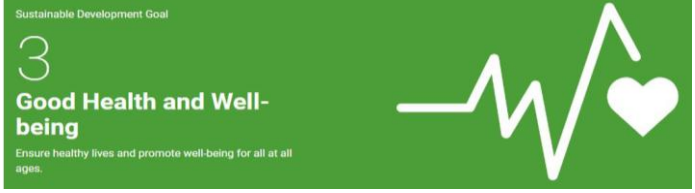






3.3.4: Sexual and Reproductive Health Care Services for Students

Misr International University (MIU) provides targeted support for pregnant students to ensure they can continue their education while managing their reproductive health needs. Through the university clinic, pregnant students receive health monitoring, including blood pressure and blood sugar measurements. Medical excuses from treating physicians are accepted throughout pregnancy, and examinations are rescheduled if a student becomes ill during the exam period. In cases where a treating physician recommends extended medical leave, students may withdraw for the semester while retaining all grades and transferring tuition fees to the following semester, ensuring no additional financial burden. These procedures are documented in MIU's official reporting.



3.3.5 Mental health support for students

During the 2024/2025 academic year, Misr International University maintained dedicated professional support for students **experiencing mental-health conditions** through its Medical Sector. MIU contracted **Prof. Dr. Mohamed Mostafa El-Hammady**, Professor of Psychiatry, as a **consultant in psychiatry and neurology** to assess mental-health cases within the university. The consultant evaluates individual cases, prepares medical reports that are maintained by the University Medical Sector, and reviews psychiatric reports submitted by students during their studies.

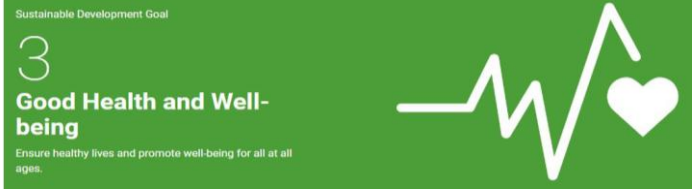
The service demonstrates the university's provision of **access to specialized professional mental-health assessment and support**. During 2024**, 35 cases** were assessed by the psychiatric consultant, increasing to **37 cases** in 2025.



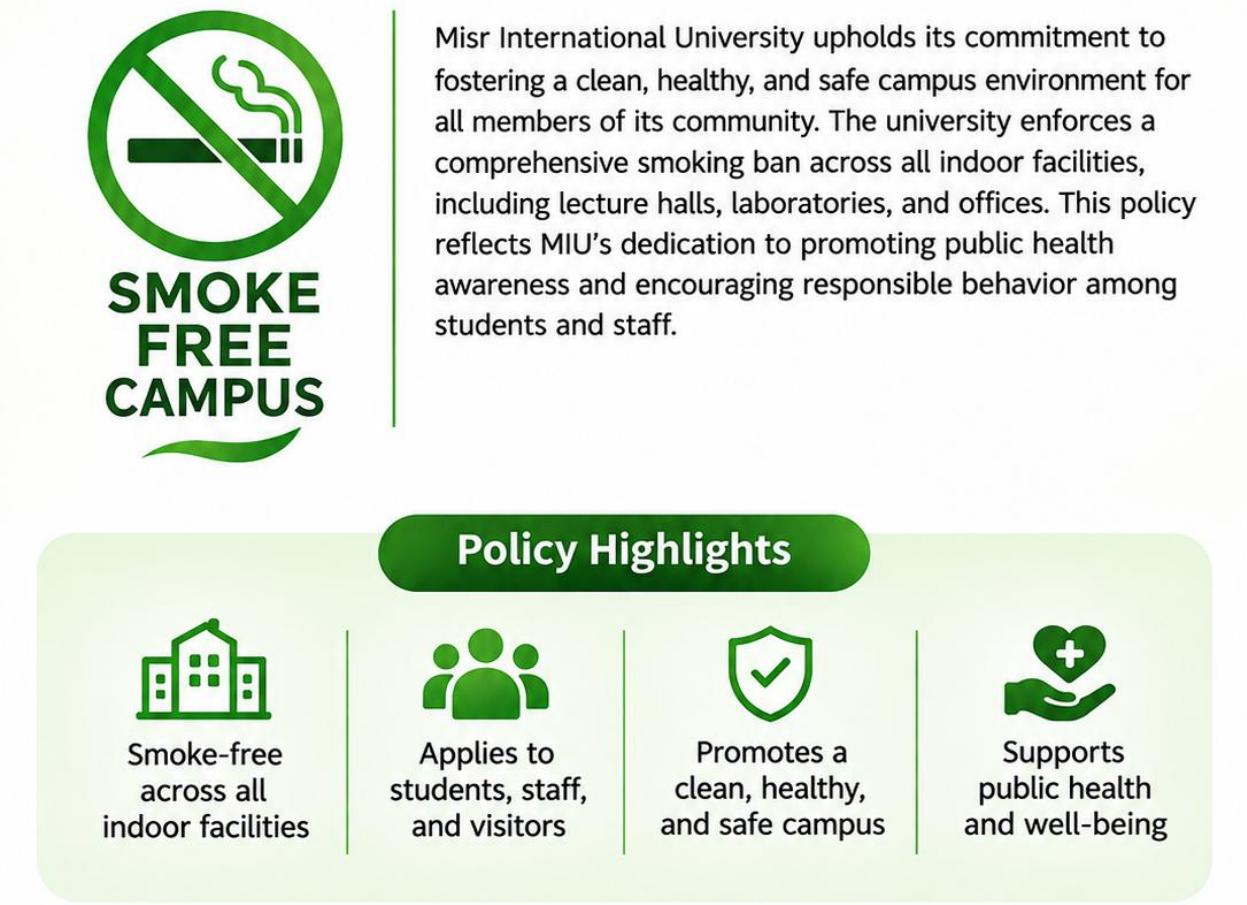
Alongside its professional mental-health services, MIU promotes **preventive awareness and mental-health literacy** among its students. **On 16 October 2024**, the Entity MIU Club organized an **Obsessive-Compulsive Disorder (OCD) Awareness Campaign,** addressing the symptoms and causes of OCD, its impact on daily life, approaches to management, and ways of supporting individuals affected by the condition.

On 26 December 2024, the club organized an **Insomnia Awareness Campaign,** raising awareness of the causes and health and psychological effects of insomnia while introducing students to strategies for improving sleep quality and preventing sleep-related problems.

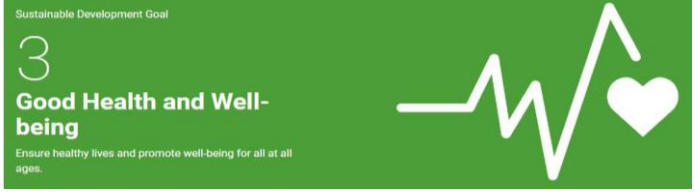
Together, MIU's professional psychiatric **consultation service** and student mental-health **awareness** initiatives demonstrate a combined approach encompassing specialized assessment, case evaluation, preventive education, and mental-health awareness, contributing to the promotion of student health and well-being.



3.3.6 Smoke-Free Policy



- For full details, please read the University Smoking Ban Policy



3.3.7 Mental Health Support for Staff



During the **2024/2025 academic year**, MIU maintained access to **specialized psychiatric support** through its Medical Sector by contracting a **Professor of Psychiatry as a psychiatric and neurology consultant**. The consultant evaluates mental-health cases referred through the university, provides professional assessment, and prepares medical reports that are maintained by the University Medical Sector.

This structured referral and support system demonstrates MIU's continued commitment to ensuring that its staff have access to **professional mental-health assessment, medical support, appropriate follow-up, and workplace accommodations when medically required**, contributing to a supportive and health-conscious working environment.

Misr International University

Times Higher Education Impact Rating



SDG 4 – Quality Education focuses on ensuring equitable access to education and providing lifelong learning opportunities for everyone. At Misr International University (MIU), this goal guides our commitment to preparing qualified graduates and educators. It also reflects our role in sharing knowledge with society and expanding learning opportunities beyond the campus, so that education reaches students, professionals, and the wider community. Through inclusive and accessible practices, MIU works to remove barriers to learning and ensure that everyone has a fair chance to benefit from education. Through these efforts, the university aims to support the development of its students and the community around it.

4.2.1: *Preparing Qualified Future Teachers*

The Faculty of Applied Linguistics (Al-Alsun) prepares **future English-language teachers** through a strong academic foundation, pedagogical knowledge, and practical teaching skills. Its curriculum and educational activities, including **TEFL training**, classroom observation, co-teaching, field experiences, and technology-enhanced learning, equip students with the linguistic proficiency, instructional skills, and professional competencies needed to pursue teaching careers. Accordingly, all graduates possess the knowledge required for English-language teaching, while the faculty's pedagogical training and practical experience strengthen their readiness to undertake teaching responsibilities.

During the academic year **2024–2025**, **98 students graduated** from the Faculty of Applied Linguistics (Al-Alsun), representing the faculty's contribution to preparing future English-language educators.

Proportion of graduates with relevant qualification for teaching [2024-2025]

98	98	100%
Graduates with relevant teaching qualification	**Total faculty graduates**	**Proportion (98 ÷ 98 × 100)**



4 QUALITY EDUCATION

Ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning Opportunities for All

Key Activities

1

TEFL

Teaching internship at New Generation International Schools

2

Graduation Projects

AI-Powered TEFL Educator & Arab Scientists

3

Technology-Enhanced Learning

AI-driven tools in teacher preparation

4

Workshops and Sessions

MIU–DAAD workshop & AI sessions

5

Field Trips

Educational visits & experiential learning

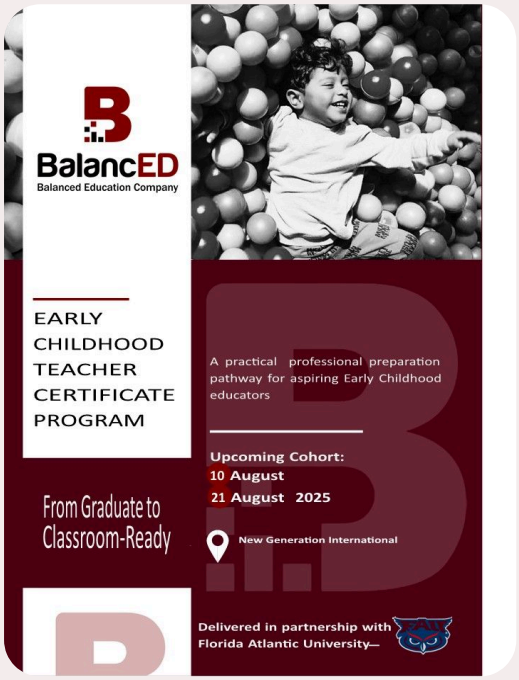
6

Industry Training

Al-Ahram, Arabize & MENA translation training

1. TEFL: New Generation

TEFL training prepares future teachers through hands-on classroom experience in lesson planning, assessment, and student engagement, translating educational theory into effective teaching practices.



Future Educators Trained at New Generation International Schools

As part of teacher-training program at the Faculty of Applied Linguistics (Al-Alsun), New Generation International Schools hosted **8 senior students** for a teaching internship from August 10–21, 2025. Participants gained practical experience in lesson planning, assessment, and student engagement, combining educational theory with classroom application. The internship prepared them for certified teaching careers, with credentials issued by Florida Atlantic University (FAU) and BalancedEd, fostering confident and qualified future educators.

Read more



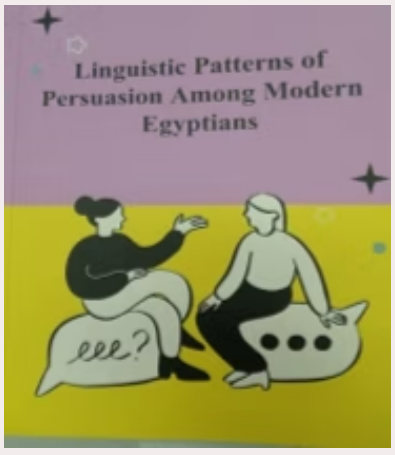
2. Graduation Projects **Empowering Future Educators

The Faculty of Applied Linguistics (Al-Alsun) Fall 2024 Graduation Projects aimed to strengthen pedagogical skills, promote effective language-teaching strategies, and explore how emerging technologies can make education more engaging, inclusive, and responsive to learners' needs. Through designing interactive curricula, lesson plans, and engaging learning activities, and exploring the linguistic and cultural dimensions of Modern Egyptian Arabic for bilingual speakers, graduation project groups worked on creating websites and textbooks.

Engagement with AI-generated suggestions provided opportunities for critical evaluation, particularly regarding linguistic accuracy, and cultural relevance.

Read more

Morphosyntax Mastery – Sample project



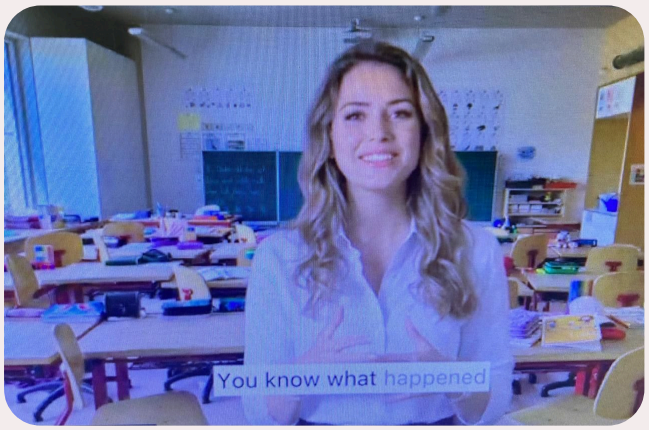


2.2 Designing the AI-Powered TEFL Educator

The Fall 2025 Graduation Project of the Faculty of Applied Linguistics (Al-Alsun) engages student teachers in exploring the theme “AI Production of the Perfect Instructor: A Student-Centered Perspective.” Through group research, students research the qualities of an ideal educator and turn their findings into AI avatars.

From a TEFL (Teaching English as a Foreign Language) perspective, the project directly trains future language teachers to design, edit, and deliver effective English lesson plans for diverse learner profiles. By programming AI avatars to use specific paralinguistic cues, such as intonation, voice synthesis, and body language, students learn how to maximize engagement and optimize foreign language acquisition.

Read more





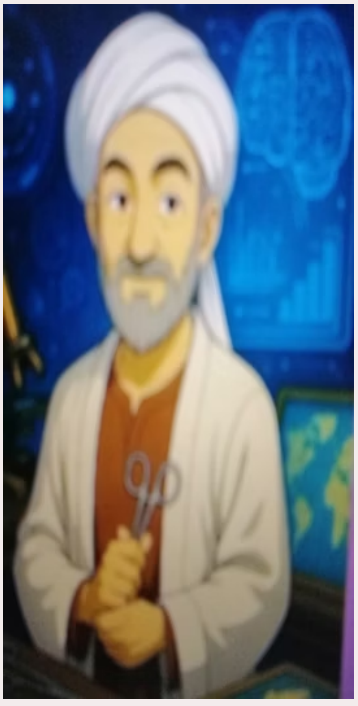
2.3 Arab Scientists Who Taught the World

The Spring 2025 Graduation Project of the Faculty of Applied Linguistics (Al-Alsun) entitled “Arab Scientists Who Taught the World” aimed to highlight the scientific contributions of prominent Arab scholars. The project had a clear educational rationale, as it sought to enrich students’ cultural and historical knowledge, promote appreciation of scientific achievements, and strengthen their research, presentation, and communication skills. Furthermore, the project aimed to prepare student teachers for their future professional roles in Teaching English as a Foreign Language (TEFL) by equipping them with practical experience in designing Content-Based Instruction (CBI) materials, integrating cross-curricular themes into language lessons, and adapting modern technological tools for classroom instruction.

Read more









3. Technology-Enhanced Learning

The integration of educational technology into teaching and learning contributes to preparing successful teachers by developing digital competencies, pedagogical creativity, adaptability, and the ability to employ innovative tools to engage diverse learners. Through the course of **Writing for Digital Media**, students explored immersive learning experiences via **Virtual Reality (VR)**, while the course of **Postmodern Literature** incorporated **VR-based learning activities** to enhance literary engagement and experiential understanding. **Augmented Reality (AR)** introduced students to Henrik Ibsen's world through interactive literary exploration, enriching their understanding of drama and demonstrating innovative approaches to teaching literary texts.

Furthermore, in their Phonetics in Practice course, **first-year students used VR to enhance speech practice**, developing their oral communication skills and gaining exposure to technology-supported language learning. Artificial intelligence was further explored through **AI learning activities**, highlighting its emerging role in transforming educational practices and academic engagement.



4. Workshops and Sessions

Professional development initiatives further strengthen technology-informed teacher preparation by exposing students and faculty to emerging educational technologies and innovative pedagogical practices. The **MIU–DAAD workshop entitled "AI in Higher Education"**, held on December 9, 2024, explored the role of artificial intelligence in higher education. Additionally, the **"AI Language Learning" workshop**, held as part of the **"AI for Sustainable Future" conference** on May 5, 2025, highlighted AI applications in language learning and teaching. These initiatives complement the **AI session, "AI-Alsun Leaps into the Future with Artificial Intelligence"**, held on April 28, 2025, by promoting awareness of AI-driven educational opportunities and encouraging innovative instructional approaches.



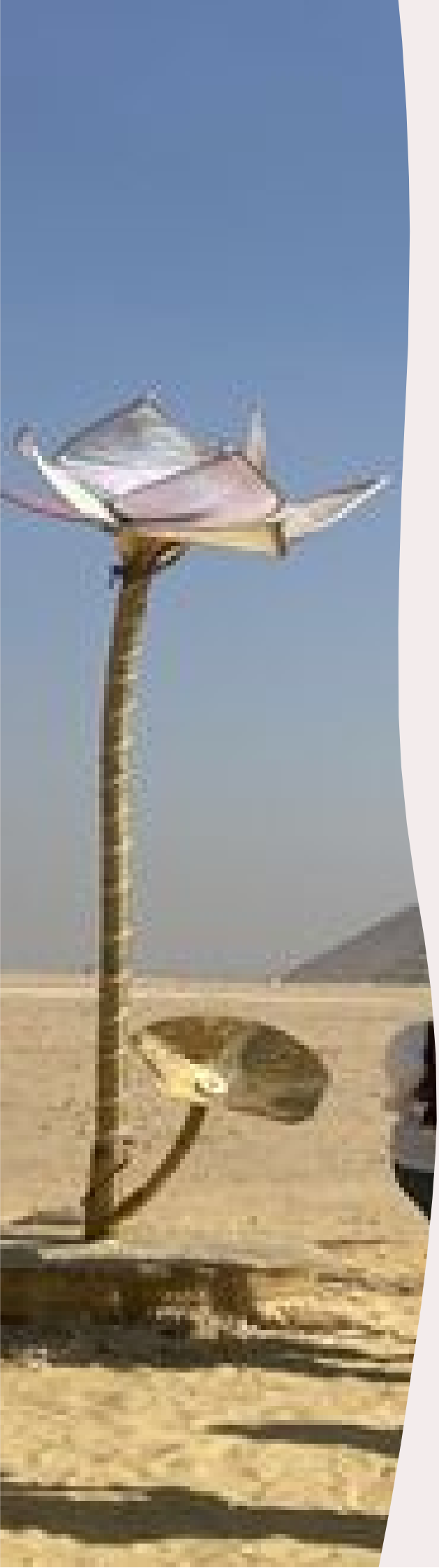
MIU-DAAD Workshop



AI Language Learning Workshop



AI Session



5. Field Trips

Experiential learning activities prepare future teachers by developing cultural awareness, analytical thinking, interdisciplinary knowledge, and the ability to connect academic concepts with real-world contexts. Through the course of **Digital Media**, students explored the historical and cultural richness of **Al-Moez Street in Old Cairo**, while **Introduction to Conference Interpretation** connected interpreting practices with contemporary artistic expression through the **Forever Is Now exhibition at the Giza Pyramids**. Moreover, the **National Museum of Egyptian Civilization (NMEC)** offered students in the course of **Postmodern Literature** opportunities to examine historical narratives, cultural representation, and heritage. Meanwhile, the course of **Sociolinguistics** incorporated films and **cinema-based learning** to examine linguistic variation, communication, and social interaction in authentic audiovisual contexts.



Al-Moez Street



Forever is Now Exhibition



NMEC

6. Industry Training

Specialized translation training also contributes to teacher preparation by strengthening students' linguistic accuracy, intercultural competence, and ability to explain language structures and translation strategies, enriching their future language teaching practices.

1. Journalistic Translation at Al-Ahram

Seventeen students completed specialized training at Al-Ahram Regional Institute for Journalism, practicing news translation under Managing Editor Hany Asal. Realistic newsroom exercises strengthened their Arabic–English translation skills and professional readiness.



Read more

2. Localization Training at Arabize

Eight students received **specialized localization training** at Arabize in July 2025, combining theoretical knowledge with practical tasks using modern tools and workflows. Expert guidance introduced them to the technological and cultural demands of global markets, enhancing their **digital competencies and employability**.



Read more

3. Institutional Translation Training at MENA

Sixteen students completed a 30-hour online **training program** offered by the Middle East News Agency (MENA) in August 2025. The program covered specialized terminology, institutional documents, and UN translation standards, preparing participants for **careers in international and diplomatic translation.**



Read more

4 QUALITY EDUCATION

Ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning Opportunities for All

4.3.1 – *Public Resources*

Free Access to educational resources

Public Access to Knowledge and Expertise

MIU facilitates **public access** to scholarly knowledge and professional expertise through open-access journals, academic conferences and summits, and health awareness campaigns. These initiatives promote knowledge-sharing and connect research and specialized expertise with academic, professional, and community audiences. Participation in these activities and access to their knowledge-sharing opportunities are open to the public, extending their benefits beyond the university community.

Open-Access Journals
Free online access to JFCR and JOCC

Technical Training
Continuing Education Center courses

Conferences & Summits
Sustainability, MIUCC24, Supply Chain

Open Days
Webinars and PharmXperience

Hands-On Programs
Be a Dentist for a Day, AI Training Camp

4 QUALITY EDUCATION

Ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning Opportunities for All

Free access to research journals





During the 2024–2025 academic year, MIU continued to support **public access** to scholarly **educational resources** through its two open-access journals, JFCR and JOCC. JFCR published three issues (December 2024, June 2025 and December 2025), and JOCC published two (February and July 2025). JFCR and JOCC give **free online access** to anyone. Both still accept submissions, so knowledge keeps spreading across health sciences and computing.

JFCR · JOCC

Access to technical training and expertise





In June 2025, the Continuing Education Center launched its second round of technical courses with Cisco Networking Academy, Red Hat Academy, Huawei Academy and IBM SkillsBuild, covering networking, cybersecurity, AI, embedded systems and software testing with **certification pathways**. By **engaging the community**, the courses are open to current students, recent graduates and working professionals, extending access to specialized learning and professional development.

CEC second round

Conferences and summits open to outside audiences

MIU opened knowledge-sharing opportunities to external audiences through conferences and summits addressing **sustainable development**, emerging technologies, and professional practices across disciplines.

5 May 2025

2nd Annual Conference on Sustainable Development

93%

Participant satisfaction. AI applications across dentistry, medicine, engineering, humanities and social sciences.



Read more: 2nd Annual Conference

13–14 November 2024

MIUCC24

110 → 69

Submissions received and papers accepted after review. Hybrid, IEEE-sponsored, with keynotes, technical sessions, workshops and tutorials.



Read more: MIU CC24





Conferences and summits open to outside audiences (continued)

10 May 2025

Supply Chain Summit

4 partners

Huawei, DHL, Vodafone Egypt, and the Trade Commission of Belgium and Luxembourg in Egypt addressed procurement, logistics and supply chain management.



Read more: **Supply Chain Summit**



Open days and experiences for prospective students

MIU welcomed prospective students and their families through interactive events that introduced academic programs, **learning environments** and career pathways.

Live Q&A Webinar on MIU's Visual Communication Design Department

MIU organized a live Q&A webinar introducing its Visual Communication Design Department to prospective students and interested participants.



Read more

PharmXperience at MIU – "From Lab to Life"

MIU's Faculty of Pharmacy organized PharmXperience for prospective students and their parents, offering an interactive introduction to pharmacy education through laboratory visits, practical experiments, and engagement with faculty members.



Read more

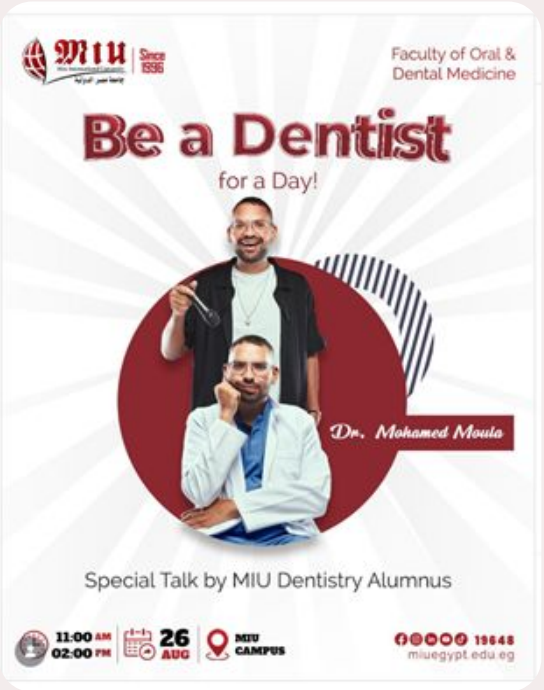
Hands-on programs for future students

MIU gave prospective students practical exposure to **dental education** and **artificial intelligence** through immersive, hands-on programs.

Be a Dentist for a Day

MIU's Faculty of Oral and Dental Medicine organized "Be a Dentist for a Day," providing participants with practical exposure to dental education and professional practice. Participants explored dental clinics, instruments, and techniques, helping them understand dentistry as an educational and career pathway.

Read more



AI Training Camp – "Explore, Learn, Create!"

MIU's Faculty of Computer Science, in collaboration with NVIDIA, offered a five-day AI Training Camp for high-school students aged 14–18. Six batches provided hands-on programming and AI training, extending educational opportunities beyond school curricula and developing practical technology and problem-solving skills.

Read more





Technical courses for the wider community

MIU extended access to **specialized learning** beyond its enrolled students through professional training and certification pathways.

MIU Continuing Education Center – Technical Courses

MIU's Continuing Education Center launched its second round of technical courses in collaboration with leading technology academies. Open to students, recent graduates, and working professionals, the programs provide training and certification pathways in networking, cybersecurity, AI, embedded systems, and software testing, expanding access to specialized learning opportunities.

Read more





Ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning Opportunities for All

4.3.2 – *Public Events Promoting Lifelong Learning*

Misr International University (MIU) promotes **lifelong learning** and **community engagement** through diverse initiatives that support **public health awareness, community well-being,** scientific research, and academic knowledge exchange. These activities extend learning beyond the university, encourage social responsibility, and promote **continuous knowledge sharing**.



Health Awareness and Community Well-being



Academic Research and Conferences



Encouraging Innovation and Sustainable Solutions



Open Days and Experiences for Prospective Students



Hands-on Programs for Future Students

Health Awareness and Community Well-being

Oral Health Awareness Campaigns at the MIU Dental Clinic Complex (DCC)

27 August and September 2025

MIU's Faculty of Oral and Dental Medicine organized an **oral-health awareness campaign** for patients attending its Dental Clinic Complex, held twice. On 27 August 2025, ten dental interns provided education on oral diseases and proper hygiene practices under faculty supervision, and 85 toothbrushes and toothpaste tubes were distributed to participating patients. The campaign was repeated in September 2025, when eighteen dental interns provided guidance under faculty supervision and distributed 130 toothbrushes and toothpaste tubes to promote **preventive healthcare**.

Read more – 27 August | Read more – 22 September





Health Awareness and Community Well-being

Blood Donation Campaign

25–26 November 2024

MIU's Faculty of Pharmacy, in collaboration wit DIMAS Student Club and the Ministry of Health and Population, organized a two-day blood donation campaign. The initiative collected blood donations from 177 students and staff members while providing information on blood types and anemia, thereby **promoting public health** and **community responsibility**.

Read more



Health Awareness and Community Well-being

Awareness Campaign at MIU Dental Complex

November 2024 and February 2025

MIU's Faculty of Oral and Dental Medicine, in collaboration with the World Dental Federation (FDI), organized **oral-health awareness campaigns** targeting patients at the MIU Dental Clinic Complex. Nine dental interns provided education on **oral hygiene** and **preventive dental care**, distributing 80 toothbrush and toothpaste packs to promote community health and well-being.

Read more ... Read more ...

Dental and Oral Health Awareness Mission with Operation Smile Egypt

July 2025

MIU's Faculty of Oral and Dental Medicine collaborated with Operation Smile Egypt to provide dental treatment and **oral-health education** to 75 children and 10 adults from surrounding communities. Dental interns delivered supervised clinical care alongside **preventive awareness activities** and hygiene-kit distribution, combining **community healthcare** with practical clinical education.

Read more

Academic Research and Conferences

MIUCC24 - Fourth International Computing Conference

13-14 November 2024

MIU's Faculty of Computer Science organized its Fourth International Computing Conference, bringing together researchers and industry experts to **exchange knowledge** on emerging technologies. The conference featured 69 accepted research papers, **technical workshops**, and expert discussions, promoting scientific innovation, technological advancement, and international research collaboration.

Read more



Academic Research and Conferences

MIU 2nd Annual Conference on Sustainable Development

May 2025

MIU organized its sustainable development conference, bringing together academics, researchers, government representatives, and professional organizations. The conference explored **responsible AI applications** across disciplines to advance the SDGs and strengthen **cross-sectoral collaboration**.

Read more





Academic Research and Conferences

Supply Chain Summit

10 May 2025

MIU's Faculty of Business Administration and International Trade hosted a Supply Chain Summit bringing together industry experts and an international trade commission. The summit explored challenges and opportunities in procurement and logistics, strengthening **university–industry engagement** and **students' understanding** of contemporary supply-chain practices.

Read more

Faculty of Computer Science's Fifth International Conference

17–18 September 2025

MIU's Faculty of Computer Science organized the fifth International Intelligent and Ubiquitous Computing Conference, bringing together researchers and practitioners from academia and industry. The conference received 145 research submissions, accepted 79 papers, and promoted **research dissemination**, technological innovation, and **international collaboration**.

Read more

Encouraging Innovation and Sustainable Solutions

Graduation Projects Expo Day

24 June 2025

MIU's Faculty of Computer Science held its Graduation Projects Expo for Artificial Intelligence and Cybersecurity, showcasing students' innovative technology projects to more than 40 participating companies. The event strengthened **links between academia and industry** while promoting technological innovation, practical application, **professional feedback**, and students' readiness for the technology job market.

Read more



Special Bazaar to Empower Local Producers

19 February 2025

MIU's Faculty of Pharmacy organized a special bazaar in collaboration with the Directorate of Social Affairs and the Egyptian Red Crescent, providing local producers with a platform to showcase and sell handmade products and food items. The initiative supported productive families, encouraged **local entrepreneurship**, and contributed to strengthening the local economy.

Read more





Open days and experiences for prospective students

MIU welcomed prospective students and their families through interactive events that introduced academic programs, **learning environments** and career pathways.

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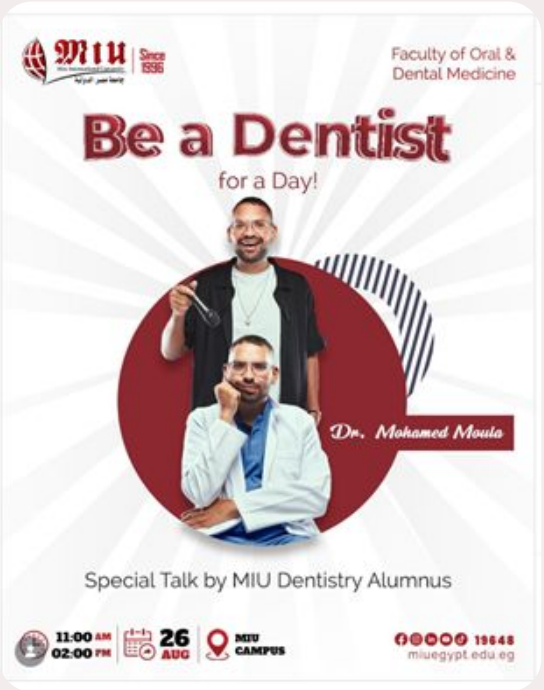

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Read more



4.3.3 - *Vocational Training Events (Lifelong Learning)*

Misr International University (MIU) promotes **lifelong learning and community engagement** through diverse initiatives that support **vocational training, practical learning, career development, health awareness, and academic knowledge exchange**. These activities provide learning opportunities for students, graduates, and external participants, strengthen professional competencies, and support career readiness.

Training Programs Overview

A. Professional and Clinical Training

- **Seminar on Emerging Pharmaceutical Sciences**
- **The Art and Science of Direct Aesthetic Restorations Workshop**
- **Introduction Lecture to Operation Smile Egypt**
- **MIU's Cosmeceutical Exhibition Showcases Innovation and Talent**
- **Minor Surgery Clinical Attachment Program**
- **Egypt's First AACME-Accredited Pharmacy Conference**
- **Collaboration with Ain Shams University to Host Dental Conference**

B. Technical and Vocational Training

- **Continuing Education Center Technical Courses**
- **DevOps and Automation - Level 1: Introduction to DevOps**
- **MIU Continuing Education - Summer Technology Courses**
- **Network: CCNA (200-301) Course**

A. Professional and Clinical Training

MIU's Faculties of Pharmacy and Oral and Dental Medicine, together with the Continuing Dental Educational Center, deliver **seminars, workshops, conferences, and clinical programs** that strengthen **professional competencies**, support **continuing professional development**, and connect academic learning with clinical practice.

- **Emerging Pharmaceutical Sciences Seminar**
- **Direct Aesthetic Restorations Workshop**
- **Operation Smile Egypt Lecture**
- **Cosmeceutical Exhibition**
- **Minor Surgery Clinical Attachment**
- **Pharmacy: The Next Era 2025**
- **Dental Conference with Ain Shams University**

Seminar on Emerging Pharmaceutical Sciences

MIU's Faculty of Pharmacy organized a two-day faculty development seminar exploring emerging pharmaceutical sciences, including pharmacometrics, pharmacomicrobiomics, and pharmacogenomics. The initiative promoted continuous professional development, knowledge exchange, and research awareness among faculty members and teaching assistants, supporting academic excellence and innovation in pharmaceutical education.

01

Date

October 2024, two-day seminar

02

Participants

Faculty members and teaching assistants

03

Focus Areas

Pharmacometrics, ", and pharmacogenomics

Read More



The Art and Science of Direct Aesthetic Restorations Workshop

MIU's Faculty of Oral and Dental Medicine organized a workshop on **direct aesthetic restorations** for 28 dental interns. The workshop combined theoretical lectures with **hands-on training** in advanced restorative techniques and material selection, enhancing participants' clinical skills and professional competencies. It achieved a 100% satisfaction rate.

28	100%	7 Nov ...
Dental Interns	**Satisfaction Rate**	**Workshop Date**
Participants in the workshop	Achieved by the workshop	Theory plus hands-on restorative training

Read More



Introduction Lecture to Operation Smile Egypt

MIU's Faculty of Oral and Dental Medicine organized an introductory lecture in collaboration with **Operation Smile Egypt**, highlighting specialized healthcare services for children with cleft lip and palate. The initiative promoted community healthcare engagement and volunteerism, with **131 dental interns** expressing interest in participating in future medical and community outreach activities.

Date

21 January 2025

Partner

Operation Smile Egypt

Interest

131 dental interns keen to join future outreach

Read More



MIU's Cosmeceutical Exhibition Showcases Innovation and Talent



MIU's Faculty of Pharmacy organized its **second Cosmeceutical Exhibition**, showcasing products developed by **40 participants** from its Advanced Cosmeceutical Workshop. Participants presented innovative cosmetic formulations to pharmaceutical industry experts, receiving professional feedback and strengthening their practical skills, creativity, and understanding of pharmaceutical product development.

1

Date

24 February 2025, second edition of the exhibition

2

Participants

40 participants from the Advanced Cosmeceutical Workshop

3

Outcome

Industry expert feedback on innovative cosmetic formulations

Read More

Minor Surgery Clinical Attachment Program

MIU's **Continuing Dental Educational Center** offers a **Minor Surgery Clinical Attachment Program** designed to strengthen professional clinical competencies in oral and maxillofacial surgery. Delivered by specialized academic and clinical staff, the program supports continuing professional education and provides dentists with opportunities to develop advanced practical skills beyond undergraduate education.

1

Date

August 2025

2

Delivered By

Specialized academic and clinical staff

3

Focus

Advanced practical skills in oral and maxillofacial surgery for dentists



Egypt's First AACME-Accredited Pharmacy Conference

MIU's Faculty of Pharmacy collaborated with **Plan P Academy** to host "**Pharmacy: The Next Era 2025"**, Egypt's first pharmacy conference accredited by both the **Egyptian Health Council and AACME**. The conference provided accredited continuing professional development and addressed emerging areas including AI in healthcare, clinical pharmacy, cosmeceuticals, and pharmaceutical industry practice.

01

Date

September 2025

02

Accreditation

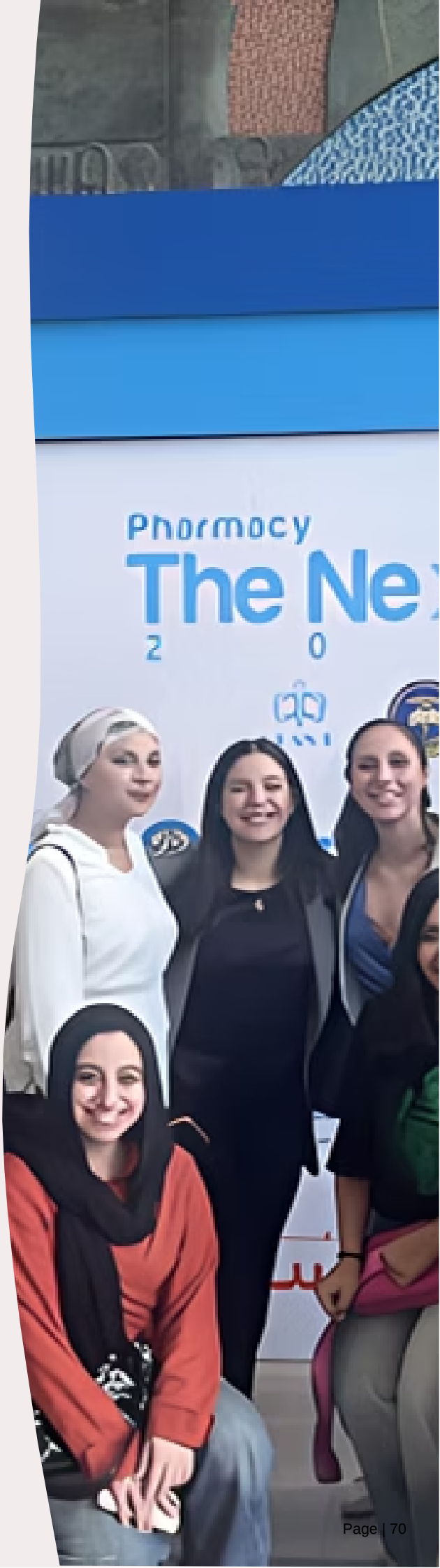
Egyptian Health Council and AACME

03

Topics

AI in healthcare, clinical pharmacy, cosmeceuticals, and pharmaceutical industry practice

Read More



Collaboration with Ain Shams University to Host Dental Conference

MIU's Faculty of Oral and Dental Medicine collaborated with **Ain Shams University** to organize a **major dental conference** promoting scientific exchange and professional development. The conference provided opportunities to explore emerging dental technologies, discuss advances in oral healthcare, and strengthen academic and professional collaboration within the dental field.

Date

October 2025

Partner

Ain Shams University

Focus

Emerging dental technologies and advances in oral healthcare

Read More

B. Technical and Vocational Training

MIU's **Continuing Education Center** partners with leading technology academies to offer **technical courses and certification pathways** for students, recent graduates, and working professionals, supporting **lifelong learning** and **workforce upskilling**.

- **Technical Courses with Technology Academies**
- **DevOps and Automation – Level 1**
- **Summer Technology Courses**
- **Network: CCNA (200-301) Course**

Continuing Education Center Technical Courses

MIU's **Continuing Education Center** launched its **second round of technical courses** in collaboration with leading technology academies. Open to students, recent graduates, and working professionals, the programs provide training and certification pathways in networking, cybersecurity, AI, embedded systems, and software testing, supporting lifelong learning and workforce upskilling.

01

Date

June 2025, second round of courses

02

Open To

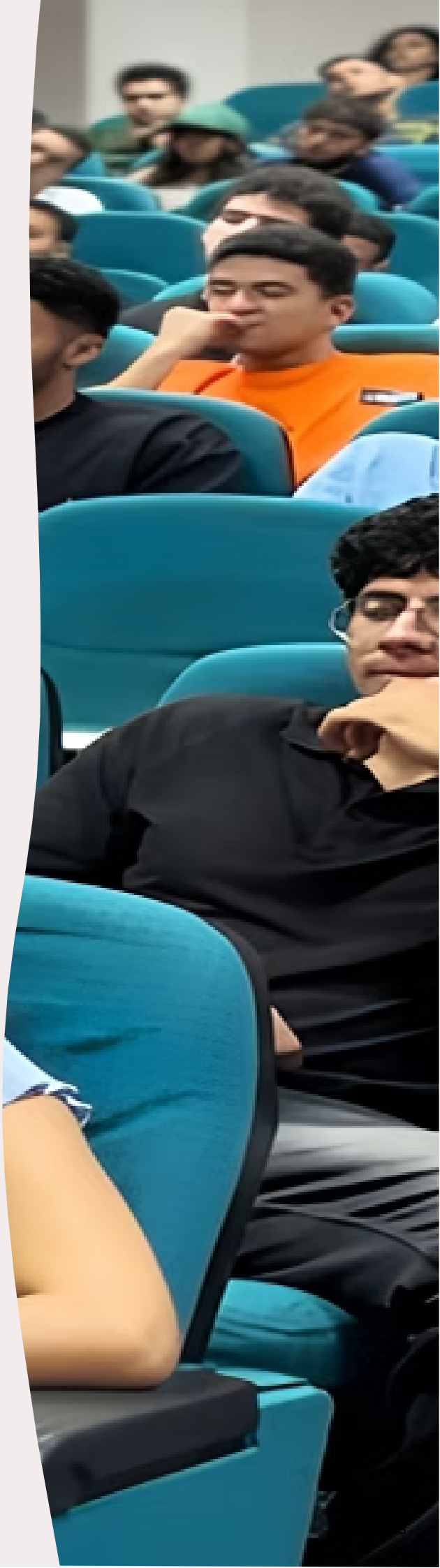
Students, recent graduates, and working professionals

03

Tracks

Networking, cybersecurity, AI, embedded systems, and software testing

Read More



DevOps and Automation – Level 1: Introduction to DevOps

MIU's **Continuing Education Center** offers professional training in DevOps and Automation, providing learners with industry-relevant IT and automation skills through a **fully online learning format**. The program contributes to continuing education and professional development while supporting participants in developing technical competencies relevant to employment in the technology sector.

1

Date

August 2025

2

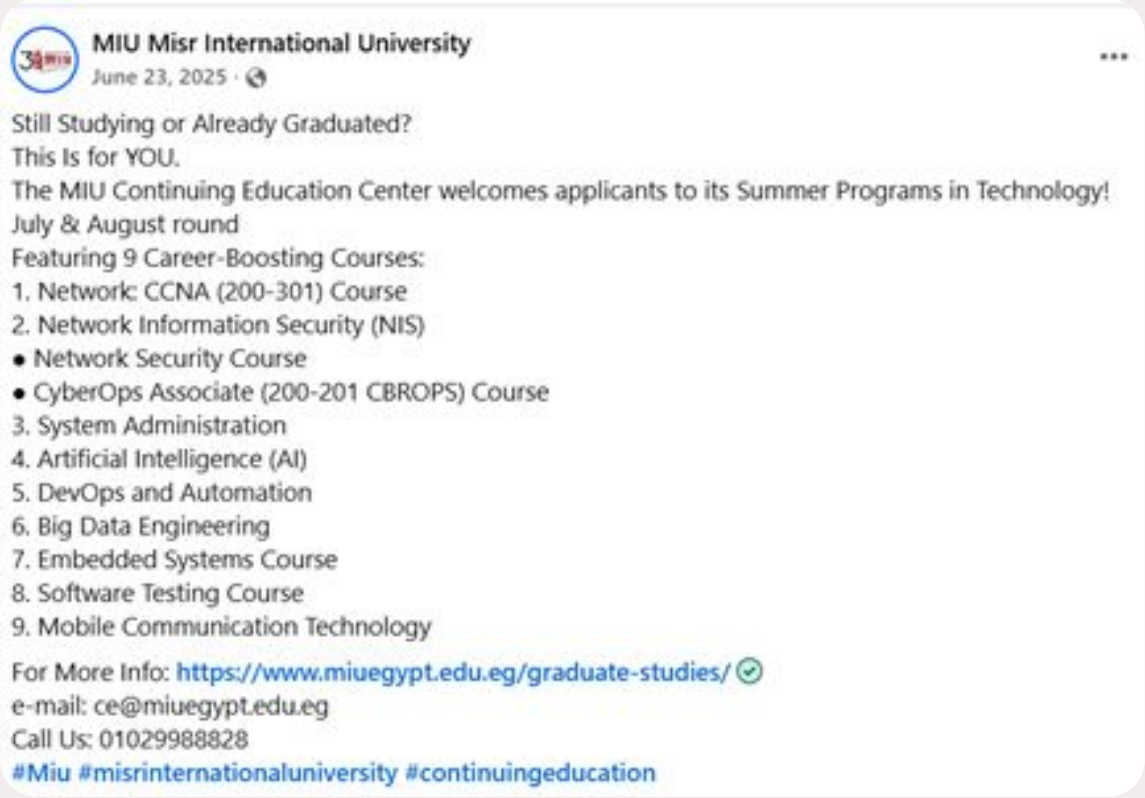
Format

Fully online learning

3

Outcome

Industry-relevant IT and automation skills for the technology sector



MIU Misr International University
June 23, 2025 ·

Still Studying or Already Graduated?
This Is for YOU.
The MIU Continuing Education Center welcomes applicants to its Summer Programs in Technology!
July & August round
Featuring 9 Career-Boosting Courses:
1. Network: CCNA (200-301) Course
2. Network Information Security (NIS)
• Network Security Course
• CyberOps Associate (200-201 CBROPS) Course
3. System Administration
4. Artificial Intelligence (AI)
5. DevOps and Automation
6. Big Data Engineering
7. Embedded Systems Course
8. Software Testing Course
9. Mobile Communication Technology

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MIU Continuing Education – Summer Technology Courses

MIU's **Continuing Education Center** opened registration for its August round of professional technology courses, covering artificial intelligence, big data, cybersecurity, networking, DevOps, software testing, system administration, and embedded systems. Offered through online and hybrid formats, the courses support professional development, industry certification, and technology skills relevant to employment.



Date

August 2025

Format

Online and hybrid

Subjects

AI, big data, cybersecurity, networking, DevOps, software testing, system administration, and embedded systems

Network: CCNA (200-301) Course

MIU's **Continuing Education Center** offered a **hybrid CCNA (200-301)** networking course designed to develop practical and career-relevant IT skills. Combining online and on-campus learning, the program supported continuing professional development and prepared participants to strengthen their networking competencies and pursue internationally recognized **Cisco certification**.

01

Date

July 2025

02

Format

Hybrid: online and on-campus learning

03

Outcome

Stronger networking competencies and a pathway to Cisco certification





Ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning Opportunities for All

4.3.4 – *Outreach Activities*

Extending educational opportunities and awareness beyond the university through community, professional, and academic engagement

Misr International University (MIU) promotes **inclusivity, lifelong learning, and equal opportunities** through a range of **educational and community outreach initiatives**. These initiatives extend learning opportunities beyond campus and encourage inclusive participation across diverse communities.

Health Awareness

Disability Inclusion & Accessible Opportunities

Lifelong Learning & Continuing Education

Health Awareness

1. A Visit to Al-Mashhadi School, Sharqia Governorate

MIU's Faculty of Oral and Dental Medicine organized a community outreach visit to Al-Mashhadi School in Sharqia Governorate, providing oral-health education to 60 students and 20 teachers. The initiative featured interactive demonstrations, dental hygiene kit distribution, and invitations for free dental treatment at MIU clinics, promoting **preventive dental care**, **health awareness**, and **community well-being**.



Read more

2. MIU Pharmacy Students Promote Handwashing in El Mashadey Village | 14 November 2024

MIU's Faculty of Pharmacy organized a community educational outreach initiative in El Mashadey Village, Sharqia Governorate, involving 12 pharmacy students and faculty members. Through interactive activities, visual aids, and storytelling, primary-school students learned proper handwashing techniques and the importance of personal hygiene and disease prevention.



Read more

Health Awareness (continued)

3. A Visit to Al-Nour and Al-Amal Association for Visually Impaired Women

MIU's Faculty of Oral and Dental Medicine conducted an educational outreach visit to Al-Nour and Al-Amal Association for visually impaired women. Seven dental interns provided oral-health education, demonstrated proper brushing techniques, and distributed 35 oral hygiene kits, promoting **accessible health education** and **preventive dental care**.



Read more

4. A Field Visit to Dar Al-Yaqeen for Elderly

MIU's Faculty of Oral and Dental Medicine organized an educational outreach visit to Dar Al-Yaqeen for elderly residents. Eleven dental interns provided oral-health education to 15 residents and their supervisors, distributed dental hygiene kits, and offered free dental examinations and treatment at MIU's Dental Clinics Complex, promoting **preventive healthcare** and **community well-being**.



Read more



Health Awareness (continued)

5. A Visit to Al-Tabary School

MIU's Faculty of Oral and Dental Medicine conducted an educational outreach visit to Al-Tabary School, reaching 130 primary-school students and seven teachers and supervisors. Dental interns delivered oral-hygiene education, demonstrated proper brushing techniques, raised awareness of cleft-related oral health challenges, and distributed 250 dental hygiene kits, promoting **preventive healthcare** among school students.



Read more

6. Industry Insight to Banque Misr School

MIU's Faculty of Pharmacy delivered an educational outreach activity at Banque Misr School for Applied Technology and Pharmaceutical Industry. Twenty students received interactive training in laboratory safety, industrial hygiene, and the practical formulation of hand washes and creams, strengthening **technical knowledge** and **hands-on pharmaceutical skills** through applied learning.



Read more

Disability Inclusion and Accessible Opportunities

1. MIU Supports the Dunyatna Society for the Visually Impaired



MIU organized an exhibition showcasing handmade products created by **visually impaired** members of the Dunyatna Society for the Blind. MIU provided transportation and exhibition facilities, while the university community supported participants through product purchases. The initiative promoted **disability inclusion**, **economic empowerment**, and **equal opportunities**.

Read more

2. Residents of the Light and Hope Association for the Visually Impaired Visit MIU Dental Clinics Complex



MIU's Faculty of Oral and Dental Medicine hosted residents of the Light and Hope Association for **the Visually Impaired** at its Dental Clinics Complex. Seven dental interns examined and treated 11 residents and three supervisors, providing accessible dental healthcare to a vulnerable community and promoting **health inclusion**.

Read more

Disability Inclusion and Accessible Opportunities (continued)

3. International Day of Persons with Special Needs

MIU's Faculty of Al-Alsun and Mass Communication organized a sports day for 15 orphans from Al-Sondos Association to celebrate the International Day of Persons with **Disabilities**. The event included football, running races, and recreational activities, promoting **social inclusion**, **equal participation**, and **community engagement**.



Read more

Lifelong Learning and Continuing Education

4. MIU Continuing Education Center Technical Courses



MIU's Continuing Education Center launched technical courses in collaboration with leading technology academies, welcoming students, recent graduates, and working professionals. The programs provide flexible learning and certification pathways in networking, cybersecurity, AI, embedded systems, and software testing, supporting **lifelong learning** and **continuing professional development**.

Read more

5. MIU Continuing Education – Summer Technology Courses



The Continuing Education Center offered online and hybrid technology courses in AI, big data, cybersecurity, networking, DevOps, software testing, system administration, and embedded systems. The programs enabled learners to update their skills, pursue industry certifications, and engage in continuous professional learning.

Lifelong Learning and Continuing Education (continued)

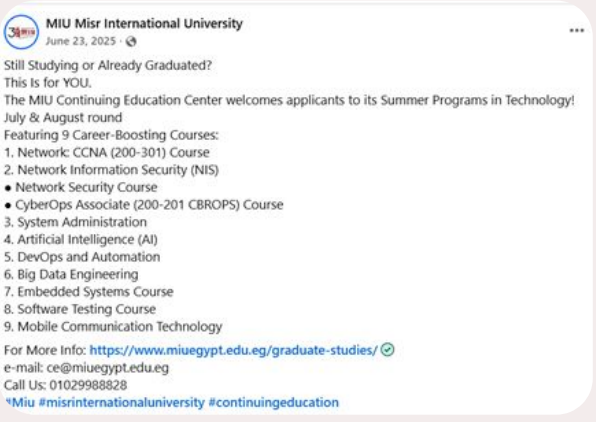
6. Minor Surgery Clinical Attachment Program

MIU's Continuing Dental Educational Center provides dentists with opportunities to extend their professional learning beyond undergraduate education through specialized clinical training in oral and maxillofacial surgery. The program supports **lifelong learning** and the **continuous enhancement of clinical competencies**.



7. DevOps and Automation – Level 1: Introduction to DevOps

MIU's Continuing Education Center provides **online** professional training in DevOps and automation, enabling learners to develop new technical competencies and pursue **continued professional growth** through **flexible learning opportunities**.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Call Us: 01029988828
#Miu #misrinternationaluniversity #continuingeducation

Lifelong Learning and Continuing Education (continued)

8. Network: CCNA (200-301) Course

The hybrid CCNA course provides **flexible technical learning** through online and on-campus instruction. It enables learners to enhance **networking competencies**, pursue **professional certification**, and continue developing **employment-relevant skills**.



4.3.5: *Lifelong Learning Access Policy*

Ensuring Equal Access to Education for All

The following examples highlight MIU's commitment to ensuring *equal* accessibility to lifelong learning:

MIU's Policy on Equality and Non-Discrimination

Haleon's Educational Sessions

Oral Health Awareness Campaign at the MIU Dental Clinic Complex

1. MIU's Policy on Equality and Non-Discrimination

MIU maintains inclusive policies ensuring equal access to education, training, and lifelong learning activities. The policy affirms the university's dedication to justice, equal opportunity, and full inclusion across all academic and administrative practices. It prohibits discrimination based on **gender, race, religion, or social background**, and ensures:



Transparent Recruitment and Evaluation



Equal Access to Admissions and Support



Protection Against Discrimination & Harassment



Complaint-Handling Mechanisms

For viewing the whole policy,

Click here



2. Haleon's Educational Sessions

MIU's Faculty of Pharmacy participated in Haleon's global World Pharmacists Day 2025 activities, providing **89 pharmacy students** with access to virtual educational sessions delivered by **international experts**. The initiative expanded learning opportunities beyond conventional classroom instruction, facilitated knowledge exchange, and supported continuous professional learning in patient care, self-care, and community wellness.



Read more



3. Oral Health Awareness Campaign at the MIU Dental Clinic Complex

27 August 2025

MIU's Faculty of Oral and Dental Medicine organized an **oral health awareness campaign** providing patients attending the university's Dental Clinic Complex with educational guidance on oral diseases and proper hygiene practices. Through **supervised educational interactions**, the campaign promoted access to health knowledge and supported continuous learning and awareness among community members.

Read more

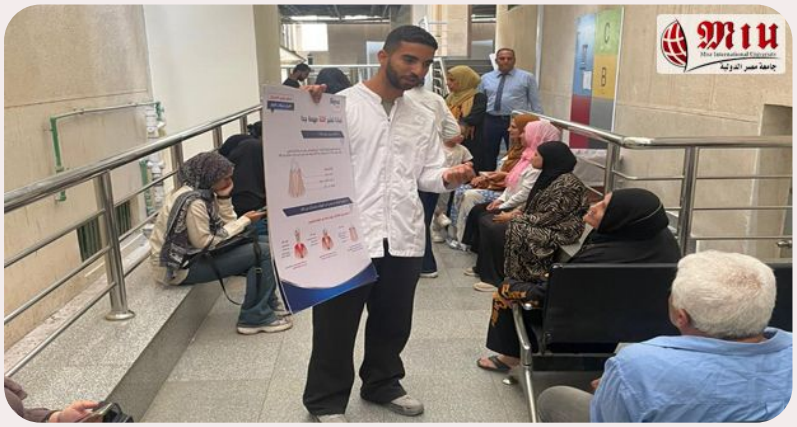


4. Oral Health Awareness Campaign at the DCC Complex

22 & 29 September 2025

MIU's Faculty of Oral and Dental Medicine conducted oral health awareness campaigns for patients attending the Dental Clinic Complex. **Eighteen dental interns** provided educational guidance on oral diseases and proper hygiene practices, enhancing patients' access to health-related knowledge and promoting continuous learning in **preventive healthcare**.

Read more





Misr International University Report

Times Higher Education Impact Rating



Misr International University (MIU) is committed to advancing **SDG 5: Gender Equality** by creating an inclusive, safe, and empowering environment for all members of its community. The University promotes equal access to education, professional development, and leadership opportunities, while working to prevent discrimination and eliminate gender-based barriers. These efforts are reflected in the University's policies, programs, and practices across its academic, administrative, and community-engagement activities, reinforcing its commitment to women's empowerment and sustainable progress towards gender equality.



Achieve Gender Equality and Empower All Women and Girls

5.3.1 T*racking Women's Application Rate, Acceptance or Entry*

MIU monitors women's representation throughout the university journey, from application and completion of admission requirements to enrollment. During 2024–2025, female representation increased across these stages, from **55.3%** of **applicants** to **57.9%** of students who completed the **admission tests**, and **59.7%** of **enrolled students**.

Enrollment at a glance: 2023-2024 vs 2024-2025

1

Female students

681 → 1,279 (+598, +87.8%)

2

Male students

498 → 862 (+364, +73.1%)

3

Total students

1,179 → 2,141 (+962, +81.6%)

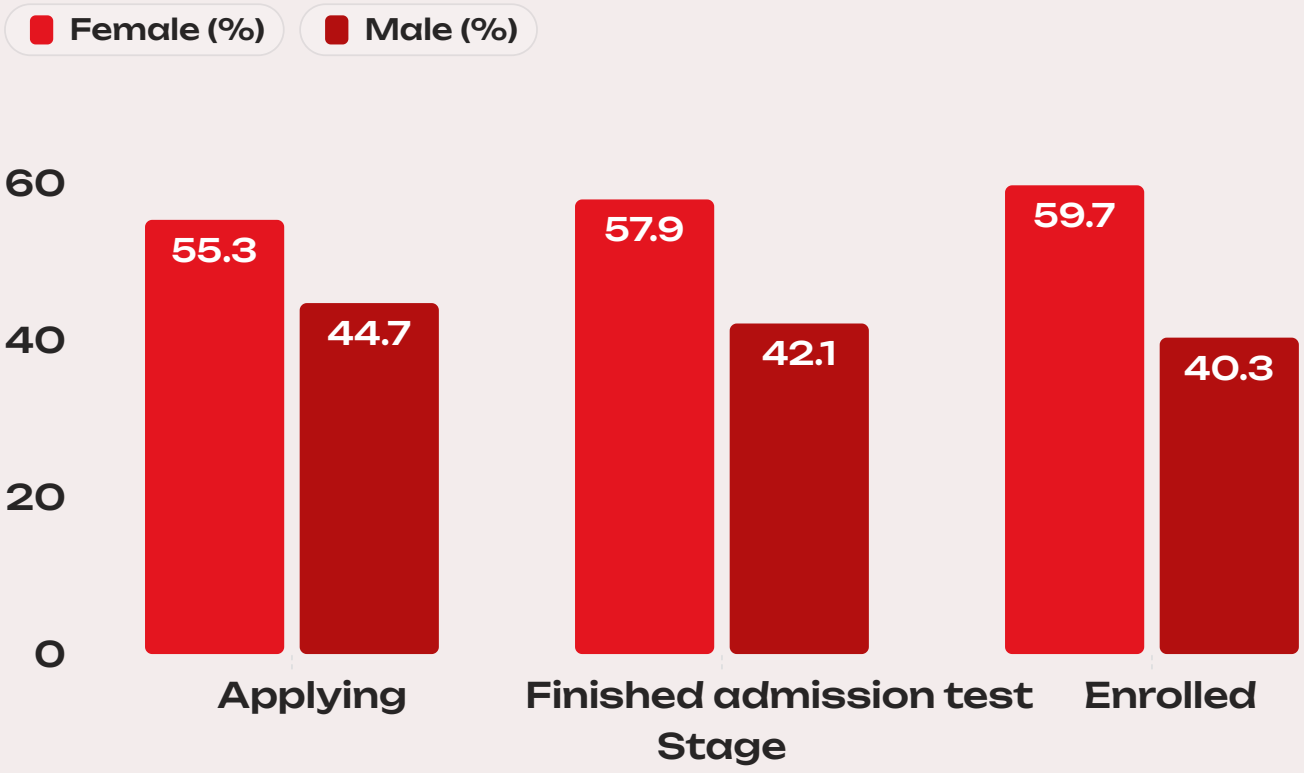
4

Female representation

57.8% → 59.7% (+2.0 percentage points)

Chart 1. Women's Representation Across the Admission Process, 2024-2025

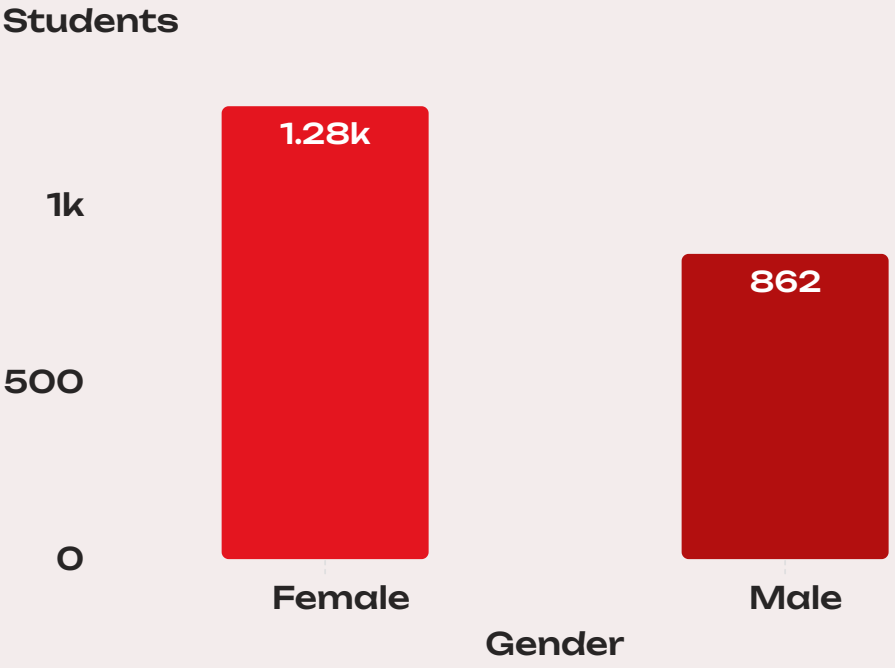
The chart below shows the share of women and men among **applicants**, students who completed the **admission tests**, and **enrolled students** in 2024-2025.



Female representation rises at each stage of the **admission process**, from **55.3%** of **applicants** to **57.9%** of those who finished the **admission test** and **59.7%** of **enrolled students**, while male share falls from 44.7% to 40.3%. This is a gain of 4.4 percentage points between application and enrollment, suggesting women are more likely to complete the admission steps and enroll.

Chart 2. Student Enrollment by Gender

Student enrollment, 2024-2025



Female
+87.8%

Male
+73.1%

Female enrollment grew faster than male enrollment.

Total enrollment: 2,141 students in 2024–2025.

Comparison: 2023-2024 vs 2024-2025

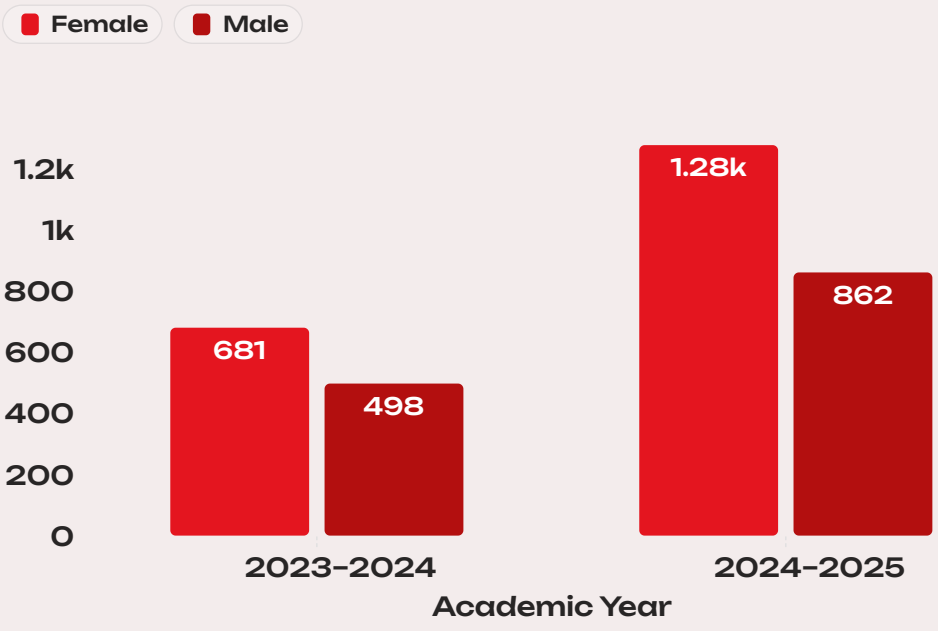
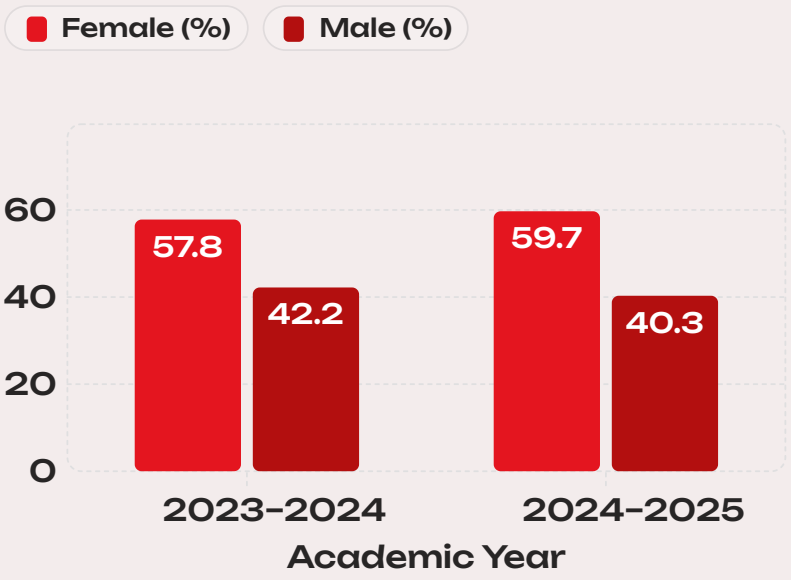


Chart 3. Growth in Female and Male Representation

Share of female and male students in total enrollment (%)



+2.0 percentage points

Female representation rose from 57.8% to 59.7%, while male representation moved from 42.2% to 40.3%.

Key findings

1. **Faster growth**
   Female enrollment grew faster than male enrollment (87.8% vs 73.1%).
2. **Higher representation**
   Female representation increased from 57.8% to 59.7%.
3. **Progression**
   Women make up 60.6% of selected final-year cohorts: 661 female vs 429 male.
4. **Broad-based progress**
   Female enrollment increased in most faculties.

5.3.2: *Policy on the Admission of Female Students*

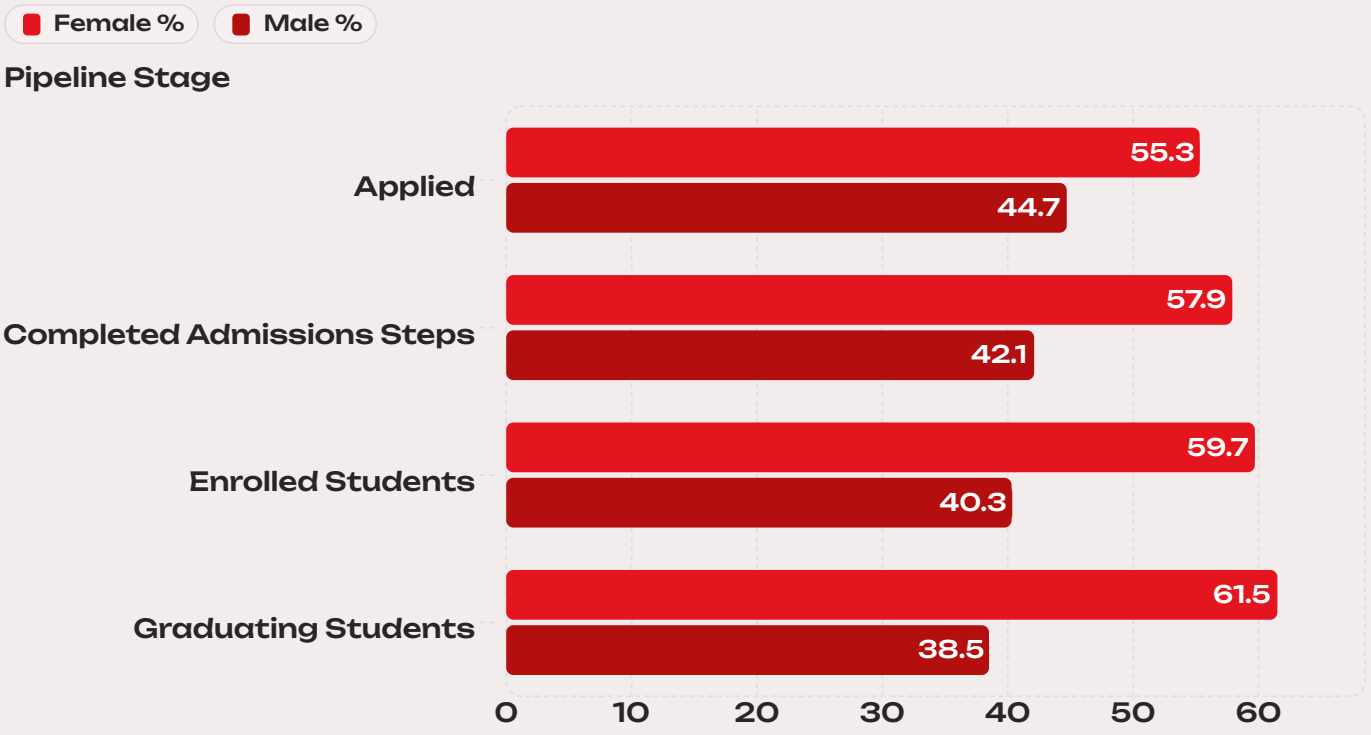
In support of **SDG 5 (Gender Equality)**, Indicator 5.3.2, the university's **policy** affirms its commitment to ensuring **equal opportunities** for women in the **admission** process and throughout their academic studies. It states that:

Admission procedures are **free from gender-based or social discrimination.**

All applicants are **evaluated fairly based on merit.**

For the full *Policy on "the Admission of Female Students*", please **click here**.

Percentage of Applying, Enrolled, and Graduating Students in 2024-2025



Applied

8,395 total

4,645 females vs. 3,750 males

Completed Admissions Steps

4,239 total

2,453 females vs. 1,786 males

Enrolled Students

7,617 total

4,551 females vs. 3,066 males

Graduating Students

1,295 total

796 females vs. 499 males

Key Findings

The data presented aligns with Indicator 5.3.2 and highlights MIU's strong commitment to its policy on the **admission** of **female** students in 2024-2025. Women represented **55.3%** of applicants (4,645 females vs. 3,750 males) and **57.9%** of those who completed the admission steps (2,453 vs. 1,786). This pattern continued after admission, with females making up **59.7%** of enrolled students (4,551 vs. 3,066) and **61.5%** of graduates (796 vs. 499). These outcomes confirm that MIU's **admission policy** effectively promotes **gender equality** by ensuring women's fair access to higher education and supporting their continued **engagement** and success throughout their academic journey.



Achieve Gender Equality and Empower All Women and Girls

5.3.3: *Women's Access Scheme*

MIU provides **female** students with **equal access** to all university services, facilities, and support schemes, including admission opportunities, scholarships, academic advising, research guidance, laboratory access, library resources, study rooms, sports facilities, health and psychological services, transportation, career development and alumni services, and **maternity** support. These provisions promote **fairness** by ensuring that **women** benefit from **equal** academic, professional, physical, and logistical opportunities, while addressing their specific needs and supporting their full participation in university life.



Admission Opportunities

Equal opportunities to explore programs and pursue admission



Scholarships

Financial support for **female students**



Academic Advising

Guidance for academic progress and planning



Student Support Office

Dedicated assistance for student needs and concerns

5.3.3: *Women's Access Scheme (continued ...)*

Research Guidance

Structured support for academic development

Laboratory Access

Open digital learning resources

Library and Study Facilities

Comprehensive resources and focused learning environments

Career Development and Alumni Services

Pathways to professional growth and networking

Health and Psychological Support

Safe and timely **medical** and mental health care

Maternity Support

Support for students and staff during **maternity**

Sports Facilities and Activities

Inclusive wellness and athletics

University Transportation

Secure commuting options



1. Admission Outreach and *Engagement*

MIU promotes **equal access** to higher education through admission outreach activities that introduce prospective students to its academic programmes, admission requirements, and university facilities. During 2024/2025, the Admission Office implemented several initiatives:

9

Educational Fairs

Participation in local and international university fairs.

2

Open Days

590 prospective students, in addition to parents.

6

Schools Hosted

Campus visits introducing programmes and student life.

75

School Visits

Off-campus visits to schools offering different educational systems.

These activities provided opportunities for **prospective students** to interact with university representatives, explore academic options, receive admission guidance, and become familiar with campus facilities.



Continuous Communication and *Admission Support*

MIU maintains communication with prospective students throughout the academic year, keeping them informed about admission opportunities, application updates, academic events, and extracurricular activities.

The Admission Office also provides guidance throughout the application process through:

Online Application & Test Booking
Online application submission and admission-test booking.

Medical & Technical Support
Medical examination arrangements and technical support for online examinations.

Document Review
Reviewing application documents and communicating preliminary admission decisions.

Enquiries
Responding to students' and parents' enquiries.

Campus Tours
Arranging campus tours to introduce university facilities and student services.

Email Updates
Sending periodic email communications and updates.

These services facilitate access to admission information and support **prospective female students** in making informed decisions and completing the application process.

To view the events, click links below:

- Educational fair – Instagram
- Educational fair video
- First Open Day
- Second Open D





- ay

2. Student Scholarships and Financial Support

MIU ensures that **female** and male students have **equal opportunities** to access scholarships and financial assistance, based on the applicable eligibility criteria and academic merit. Through a range of scholarship schemes and tuition-fee reductions, the university supports students from different backgrounds in pursuing and continuing their higher education.

120

Full scholarships

Female continuing students

38

Full scholarships

Female new students

1,043

GPA-based reductions

Continuing students

1,039

Academic merit reductions

New students

Additional schemes include discounts for siblings, school graduates, children of university employees, students with exceptional social circumstances, and students with sports achievements.

Financial Support for Academic Conference Participation

MIU provides financial support to academic staff to participate in national and international conferences, encouraging research dissemination, professional development, and academic collaboration.

During 2024/2025, the university provided support for eight conference participations across the Fall 2024 and Spring 2025 semesters, involving academic activities in Belgium, Morocco, Serbia, the United States, and Egypt.



This support provides **female academics**, alongside their colleagues, with opportunities to participate in international academic activities and enhance their professional development.**Click to view document**.

3. Academic *Advising*

MIU provides **female** and male students with **equal access** to academic advising and guidance services that support academic progress, address learning difficulties, and encourage achievement. Through academic monitoring and follow-up, the university identifies students who may need additional support and guides them to improve their performance.

The Academic Advising Report (Fall 2024 and Spring 2025) documents three main areas of monitoring:

Students Experiencing Academic Difficulties

Identification and follow-up of students facing academic challenges.

Academic Monitoring System

Monitoring students who benefit from academic follow-up.

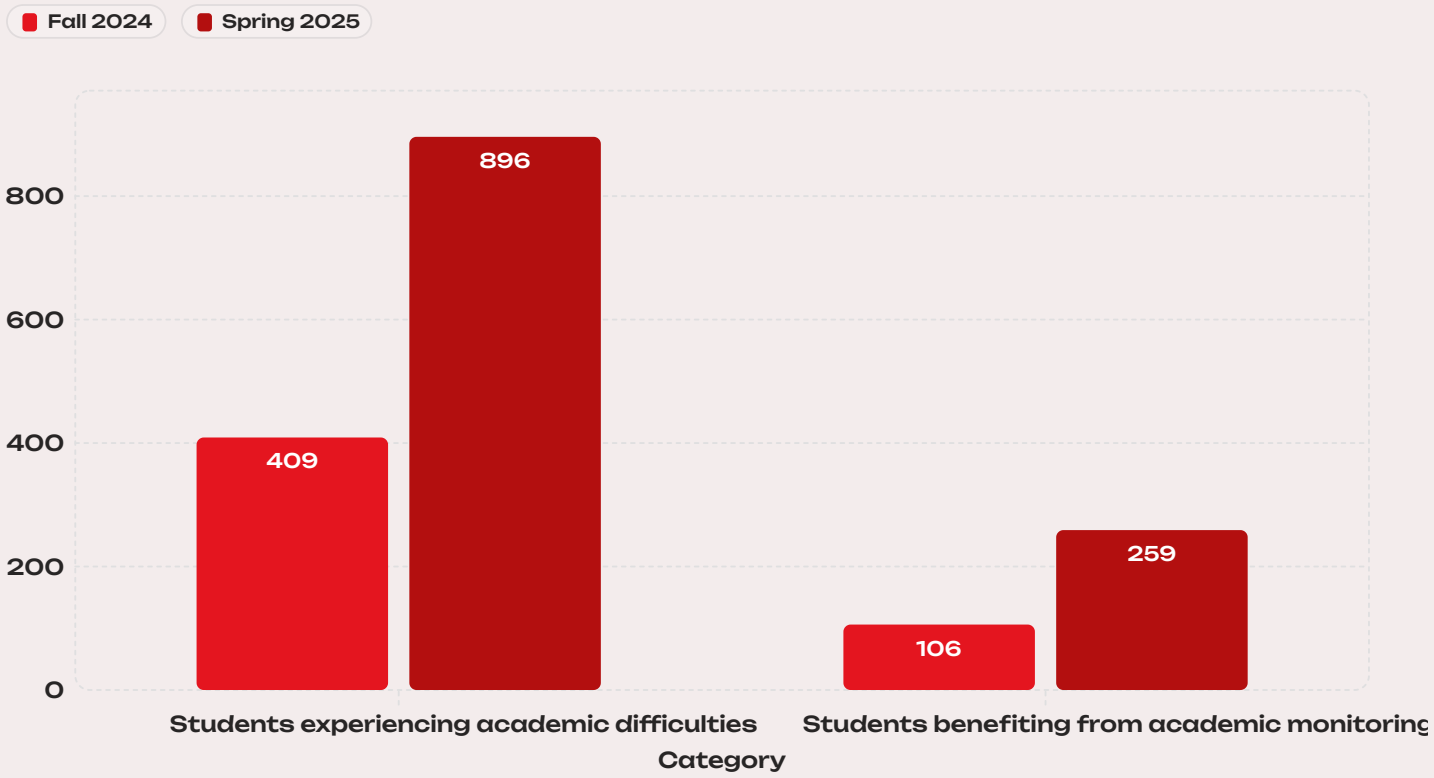
Distinguished Students

Tracking students demonstrating strong academic performance.

Faculties covered:

Al-Alsun	**Architecture**	**Business Administration**
Computer Science	**Electronics and Communications Engineering**	**Mass Communication**
Pharmacy	**Dentistry**	

Academic Monitoring – *Key Figures 2024/2025*



409

Students experiencing academic difficulties

Fall 2024

896

Students experiencing academic difficulties

Spring 2025

106

Students benefiting from academic monitoring

Fall 2024

259

Students benefiting from academic monitoring

Spring 2025

Faculty-level records also track **distinguished students** in both semesters, reflecting the university's attention to academic achievement alongside the identification of students requiring additional guidance.

Academic Advising Report – Fall 2024 and Spring 2025

4. Student Support Office *(SSO)*

MIU provides **female** and male students with **equal access** to the services of the Student Support Office (SSO), which addresses students' academic, administrative, financial, and personal concerns. The office receives and processes student petitions, offering support in matters that may affect students' academic progress and university experience.

During the 2024/2025 academic year, the SSO processed 3,873 student petitions across the university's faculties, providing equal support to both male and female students without discrimination.

3,873

Total student petitions

2024/2025

Petitions covered academic, financial, medical, and administrative areas:



Academic

Grade reconsideration, re-examination requests, absence-related and academic advising-related petitions



Financial

Tuition-fee postponement and **financial support**



Medical

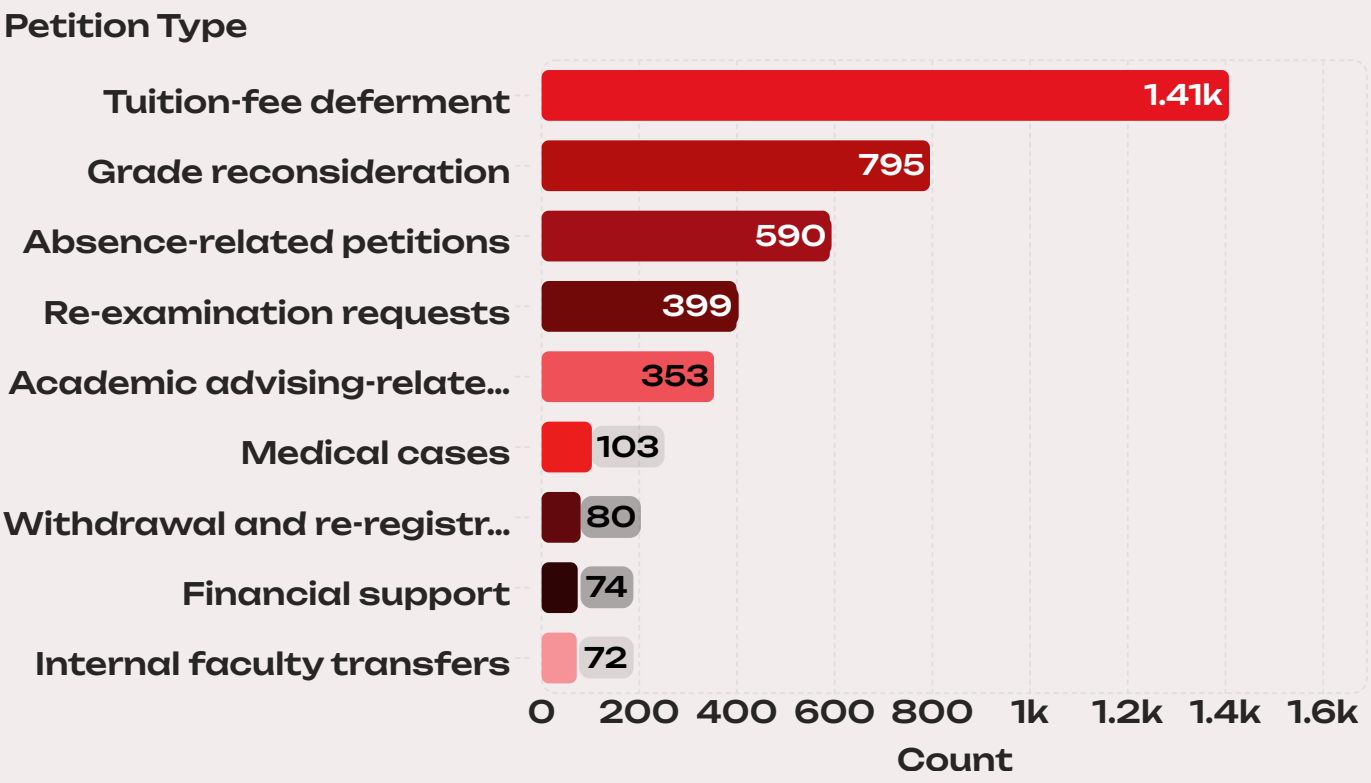
Medical cases



Administrative

Withdrawal and re-registration, internal faculty transfers

Student Petitions *by Type – 2024/2025*



Tuition-fee postponement and grade reconsideration were the most frequent requests, together accounting for more than half of all petitions.

These services provide students with channels to raise concerns and request assistance in academic, financial, medical, and administrative matters, supporting their continued participation in university life.

Student Support Office – Student Petitions Report, 2024/2025

5. Health and Psychological *Support*

MIU provides **female** and male students and employees with **equal access** to medical and psychological support services, ensuring that individuals experiencing psychological or mental health difficulties receive appropriate assessment, care, and follow-up. Through the Medical Department and the university's contracted psychiatric consultant, MIU offers support while taking individual health needs into consideration.

During 2024/2025, MIU contracted a specialized psychiatric and neurological consultant to assess psychological and mental health cases within the university:

Evaluates cases

Assesses psychological and mental health cases within the university

Provides recommendations

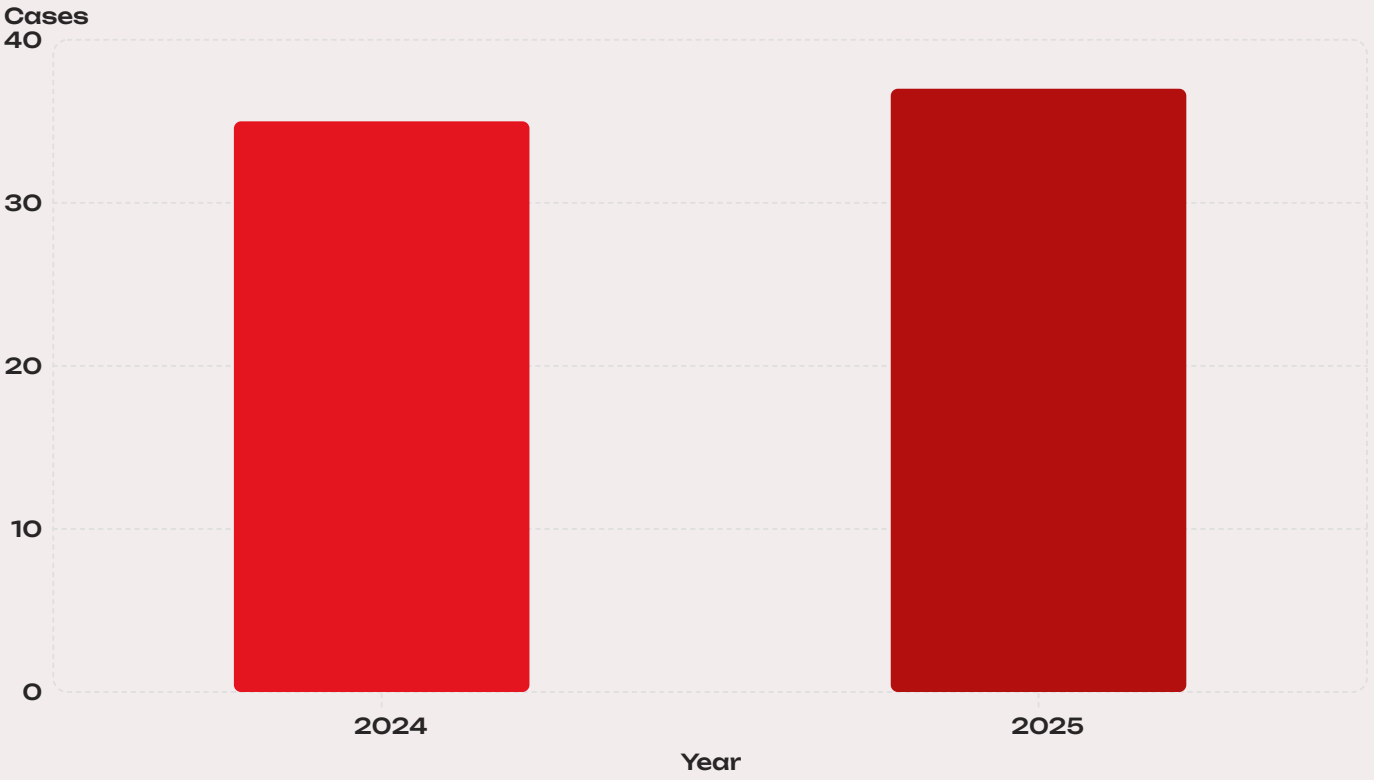
Issues the necessary medical recommendations

Prepares medical reports

Reports are maintained by the University's Medical Department; student-submitted medical reports are also reviewed and evaluated

Psychiatric Consultant: Professor Dr. Mohamed Mostafa El-Hamady, Professor of Psychiatry, Faculty of Medicine.

Psychological Consultancy
Cases - 2024 and 2025



A total of 72 cases were reviewed across the two years, with the number of cases remaining broadly stable (35 in 2024 and 37 in 2025).

This consultancy provides **students and employees** with access to specialist assessment, medical recommendations, and follow-up support.

Psychiatric Consultant and Case Statistics – 2024/2025

Mental Health Support *Procedures*

MIU follows established procedures to provide psychological and medical support to students and employees who report mental health concerns.

For students

Initial meeting

The Medical Department arranges a meeting to discuss the student's complaint.

Guardian meeting and referral

A meeting with the student's guardian is arranged to coordinate referral to the university's psychiatric consultant.

Coordinated support

Support is coordinated with the Student Support Committee and Academic Advising Office to accommodate the student's health needs without adversely affecting academic performance.

Absences

Absences are considered upon approval of the relevant medical reports.

For employees

Initial meeting

The Medical Department arranges a meeting to discuss the employee's complaint.

Referral

The employee is referred to the university's psychiatric consultant for assessment and appropriate support.

Tailored support

Psychological and medical support is provided while taking the employee's health condition into consideration.

Absences

Absences are accommodated according to the treating physician's recommendation.

The university's documented experience includes cases involving anxiety, panic attacks, mild depression, and major depression, for which psychological support is provided.

Mental and Psychological Health Support Procedures for Students and Employees – 2024/2025

6. Career Development and *Alumni Services*

MIU provides **female** and male students and graduates with **equal access** to career development and alumni services, supporting their transition from university to the workplace and further academic study. Through employment announcements, professional development activities, internship opportunities, and assistance with postgraduate applications, the university helps graduates enhance their qualifications, develop professional skills, and explore career opportunities.

During 2024/2025, the Alumni Affairs and Career Development Office offered several services to support students and graduates in preparing for employment and entering the labour market:

Employment Opportunities

Weekly job bulletins featuring vacancies from more than six companies per edition, with over 30 employment opportunities for graduates

Career Development Workshops

CV Writing Session "How to Write a Proper CV" on 12 February 2025: 90 minutes, delivered by Youssef Katamish (Co-founder and CTO), attended by 84 students from different faculties

Employment Fair

23rd Employment Fair on 15 February 2025 with 36 companies from different sectors, where students and graduates met employers and submitted CVs

Summer Internship Program

Placements with five companies for third- and fourth-year students in Business Administration, Mass Communication, Al-Alsun, Computer Science, and Architecture

Employment Fair – *Key Figures*

36

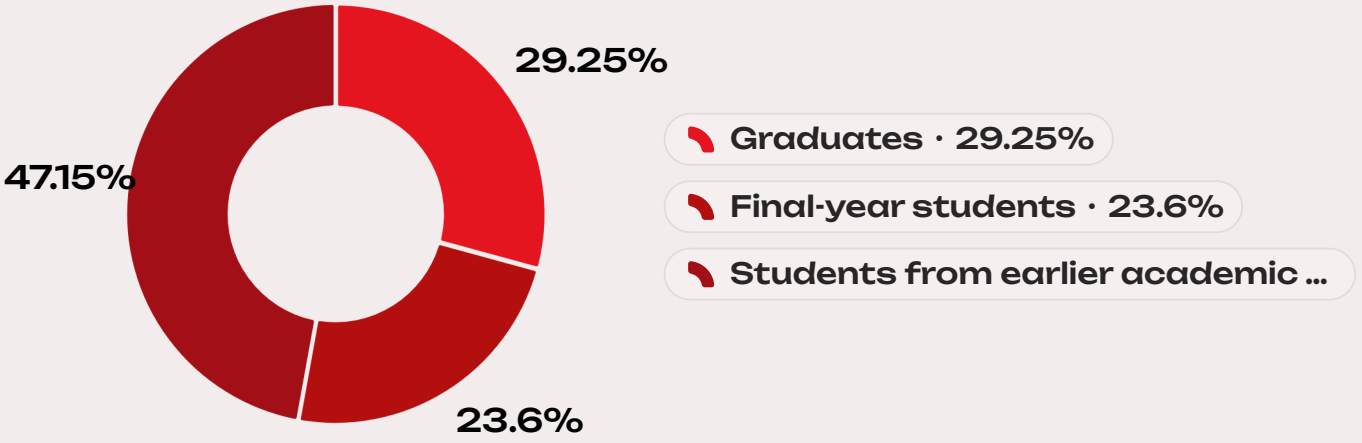
Participating companies

From **different sectors**

1,682

Total attendees

23rd Employment Fair, 15 February 2025



The fair gave **students** and graduates the opportunity to meet potential employers, submit their CVs, and explore available career prospects. An additional 793 students from earlier academic years attended.

Alumni Affairs and Career Development Office – Annual Report 2024/2025.

Alumni Services and *Postgraduate Support*

MIU provides graduates with **equal access** to services that facilitate further academic study and professional advancement, both locally and internationally.

Postgraduate Program Announcements

Regular communication with graduates on new Master's programs, postgraduate degrees, faculty events, specialized training courses, and workshops

Recommendation Letters

Issued to graduates applying for postgraduate studies in Egypt and abroad

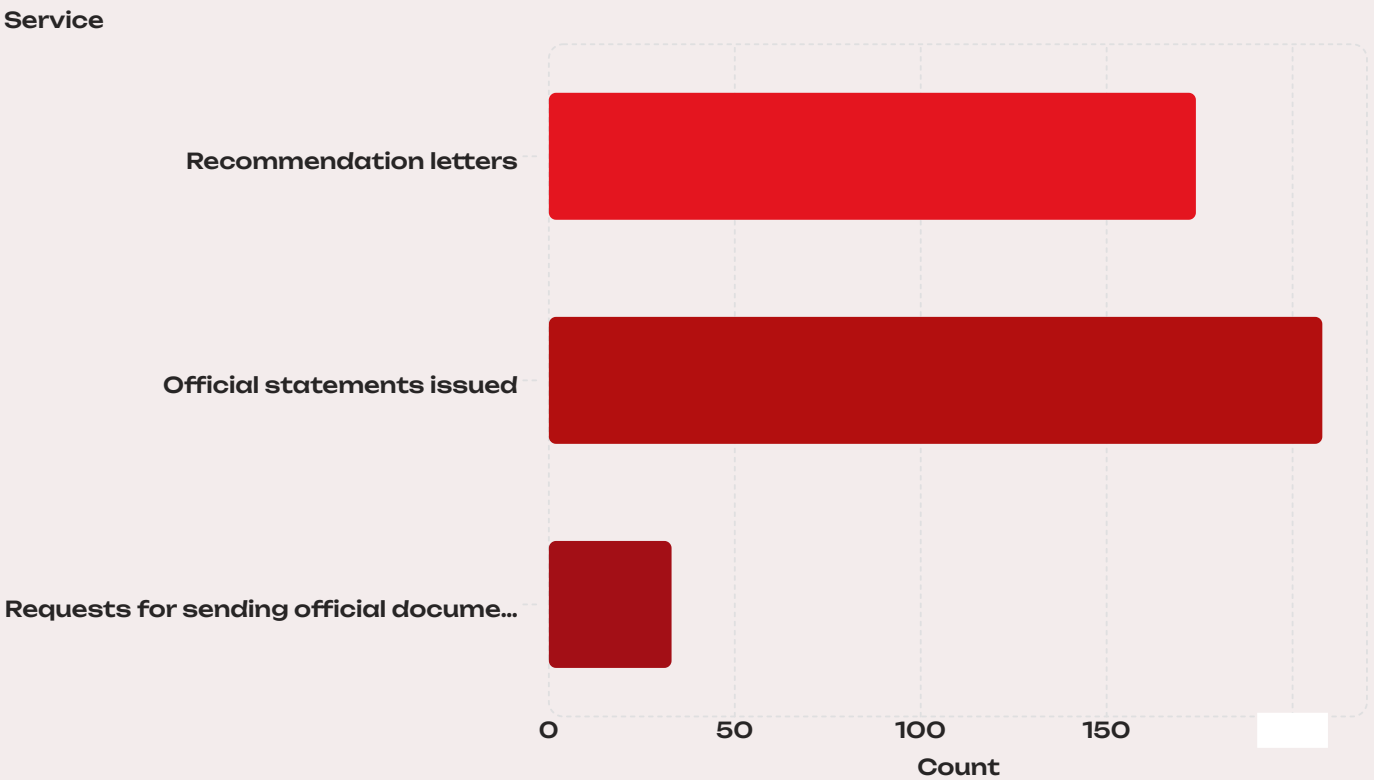
Official Documents and Certificates

Statements for employers and universities, including certificates confirming study in English and certificates of good conduct

International Document Services

Official graduate documents sent to universities and institutions abroad by email and by courier through Aramex

Alumni Services – 2024/2025



7. Sports Facilities and Activities – *Inclusive Wellness and Athletics*

MIU promotes **equal opportunities** for **female** and male students to participate in sports, physical activities, and university competitions. Through internal tournaments and external championships, the university encourages female students to develop their athletic abilities, represent MIU, engage in teamwork, and participate actively in campus sports life.

During 2024/2025, MIU organized internal sports tournaments across different faculties, providing opportunities for students to participate in a variety of team and individual sports. Examples of **female** participation in internal activities:

Table Tennis

Two **female** students participated in the first-semester tournament

Volleyball

Female students participated alongside male students in the university tournament

Basketball

A tournament involving two teams of **female** students (10 participants) was organized

Special Sports Activities

Activities involving students with special needs, reflecting the university's commitment to **inclusive** participation

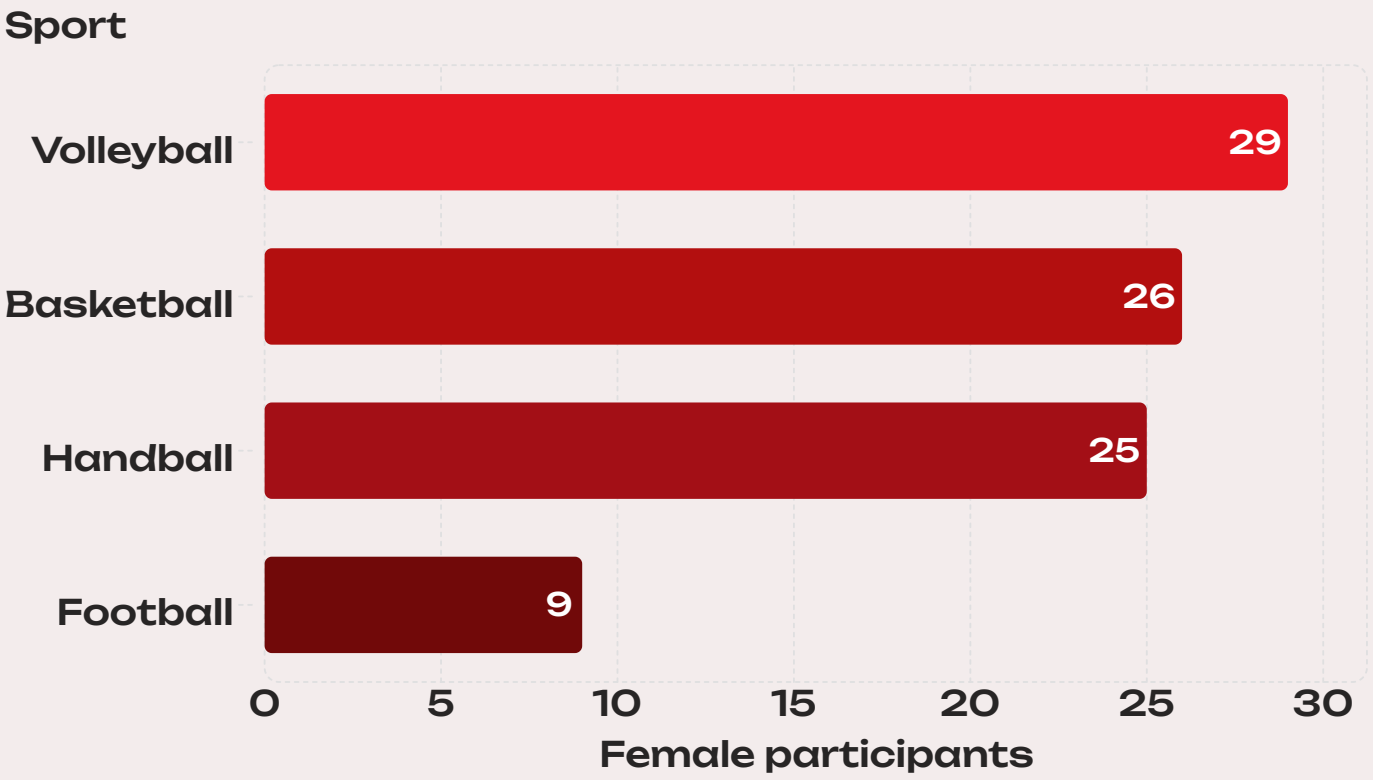
The internal sports program included table tennis, football, volleyball, basketball, and electronic games, among other activities.

Sports Activities Report – Internal and External Competitions, 2024/2025 (file: تقرير النشاط الرياضي خارجي وداخلي 2024-2025).

Female Representation in *External Sports Championships*

MIU encourages **female** students to represent the university in external competitions, providing opportunities to demonstrate their athletic abilities and achieve recognition at the university level.

Female participation in the 52nd Universities Championship (Rifaa)



Total listed across team sports: 89 **female** participants.

Individual sports – external participation

26	46	56.5%
Female students	**Total participants**	**Female share of individual-sports participants**

The individual sports included table tennis, tennis, squash, fencing, martial arts, swimming, karate, taekwondo, artistic gymnastics, and other activities.

Data note: The external report's team-sports table lists seven **female** team entries totalling 89 participants (page 4), but its summary row states 89 participants divided into 44 male and 45 **female** students. These figures conflict; the 89 shown here is the sum of the listed **female** team entries and should be verified against the original register before publication as a confirmed **female** total. The individual-sports summary (page 5) records 26 **female** participants out of 46 (56.5%).

Sports Activities Report – Internal and External Competitions, 2024/2025 (file: تقرير النشاط الرياضى خارجى وداخلى 2025-2024).

Sports Participation – *Key Findings*

1 Female participation across different sports

Female students participated in volleyball, handball, basketball, football, and several individual sports.

2 Representation in competitive sports

Female students represented MIU in the 52nd Universities Championship, demonstrating involvement beyond internal university activities.

3 Participation in individual sports

Women accounted for 26 of the 46 participants recorded in individual sports (56.5%).

4 Inclusive sports environment

MIU's internal and external activities provide opportunities for students of **both genders** to develop athletic skills and participate in university sports.

8. Maternity *Support*

MIU provides **maternity**-related support to **female students** and employees, recognizing their specific health and academic or professional needs. Through the Medical Department and university clinic, the university offers health monitoring, appropriate leave arrangements, and academic accommodations to help **pregnant** students and employees continue their studies or professional responsibilities while safeguarding their well-being.

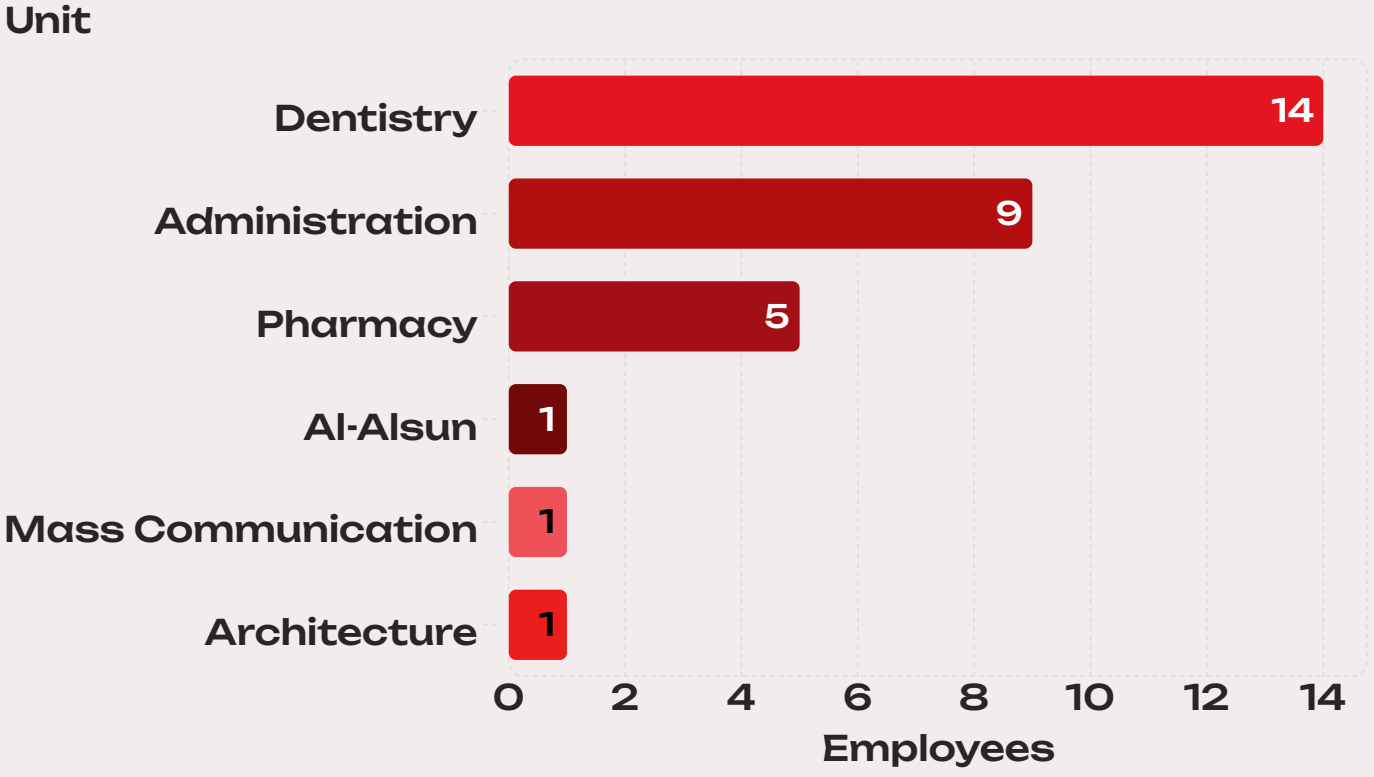
During 2024/2025, MIU provided exceptional leave arrangements for **pregnant female employees** across different faculties and administrative units, including exemption from attendance starting from the ninth month of pregnancy, in addition to intermittent sick leave during pregnancy.

31

Female employees

Granted exceptional **maternity**-related leave, 2024/2025

Distribution by faculty/administrative unit



The arrangements reflect MIU's commitment to supporting **pregnant** employees through appropriate attendance exemptions and medical leave during pregnancy.

Pregnant Employees Statistics – Academic Year 2024/2025

Maternity Support for *Female Students*

MIU provides pregnant students with medical monitoring and academic accommodations through the University Clinic to help them manage their health needs without unnecessarily disrupting their education. Support arrangements include:

Health Monitoring

Monitoring of health within the clinic's available services, including blood pressure and blood sugar measurements

Medical Excuses

Accepted throughout **pregnancy**, subject to attendance regulations and permitted absence limits

Examination Arrangements

Examinations rescheduled if a student becomes ill during the exam period, once her health allows her to attend

Extended Medical Leave

Students whose physicians recommend prolonged leave are advised to withdraw from the semester until childbirth and return when able

Academic and Financial Considerations

Earned grades are retained and tuition fees transferred to the following semester to avoid additional financial burden

These arrangements help **pregnant students** maintain their academic progress while receiving appropriate medical care and flexibility according to their health circumstances.

Procedures Adopted by the University Clinic for the Care of Pregnant Students (file: الاجراءات المتخذة في عيادة الجامعة لرعاية طالبة حامل**(1)**

Maternity Support – *Key Findings*

1 Employee support

31 **pregnant** employees benefited from exceptional leave arrangements during 2024/2025.

2 Academic continuity

Pregnant students are provided with medical and academic accommodations to help them continue their education.

3 Health and well-being

Medical monitoring and appropriate leave arrangements address the health needs of **pregnant** women.

4 Financial consideration

Tuition-fee transfers and retention of earned grades help prevent additional academic and financial burdens.

9. Research *Center*

The Research Guidance Center provides structured support to ensure all students, including **female students**, have **equal access** to research skills development. The center guides students through proper research methods, academic integrity, and effective use of scholarly sources.

Fall 2003

Center established

Structured research support for **all students**

Through individual mentoring sessions, assistants help students avoid plagiarism and follow correct academic formats:



Research Methods

Guidance on proper academic research techniques and methodologies



Academic Integrity

Training on avoiding plagiarism and maintaining scholarly standards



Individual Mentoring

Personalized sessions to support each student's research journey

This system ensures **fair**, personalized guidance that enables **women** to participate fully and confidently in academic research, strengthening students' overall academic readiness and future professional opportunities.

[Visit the Research Center page]

10. Laboratory Access – *Open Access Labs*

As part of MIU's commitment to expanding **women's** access to academic resources under Indicator 5.3.3, the University provides Open Access Labs through the IT Department. These labs offer all students, including **female students** who have **full and equal access**, reliable internet connectivity for academic research, browsing, uploading, downloading, and printing.

Internet Connectivity

Reliable high-speed access for research and learning

Printing Services

Free printing for academic materials and assignments

Digital Resources

Uploading and downloading academic content

Technology Access

Modern equipment for **all students**

By ensuring that all students can freely use digital learning tools and technology, MIU supports **equitable access** to information, enhances academic preparedness, and removes barriers that may limit **women's** participation in higher education.

11. Library and *Study Facilities*

MIU Library ensures that all students, including **female students**, have **equal access** to a wide range of printed and electronic resources that support learning and research. The library provides updated digital tools, orientation sessions, and information literacy training to help students navigate academic sources effectively.



Comprehensive Collections

Printed and electronic resources for all academic disciplines



Orientation & Training

Information literacy sessions to navigate academic sources



Supportive Environment

Accessible spaces for study, inquiry, and research development

Study Rooms

Female students have **equal access** to designated study rooms that support focused and collaborative learning. The quiet, organized environment allows all students to study efficiently and pursue their academic goals.

Comfortable seating

High-speed internet

Essential digital tools

By continually expanding its collections and integrating modern technologies, the library and study rooms strengthen students' academic preparedness, and **female students** benefit **equally** from high-quality resources and opportunities.

12. University *Transportation*

MIU ensures that **female students** have safe and **equal access** to all transportation services provided by the university, supporting a secure and reliable commuting environment for everyone.

Twice daily

Shuttle service

To the nearest underground station

Fully air-conditio...

University buses

Supervised by trained attendants

Safe Commuting

Fully air-conditioned buses supervised by trained attendants support a secure environment for everyone

Equal Access

Safe, **inclusive**, and reliable mobility for all students, including **female students**

These services guarantee **inclusive** and reliable mobility, helping **female students** attend classes and university activities safely.



Achieve Gender Equality and Empower All Women and Girls

5.3.4 - *Women's Application in Underrepresented Subjects*

Promoting and Expanding Women's Participation in STEM Disciplines

MIU is committed to encouraging **women's participation** in academic disciplines where they have traditionally been **underrepresented** as (**STEM**). Through **equal-opportunity** admission policies, targeted outreach, accessible application procedures, and continuous **monitoring** of **enrollment** patterns, the university seeks to expand women's access to scientific and technical education.

Three complementary pillars

Equal-opportunity policies

Ensuring fair and **non-discriminatory admission** procedures.

Outreach and awareness

Encouraging prospective **female** students to explore scientific and technical disciplines.

Monitoring and evaluation

Tracking **women's** applications and **enrollment** across **underrepresented** fields to identify trends and opportunities for growth.



Achieve Gender Equality and Empower All Women and Girls

1. Policy Framework Supporting Women's Access

MIU maintains its Policy on the Admission of **Female Students**, reaffirming its commitment to **equal opportunities** for **women** across all academic disciplines. The policy ensures that:

Non-discriminatory admission

Admission procedures remain free from **gender-based** or social discrimination.

Merit-based evaluation

All applicants are evaluated fairly based on **merit**.

Equal access

Female applicants have **equal access** to available academic programs and **admission** opportunities.

Full Policy on the Admission of Female Students

2. Outreach Initiatives Encouraging Women's Applications

MIU continues to engage prospective students and their families through school visits, open-campus events, and accessible online **application** pathways. These initiatives introduce prospective applicants to the university's academic programs, laboratories, facilities, and opportunities across its faculties, including **scientific** and technical disciplines.

A. Open Campus and On-Campus Engagement

The August 20 Open Campus event welcomed prospective students and parents, offering **admission** consultations, faculty presentations, campus tours, and visits to laboratories and classrooms. Participants also explored student clubs and international study opportunities through MIU's **17** global affiliations.



Global affiliations available to MIU students



Achieve Gender Equality and Empower All Women and Girls

B. Continued School Outreach

MIU sustained its engagement with prospective students through school visits, including the I.S.K. American Division university visit during the 2024–2025 academic year.

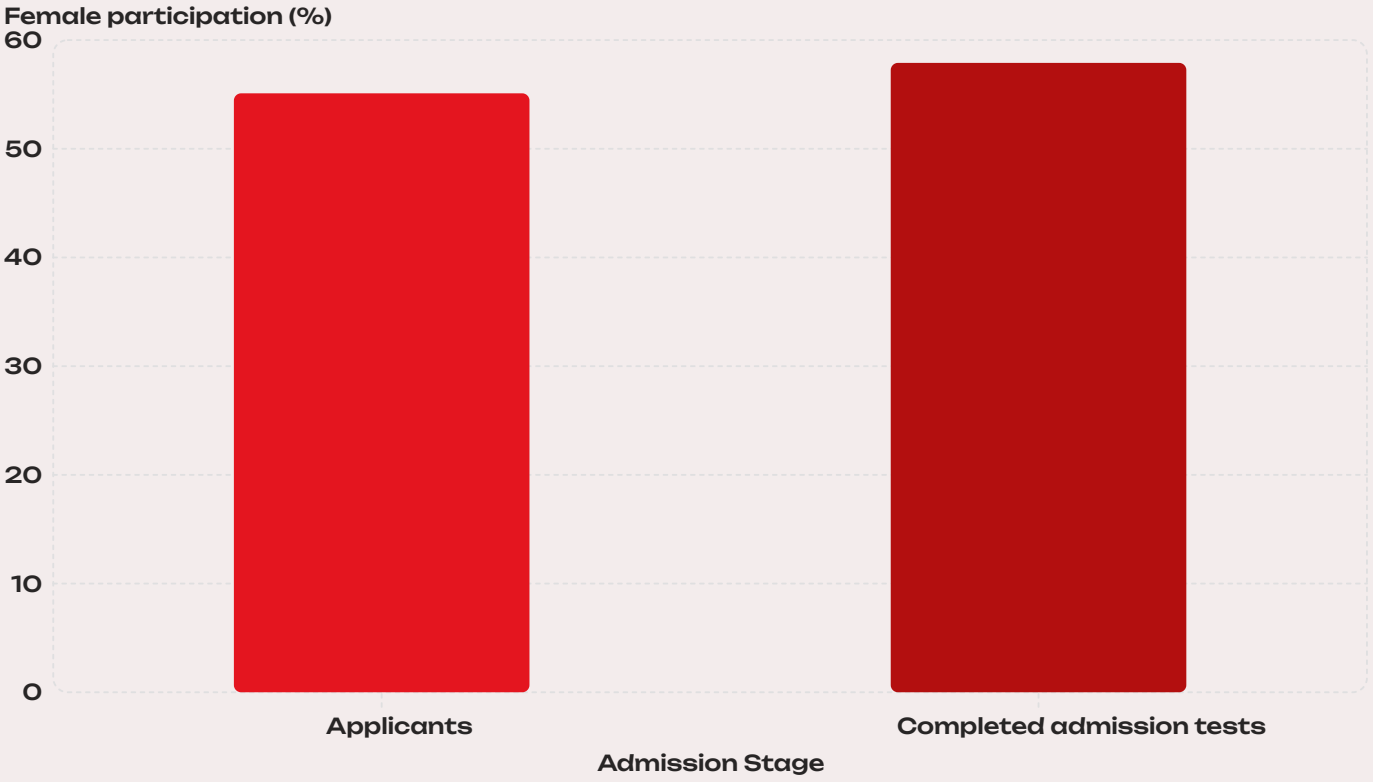
C. Accessible Online Application Pathways

The university maintains an online application platform that facilitates access to **admission** information and **application** procedures, enabling prospective students to explore and apply to its academic programs.

MIU Online Application Portal

3. Women's Participation in the University Admission Process

The 2024/2025 admission statistics demonstrate **women's** significant participation in MIU's overall admission process. **Female** applicants represented **55.1%** of all applicants, while their share increased to **57.9%** among those who completed the admission tests. **Women** also accounted for nearly **60%** of newly **enrolled** students across the university.





Achieve Gender Equality and Empower All Women and Girls

Female participation by admission stage (%)

FEMALE APPLICANTS

55.1%

4,629 of 8,395

COMPLETED ADMISSION TESTS

57.9%

2,453 of 4,239

These figures provide an overview of **women's** access to university education and contextualize the university's broader efforts to encourage **female applications** across academic disciplines.

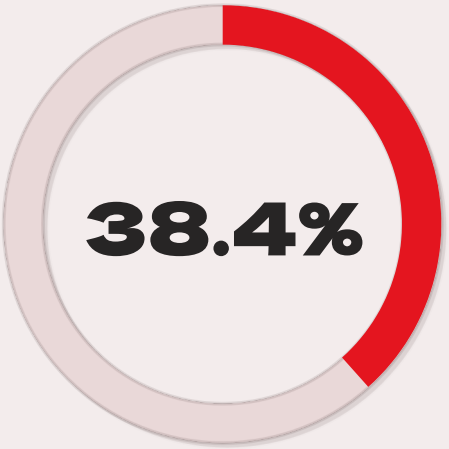
View Applicants and Completed Admission Tests – 2024/2025

View Enrolled Students – 2024/2025

4. Expanding Women's Participation in Traditionally Underrepresented STEM Disciplines

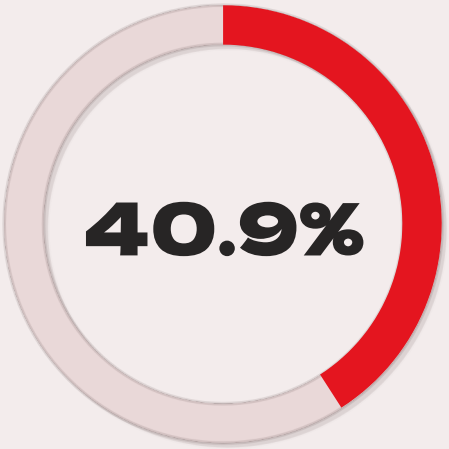
MIU monitors **female participation** across three STEM faculties: **Architecture**, **Electronics and Communications Engineering**, and **Computer Science**. The 2024/2025 admission statistics document women's participation at both the **application** and **enrollment** stages. Women accounted for **38.4%** of STEM **applicants** and **40.9%** of newly enrolled STEM students. The increase of **2.5 percentage points** between the two **admission** stages reflects a higher **female** share among newly enrolled students compared with applicants.

+2.5 PERCENTAGE POINTS FROM APPLICATION TO ENROLLMENT



STEM APPLICANTS

1,034 female applicants out of 2,695

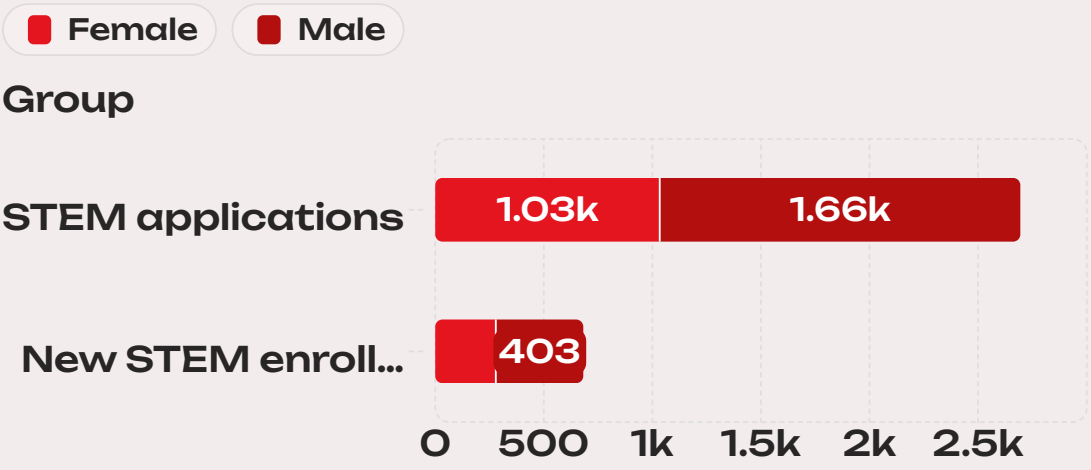


STEM ENROLLMENT

279 female newly enrolled students out of 682

Women's Applications and Enrollment across STEM

STEM here covers **Architecture**, **Electronics and Communications Engineering**, and **Computer Science**. **Women** are **38.4%** of **STEM applicants** and **40.9%** of newly enrolled **STEM** students.



STEM applications – Female: 1,034 / Total: 2,695

Female: 1,034

Male: 1,661

Total: 2,695

New STEM enrollment – Female: 279 / Total: 682

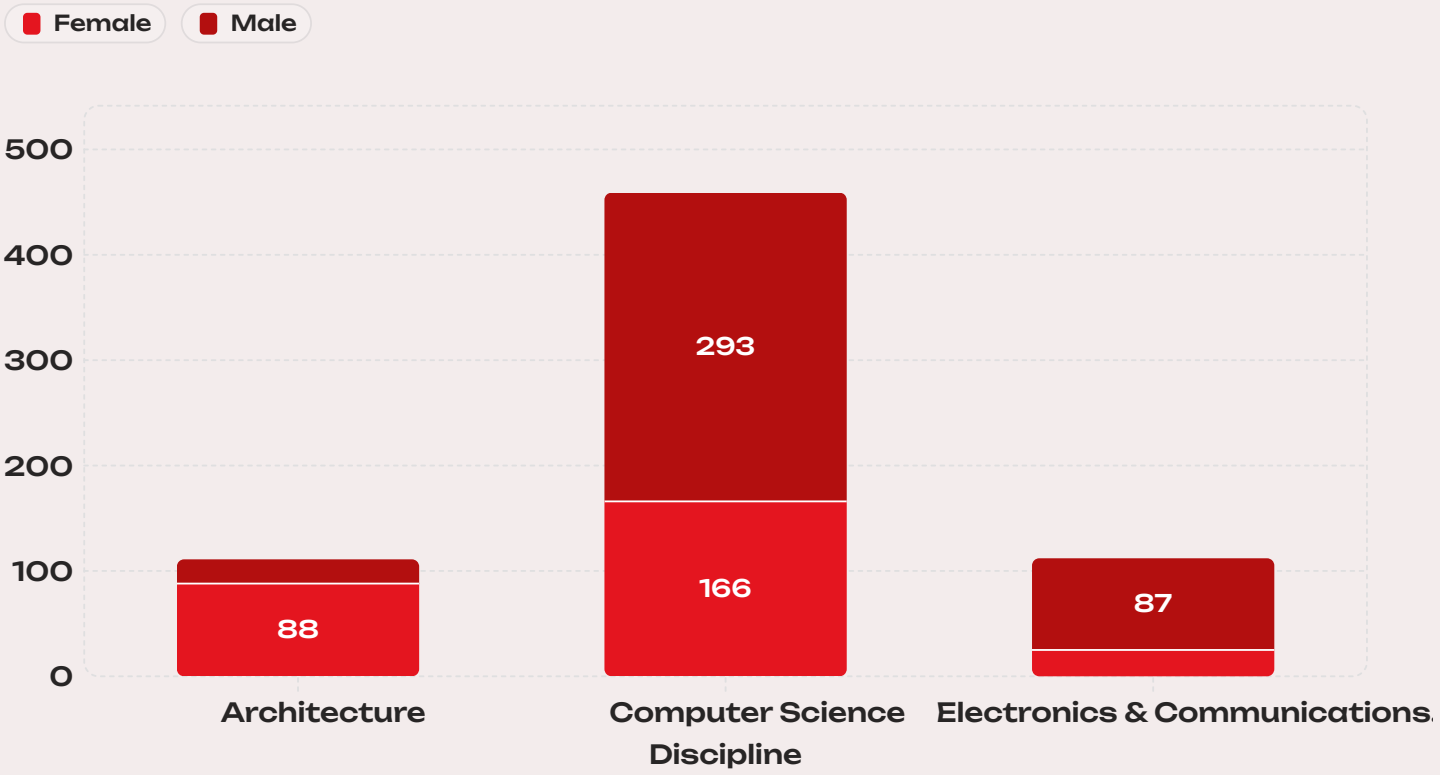
Female: 279

Male: 403

Total: 682

Female Participation by STEM Discipline

The distribution of **female** enrollment across the three **STEM** faculties demonstrates different participation patterns and highlights areas of established and growing **female** engagement.



Achieve Gender Equality and Empower All Women and Girls

Newly enrolled students by gender, 2024/2025



ARCHITECTURE

88 female students out of 111 newly enrolled



COMPUTER SCIENCE

166 female students out of 459 newly enrolled



ELECTRONICS & COMMUNICATIONS ENGINEERING

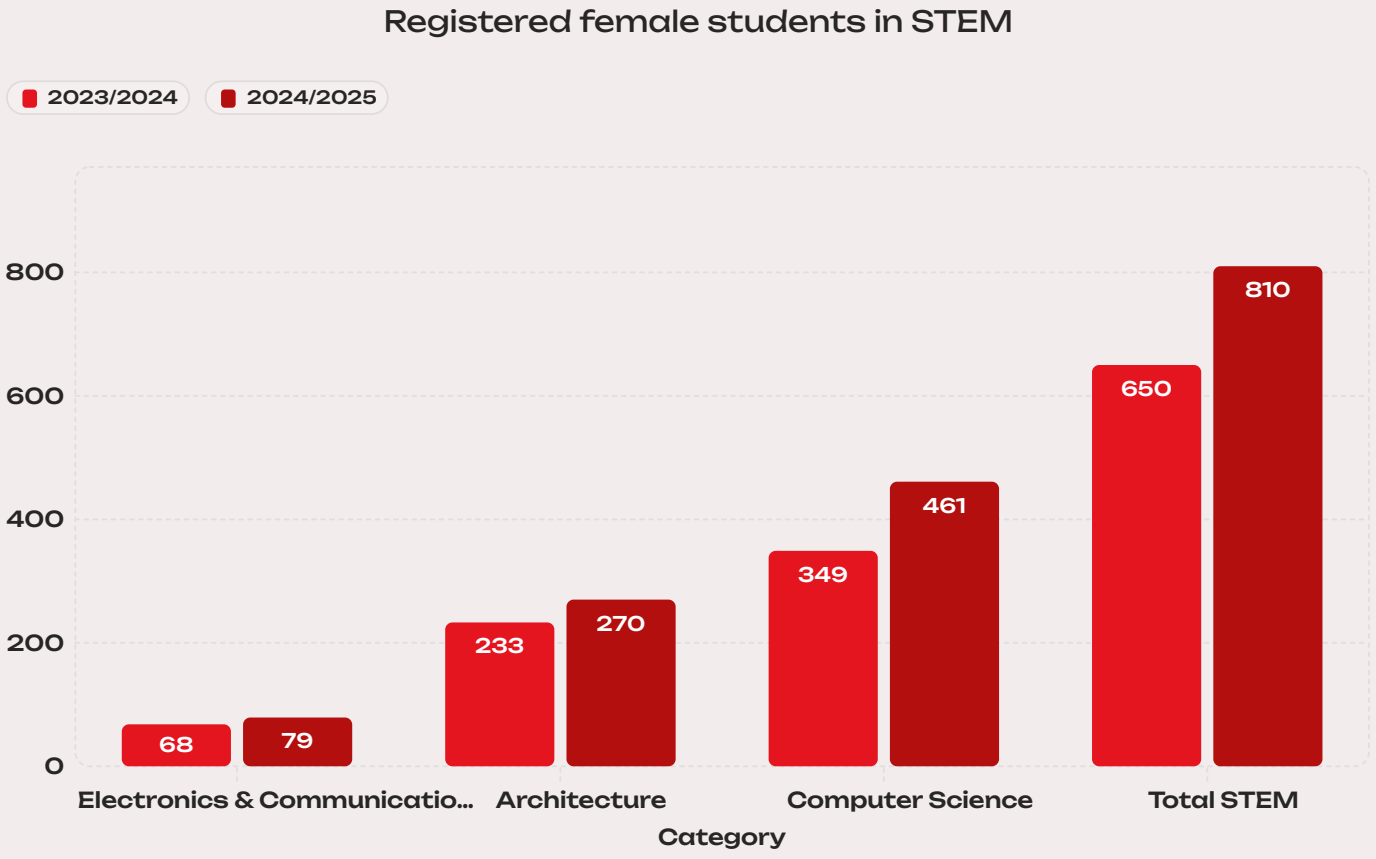
25 female students out of 112 newly enrolled

Architecture demonstrates particularly strong **female** participation, while **Computer Science** and **Electronics and Communications Engineering** provide important areas for continued **outreach** and encouragement of **female applications**.

5. Growing Women's Enrollment in STEM: 2024/2025 Compared with 2023/2024

A year-on-year comparison demonstrates continued expansion in the number of **women** enrolled across MIU's three **STEM** faculties. Total registered **female** students increased from 650 in 2023/2024 to 810 in 2024/2025, representing an increase of 160 students (**24.6%**).

+24.6% – **female** STEM enrollment (650 → 810, +160 women)

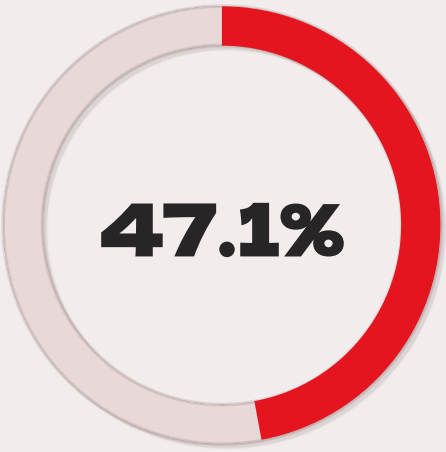


The 2024/2025 statistics demonstrate **women's** substantial engagement in the university's **admission** process, their participation across the three **STEM** faculties, and a notable increase in **female STEM enrollment** compared with the previous academic year.

> The growth recorded in **Architecture**, **Computer Science**, and **Electronics and Communications Engineering** provides evidence of expanding **female** participation and reinforces the importance of sustained efforts to encourage **women's applications** in scientific and technical fields.

5.4.1: *Proportion of senior female academics*

This indicator measures women's representation in senior academic positions, reflecting progress toward gender equality in leadership roles. At MIU, **49** out of **104** senior academics are female.



of senior academics are female.

This significant representation of **47.1% female senior academics** at MIU highlights the university's commitment to advancing female leadership and promoting balanced representation in academic decision-making.

5.5.1: *Proportion of women receiving degrees (Undergraduates & Postgraduates)-2024-2025*

This indicator measures women's completion of their higher education degree, showing progress toward equal opportunities in education for both genders.

In 2024–2025, **958** of the **1,543** MIU graduates (undergraduate and postgraduate) are female.

1,543

Total MIU Graduates

Undergraduate and postgraduate, 2024–2025

958

Female Graduates

62.1%

Female Share of All Graduates

958 of 1,543

Undergraduate Key Numbers 2024-2025

1,295

Total Graduates

262

STEM Graduates

Architecture, Electronics & Communications, Computer Science

486

Medicine Graduates

Dentistry and Pharmacy

547

Arts & Humanities and Social Science Graduates

795

Female Graduates

61.4% of all

100

Female STEM Graduates

38.2%

313

Female Medicine Graduates

64.4%

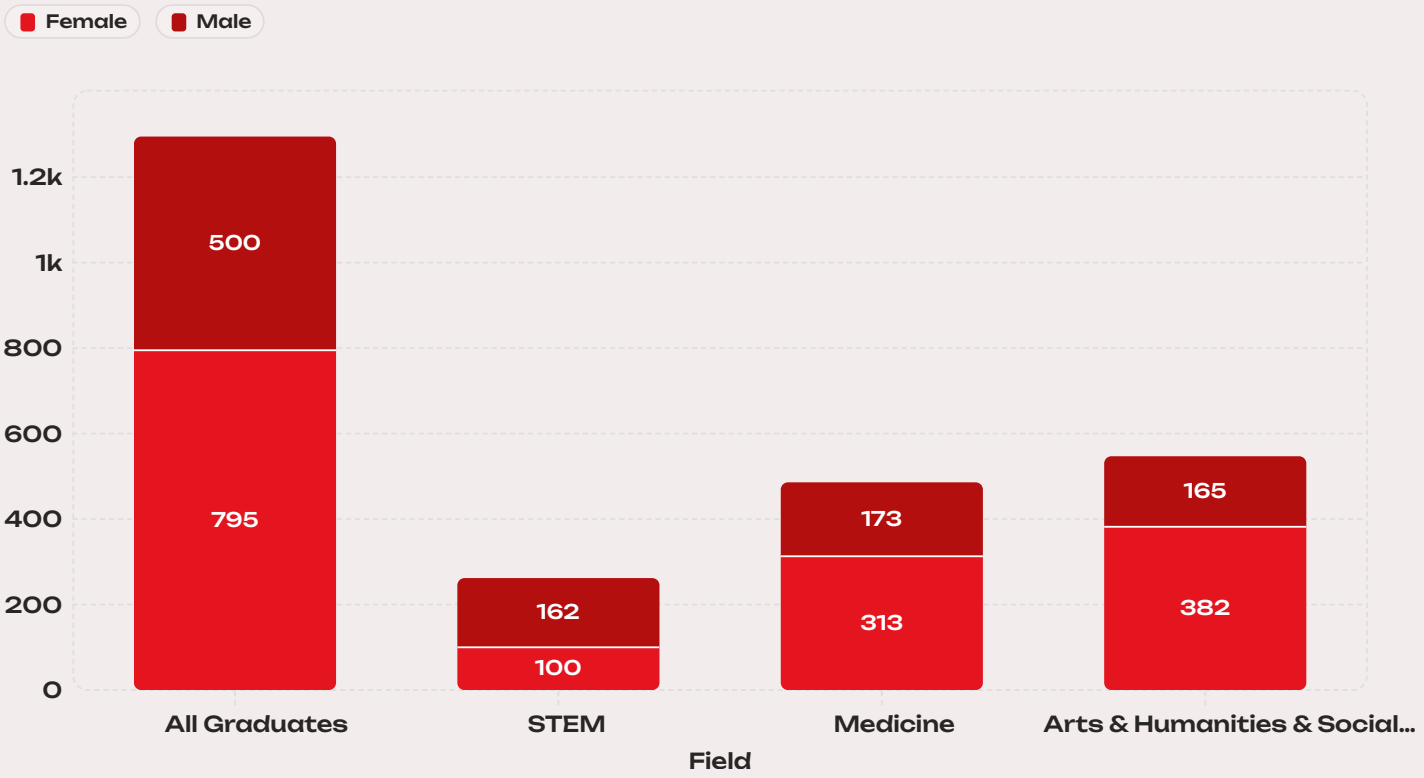
382

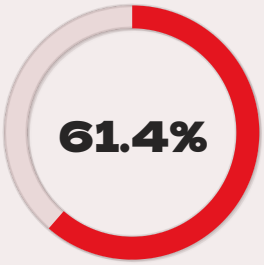
Female Arts & Humanities and Social Science Graduates

69.8%

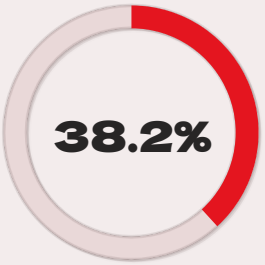
At MIU, **61.4%** of undergraduate graduates are female. In **STEM 38.2%** are female, in **Medicine 64.4%**, and in **Arts & Humanities & Social Sciences 69.8%**.

Undergraduate Graduates by Field: Female vs Male, 2024–2025

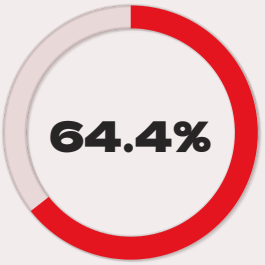




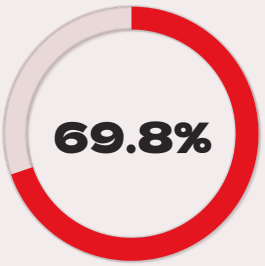
of all undergraduate graduates are female



of STEM



of Medicine



of Arts & Humanities & Social Sciences

Postgraduate Key Numbers 2024-2025

248

Total Graduates

163 female (65.7%)

156

Medicine Graduates

Dentistry and Pharmacy

89 female (57.1%)

78

Arts & Humanities and Social Science Graduates

67 female (85.9%)

14

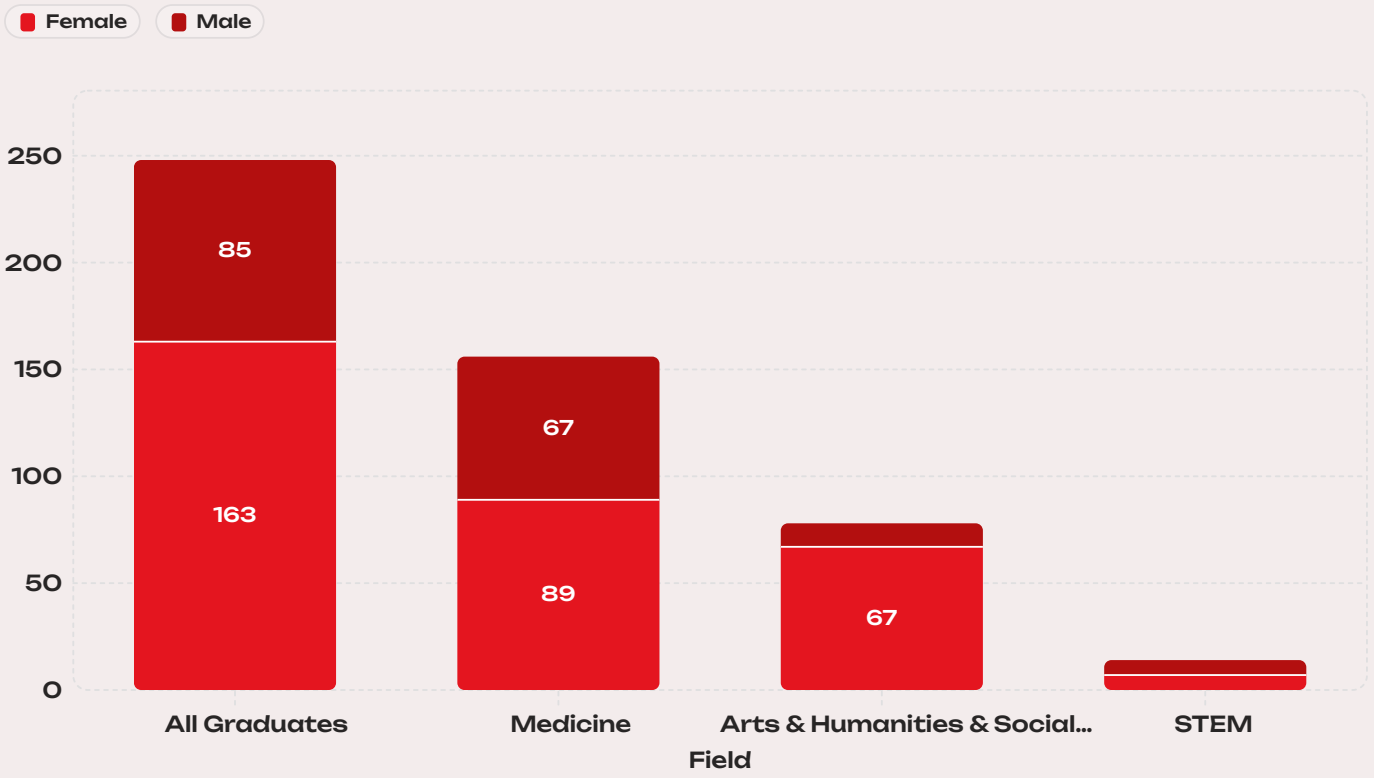
STEM Graduates

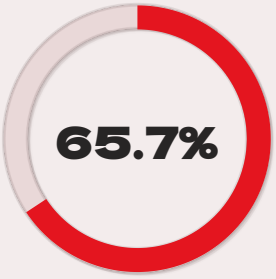
Electronics & Communications, Computer Science

7 female (50.0%)

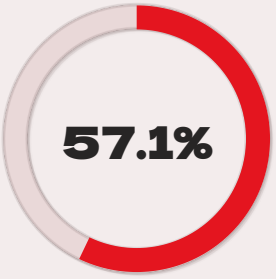
At MIU, **65.7%** of postgraduate graduates are female. In **Medicine 57.1%** are female, in **Arts & Humanities & Social Sciences 85.9%**, and in **STEM 50.0%**.

Postgraduate Graduates by Field: Female vs Male, 2024-2025





of all postgraduate graduates are female



of Medicine



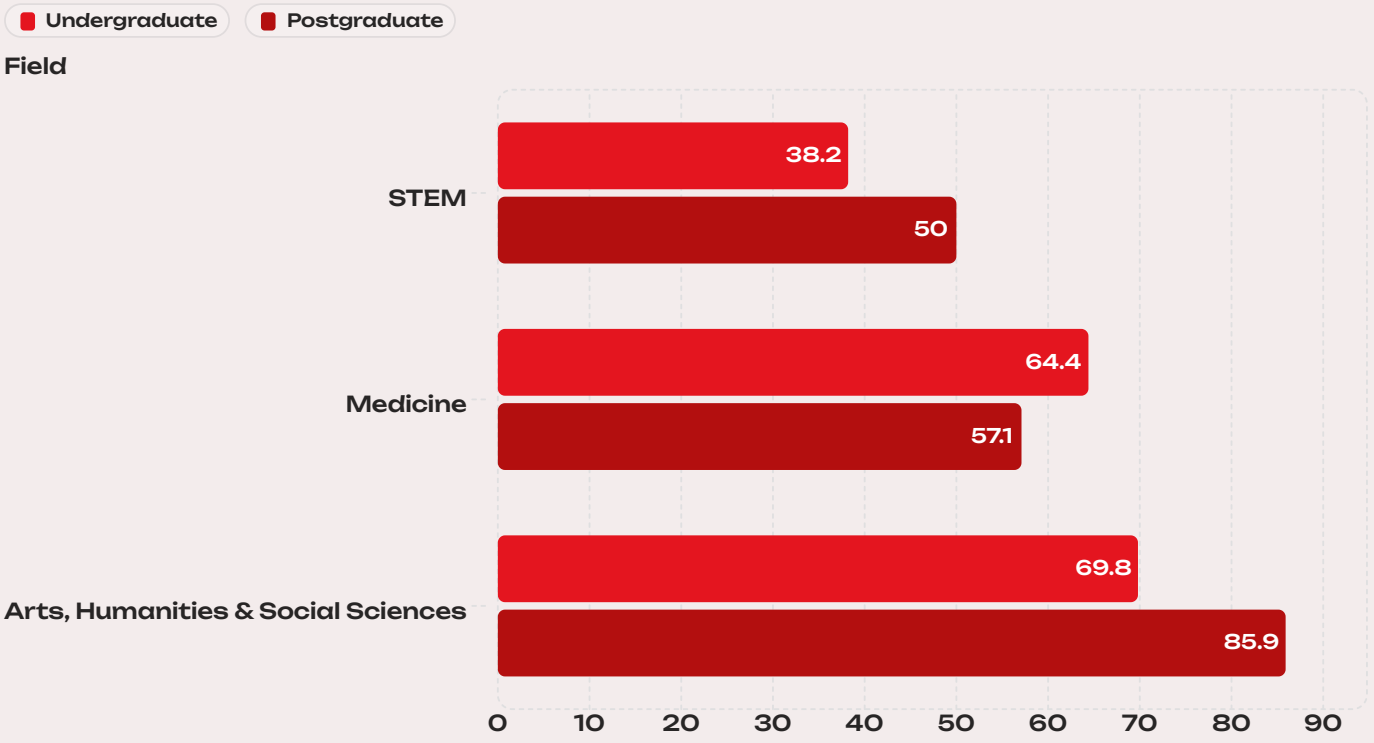
of Arts & Humanities & Social Sciences



of STEM

Key Findings 2024-2025

Women are the majority of MIU graduates in 2024–2025: **958 of 1,543** graduates (**62.1%**) across both levels. Female representation varies by field and by level of study.



61.4%

Undergraduate Female Share

795 of 1,295 graduates

65.7%

Postgraduate Female Share

163 of 248 graduates

MIU remains committed to gender equality in higher education, supporting women's advancement across every discipline.



Achieve Gender Equality and Empower All Women and Girls

5.6.1 – *Policy of Non-Discrimination against Women*

MIU is committed to implementing its **Equality** and **Non-Discrimination Policy**, which guarantees equal rights and opportunities for women and men in admission, education, extracurricular activities, and employment, providing an institutional framework that promotes **fair treatment**, **equal participation**, and **equitable access** to university resources.

61.4%

Female share of graduates

59.7%

Female share of newly enrolled students

56.5%

Female share of individual-sports participants

View the full policy statement

Policy Implementation Framework

The policy is implemented across three main areas of university life:

Education (Students)

- Admission procedures
- Teaching and learning opportunities
- Library and laboratory access
- Academic support
- Student participation

Teaching (Faculty)

- Recruitment
- Equal work responsibilities
- Promotion opportunities
- Professional development
- Research participation

Administration (Staff)

- Fair hiring practices
- Equal job opportunities
- Transparent job descriptions
- Access to leadership and career development

This framework ensures equality and non-discrimination principles are applied consistently across the university's academic and administrative operations.

Women Lead Every Stage: Applicants to Graduates (2024/2025)

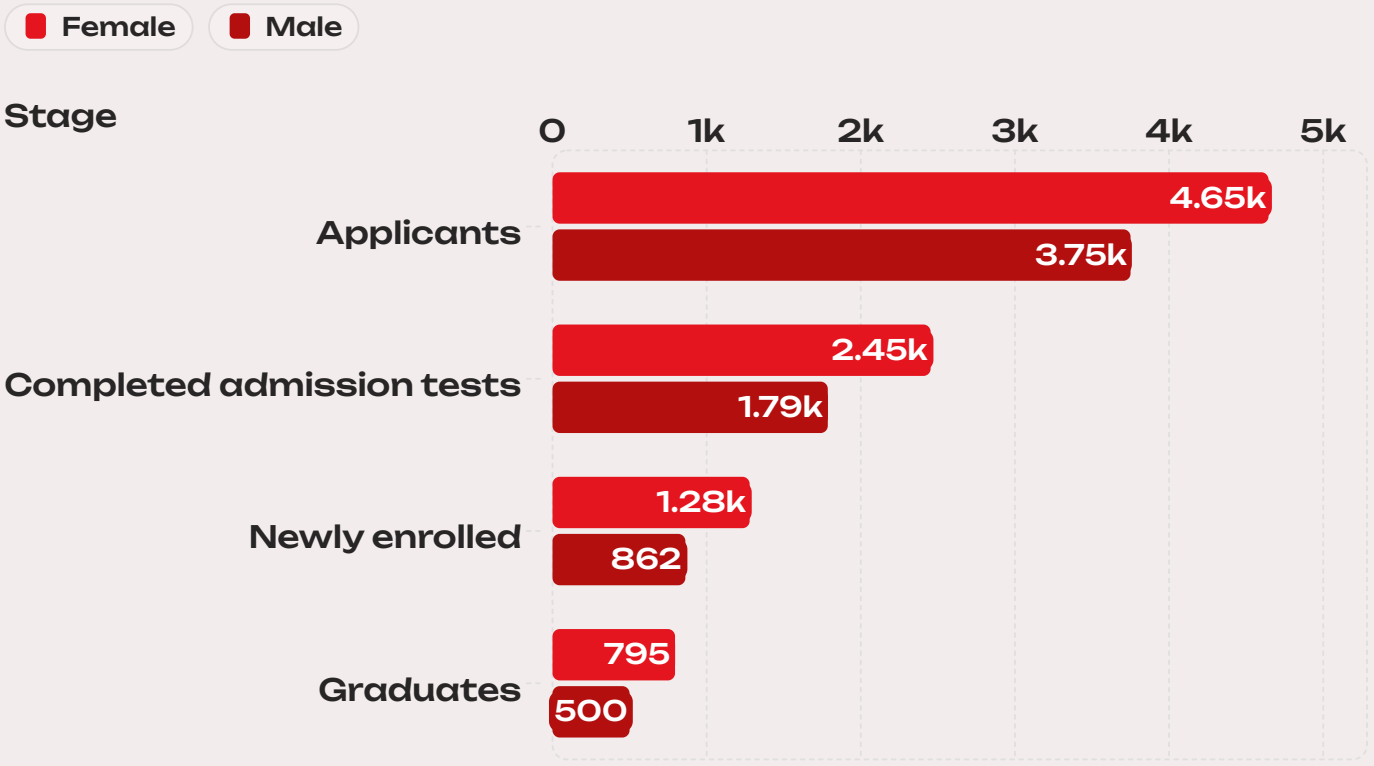
Women accounted for the majority at each reported stage.

55.3%
Applicants

57.9%
Completed admission tests

59.7%
Newly enrolled students

61.4%
Graduates



These figures demonstrate strong female representation in access to and participation in higher education at MIU.

Sports as Evidence of Equality: Internal Activities

In line with its policy, MIU gives female and male students opportunities to take part in internal sports and to represent the university externally. MIU organized internal tournaments in both semesters covering table tennis, football, volleyball, basketball and other activities.



Table Tennis

Female students participated in the university tournament.



Volleyball

Female students participated in mixed-gender university teams.



Basketball

Female students participated in a dedicated women's tournament.



Special Sports Activities

Activities involving students with special needs, reflecting commitment to inclusive participation.

These activities show sports participation opportunities across the university community.

Female Achievements in Team Sports: 52nd Universities Championship

MIU participated in the 52nd Universities Championship (Rifaa), with female students representing the university in several team sports.

45

Female Participants

44

Male Participants

Overall team-sports summary (89 total participants).

Medal-Winning Female Team Entries

Gold – Volleyball
16 members

Silver – Volleyball
13 members

Bronze – Handball
15 members

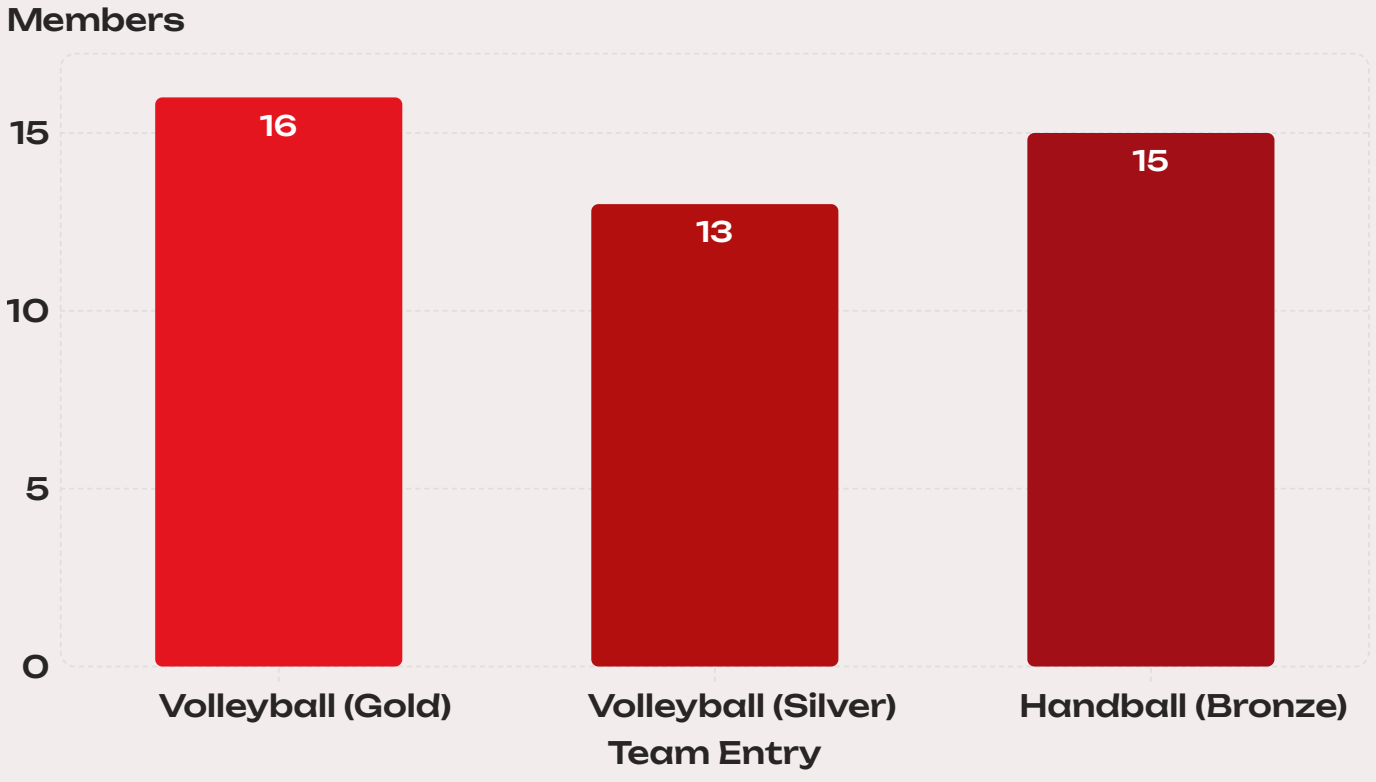
3

Medal-Winning Team Entries

44

Members of Medal-Winning Teams

Distribution of team members per medal-winning entry:



Source: [MIU Internal and External Sports Activities Report, 2024/2025]

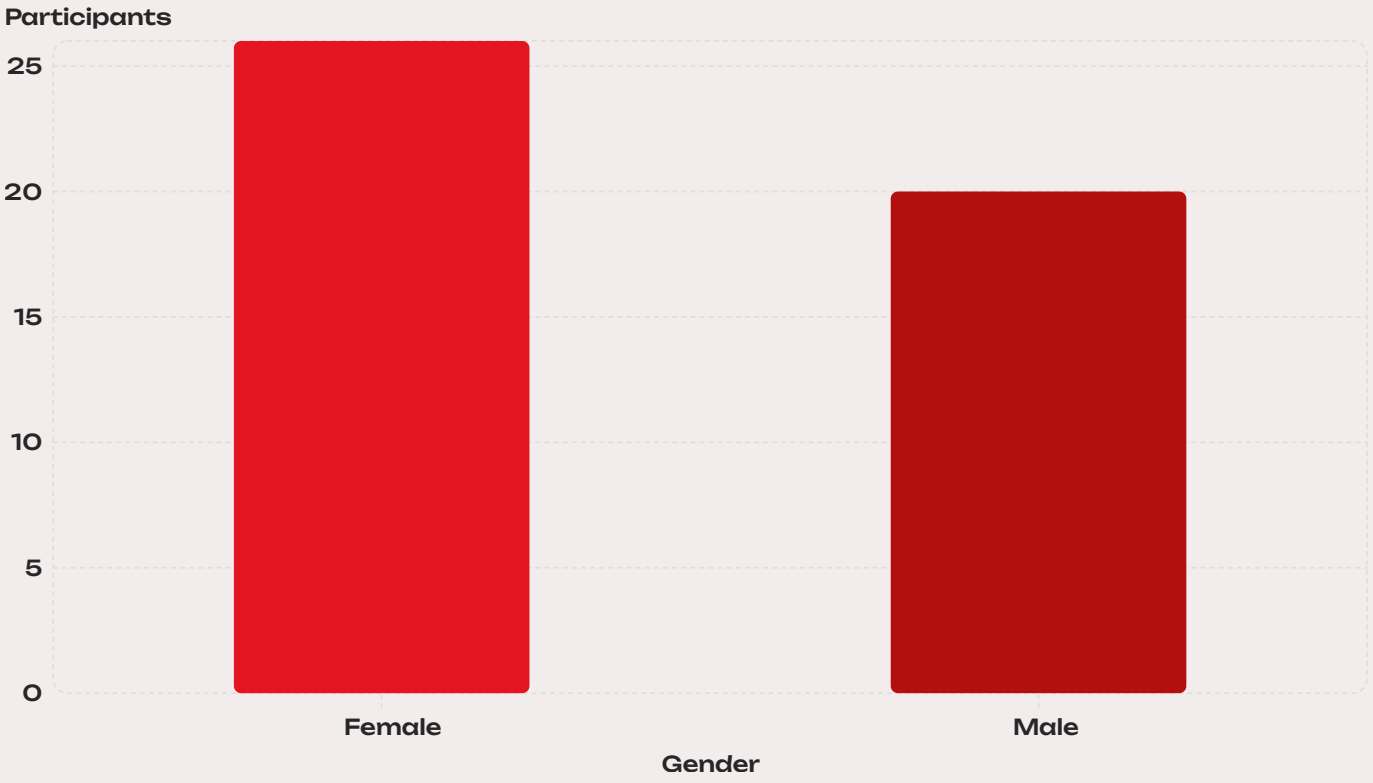
Individual Sports: Female Students Are the Majority

Female students represented MIU in table tennis, tennis, fencing, speedball, swimming, squash, martial arts and other disciplines.

26
Female participants

20
Male participants

56.5%
Female share
26 out of 46



18
Total medals

7
Gold

5
Silver

6
Bronze

Source: MIU Internal and External Sports Activities Report, 2024/2025

Sports Participation at a Glance: Key Findings

Strong female representation

Women were 45 of the 89 participants in the team-sports summary.

Majority in individual sports

56.5% of participants.

Competitive achievements

Female teams won gold and silver in volleyball and bronze in handball.

Diverse participation

A range of team and individual sports, beyond internal activities.

Equal access and opportunity

Both genders can participate in university sports and external competitions.

Gender-Based Evidence Summary

Category	Female	Male
Team sports	45 participants; 3 medal-winning team entries	44 participants
Individual sports	26 participants (56.5%)	20 participants (43.5%)
Internal activities	Participation in table tennis, volleyball, and basketball	Participation across internal tournaments

The 2024/2025 sports report demonstrates MIU's continued support for women's participation in athletic activities and competitive events, with female students representing the university in a variety of sports, achieving medal positions, and accounting for the majority of individual-sports participants.

Overall Key Findings – Indicator 5.6.1

The 2024/2025 evidence demonstrates the implementation of MIU's Equality and Non-Discrimination Policy across student admission, enrolment, graduation, and extracurricular activities.

Majority of applicants, newly enrolled students, and graduates are women

56.5% of individual-sports participants are women

Female teams won gold and silver in volleyball and bronze in handball at the 52nd Universities Championship

Internal and external sports gave female and male students opportunities to participate and represent the university

Together, these outcomes demonstrate substantial female representation and participation in university opportunities, supporting MIU's commitment to equality and non-discrimination.



Achieve Gender Equality and Empower All Women and Girls

5.6.3 *Sustaining Maternity and Childcare Support*

MIU continues to implement its Maternity and Childcare Policy, reaffirming its commitment to providing a supportive environment for female employees and students during pregnancy and maternity. The university maintains practical arrangements that address maternity-related needs, including exceptional leave, attendance flexibility, medical follow-up, and academic support.

Continued implementation through three areas

Employee care
Maternity leave and attendance arrangements

Medical care
Health monitoring and follow-up

Student support
Academic flexibility during pregnancy

MIU's Maternity and Childcare Policy continues to support women in balancing family responsibilities with their academic and professional commitments, while maintaining their opportunities to participate in university life.

View document – Full Maternity and Childcare Policy

Maternity Support for Female Employees (2024-2025)

During the academic year 2024–2025, 31 female employees across academic faculties and administrative units were granted exceptional maternity leave during pregnancy. In addition, pregnant employees were exempted from attendance starting from the ninth month of pregnancy and were granted intermittent sick leave throughout pregnancy, as needed.

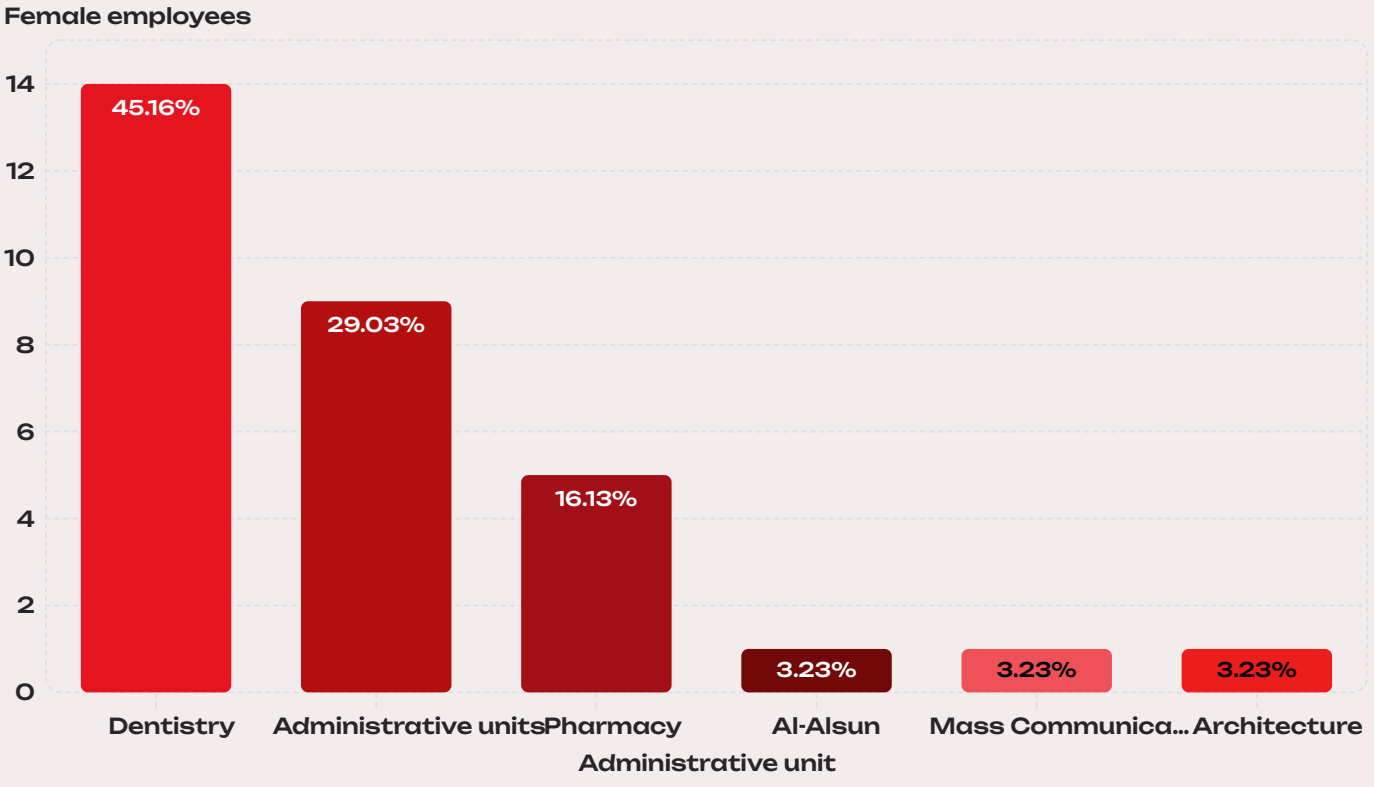
2024–2025 IMPLEMENTATION

31

Female employees granted exceptional maternity leave

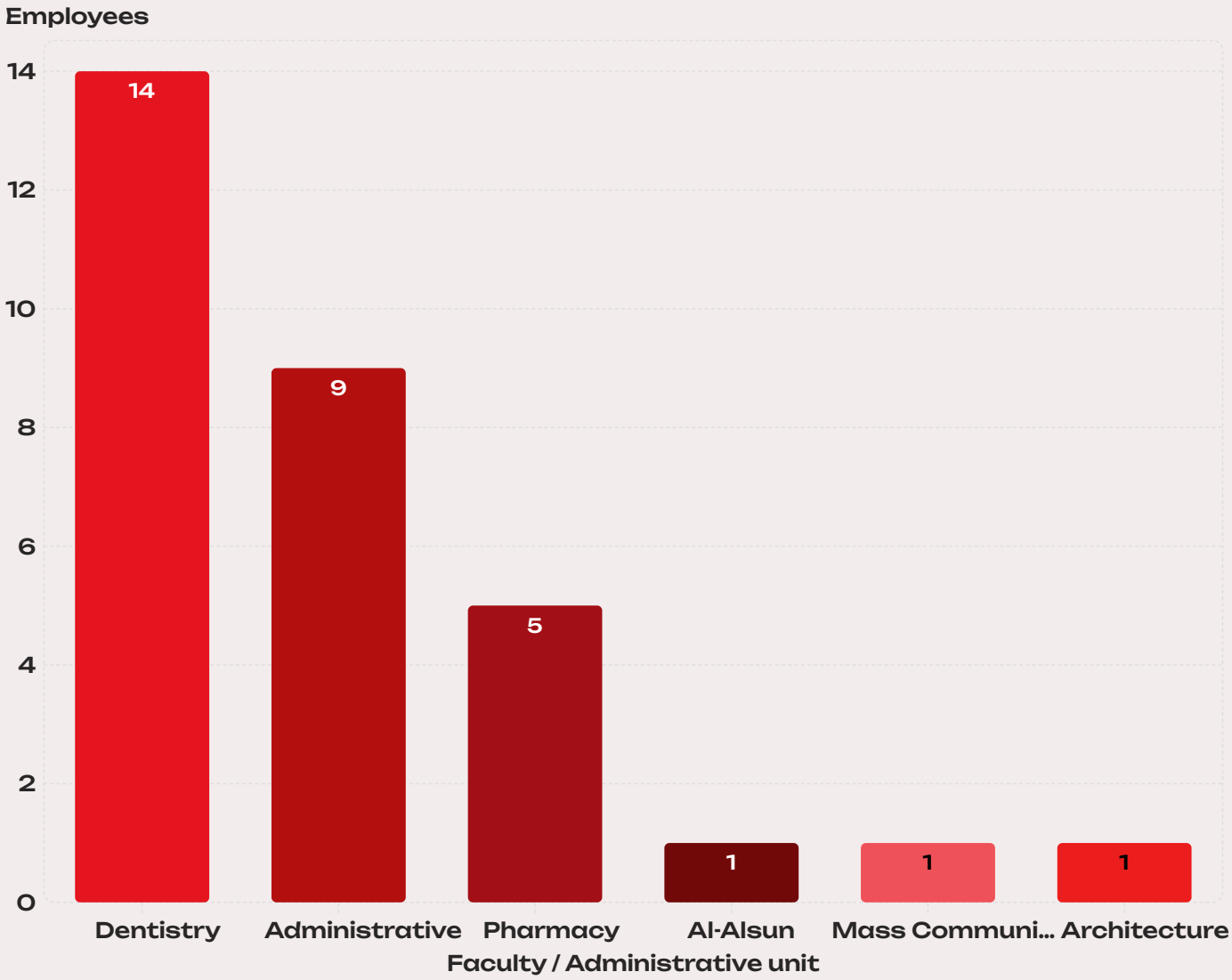
Across six faculties and administrative units

Distribution of maternity leave by faculty and administrative unit



31 female employees, academic year 2024–2025.

Maternity Leave Distribution by Faculty and Administrative Unit



Total: 31 female employees, academic year 2024–2025

Additional maternity arrangements

From the ninth month

Exemption from attendance for pregnant employees.

Throughout pregnancy

Intermittent sick leave as needed.

Maternity Support for Pregnant Students

MIU also maintains arrangements to support pregnant students through the University Clinic, ensuring access to medical follow-up and appropriate academic flexibility during pregnancy.

Medical follow-up and care

Health monitoring at the University Clinic, including blood pressure and blood sugar measurements, within available facilities.

Attendance and medical excuses

Acceptance of medically supported excuses throughout pregnancy, subject to university attendance regulations.

Examination arrangements

Rescheduling examinations when illness during pregnancy prevents attendance, once the student's health permits.

Academic and financial flexibility

When a treating physician recommends extended medical leave, students may withdraw from the semester until after childbirth, retain their earned grades, and transfer tuition fees to the following semester.

These measures help pregnant students manage health-related circumstances without unnecessarily compromising their academic progress or imposing an additional financial burden.

Continued Implementation and Evidence

MIU's 2024–2025 records demonstrate the continued implementation of maternity support arrangements for both employees and students, reflecting the university's ongoing commitment to accommodating maternity-related needs across its academic and administrative community.

Evidence to include in the report

Maternity leave statistics

2024–2025 (31 employees)

Faculty-level distribution chart

Breakdown of maternity leave across faculties

Sample attendance exemption record

Employees exempted from attendance (personal information concealed)

University Clinic procedures

Procedures for pregnant students

Maternity and Childcare Policy

View document

5.6.6 – *Women's Mentoring Schemes*

MIU offers female students **equal access** to a variety of academic, research, personal **support** and **career development** services. These initiatives help them develop essential skills, explore career opportunities, and participate effectively in university life alongside their peers.

Academic Guidance & Advising

Research Guidance

Student Support Services

Female Senior Academic Staff

Career Development



1. Academic Guidance and Student Advising

MIU provides academic monitoring and **advising** to support **students** of both genders facing academic challenges across all faculties during 2024–2025.

Monitor

Students experiencing academic difficulties are tracked through the academic monitoring system across all faculties.

Guide

Ongoing **guidance** and **mentoring** are provided.

Follow-up

Continued follow-up and **support** are offered.

Outcome

Female and male students overcome challenges, improve performance, and achieve their educational goals.

[Website: MIU Academic Advising Center]

2. Research Guidance and Support



Through its **Research Center**, established in Fall 2003, MIU provides **female students**, alongside their male counterparts, with **support** in developing their research skills and understanding academic research requirements, offering **equal access** to **guidance** and resources that enhance their academic and research capabilities.

Research methods

guidance on research methods

Academic integrity

academic integrity and plagiarism

Research resources

use of research resources, including the Egyptian Knowledge Bank (EKB)

Individual sessions & training

individual guidance sessions and training opportunities to strengthen research capabilities and promote responsible academic practices.

3. Student Support Services

The **Student Support Office** handled 3,873 student requests and cases during 2024–2025. These services contribute to providing students with **guidance** and **assistance** in addressing academic and personal challenges.

3,873

student requests and cases

handled in 2024–2025

Academic advising exceptions

Grade reconsideration

Medical cases

Examination rescheduling

Financial support

Tuition fee postponement

Other student concerns

4. Female Representation among Senior Academic Staff

During 2024–2025, MIU had 232 **female senior academic staff** members out of 409 senior academic staff (professors, associate professors, assistant professors).



56....

female share of senior academic staff

232

female senior academic staff

409

total senior academic staff

This provides a substantial pool of experienced **female academics** who can contribute to **academic guidance** and **professional development**.

Number of Senior Female Academic Staff 2024–2025



5. Career Development and Professional Guidance

MIU supports the academic and professional development of **female students** and graduates, alongside their male counterparts, through its **Alumni and Career Development services**. During 2024–2025, these included internship opportunities, postgraduate study **guidance**, specialized training, and professional development workshops. These initiatives provide female students and graduates with career **guidance**, practical experience, and development opportunities that support women's **professional growth and advancement**.

84

Students

attended a CV-writing session

36

Companies

at the career fair

1,6...

Attendees

at the career fair

174

Letters

for postgraduate applications

Additional information: **MIU Employment Fair**

5

Companies

joined the training program this year

2

Student years

opportunities offered to third- and fourth-year students

5

Faculties

opportunities were sent to

View more about Alumni Office & and Career Services

6. Additional Guidance for Prospective Students

MIU's Admission Office organizes Open Days and outreach activities to help prospective students make informed academic and career choices. Faculty representatives and teaching assistants **guided** students and their parents.

[Website: MIU Admissions]

On campus

2

Open Days

590 prospective students, in addition to p arents.



6

Schools Hosted



Campus visits introducing programs and **student life**.

Off campus

9

Educational Fairs

Local and international university fairs.

75

School Visits

Visits to schools offering different educational systems.







Overall Contribution

Through academic **advising**, research **guidance**, student **support** services, **career development** activities, and the availability of experienced **female senior academic staff**, MIU provides an institutional environment that supports students' academic progress and **professional growth**. These initiatives offer relevant guidance and support opportunities that can contribute to **women's advancement** throughout their university experience.

5.6.7 *Track women's graduation rate*

MIU continues to show strong female representation, with women the majority of graduates in each of the last three academic years (2022/2023–2024/2025). The share reached 61.4% in 2024/2025.

61.4%

2024/2025

Female graduates — 795 out of 1,295 graduates

795

Female

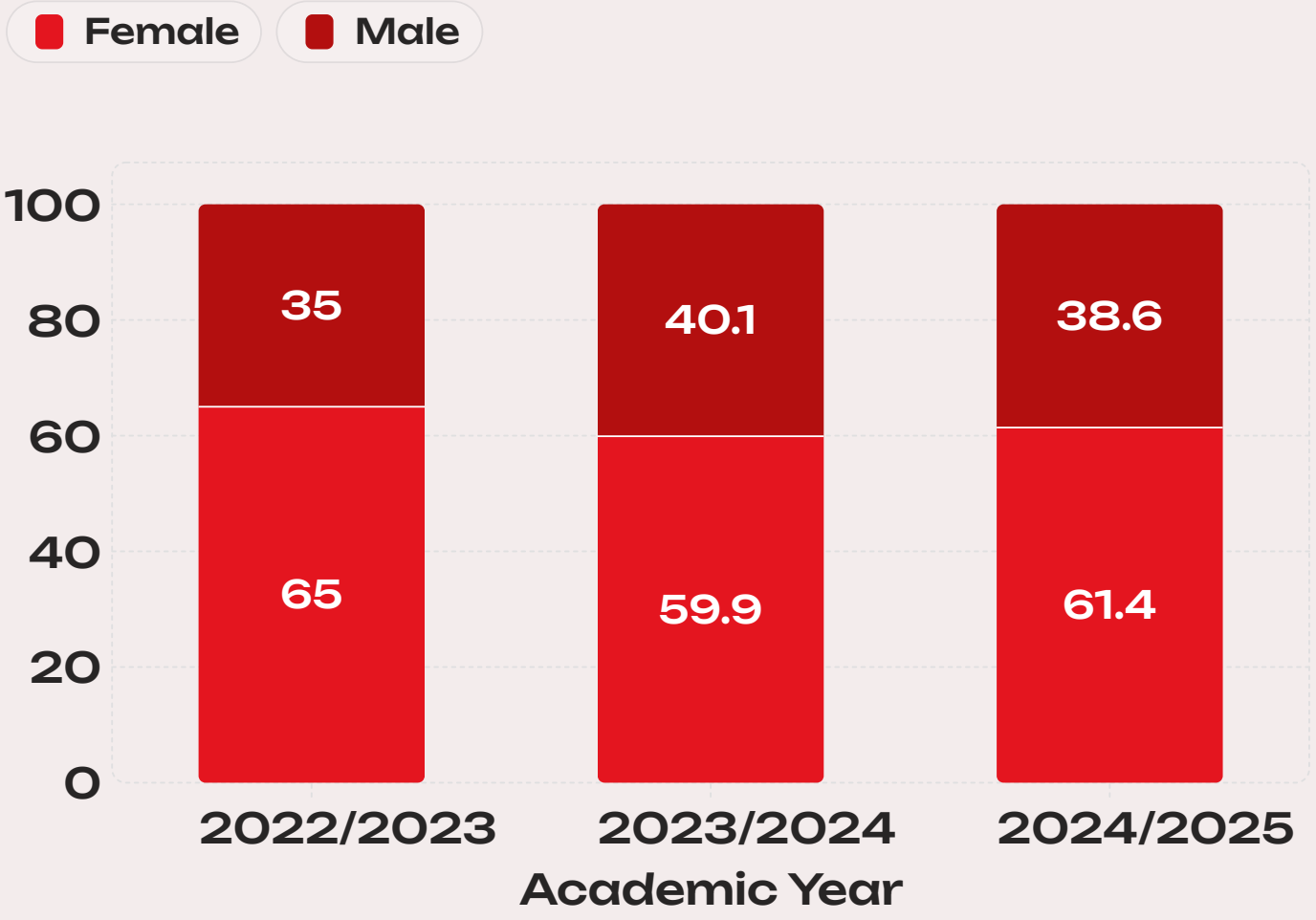
Female graduates in 2024/2025

500

Male

Male graduates in 2024/2025

Gender distribution of graduates across three academic years (2022/2023–2024/2025)



Key Findings

Majority every year

Women made up the majority of graduates in all three years: 65.0% in 2022/2023, 59.9% in 2023/2024, and 61.4% in 2024/2025.

Latest year

In 2024/2025, women accounted for 795 of the university's 1,295 graduates, compared with 681 female graduates out of 1,179 in 2023/2024. This reflects an increase of 1.5% in the proportion of female graduates year over year.

Strong participation

The steady pattern reflects the strong participation and success of female students and the university's ongoing efforts to promote gender equality and women's empowerment.

5.6.8: *Policies protecting those reporting discrimination*

MIU continues to uphold its commitment to providing **safe**, **confidential**, and **accessible reporting** mechanisms for students and staff who experience or report **discrimination**. Through established institutional channels, the university maintains procedures for addressing **complaints**, ensuring **confidentiality**, and **protecting** individuals who come forward.

Students

Reporting discrimination in education

Mechanism: **Student Support Office**

Read more

Staff Members

Reporting workplace **discrimination**

Mechanism: **Employee Complaints Office**

Provides a channel for reporting workplace **complaints** while ensuring **confidentiality**, appropriate action, and **whistleblower protection**.

Read more

Safe

Confidential

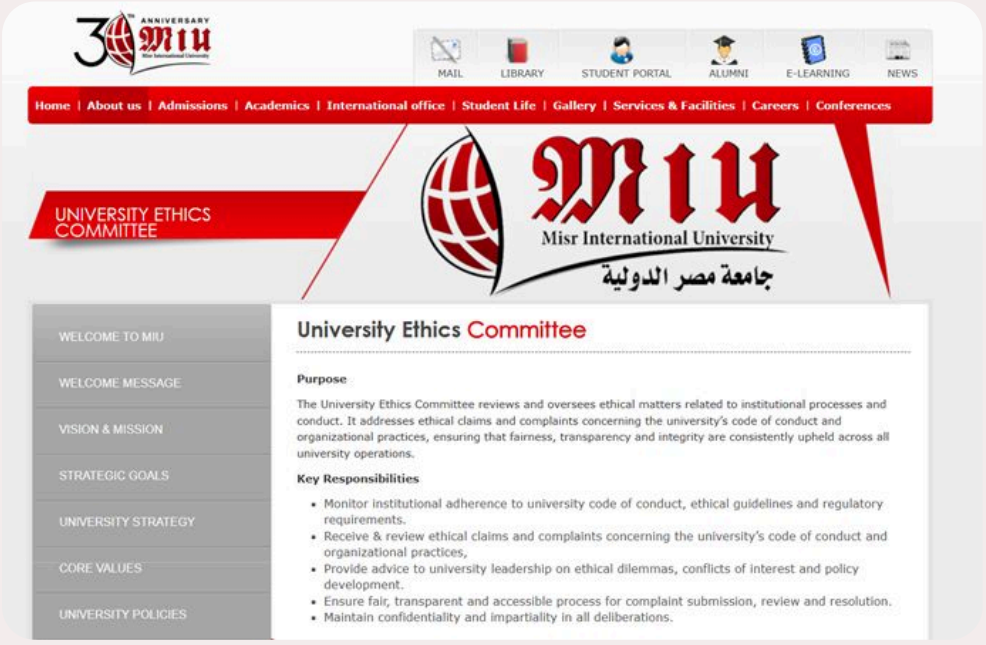
Accessible

Both mechanisms reflect the continued implementation of MIU's commitment to **protecting** individuals who **report discrimination** and ensuring that **complaints** are handled with due diligence and appropriate **protective** measures.

One of the key tools MIU uses to guarantee **non-discrimination** for individuals **reporting** concerns is the **University Ethics Committee**. This committee plays an essential role in ensuring that all **complaints** are handled **fairly**, **confidentially**, and without bias.

University Ethics Committee: Key Responsibilities

- Monitor **code of conduct** adherence
- Review **ethical claims** and **complaints**
- Advise leadership on ethical dilemmas
- Ensure **fair complaint processes**
- Maintain **confidentiality** and **impartiality**





Achieve Gender Equality and Empower All Women and Girls

5.6.9 Paternity Policy

This indicator highlights MIU's continued efforts to promote **family-friendly practices** and **gender equality** by supporting male employees during important family-related circumstances. Recognizing fathers' role in family well-being, the university maintains **supportive leave arrangements** that enable male staff to participate in family care responsibilities.

Paternity Support Policy

MIU continues to implement its Paternity Support Policy, which supports fathers among faculty members and staff and promotes family stability, work-life balance, and equal opportunities without discrimination.

*To view the full policy statement, please **click here**.*

Paternity Leave Data (2024–2025)

During the 2024–2025 academic year, 23 male employees were granted exceptional leave to attend to family health-related circumstances, including the illness of their children or wives.

23

Male Employees

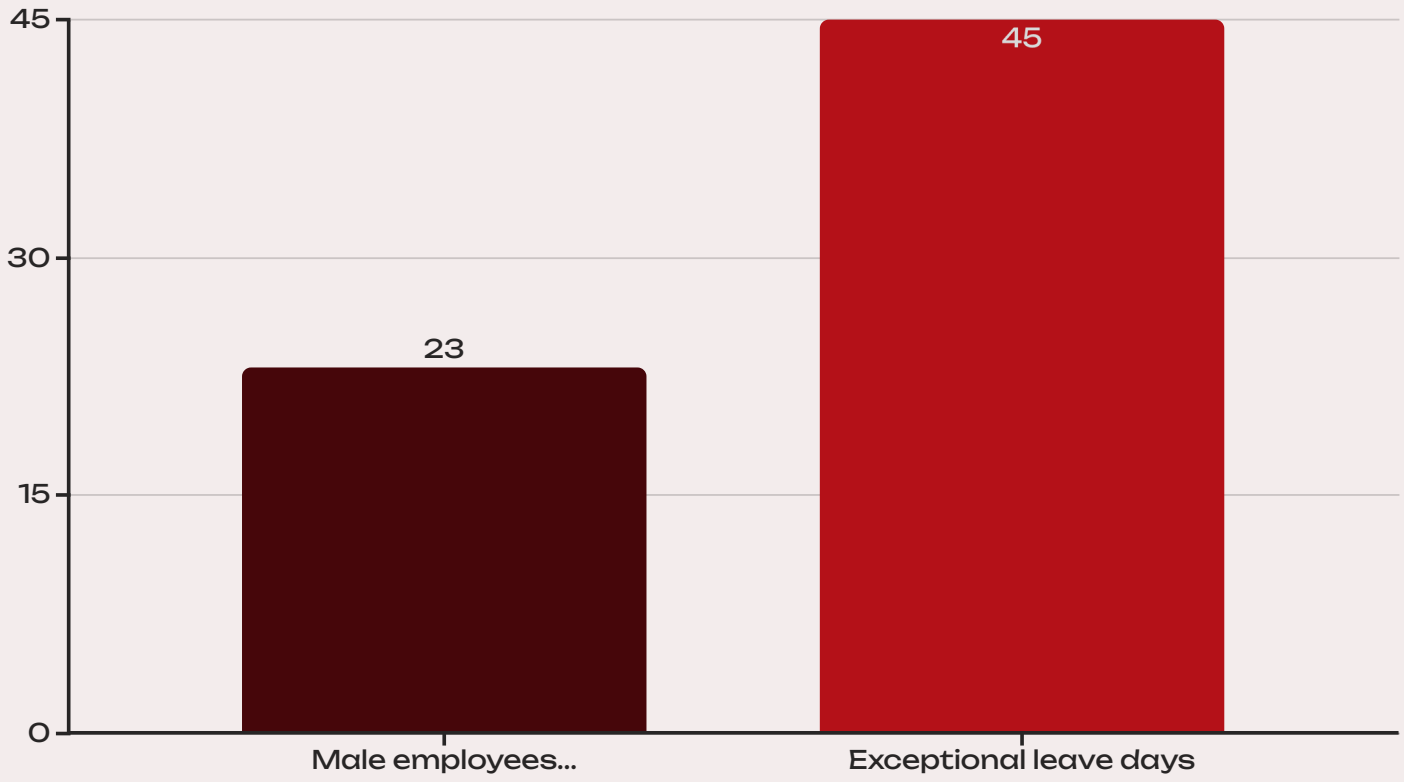
Recorded cases

45

Total Exceptional Leave

Leave days

Comparison of Totals



Paternity Leave by Type

The recorded cases covered two main family-care circumstances:

Child illness

Leave granted to fathers caring for sick sons or daughters.

Wife's illness

Leave granted to male employees to support their wives during illness.

Findings and Interpretation

23

Male Employees Benefited

Supported under the Paternity Support Policy

45

Exceptional Leave Days

Granted for family-care responsibilities

The 2024–2025 records demonstrate the continued implementation of MIU's Paternity Support Policy, with **23 male employees** benefiting from a total of **45 exceptional leave days** to fulfil family-care responsibilities. These arrangements reflect the university's recognition of fathers' role in supporting family health and well-being and its efforts to accommodate employees' family circumstances alongside their professional commitments.

The continued availability and use of these arrangements reinforce MIU's commitment to family-friendly practices, work-life balance, and gender equality.

SDG 6



Indicator 6.2.1

Water Consumption Tracking	
Potable Water Measurement (Mains Supply)	The university tracks the consumption of drinking water with precise metrics for daily, weekly, and annual usage. • **Daily Consumption:** The average daily consumption is recorded at 230 m^3 • **Annual Volume:** The total annual volume of drinking water used is 83,720 m^3 • **Per Capita Tracking:** Usage is calculated against a campus population of 8,888 people (students, faculty, and staff), resulting in an average of 9.4 m^3 per person annually under normal operating conditions.
Irrigation Water Measurement (External & Recycled)	MIU measures the total volume of water used for landscaping, separating the data by source to distinguish between external supplies and recycled water. • **Total Irrigation Volume:** The total annual water used for irrigation is 98,098 m^3.

	• **Source Breakdown:**
	  ○ **Recycled Water:** The university operates a sewage treatment plant with a capacity of 225 m^3 per day. From this, 75,348 m^3 of treated wastewater is used annually for irrigation.
	  ○ **External Supply (Mains/Aquifer):** To supplement the recycled water, the university measures the intake from an "external line." This amounts to 62.5 m^3 daily, totaling 22,750 m^3 annually.

Infrastructure for Measurement and Storage	The report details specific infrastructure used to collect, store, and measure these volumes, demonstrating the physical capacity for accurate tracking.
	• **Station 1:** Contains two underground concrete tanks:
	  ○ 220 m^3 capacity for drinking water.
	  ○ 220 m^3 capacity for irrigation water.
	• **Station 2:** Contains multiple storage units:
	  ○ One underground concrete tank 220 m^3 for drinking water.
	  ○ Six surface tanks with a combined capacity of 120 m^3 for drinking water, all linked via a network.
	• **Irrigation Support:** Four polyethylene tanks with a total capacity of 80 m^3 are used to support the irrigation network, supplied by either the treatment plant or the external line.

Firefighting Water Management	The university also measures water stored specifically for emergency use. • **Volume:** An independent station holds 150 m^3 of water dedicated to firefighting. • **Conservation:** This water is renewed twice annually. Crucially, the discharged water is measured and diverted to the irrigation tanks to ensure it is utilized rather than wasted.

SDG 6



Indicator 6.3.1

Wastewater Treatment

Misr International University (MIU) acts as a responsible body regarding waste management. By maintaining a treatment plant with a 225 m^3 daily capacity and successfully recycling over 75,000 m^3 of water annually for irrigation, the university has a proven, effective process in place for treating and reusing wastewater.

Treatment Infrastructure and Capacity	The university has established a robust infrastructure to handle campus-wide sanitation needs. • **Collection Network:** The university operates a centralized sewage network that collects all wastewater generated across the campus. • **Treatment Facility:** All collected wastewater is transferred to an on-site sewage treatment plant. • **Operational Capacity:** The plant is designed to operate with a treatment capacity of **225 m^3 per day**.

<table>
<tr><td>Treatment Process and Utilization</td><td>The core objective of the university's treatment process is the conversion of waste into a reusable resource, minimizing the environmental footprint.
The Process: Wastewater undergoes treatment within the plant to meet safety standards for non-potable use.
End-Use Application: The treated water is strictly utilized for the irrigation of the university’s green spaces, reducing the demand for freshwater reserves.</td></tr>
<tr><td>Quantitative Analysis & Water Usage Statistics</td><td>Data collected regarding the plant's output and campus irrigation needs demonstrates a high level of dependency on recycled water.
Daily Output Analysis
On normal working days, the treated sewage output is calculated based on a 90% recovery rate from the input.<table><tr><th>Metric</th><th>Value</th><th>Note</th></tr><tr><td>Daily Treated Output</td><td>207 m³</td><td>Calculated as 90% of 230 m³ input</td></tr></table>
Contribution to Irrigation
The treated wastewater forms most of the water volume used for maintaining campus vegetation.
Total Annual Irrigation Usage: 98,098 m³
Annual Treated Wastewater Contribution: 75,348 m³
Daily Total Irrigation Usage: 269.5 m³
This data confirms that most of the university's annual irrigation needs are met through its internal wastewater treatment process.</td></tr>
<tr><td>Integration of Air Conditioning Drainage</td><td>The university has implemented a secondary water capture process involving the air conditioning (AC) systems.
Methodology: Water generated from AC drainage is not discarded; it is diverted into the university’s sewage network to be processed and reused.</td></tr>
</table>

- **Volume Recovered:** Approximately **12 m³ per day**.
- **Operational Basis:** This figure is based on the operation of total AC units for an average of 8 hours per day (excluding central air conditioning), considering permitted operating periods.

SDG 6



Indicator 6.3.2

Preventing water system pollution

This report outlines the institutional protocols and infrastructure safeguards established by Misr International University to ensure the integrity of its water system. The data, derived from the university's "Mechanism for Preserving Water from Pollution," demonstrates a two-pronged approach: structural isolation of water networks to prevent cross-contamination and strict operational controls regarding hazardous chemical disposal, specifically within laboratory environments.

Infrastructure Safeguards and Network Isolation	To prevent polluted water from entering the primary water system, the university has implemented specific engineering controls regarding its water stations and piping infrastructure. **1. Independent Piping Networks** The university maintains complete physical separation between different water systems. The water pipe network connecting Station 1 and Station 2, as well as the stations themselves, is **completely independent**. This structural isolation

	eliminates the risk of cross-contamination between potable water supplies and other water sources. 2. **Maintenance and Monitoring** • **Periodic Sanitation:** Water storage tanks undergo periodic washing and disinfection to prevent the buildup of contaminants. • **Laboratory Analysis:** To verify safety, water samples are analyzed periodically by certified laboratories in the Arab Republic of Egypt. • **Leakage Prevention:** The university asserts that the maintenance schedule effectively prevents the leakage of polluted water into the clean water network. 3. **Sustainable Management of Auxiliary Water Systems** The university manages secondary water resources (irrigation and fire safety) in a closed-loop or controlled manner to prevent runoff pollution: • **Irrigation Reserves:** Four polyethylene tanks with a total capacity of **80 m³** support the irrigation station. These are supplied by the treatment plant or external irrigation lines, keeping non-potable water contained. • **Fire Water Recycling:** The fire protection water station (capacity **150 m³**) is renewed twice annually. To prevent waste and pollution, the water discharged during this renewal process is diverted to the irrigation tanks for reuse, rather than being dumped into the general sewage system. •
Pollution Prevention in Academic Laboratories	A critical vector for university water pollution is the accidental release of chemicals into the drainage system. The report highlights the Faculty of Pharmacy as a primary case study for strict pollution control protocols. 1. **Prohibition of Hazardous Discharge** There is a **strict prohibition** on disposing of hazardous or polluting materials into laboratory sinks/drains. The banned categories include:

- **Corrosive Materials:** Strong acids and strong bases.
- **Reactive/Active Materials:** Unstable substances, materials that react violently with water to produce smoke/fumes, and substances generating cyanide or sulfide gases upon contact with acids/bases.
- **Toxic Materials:** Specifically, those containing heavy metal residues in filtration products, including Arsenic (As), Barium (Ba), Cadmium (Cd), Mercury (Hg), Selenium (Se), and Silver (Ag).
- **Flammable Materials:**
    - Liquids containing at least 24% alcohol.
    - Substances with a boiling point below 60°C.
    - Materials capable of causing fire through friction, moisture absorption, or spontaneous reaction.
    - Compressed flammable gases and oxidizers.

2. **Hazardous Waste Management Procedures**

To ensure these pollutants do not enter the water system, the university employs the following workflows:

- **Collection:** Chemical residues resulting from student experiments are collected in dedicated containers prepared specifically for each laboratory.
- **Disposal:** These collected wastes are processed according to the university's "Hazardous Chemical Waste Disposal Mechanism," ensuring they are treated appropriately according to their chemical nature rather than flushed.

3. **Permissible Limits**

The protocols are specific about what *can* enter the system, limiting discharge to only safe substances:

- Small quantities of diluted acids are permitted only if the pH level is between **5.5 and 10.5**.
- Safe salts are permitted.

Oversight and Incident Prevention	To prevent pollution caused by accidents or negligence, the university enforces continuous oversight: • **Supervision:** The Occupational Safety and Health Administration at the college supervises the cleaning and clearing of watercourses. • **Continuous Maintenance:** Drainage systems are cleaned continuously to prevent blockages that could lead to backflow or overflow incidents.

SDG 6



Indicator 6.3.3

Free Drinking Water Provided

Misr International University (MIU) ensures the availability of free, potable drinking water for all members of the university community, including students, academic and administrative staff, and visitors.

Provision for Students and Staff	The university ensures widespread access to drinking water across campus facilities through the following measures: • **Campus-Wide Access:** All water outlets located in every building on campus are equipped with separate desalination units. • **Filtration Technology:** These units operate using a Reverse Osmosis (RO) system to ensure the water is suitable for daily consumption.

	• **Maintenance:** A specialized company is contracted to perform periodic maintenance on these units to guarantee water quality and safety.

Provision for Visitors and Patients
 	
Enhanced Service Coverage And Flexible Scheduling
	The university extends its free water provision to visitors, specifically targeting patients in medical facilities and guests at university events:
	• **Medical Facilities (Clinics Complex):**
	  ○ The university provides drinking water for patients at the Clinics Complex.
	  ○ This is facilitated by two dedicated desalination stations installed specifically for the complex's usage.
	• **Events and Guests:**
	  ○ During cultural and community activities—such as conferences, parties, seminars, and scientific days—the Public Relations Office provides free mineral water.
	  ○ This is considered part of the standard hospitality offered to visitors attending these events.

Technical Specifications and Quality Control	To ensure the highest standards of water safety, the Engineering Administration has implemented specific technical infrastructure and management protocols: • **Station Capacity:** The two stations located at the Clinics Complex each have a total capacity of **3 m³/hour**. • **Treatment Method:** These stations utilize a system that separates positive ions (cations) to prevent scaling/cyst formation caused by dissolved positive ions. • **Operational Management:** The daily operation, management, and maintenance of these stations are assigned to an executing company through a formal contract concluded between the University and the company.

SDG 6



Indicator 6.3.4

Water-Conscious Building Standards

The university demonstrates a holistic approach to water conservation. By combining high-efficiency construction materials (pre-fabricated elements), water recycling infrastructure (sewage and AC condensate reuse), and smart retrofitting (infrared sensors), the institution successfully minimizes water waste while maintaining its operational needs.

Construction and Material Standards	To address the "excessive use of water in construction works," the university has adopted specific building standards to minimize water waste during the development phase: • **Ready-Mix Concrete:** The university prioritizes the use of ready-mix concrete instead of mixing concrete on-site, which reduces uncontrolled water usage. • **Prefabricated Materials:** There is a strategic shift away from water-intensive traditional masonry and internal/external plastering. These are being replaced by pre-fabricated partitions and cladding (both internal and external) at a rate exceeding **75%**.

Water Recycling and Reuse Standards	The university has established comprehensive infrastructure to recycle water for irrigation, significantly reducing the demand for freshwater supplies for landscaping. • **Sewage Water Treatment:** The university diverts all sewage water through its own network to a specialized treatment plant. This plant operates with a capacity of **225 m^3 per day**, converting sewage into treated water suitable for irrigation. This recycled water maintains approximately **12,000 m^2** of green spaces within the campus. • **Air Conditioning Condensate Recovery:** The university capitalizes on water generated by air conditioning systems. Approximately **12 m^3 of water is recovered daily** (based on 8 operational hours, excluding central AC output) and directed into the sewage network to be repurposed for irrigation. • **Rainwater Harvesting:** A complete rainwater drainage network has been installed to collect water from building roofs and grounds. This water is gathered in wells and a new collection station with a **100 m^3 capacity**, after which it is pumped into the irrigation network.
Renovation and Technology Integration	The university is actively retrofitting existing facilities to ensure water efficiency at the point of use: • **Infrared Sensor Technology:** As part of a comprehensive bathroom development plan, traditional water outlets are being replaced with infrared sensor-operated faucets to strictly control and minimize the quantity of water used in sinks.
Potable Water Management	The university maintains strict standards for drinking water quality and efficiency: • **Desalination Units:** Two desalination stations utilizing ion-separation technology have been installed at the Clinics Complex, with a total capacity of **3 m^3/hour per station**. • **Reverse Osmosis (RO) Systems:** All office water outlets across university buildings are equipped with separate Reverse Osmosis (RO) units to provide

safe drinking water. These units are maintained periodically by specialized companies.

SDG 6



Indicator 6.3.5

Water-Conscious Planting

The university has demonstrated a clear, data-backed commitment to minimizing water usage. By transitioning to drought-tolerant flora (succulents and cacti), installing artificial turf, and implementing rainwater harvesting, the institution has successfully lowered daily water consumption and established a framework for sustainable campus management.

Integration of Drought-Tolerant Vegetation	To minimize irrigation requirements, the university has actively altered its landscape composition by moving away from traditional green turf (grass), which requires heavy watering. • **Adoption of Xeriscaping:** Many green turf areas have been replaced with various types of cacti and succulents. This shift was designed to economize both water consumption and maintenance expenses. • **Specific Species Used:** The university has used a variety of drought-resistant plants, including Sansevieria, White Furcraea, Pachypodium, Cereus, Echinocactus, Asparagus, Ruscus (Sefander), and Chlorophytum (Phalangium).

	• **Professional Oversight:** These replacement operations are conducted under the continuous coordination and arrangement of specialized agricultural engineers appointed by the university. • **Seasonal Adjustment:** Plant replacements are also carried out periodically based on the seasons to further limit water consumption rates.
Reduction of Water Usage in Sports Facilities	A significant reduction in water usage was achieved by altering the infrastructure of the university's sports grounds. • **Turf Replacement:** The university replaced natural grass in the playground areas with artificial turf to reduce the water used for irrigation. • **Quantifiable Impact:** This change reduced daily irrigation water consumption from **269.5 m³** to **227 m³**.
Irrigation Infrastructure and Rainwater Harvesting	Beyond plant selection, the university has engineered systems to recapture water and optimize distribution. • **Rainwater Harvesting Network:** A rainwater drainage network has been constructed within the university campus. • **Recycling Process:** Rainwater is collected in wells and then gathered in a new collection station with a capacity of 100 m³. This collected water is subsequently pumped back into the irrigation network for reuse. • **Future Modernization:** A technical and financial study is currently underway to replace the existing irrigation network with a computer-controlled system. This upgrade aims to further decrease the percentage of water waste through precise automated operation.

SDG 6



Indicator 6.4.1

Water Reuse Policy

Policy	The university is committed to preserving water resources by promoting consumption efficiency and maximizing the use of all available water sources on campus. The policy includes upgrading water infrastructure, replacing traditional fixtures with water-saving technologies, and using low-water-demand plants. Additionally, desalination units are installed in key facilities. Wastewater is treated and reused for irrigation, along with water collected from air conditioning systems and rain. The university also prioritizes awareness through signage and educational seminars held both on and off campus. **Policy created:** 2012 **Policy reviewed:** 2024 https://www.miuegypt.edu.eg/policies/policies-summary/#policy24
	The university has implemented specific infrastructure to capture, treat, and reuse water that would otherwise be discarded.

Water Reuse Infrastructure & Initiatives	**1. On-Site Wastewater Treatment and Reuse** The backbone of the reuse strategy is the university's ability to treat its own sewage effectively. • **Treatment Capacity:** The university operates a dedicated Sewage Treatment Plant (STP) with a daily capacity of **225 m^3**. • **Application:** 100% of the wastewater generated is directed to this network. After treatment, this recycled water is repurposed to irrigate approximately **12,000 m^2** of green spaces on campus, replacing the need for fresh water in landscaping. **2. Air Conditioning Condensate Recovery** To maximize reuse from non-traditional sources, the university captures water generated by HVAC systems. • **Volume Recovered:** An estimated **12 m^3 of water per day** is recovered from the drainage of air conditioning units (based on an 8-hour operating cycle). • **Reuse Path:** Instead of being lost to evaporation or external drainage, this condensate is routed into the university's sewage network so that it can be treated and subsequently used for irrigation. **3. Firefighting Water Recycling:** The university has adopted an innovative protocol for maintaining its firefighting reservoirs. • **Process:** The firefighting network (fed by a 150 m^3 tank) requires water renewal twice annually. Rather than discharging this large volume into the sewer system as waste, the policy mandates that this water be discharged directly into the **irrigation tanks** for immediate reuse in landscaping. **4. Rainwater Harvesting** Infrastructure is in place to capture precipitation. • **Storage:** Rainwater is collected in ground pits with a capacity of **100 m^3**.

	• **Utilization:** Pumps transfer this harvested water into the irrigation network, further reducing the draw on freshwater aquifers.
Conservation Measures Supporting Reuse	While maximizing reuse, the university also reduces overall demand to ensure the reused water is sufficient for campus needs. • **Artificial Turf:** The substitution of natural grass with artificial turf in specific areas has reduced daily irrigation requirements from **269.5 m³ to 227 m³**. • **Xeriscaping:** The landscaping strategy prioritizes drought-resistant plants (cacti and succulents) to align water demand with the available supply of treated wastewater.

SDG 6



Indicator 6.4.2

Water Reuse Measurement

Water conservation and reuse strategies implemented by Misr International University (MIU). Based on official engineering data for the academic year 2023-2024, the University acts as a centralized body to measure, treat, and reuse wastewater. The data confirms that a significant portion of the university's landscape irrigation requirements are met through on-site water treatment and reuse.

Infrastructure and Measurement Methodology	**1. Centralized Collection and Treatment** The University has established a comprehensive infrastructure to measure and manage water reuse. All wastewater generated within the campus is diverted through a dedicated sewage network to the on-site **Sewage Treatment Plant (STP)**. • **Plant Capacity:** The STP operates with a capacity of **225 m³ per day**. • **Process:** The plant treats sewage water to levels safe for irrigation purposes, adhering to environmental standards for the maintenance of green spaces.

<table>
<tr><td></td><td>

2. **Measurement Protocols**

The Engineering Department utilizes specific metering system to track water volume at three intervals:

1. **Daily Flow**
2. **Weekly Aggregates**
3. **Annual Totals**

</td></tr>
<tr><td>Quantitative Data Analysis (2023-2024)</td><td>

The following data demonstrates the University's active measurement of its water cycles.

1. **Irrigation Water Consumption**

The university maintains extensive green spaces which require consistent irrigation. The measured consumption rates are as follows:

Metric	Measured Volume
Daily Irrigation Usage	269.5 m^3 / day
Weekly Irrigation Usage	1,886.5 m^3 / week
Total Annual Usage	98,098 m^3 / year

2. **Impact of Water Reuse**

The University measures the specific contribution of treated wastewater to the total water budget.

- **Daily Treated Effluent:** Approximately **207 m^3** of treated water is produced daily (during standard operation days).
- **Annual Reused Contribution:** Out of the total 98,098 m^3 used for irrigation annually, **75,348 m^3** is sourced directly from treated wastewater.

Conclusion of Data: Approximately **76.8%** of the University's annual irrigation needs are met through measured, reused water.

</td></tr>
<tr><td>Innovative Recovery: Air</td><td>In addition to sewage treatment, the University measures and captures "grey water" generated by air conditioning systems.</td></tr>
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Conditioning Condensate	• **Measurement:** The Engineering Department has calculated the condensate recovery based on an 8-hour daily operation cycle. • **Volume Recovered: 12 m³ per day**. • **Method:** This water is diverted into the university's sewage network, where it joins the treatment cycle to be processed and reused for irrigation.

SDG 6



Indicator 6.5.1

Water Management Educational Opportunities

Misr international University (MIU) has an active role in promoting water sustainability awareness within the local Egyptian community. Through both undergraduate fieldwork and advanced graduate research within the Faculty of Al-Alsun and Mass Communication, the university has successfully bridged the gap between academic study and community engagement. The data presented below demonstrates how the university facilitates understanding of water consumption behaviors and evaluates the effectiveness of public awareness strategies.

Undergraduate Engagement: Community Interaction & Surveying	**In a lively, open discussion with students and Faculty at Misr International University, Egypt's Minister of Water Resources and Irrigation, Hani Sewilam said:** • **Egypt is ready for "all possible scenarios" when it comes to the Nile River.** • **The creation of a National Water Council is a long-awaited milestone for Egypt's water experts.** Responding to audience questions, Sewilam revealed that President Abdel Fattah el-Sisi personally ordered the council's formation. The body, which will be chaired by the Prime Minister, is tasked with managing what Sewilam called "Egypt's lifeline: its water resources".

	Sewilam also highlighted several major infrastructure projects, from the development of the Toshka spillway to the significant expansion of the country's water recycling efforts. According to the Minister, Egypt is now reusing roughly 5 billion cubic meters of irrigation water annually. https://www.miuegypt.edu.eg/water-security-seminar-by-dr-hani-sewilam-at-miu/
Graduate Research: Enhancing Public Awareness Strategies	At the postgraduate level, the university produces high-level research aimed at optimizing how water management education is delivered to the public. This ensures that future educational campaigns are evidence-based and effective. **Activity:** Master's Thesis Defense **Specialization:** Comparative Media Studies **Date:** June 6, 2024 **Thesis Title:** *"The impact of Media Awareness Messages on Egyptians' Attitudes Toward Rationalizing Water Consumption: A Comparative Study between Television and Social Media Platforms."* **Key Contributions to Community Education:** This research specifically targets the methodology of education. By analyzing the impact of awareness messages, the university provides a framework for: 1. **Identifying Channels:** Determining whether TV or social media is more effective for educating specific demographics about water conservation. 2. **Message Tailoring:** Understanding which types of messages successfully persuade the community to rationalize water use. 3. **Policy Support:** Providing data-backed recommendations for national or local campaigns aiming to teach effective water management practices. https://www.miuegypt.edu.eg/ranim-fathi-anwar-azzam-masters/

SDG 6



Indicator 6.5.3

Off-Campus Water Conservation Support

Misr international University (MIU) has a commitment to water sustainability, specifically highlighting efforts that extend beyond campus operations into the wider community. Through the Faculty of Al-Alsun and Mass Media, the university has utilized academic rigor to assess and influence public behavior regarding water conservation. The following evidence demonstrates the University's active engagement with the Egyptian public regarding water rationalization.

The university supports water conservation off-campus in the following ways:

Mechanism	Description of Support
Data Generation	The university is generating empirical data on how the public (not just students) views water consumption.
Policy Relevance	The master's thesis compares media effectiveness, offering insights that can guide national advertising campaigns for water security.
Public Discourse	By conducting surveys and defending theses on this topic, the university keeps the conversation about "Water Rationalization" active in the public sphere.

Community Outreach via	*Context: Integrating community surveying into curriculum.*

Undergraduate Fieldwork	As part of the practical requirements for the **"Introduction to Research Methods"** course, undergraduate students from the Media Department engaged directly with the local community. • **The Activity:** Students distributed public opinion surveys to a diverse sample of Egyptian citizens. • **The Focus:** The surveys were designed to gauge **"Egyptians' attitudes toward water consumption."** • **Off-Campus Impact:** By taking these surveys outside the classroom and into the general population, the university achieved two goals: gathering data on real-world public behavior and subtly raising awareness among respondents regarding the urgency of water issues. https://www.miuegypt.edu.eg/minister-of-water-resources-and-irrigation-highlights-egypts-water-security/ https://www.miuegypt.edu.eg/mass-communication-students-visit-verynile-to-raise-environmental-awareness/ https://www.miuegypt.edu.eg/als-mcm-visits-fatma-al-zahraa-orphanage/
Advanced Research on Public Awareness Strategies	*Context: Master's level contribution to national sustainability strategies.* The Faculty of Al-Alsun and Mass Media (Mass Communication Department) continues to support high-level research dedicated to solving national environmental challenges. • **The Event:** A master's Thesis defense held on **Thursday, June 6, 2024**. • **The Thesis Title:** *"The Impact of Media Awareness Messages on Egyptians' Attitudes Towards Water Rationalization: A Comparative Study between Television and Social Media Platforms."* • **Off-Campus Impact:** This research directly addresses how to effectively communicate water conservation to the public. By analyzing Television and

social media—the two primary channels for reaching the masses—this study provides actionable data on how to convince the Egyptian population to rationalize water use.

https://www.miuegypt.edu.eg/ranim-fathi-anwar-azzam-masters/

SDG 6



Indicator 6.5.4

Sustainable Water Extraction On Campus

Misr International University (MIU) has implemented sustainable water technologies on its campus. Specifically, the university has constructed infrastructure to extract and collect rainwater from building surfaces, effectively diverting it for use in landscape irrigation rather than allowing it to be wasted or burdening municipal sewage systems.

Sustainable Extraction Methodology	**Rainwater Harvesting** The primary sustainable extraction technology utilized by the university is a comprehensive rainwater harvesting system. The process involves the following stages: • **Extraction Source:** Water is extracted directly from natural precipitation collected on the rooftops of university buildings. • **Conveyance:** A specialized network of pipes transports the water from the rooftops into the campus drainage network. • **Collection:** The water flows into designated collection pits (cesspools) before being consolidated.

Infrastructure and Storage Capacity	The university has completed the construction of a dedicated rainwater drainage network to facilitate this process. • **Central Station:** The collected water is routed to a newly constructed collection station. • **Storage Capacity:** This station has a storage capacity of **100 m^3**. • **Utilization:** Once collected, the water is pumped directly from the station into the university's **irrigation network**, ensuring the water is recycled for maintaining campus greenery.
Environmental Context and Impact	The implementation of this extraction technology is particularly significant given the local environmental context. The Engineering Department notes the following regarding the scarcity of water sources in the region: Egypt is considered a country suffering from rainfall scarcity. It receives between 20 millimeters (0.79 inches) and 200 millimeters of average annual rainfall along the Mediterranean coast, with the rate dropping to nearly 0 millimeters in the central and southern parts of the country. Despite these low precipitation rates, the university's investment in capturing this resource demonstrates a strong commitment to maximizing sustainable water extraction opportunities.

SDG 6



Indicator 6.5.5

Cooperation On Water Security

Misr international University (MIU) has an active engagement in supporting national and regional government goals regarding water security. Through the Faculty of Al-Alsun and Mass Communication, the University acts as a vital research partner, providing data-driven insights into public sentiment and evaluating the efficacy of national awareness campaigns.

The data presented below demonstrates how the University contributes to **Goal 6 (Clean Water and Sanitation)** by aligning academic research with the Egyptian government's national strategy for the **rationalization of water consumption**.

The integration of these academic outputs can support the government in the following ways:

Research Output	**Government Application**
Comparative Study (TV vs. Social Media)	Helps the Ministry of Water Resources and Irrigation decide where to place ads for maximum impact.
Public Attitude Surveys	Provides demographic data on which segments of the population are least likely to conserve water, allowing for targeted policy interventions.

Awareness Analysis	Validates the effectiveness of current "Water Rationalization" (Trsheed) initiatives.

Fieldwork and Data Collection: Monitoring Public Sentiment	*Context: Integrating community surveying into curriculum.* As part of the practical requirements for the **"Introduction to Research Methods"** course, undergraduate students from the Media Department engaged directly with the local community. • **The Activity:** Students distributed public opinion surveys to a diverse sample of Egyptian citizens. • **The Focus:** The surveys were designed to gauge **"Egyptians' attitudes toward water consumption."** • **Off-Campus Impact:** By taking these surveys outside the classroom and into the general population, the university achieved two goals: gathering data on real-world public behavior and subtly raising awareness among respondents regarding the urgency of water issues. https://www.miuegypt.edu.eg/mass-communication-students-visit-verynile-to-raise-environmental-awareness/
Advanced Graduate Research: Evaluating National Awareness Campaigns	*Context: Master's level contribution to national sustainability strategies.* The Faculty of Al-Alsun and Mass Media (Mass Communication Department) continues to support high-level research dedicated to solving national environmental challenges. • **The Event:** A master's Thesis defense held on **Thursday, June 6, 2024**. • **The Thesis Title:** *"The Impact of Media Awareness Messages on Egyptians' Attitudes Towards Water Rationalization: A Comparative Study between Television and Social Media Platforms."* • **Off-Campus Impact:** This research directly addresses how to effectively communicate water conservation to the public. By analyzing Television and Social Media—the two primary channels for reaching the masses—this study

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https://www.miuegypt.edu.eg/ranim-fathi-anwar-azzam-masters/

SDG 6



Indicator 6.5.6

Promoting Conscious Water Usage On Campus

Misr International University actively promotes conscious water usage. By recycling approximately 225 cubic meters of wastewater daily for irrigation, the university significantly reduces its reliance on fresh water for landscaping, demonstrating a clear commitment to environmental sustainability and water security

Wastewater Treatment and Recycling	The primary evidence of conscious water usage is the university's closed-loop system for irrigation, which minimizes the waste of fresh water. • **On-Site Treatment:** All wastewater generated by the university is diverted through a private sewage network directly to an on-site sewage treatment plant. • **Daily Capacity:** This treatment plant operates with a capacity of **225 cubic meters per day**. • **Recycling for Irrigation:** The facility converts sewage water into treated water suitable for irrigation. This recycled water is actively used to irrigate the green spaces across the campus.

	• **Supplemental Resources:** To ensure green spaces are maintained without depleting potable water reserves, the recycled water is supplemented daily by a dedicated line from the "Orabi Station" source. • **Professional Management:** To ensure efficiency and safety, the station is operated and managed under a contract with a leading company specialized in this field.
Potable Water Storage and Infrastructure	The university has invested in substantial infrastructure to manage fresh water efficiently and hygienically. The "Station 2" facility includes the following: • **Underground Storage:** A concrete underground tank with a capacity of **220 cubic meters** for drinking water. • **Surface Storage:** Six additional surface tanks with a total combined capacity of **120 cubic meters** of drinking water. • **Network Integration:** All tanks are connected via a linking network to ensure consistent distribution. • **Maintenance and Safety:** Periodic purification and cleaning operations are conducted for all tanks to maintain water quality. Both Station 1 and Station 2 were designed by a specialized consulting firm to ensure optimal operation

SDG 6



Indicator 6.5.7

Promoting Conscious Water Usage In the Wider Community

Misr international University (MIU) operates as an active agent of social change regarding water security. Moving beyond passive instruction, the University utilizes its academic apparatus—specifically the Department of Mass Communication—to engage directly with the wider community.

The integration of these academic outputs can support the government in the following ways:

Research Output	**Government Application**
Comparative Study (TV vs. Social Media)	Helps the Ministry of Water Resources and Irrigation decide where to place ads for maximum impact.
Public Attitude Surveys	Provides demographic data on which segments of the population are least likely to conserve water, allowing for targeted policy interventions.
Awareness Analysis	Validates the effectiveness of current "Water Rationalization" (Trsheed) initiatives.

Fieldwork and Data Collection: Monitoring Public Sentiment	*Context: Integrating community surveying into curriculum.* As part of the practical requirements for the **"Introduction to Research Methods"** course, undergraduate students from the Media Department engaged directly with the local community. • **The Activity:** Students distributed public opinion surveys to a diverse sample of Egyptian citizens. • **The Focus:** The surveys were designed to gauge **"Egyptians' attitudes toward water consumption."** • **Off-Campus Impact:** By taking these surveys outside the classroom and into the general population, the university achieved two goals: gathering data on real-world public behavior and subtly raising awareness among respondents regarding the urgency of water issues. https://www.miuegypt.edu.eg/mass-communication-students-visit-verynile-to-raise-environmental-awareness/ https://www.miuegypt.edu.eg/als-mcm-visits-fatma-al-zahraa-orphanage/
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Ensure Access to Affordable, Reliable, Sustainable and Modern Energy For All

Misr International University (MIU) is committed to advancing clean energy adoption, reducing greenhouse gas emissions, and promoting sustainable energy consumption patterns across campus. This is reflected in the university policy of Energy-Efficient Renovation and Construction and Clean Energy Technology policy. The university integrates SDG 7 into its operational infrastructure, curriculum, and community engagement activities.
The university's actions focus on:

- Increasing reliance on renewable energy.
- Reducing overall energy consumption.
- Enhancing energy efficiency across campus facilities.
- Supporting research and innovation in sustainable energy technologies.
- Engaging the community in awareness activities on energy conservation.

Energy Consumption and Access on Campus

The university maintains continuous, reliable electricity supply across all facilities, ensuring:

- Safe learning environments,
- Stable operation of laboratories and clinical units,
- Secure electronic and IT infrastructure,
- Uninterrupted online education and digital services,
- Backup generators ensure resilience during any network interruptions.

Energy Efficiency Measures

Misr International University implements multiple measures to reduce energy consumption and enhance efficiency:

- Transition to LED lighting across buildings, administrative units, and outdoor areas.
- Scheduled maintenance to ensure optimal performance.
- Timed lighting systems in classrooms and hallways.
- Awareness campaigns to limit unnecessary consumption.
- IT policies to optimize computer and server energy use.



Ensure Access to Affordable, Reliable, Sustainable and Modern Energy For All

Education About SDG 7

Student Courses and Academic Integration

SDG 7 themes are embedded in:

- Engineering courses on power systems, renewable energy, and automation,
- Environmental awareness courses,
- Pharmacy and chemistry courses discussing green production,
- Research methodology courses encouraging sustainable innovation topics.

2 – Environmental				
1	DAR365	Principles of Human Comfort	None	3
2	DAR366	Passive Building Technologies	None	3
3	DAR367	Appropriate Environmental Building Technologies	None	2
4	DAR368	Environmental Control: (Air Conditioning and Air Quality)	None	2
5	DAR369	Environmental Control: (Lighting and Acoustics)	None	2

Courses of Faculty of Engineering, Department of Architecture

MIU Library's Role in SDG 7

The university library provides access to environmental and sustainability-oriented research databases enabling students and researchers to explore global literature on renewable energy, green building, sustainable agriculture, and environmental sciences. This supports research and learning related to SDG 7 and environmental sustainability.

The library's subscription to GreenFILE offers students and faculty access to thousands of environmental, renewable-energy, sustainability, and climate-related research documents. This is a key asset enabling research, coursework, and awareness-building around energy and sustainability topics. This access supports both undergraduate and postgraduate learning as well as potential research output — a baseline for building an SDG 7–aligned academic portfolio.

Sustainability conference

The university's first conference on sustainability was held on February 2024 and entitled "Creating a Sustainable Future: Innovations, Challenges and Opportunities". The conference agenda included **a lecture** addressing the university's commitment to achieve SDG 7.



Ensure Access to Affordable, Reliable, Sustainable and Modern Energy For All

The lecture entitled "**A Peer-to-Peer Energy Trading System**" targeted the problem of wasting renewable energy generated by individuals during hours of low demand. Solving this problem is by creating a system that allows individuals to trade their surplus energy with others with a deficit in their energy generation. This will allow individuals with a deficit to monetize their surplus energy and buy greener energy at a price competitive with that of the national grid. The selling users would profit from energy that they would be wasting otherwise, which incentivizes having setups for generating renewable energy. This will also help the energy sector by reducing the load on the national grid and reducing the need for fossil fuel power plants to meet demand by minimizing the wasted energy generated by renewable energy sources.

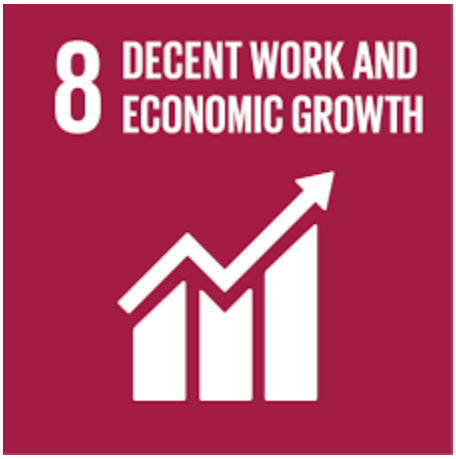
Seminars

The seminar "Climate Change: Causes, Consequences & Possible Solutions", organized by the Faculty of Al-Alsun and Mass Communication, directly supports SDG 7 (Affordable and Clean Energy) by highlighting the link between climate change and the need for cleaner energy systems.

Professor Enas Elshatoury explained how human activities—such as industrialization, transportation, and deforestation—are tied to unsustainable energy use, stressing the importance of transitioning to renewable energy to reduce emissions. She also outlined the economic and social risks of continued fossil-fuel dependence and referenced COP27 recommendations urging Egypt to integrate climate and clean-energy measures into national strategies.

The seminar concluded with practical actions like using public transport, carpooling, planting trees, and adopting clean energy, helping students understand their role in supporting sustainable, low-carbon energy transitions.

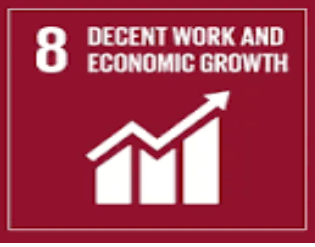




Misr International University Report
Higher Times Education Impact Ranking

SDG 8 - DECENT WORK AND ECONOMIC GROWTH

Misr International University (MIU) is committed to fostering **sustainable economic growth** and ensuring **decent work** for its entire community. During the 2024/2025 academic year, MIU institutionalized **fair employment practices** by enforcing equitable wage policies, promoting inclusive hiring for people with disabilities, and providing comprehensive welfare and leave programs for its staff. Complementing these internal practices, MIU invested in future professionals through industry-aligned training, career-readiness internships, and entrepreneurship initiatives that supported local businesses and student startups. These efforts reflect MIU's dual commitment to protecting its current workforce and driving inclusive economic prosperity within the broader community.



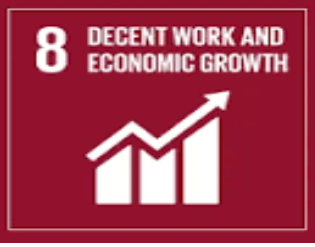
8.2.1 Employment Practice Living Wage

MIU has a formal policy guaranteeing a minimum net monthly wage of **6,000 EGP** for all employees, ensuring compliance with **Egypt's national minimum wage standards**. This commitment is applied without discrimination between genders and covers all staff categories. MIU recognizes the difference between the legal minimum wage and an independent living wage benchmark and is **actively reviewing** its wage structure to bridge this gap in line with inflation.

6,000 EGP

Minimum net monthly wage





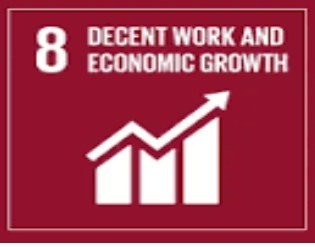
8.2.2 Employment Practice Unions

Misr International University (MIU) is committed to upholding the labour rights of all employees, including freedom of association and the right to collective bargaining, ensuring equal treatment for all staff regardless of gender or nationality. To operationalize these rights, MIU has established formal, transparent governance mechanisms:



These structures provide accessible, documented channels for staff to raise concerns and seek resolution, reflecting MIU's institutional commitment to fair employment practices and worker representation. These policies are publicly available to ensure transparency and accountability.

Read the policy here



8.2.3 Employment Policy on Discrimination

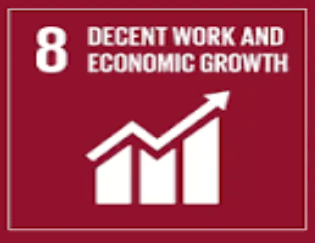
Misr International University (MIU) upholds a strict policy **against all forms of discrimination** in the workplace. MIU is committed to providing an **inclusive, respectful, and equitable environment** for all staff and faculty members, ensuring equal opportunities and fair treatment across the university community.

The policy explicitly prohibits discrimination based on:



MIU ensures that selection processes are **gender-neutral**, resulting in high female representation across all departments. Females are **equally promoted** and supported into senior leadership and tenure-track academic positions based **purely on merit**. The university's grievance mechanisms, including the Employee Complaints Office and the Personnel Affairs Committee, are mandated to investigate and address any claims of discrimination promptly and fairly.

Public Policy: Click here and here



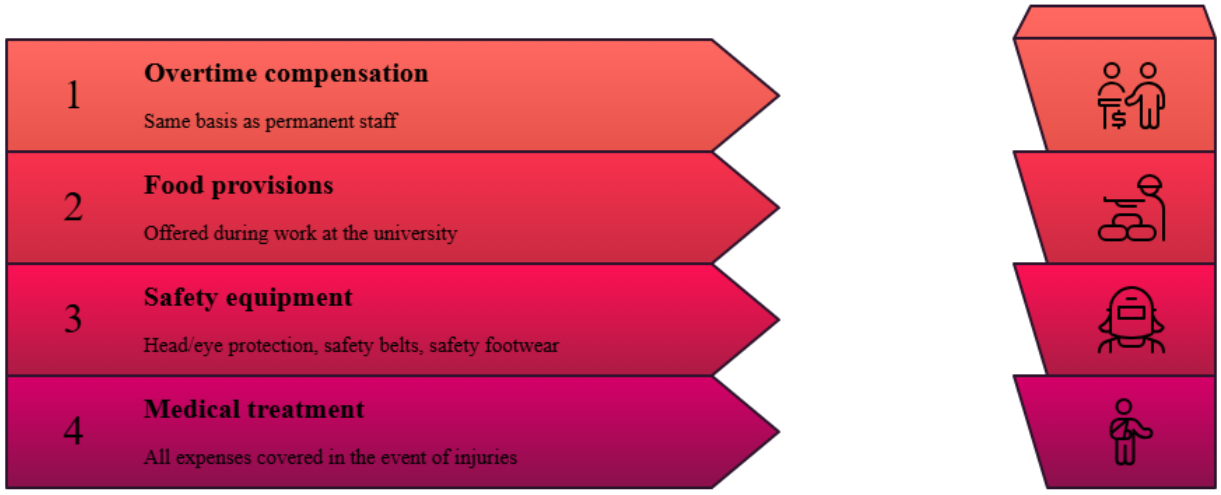
8.2.4 Employment Policy Modern Slavery

Misr International University (MIU) maintains a formal, publicly available **Modern Slavery Policy** that explicitly prohibits **forced labour**, **modern slavery**, **human trafficking**, and **child labour** within its operations and recruitment practices. The policy reflects MIU's commitment to **ethical employment standards** and ensures that all staff and faculty are employed voluntarily and without coercion. The university's recruitment procedures are designed to comply with **Egyptian Labour Law**, including regulations that prevent the employment of individuals under the legal working age. This policy is part of MIU's broader governance framework, which also includes an **Anti-Bribery and Corruption Policy**, demonstrating a comprehensive approach to institutional integrity and human rights.

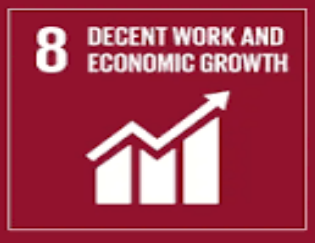
Find Public Evidence Here

8.2.5 Employment Practice Equivalent Rights Outsourcing

Misr International University (MIU) has a formal, publicly available policy guaranteeing that workers employed through **outsourced or third-party contractors receive the same rights, protections, and working conditions as the university's direct employees.** This policy ensures that outsourced activities—whether skilled or unskilled—are governed by agreements that require contractors to fully comply with all labor rights as stipulated in Egyptian Labor Law.



Public Policy Click here



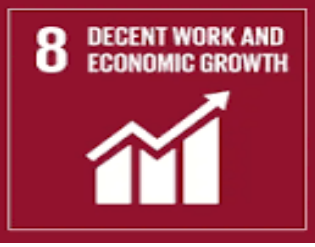
8.2.6 Employment Policy Pay Scale Equity

Misr International University (MIU) has a formal policy on **pay scale equity** that explicitly commits to **fair compensation, equal wages, and the elimination of gender-based pay disparities**. The policy ensures that financial and non-financial compensation is determined solely by experience, academic qualifications, and professional competence, with no discrimination based on gender.

MIU implements this policy through concrete procedures:

- A **fixed annual salary increase** is granted to all employees in accordance with Egyptian Labor Law (Law 12/2003).
- Variable annual increases are awarded **based on performance** evaluations conducted by the Human Resources Department.
- **Bonuses** are provided for outstanding service, research, or contributions to work efficiency.

These measures demonstrate MIU's active commitment to measuring and **eliminating gender pay gaps.**



8.2.7 Tracking Pay Scale for Gender Equity

Misr International University (MIU) has implemented systematic measures to track and ensure gender pay **equity across all employment categories**. The university maintains a gender pay equity policy that **prohibits discrimination** based on gender and ensures that compensation is determined solely by experience, academic qualifications, and professional competence.

To monitor the effectiveness of this policy, MIU systematically collects and analyzes staff data disaggregated by **gender**. For the 2024/2025 academic year, the university documented the gender breakdown of its workforce across all faculties and employment categories. The data shows that out of **1,015 total staff members**, **639 are female (62.9%)** and **376 are male (37.1%)**. Specifically, among **612 faculty members**, 383 are female and 229 are male; among **403 teaching assistants and support staff**, 256 are female and 147 are male. This faculty-level disaggregation enables the university to monitor representation and compensation trends across genders and academic ranks.

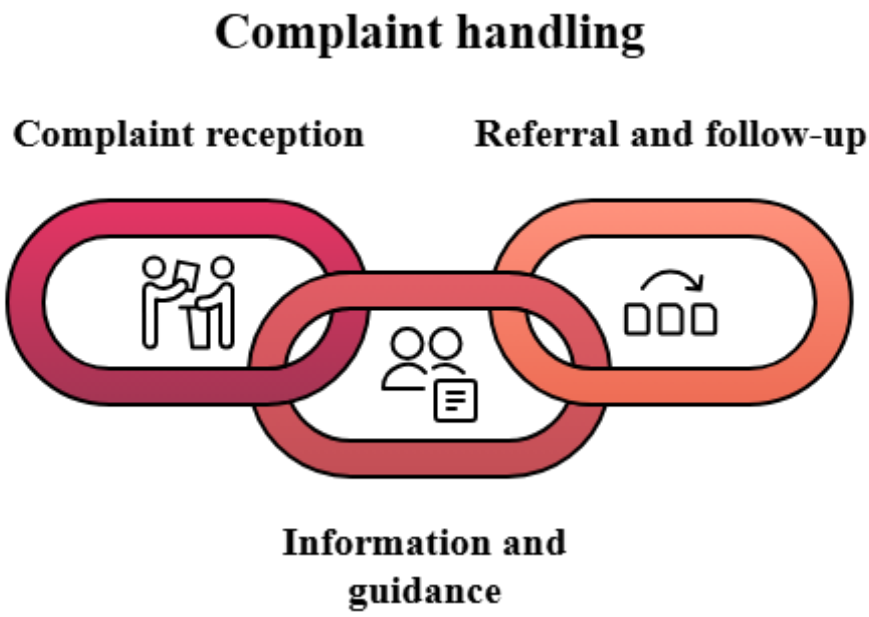
MIU implements its gender pay equity policy through documented procedures, **including fixed annual salary increases granted to all employees** in accordance with Egyptian Labor Law, **variable annual increases based on performance evaluations** conducted by the Human Resources Department, and bonuses for outstanding contributions. These measures demonstrate MIU's active commitment to tracking and maintaining pay scale equity.

8.2.8 Employment Practice Appeal Process

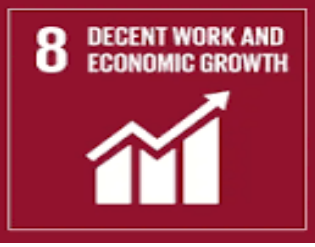
An **Employee Complaints Office** has been designated to receive and follow up on complaints from all university staff and to ensure appropriate procedures are taken to implement university internal regulations, the code of conduct, and policies related to diversity, equality, and human rights. This office also contributes to inclusive economic growth and decent job standards by promoting fair treatment, equal wages and labor rights protection across the university community—supporting a safe working environment and sustainable employment practices that align with MIU's commitment to sustainable growth and economic productivity.

Office Tasks:

- **Complaint Reception:** Receiving complaints from all university staff.
- **Information and Guidance Collection:** Collecting information and providing guidance on complaints.
- **Complaint Referral and Follow-up:** Referring complaints for investigation and ensuring a prompt response.



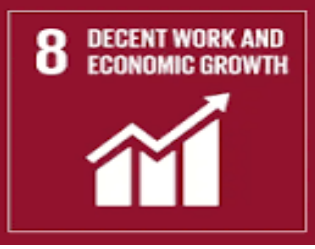
Read Policy Here.



8.2.9 Employment Practice Labor Rights

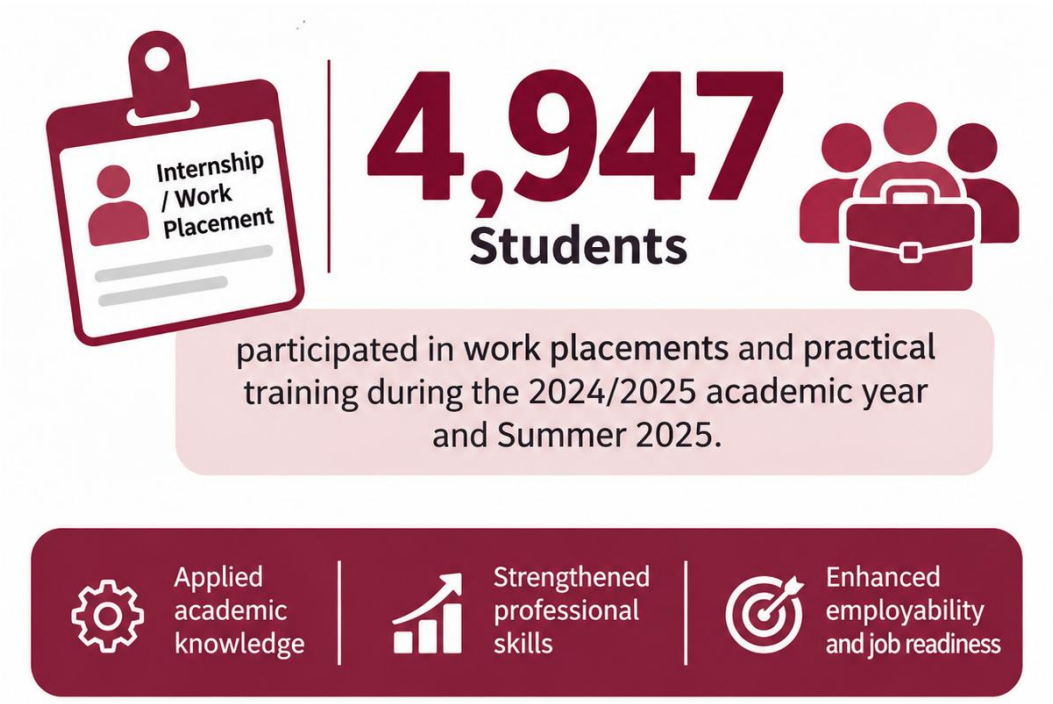
The University's system of values is the driving force that enables it to creatively invest in its human and material resources to achieve added value and improve the quality of life of its employees. As a strategic goal, the University is committed to fostering development, enhancing economic productivity, and encouraging organizational and institutional creativity through collective work and continuous improvement.

In line with this vision, MIU **recognizes labor rights**, including the freedom of association and collective bargaining for all employees, with **equal respect and opportunity** for women and international staff. This commitment, in place by 2024, reflects the University's dedication to fair employment practices, inclusive participation, and a safe working environment that supports **sustainable institutional growth and social equity**.



8.4.1: Proportion of students with work placements

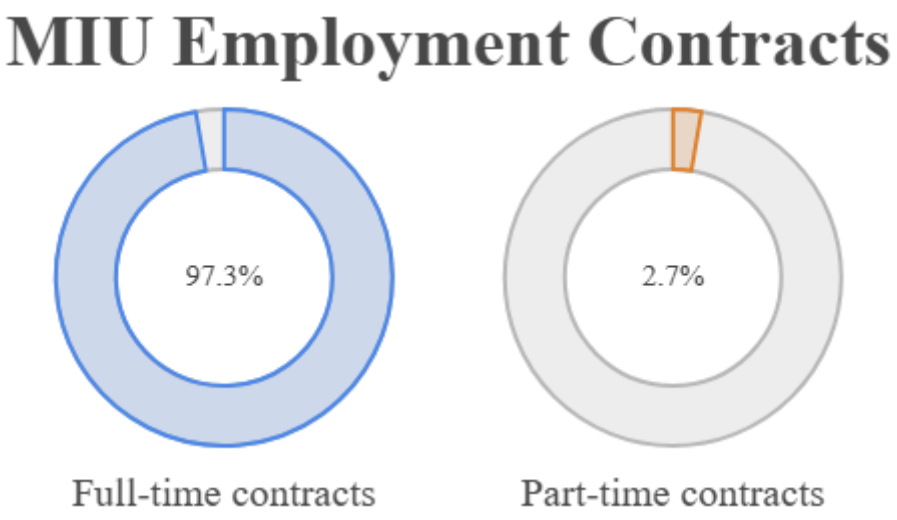
During the **2024/2025 academic year and Summer 2025**, **4,947 students** at Misr International University participated in **work placements** and practical training opportunities across various professional settings. These placements provided students with valuable **hands-on experience**, enabling them to apply their academic knowledge in **real-world** working environments and strengthen their professional skills and **readiness** for employment.

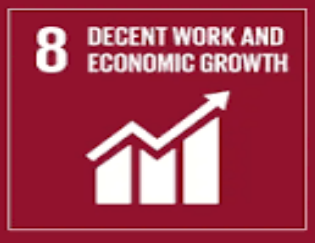


8.5.1: Proportion of Employees on Secure Contracts

Misr International University (MIU) is committed to providing secure, permanent employment for its workforce. For the 2024/2025 academic year, the university's total employee headcount was 1,869. Of these, **1,818** employees **(97.3%)** were employed on secure, **permanent full-time contracts** governed by Egyptian Labor Law (Law 12/2003) and MIU's internal HR bylaws.

This includes **612** full-time faculty members, **403** full-time teaching assistants, and **803** full-time administrative staff. The remaining 51 employees (2.7%) were engaged on part-time contracts, comprising 41 part-time teaching assistants and 10 part-time administrative staff, primarily in the Faculty of Oral and Dental Medicine.





To further demonstrate MIU's commitment to inclusive employment and staff welfare during the 2024/2025 academic year:

- **Employment of Persons with Disabilities:** MIU employs **56 individuals with disabilities** across various roles, including service workers (52), administrative staff (2), laboratory technicians (1), and assistant technicians (1).
- **Employee Welfare:** MIU hosted a Ramadan Iftar for **455 employees** (March 9, 2025) and distributed Christmas gifts to all university offices (September 15, 2024).
- **Exceptional Leave: 156 employees** received paid exceptional leave during the 2024/2025 academic year for family emergencies, including illness of a child, spouse, or parent, or the birth of a child.

Student Employability and Economic Growth Initiatives

MIU prepares students for the labor market through targeted industry partnerships, practical training, and entrepreneurship opportunities.

Industry Partnerships and Career Readiness:
MIU signed an MoU with Utopia Pharmaceutical Factory for summer training, while the Faculty of Business Administration partnered with L'Oréal Egypt and hosted experts BM Souhoola. The Faculty of Computer Science organized a Graduation Projects Expo attended by over 40 companies, and the Al-Alsun Department provided teaching internships for 15 TEFL students.

Entrepreneurship and Local Business Support:
MIU's four-day Christmas Bazaar supported 40 local and family businesses alongside 40 student entrepreneurs. The Faculty of Pharmacy also organized a bazaar, in collaboration with the Directorate of Social Affairs and the Egyptian Red Crescent, to support local producers and productive families.

Continuous Professional Development:
MIU invested in staff development through an AI in Higher Education workshop for 29 faculty members, in collaboration with DAAD Kairo Akademie, and launched technical courses in AI, big data, cybersecurity, and DevOps through its Continuing Education Center.

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

Innovate for Progress, Build for Tomorrow!

Misr International University (MIU) demonstrates a strong institutional commitment to sustainable industrial development, innovation capacity building, and the enhancement of resilient infrastructure. Through investments in digital transformation, industry partnerships, research innovation, and community-focused engineering solutions, the university integrates SDG 9 principles into both its academic and operational systems.

The Innovation and Entrepreneurship Committee of the university is dedicated to promoting an institutional culture of creativity, innovation, and entrepreneurship. It empowers students, Faculty and staff to transform ideas into viable solutions, startups and social enterprises.

Education and research

MIU's investment in technologically advanced classrooms and learning spaces directly supports SDG 9 by strengthening the university's digital infrastructure and fostering innovation in teaching and learning. By equipping classrooms, labs, and collaborative areas with modern tools, MIU enhances its educational ecosystem and builds the technological capacity essential for a knowledge-driven society.



Interactive touch screens and hybrid learning infrastructure—supported by cameras, microphones, smart devices, and dedicated IT teams—enable flexible, technology-enhanced education that bridges traditional and digital learning environments. These upgrades reflect MIU's commitment to inclusive, future-ready academic infrastructure.

Through these investments, MIU strengthens technological readiness, supports innovation-led education, and contributes to building resilient academic infrastructure in alignment with SDG 9.

The visit by the Computing and Informatics Sector Committee of the Supreme Council of Universities directly advances **SDG 9** by strengthening MIU's academic and research infrastructure in the field of Computer Science. The committee's review of MIU's proposed **PhD program in Computer Science** reflects a strategic step toward expanding national capacity in high-level research, digital innovation, and technological development.



Misr International University
جامعة مصر الدولية

Support for industry & innovation capacity building

MIU provides extensive support to Egyptian industry through technical consultancy offered by the Faculty of Engineering, Faculty of Pharmacy, and Faculty of Computer Science. Support also includes collaborations such as the Memorandum of Understanding between Faculty of Pharmacy and EVA Pharma company.



Technology Transfer & Start-Up Support

Misr International University encourages innovation and entrepreneurship through Innovation and Entrepreneurship Committee supporting student and staff start-ups, pitching competitions and incubation support for tech-based solutions, training programs on business modelling, digital fabrication, and product development.

Digital Infrastructure Supporting Innovation

The university continuously enhances its digital and physical infrastructure to support academic and industrial innovation:

Digital Systems

- Fully integrated system supporting research, financial management, and administrative processes.
- Smart campus systems including e-learning platforms, digital library, cloud services, and online student services.
- High-speed internet and campus-wide digital connectivity.

Physical Infrastructure

- State-of-the-art engineering, pharmacy, dentistry, and computer science labs.
- Specialized research labs.
- Robotics and automation labs.
- Pharmaceutical analysis units.
- CAD/CAM labs.
- Innovation and prototyping labs.
- Dedicated spaces for student projects and start-up incubation.

Industry Engagement & Workforce Development

The university provides industry-oriented training programs, including:

- Workshops on smart manufacturing and digital transformation.
- Training on quality management, industrial safety, and pharmaceutical manufacturing standards.
- Engineering and IT sessions on Python, AI, cloud computing, cybersecurity, and embedded systems.



Memorandum Of Understanding with Sumitomo Electric Egypt (SEWS-E)

Internships and Experiential Learning

The university works closely with industry to provide structured internship programs:

- Mandatory internships for engineering, CS, pharmacy, and business students.
- Training at telecommunications companies, hospitals, manufacturing facilities, and media corporations.
- Exposure to real industrial challenges and modern industrial processes.



Practical Pharma Training in Memphis

SDG 10



10.6.1

Non-Discriminatory Admissions Policy

Policy link https://www.miuegypt.edu.eg/policies/policies-summary/#policy29

Introduction and Purpose

The **Policy on Admission of Non-traditional Students** is a cornerstone of the university's commitment to a diverse and inclusive student body. By formalizing flexible pathways, mandated accommodations, and dedicated support, the university ensures that all students, regardless of their background, have an equitable opportunity to access and thrive in higher education.

The policy establishes a clear institutional commitment to diversity, equity, and inclusion by actively seeking and facilitating the admission of individuals whose academic profiles or life circumstances do not fit the standard admission model. The goal is to ensure that talent and potential are recognized irrespective of conventional educational backgrounds.

Scope and Target Demographic	• **Individuals with Special Needs:** Applicants requiring specific **accommodations** and **academic support** to ensure a successful educational experience.
Support and Implementation Mechanisms	To guarantee successful enrollment and retention, the policy mandates the provision of specific mechanisms designed to overcome traditional barriers: • **Flexible Admission Pathways:** Alternative routes for acceptance are provided, acknowledging that standardized test scores or GPA may not fully capture the capabilities of a nontraditional applicant. • **Academic Support:** Dedicated resources, such as specialized tutoring, mentoring programs, and study skills assistance are made available. • **Accommodations:** Essential physical and learning environment adjustments are guaranteed for students with special needs, ensuring compliance with regulatory requirements and promoting **equity and inclusion** across campus life.

10.6.2

This report outlines the measures taken by Misr International University (MIU) to track, measure, and support applications and admissions from underrepresented groups. The data presented demonstrates the university's active monitoring of specific demographics, including students with disabilities, low-income students, female students requiring specific accommodation, and international students from conflict zones.

Tracking Methodology

The University's Student Support Office actively measures and tracks "Underrepresented Groups" to ensure equitable access and success. The tracking mechanism categorizes students into distinct groups to provide tailored financial, academic, and logistical support.

Data & Metrics (Academic Year 2024/2025)

Based on the official records, the university has successfully tracked and supported the following numbers of students within underrepresented categories:

Underrepresented Group Category	Count / Tracked Cases
Low-Income Students	1481
Students with Disabilities & Chronic Diseases	42
International Students (Low Income/Conflict Zones)	21

Low-Income Students (Socio-economic Barriers)

Count: 1481 students tracked.

Support Measures:

- Full/Partial exception from tuition fees.
- Coverage of transportation costs (bus services) throughout the study period until graduation.
- Emergency financial reductions for students facing the loss of a guardian or sudden social hardships.

Students with Disabilities and Chronic Illnesses

Count: 42 students tracked.

Support Measures:

- **Academic:** Appointment of scribes/readers for exams, extra time allowance during exams, and enlargement of exam papers.
- **Physical Accessibility:** Provision of ground-floor exam committees and lectures, elevators/stair lifts, and reserved seating in the front rows.
- **Administrative:** Adjustment of schedules to fit medical needs, monitoring of attendance with medical consideration, and exemption from certain academic probation rules (ensuring graduation with a minimum GPA of 2.0).

International Students & Refugees (Ethnic/Geographic Minorities)

Count: 21 students tracked.

Target Group: Students from countries suffering from political conflict and low-income nations.

Policy: The university explicitly targets the admission of refugee students from conflict zones to provide educational sanctuary and stability.

Female Students (Gender-Specific Support)

Count: 3 specific cases tracked for maternity/marital support.

Support Measures:

- Consideration of absence during pregnancy or childbirth in coordination with the medical sector.
- Rescheduling of exams or academic assignments due to pregnancy or childbirth.
- Accepting deferrals for semesters or academic years due to pregnancy, childbirth, or accompanying a spouse for travel.

10.6.3

Misr International University (MIU) employs a proactive and strategic approach to recruit students and staff, from underrepresented groups. For student recruitment, this includes partnerships with schools in disadvantaged areas, dedicated outreach programs, and attending fairs targeting diverse candidates. For staff and faculty, our actions include mandating the use of inclusive language in job descriptions, utilizing diverse hiring panels, and actively advertising vacancies in publications and platforms that cater to all professionals.

- **Report on Planned Actions to Recruit Students (Academic Year 2024/2025)**
- **Report on Planned Staff Recruitment Actions and Evidence (Academic Year 2024/2025)**

Report on Planned Actions to Recruit Students (Academic Year 2024/2025)

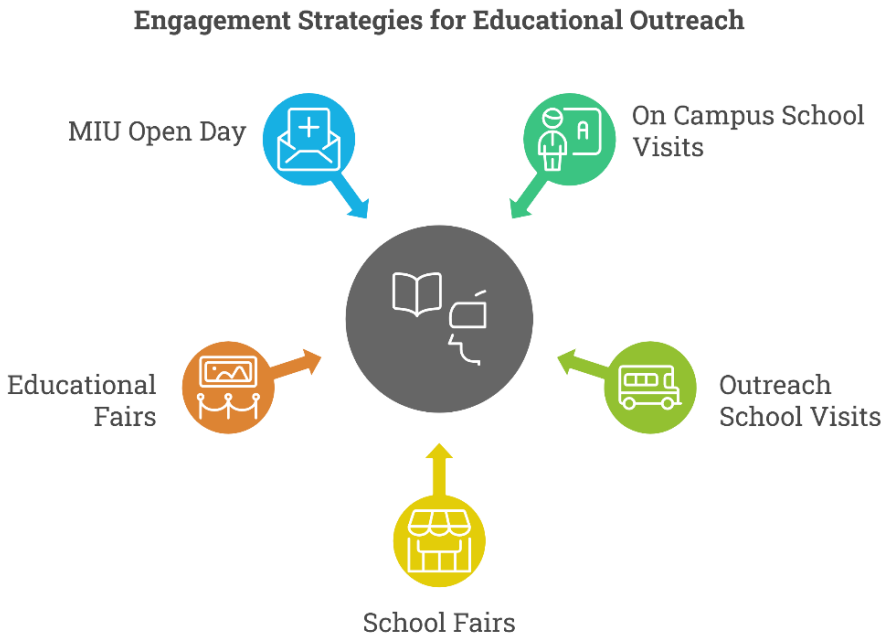
1. Strategic Commitment

Misr International University (MIU) is committed to expanding access to higher education for students from all backgrounds. In alignment with our institutional goal to foster a diverse and inclusive student body, MIU employs a proactive and strategic approach to recruitment.

This report serves as evidence, linked to specific public documentation, of the MIU University's commitment to Indicator **10.6.3**: taking planned actions to recruit students from different groups through dedicated outreach and external engagement.

2. Planned Actions and Evidence

MIU's recruitment strategy focuses on two key planned actions: engaging with diverse candidate pools at major external recruitment events and running dedicated academic outreach programs. The Admissions Office participated in informing school students about the academic programs offered by Misr International University (MIU), the advantages provided by the university, and the application procedures through the university website. These annual outreach activities included:



- Educational fairs

- Hosting school visits on campus
- Visits to schools
- Open Days
- Ongoing communication with prospective students to encourage enrollment

1 External Educational Recruitment Fairs

MIU actively participates in regional and national university fairs. These events are strategically chosen to increase the visibility of the University's access schemes and diverse academic portfolio, ensuring that potential applicants from various socioeconomic and geographic backgrounds have direct access to admissions guidance. This action directly addresses the stated policy of "attending career fairs" targeting diverse candidates.

Representatives from the Admission & Registrar Office as well as other faculties members (Professors and Teaching Assistants), participate in person to cover a better scope of all the MIU programs offered. Educational fairs such as this one are open for parents and any visitor willing to attend. These fairs are announced on the platform of the fair organizer and both MIU's Instagram and Facebook official pages.

No.	Fair	Date	Venue
1	Zone Ed Fair	9 October 2024	Triumph Hotel
2	IGE Road Map	16–17 November 2024	Dusit Thani Hotel
3	Traverse	24–25 November 2024	Grand Egyptian Museum
4	IGE Road Map – Alexandria	14 December 2024	Hilton Grand Plaza Hotel
5	Nahda Modern Fair	12–15 February 2025	Kuwait
6	Edugate Cairo – 1st Round	23–25 February 2025	Kempinski Hotel
7	Edugate Alexandria – 1st Round	26 February 2025	Four Seasons Hotel, Alexandria
8	IGE Road Map	8–9 July 2025	Dusit Thani Hotel
9	Edugate – 2nd Round	3–5 August 2025	Kempinski Hotel

The university participated in nine university fairs. Faculty members from all faculties contributed to some of these events, alongside the Registration Office, Public Relations Office, and International Office. The objective was to introduce the university and its academic programs, strengthen its position among other universities, promote its offerings, attract prospective students, and expand its network of relationships with external organizations. Direct communication between university representatives and

students also made it possible to offer personalized advice and explain practical aspects of studying at the university and the application requirements for different qualifications and specializations.

News about participation in the fairs is posted on social media (example):

https://www.instagram.com/p/DGXeJ2SNSlZ/?exln=MTRpdHYyd21maWJ5MQ%3D%3D

A video is also shared during or after the fair (example):

https://www.instagram.com/reels/DGbQoWgNNSV/





2. Hosting Schools on Campus

- Six schools were hosted at the university during the 2024/2025 academic year to visit the campus, learn about the various academic programs, and become familiar with student activities.
- Students are welcomed in Hall 00A, where they watch the university promotional video. The admission procedures and requirements for each type of qualification (Egyptian Thanaweya Amma and foreign qualifications) are explained separately. The Admissions Department presentation is also delivered, and time is allocated for students' questions and guidance on how to apply. A brief campus tour includes sports fields, the cafeteria, food and beverage outlets, and designated student areas.
- During school visits, students register their contact details so that the university can follow up with them by email.

3. School Visits

- A total of **75 schools** were visited following invitations from the schools or visit organizers.
- The visits involved male and female secondary-school students holding various qualifications, including the Egyptian Thanaweya Amma, British, American, German, and French qualifications, and the International Baccalaureate.
- During the visits, students register their contact details so that the university can contact them later by email.
- Admissions staff provide information about applying to the university, announced application dates, and promotional brochures covering all academic programs.
- At some visits, upon the school's request, the university promotional video is shown and admission procedures and requirements for each qualification are explained. The Admissions Department presentation is also delivered, with time set aside to answer students' questions.





4. Open Days

Open Campus Events are critical for reducing psychological and informational barriers for students from under-represented backgrounds. By providing free access to the campus. MIU demonstrates the higher education experience and highlights support services by providing school visits to the university campus. These visits provide direct, on-campus access to information about scholarships, student services, and access schemes,

specifically promoting the university to candidates who have not had prior exposure to higher education institutions.

Two Open Days were held on campus to showcase the various academic programs and available services, provide an overview of university life and student activities, and help students choose their academic and career paths. Faculty members and teaching assistants from each faculty offered academic and career guidance. Entertainment segments and musical performances were organized by student clubs in coordination with the Public Relations Office.

- Friday, 23 May 2025: attended by 266 students, in addition to parents.
- Wednesday, 20 August 2025: attended by 324 students, in addition to parents.

Social media post about the first Open Day:

https://www.instagram.com/p/DJ6hgbGtfLX/?vrfl=MTMwMHMweXM0MWpqOA%3D%3D

Video of the second Open Day:

https://www.instagram.com/reels/DNyBUl80K9l/





5. Ongoing Communication with Prospective Students

- Throughout the academic year, the Admissions Department sent periodic greetings by email on holidays and official occasions, as well as important updates about applications and academic and recreational events. These greetings were designed by the University Marketing Office.

Overview of the Admissions Department's Role in the University Application Process

Admission tests for the second semester (Spring 2025) opened in early November 2024, while early admission for the 2025/2026 academic year opened in early December 2024.

- Applicants completed the admission form on the university website, booked an appointment for the admission tests, and underwent a medical examination at the university.
- A support team is available for electronic examinations to provide assistance and resolve any technical issues, if they arise.
- An applicant file is opened as soon as the student takes the English-language test.
- Documents uploaded electronically by applicants are reviewed.
- An email granting preliminary admission approval is sent to students who pass the admission tests and medical examination, by the Admissions Department and Registration Department in coordination with the Admissions Committee.
- An indoor waiting tent was prepared for parents and applicants, with representatives from the faculties available to answer questions, from July 2025 until the end of the first week of September 2025.
- Regularly scheduled campus tours were arranged for students and parents to visit the campus, including all student-service facilities. The tour schedule was announced on the university website.

2.3 Dedicated Academic Programs

In addition to broad recruitment efforts, MIU runs targeted programs designed to expose high school students to university-level academic life and mitigate educational disadvantages by offering preparatory knowledge.

Program	Faculty/Focus	Purpose	Public Evidence (URL)
Intensive Summer Course	Faculty of Architecture	An early intervention program aimed at high school students, offering specialized academic enrichment to prepare them for university entry and potentially demystify demanding fields like Architecture. This acts as a targeted outreach program.	https://www.miuegypt.edu.eg/academics/faculty-of-architecture/intensive-summer-course-2024-for-high-schoolers/

Tailored workshop	All Faculties	● This intensive 7-day summer camp, led by the MIU team, provides participants with a comprehensive introduction to hardware and embedded systems. ● Faculty of Oral and Dental Medicine organized a community outreach visit to Al-Orouba Schools, benefiting 45 children and 20 supervisors. Five dental interns delivered interactive oral health education, demonstrated proper brushing techniques, and distributed dental hygiene supplies. The initiative promoted preventive dental care, improved oral health awareness, and supported community well-being.	https://www.miuegypt.edu.eg/graduate-studies/continuing-education-center/smart-tech-creators-camp/ https://www.miuegypt.edu.eg/field-visit-to-al-orouba-schools/
Scholarship	All Faculties	MIU offered full scholarships for the 2025/2026 academic year to high-achieving students from disadvantaged socioeconomic backgrounds and graduates of STEM schools. The initiative removes tuition barriers throughout the students' studies and promotes equitable access to higher education for academically qualified students with financial need.	https://www.miuegypt.edu.eg/scholarship2024-2025/

Conclusion

The public documentation provided demonstrates that Misr International University (MIU) employs clear, **planned actions** to recruit students. These actions encompass:

1. **Dedicated Outreach Programs** (e.g., the Intensive Summer Course) to build academic capacity and interest among potential future students.
2. **Active Engagement at External Recruitment Events** to ensure the University's opportunities and access policies reach the widest possible audience, including students from under-represented geographical and socioeconomic demographics.
3. **Open Campus Events** for students from under-represented backgrounds. By providing free access to the campus
4. **Hosting Schools on Campus**
5. **School Visits**

These ongoing, documented activities confirm MIU's proactive and strategic commitment to achieving diversity in its student body, thus satisfying the requirements of Indicator 10.6.3.

Planned Staff Recruitment Actions and Evidence (Academic Year 2024/2025)

MIU's staff recruitment strategy integrates legal compliance and proactive policy to ensure representation from underrepresented professional groups, particularly individuals with disabilities. This addresses the stated policy of "mandating the use of inclusive language in job descriptions, utilizing diverse hiring panels, and actively advertising vacancies in publications and platforms that cater to underrepresented professionals."

3.1 Recruitment of Persons with Disabilities

MIU has a legal and ethical commitment to affirmative action in employment for persons with disabilities, ensuring compliance with national law and contributing to a supportive working environment.

Mandate/Action	Basis	Target/Commitment	Relevance to Indicator 10.6.3
Mandatory Hiring Quota	Egyptian Law No. 10 of 2018 (Rights of Persons with Disabilities)	**5% of total employee workforce** are to be persons with disabilities.	This is a concrete, planned, and legally mandated action to recruit a specific underrepresented group (persons with disabilities). https://www.miuegypt.edu.eg/policies/policies-summary/#policy17

3.2 Support and Retention for Staff with Chronic Diseases

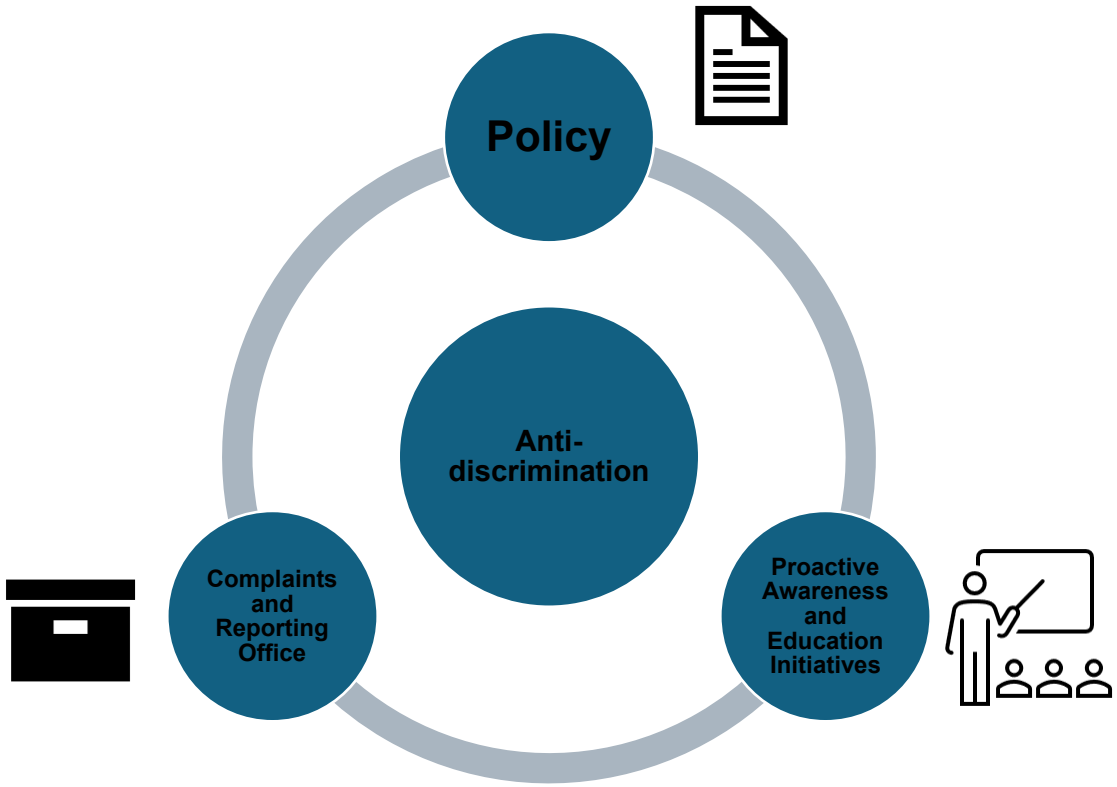
MIU recognizes that fostering an inclusive working environment includes providing robust support for employees managing chronic health conditions. These planned actions enhance MIU's reputation as an equitable employer, thereby aiding in the recruitment and long-term retention of a diverse and talented workforce.

Planned Action	Policy/Mechanism	Relevance to Inclusive Environment
Flexible Working Arrangements	Work-Life Balance	Allow employees to adjust schedules (e.g., flexible start/end times, remote options) to manage medical appointments or fluctuating energy levels.
Confidential Health Management	Wellness & Occupational Health Office	Establishment of a designated, confidential office to facilitate necessary workplace accommodations and ensure privacy regarding health status.

		https://www.miuegypt.edu.eg/policies/policies-summary/#policy14 https://www.miuegypt.edu.eg/policies/policies-summary/#policy17
Specialized Wellness Programs	Employee Assistance Program	Offering tailored resources, counselling, and education focused on managing chronic conditions and promoting mental health and stress reduction. https://www.miuegypt.edu.eg/policies/policies-summary/#policy09

10.6.4 Anti-discrimination Policy

Misr International University (MIU) maintains a comprehensive and mandatory Anti-Discrimination and Anti-Harassment Policy that applies to all members of our community—students, staff. This policy clearly defines prohibited conduct, including direct and indirect discrimination, harassment, and victimization based on all protected characteristics. It outlines the procedures for reporting incidents, the investigation process, and the range of potential consequences for policy violations, ensuring a safe and respectful environment for everyone.



Anti-discrimination Report

1. Institutional Anti-Discrimination and Anti-Harassment Policy

Misr International University (MIU) maintains a comprehensive and mandatory **Anti-Discrimination and Harassment Policy**. This policy is foundational to maintaining a safe,

equitable, and respectful working and learning environment for all members of the community—students, staff, faculty, and visitors.

Policy Aspect	Description and Scope	Documentation Evidence
Policy Mandate	The policy strictly prohibits discrimination, harassment, victimization, and bullying based on any protected characteristic. Protected characteristics include, but are not limited to, race, color, nationality, religion, age, gender, sexual orientation, disability status (physical or mental), marital status, or socioeconomic background.	https://www.miuegypt.edu.eg/policies/policies-summary/#policy04
Prohibited Conduct	It clearly defines direct discrimination (treating someone less favorably than others), indirect discrimination (practices that disadvantage a protected group), harassment (unwanted conduct), and victimization (treating someone unfairly because they have made a complaint).	
Application	The policy applies to all university functions, including recruitment, admissions, academic decisions, employment, and conduct both on and off-campus where the university's reputation is impacted.	

2. Designated Complaints and Reporting Office (SSO)

To ensure the policy is actionable and complaints are handled confidentially and justly, MIU has designated a specific administrative body responsible for receiving and processing reports of discrimination and harassment.

Function	Designated Office/Mechanism	Procedure and Role
Initial Reporting & Advice	**SSO Office (Student Services Office)**	Serves as the primary, confidential intake points for all student complaints and liaises with the Human Resources department for staff/faculty complaints. The SSO provides guidance on informal resolution and formal reporting options. https://www.miuegypt.edu.eg/services-facilities/student-support-office/
Formal Investigation	**Internal Investigations Committee**	A multi-disciplinary committee, led by a neutral HR or Legal representative, responsible for conducting thorough, impartial, and timely investigations into formal complaints, ensuring due process for all parties.
Consequences & Remedies	**Policy Enforcement**	The policy outlines a clear range of disciplinary actions for substantiated violations, up to and including expulsion for students

		or termination of employment for staff/faculty. Remedies also include mandatory training and mediation.

3. Proactive Awareness and Education Initiatives

MIU is committed to preventing discrimination and harassment through continuous education, ensuring that all community members are aware of their rights and responsibilities under the policy.

Event/Program	Target Group	Purpose and Public Evidence
Youth and Human Rights Seminar	Al-Alsun & Mass Communication Students	A specific seminar designed to educate students on fundamental human rights, which directly includes discussions on the prohibition of discrimination and the promotion of dignity and respect. https://www.miuegypt.edu.eg/youth-and-human-rights-a-seminar-for-al-alsun-and-mass-communication-students/
Mandatory Staff Training	All New & Existing Staff/Faculty	Annual mandatory training sessions covering the details of the Anti-Discrimination and Harassment Policy, emphasizing recognition of bias, appropriate conduct, and reporting procedures. The staff can report any complains using this link. https://www.miuegypt.edu.eg/employee-complaints-office/
SSO Office Orientation	All New Students	Integration of policy awareness into the Student Orientation program, highlighting the SSO's role as a resource for support and confidential reporting. https://www.miuegypt.edu.eg/welcoming-new-students-to-miu-family/
Publicity of code of ethics and code of conduct	All Faculties	https://www.miuegypt.edu.eg/academics/faculty-of-computer-science-2/code-of-ethics/ https://www.miuegypt.edu.eg/academics/faculty-of-computer-science-2/student-code-of-conduct/

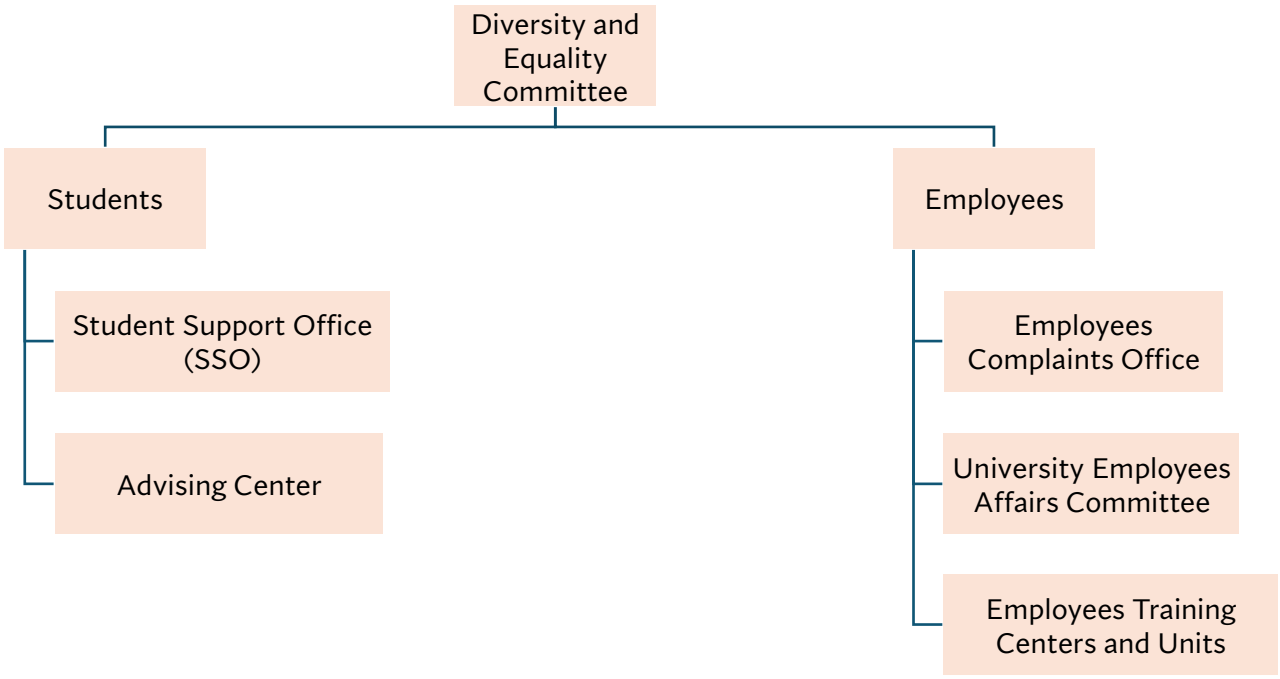
4. Conclusion

Misr International University (MIU) fully meets Indicator 10.6.4 by implementing a robust, formally documented Anti-Discrimination and Harassment Policy (Section 1). This policy is operationalized through a dedicated, confidential reporting mechanism via the SSO Office (Section 2) and is supported by proactive educational initiatives for both students and staff (Section 3), ensuring a safe and equitable environment across the institution.

10.6.5

Offices and Committees Responsible for Diversity, Equality, Inclusion, and Human Rights Academic Year 2024/2025

The University always strives to achieve diversity, equality, inclusion, and human rights. A group of offices and committees have been established to provide consultation and implement policies, programs and training courses related to diversity, equality, and human rights for students and all university staff.



1. Students

1.1 Student Support Office

The Student Support Office (Room No. 012 in the Main Building) was established with the goal of achieving equality among students to ensure they receive **equal educational and non-educational services**. Students were informed of this office via the university's electronic website:

- https://www.miuegypt.edu.eg/services-facilities/student-support-office/

Total Student Petitions Submitted to the Student Support Office During the Academic Year 2024/2025

Total Petitions	Academic Advising Exception	Withdrawal and Re-registration	Grade Re-evaluation	Medical Cases	Internal Transfer Between Faculties	Re-examinations	Financial Support	Tuition Fee Deferral	Absence
3873	353	80	795	103	72	399	74	1407	590

1.2 Academic Advising Center

An Academic Advising Center (Hall No. 201) was established to **support and care for outstanding and creative students** and to **care for students facing academic difficulties**. It is responsible for preparing student schedules, monitoring their grades and attendance in lectures and practical sessions, to guide them and help them resolve their academic issues. Students are informed of the Academic Advising Office's services through the university's electronic student guide:

- https://miuegypt.edu.eg/admission-requirements/general-admission-requirments/academic-advising/

A. Percentage of Academically Struggling Students During: The First Semester (Fall 2024)

Faculty	Number of Struggling Students	Percentage of Struggling Students
Al-Alsun (Languages)	19	5.90%
Engineering (Architecture Dept.)	19	5.46%
Business Administration	133	9.56%
Computer Science & Information	105	8.01%
Engineering (Communications Dept.)	23	7.21%

Faculty	Number of Struggling Students	Percentage of Struggling Students
Mass Communication	50	5.22%
Pharmacy	60	4.01%

The Second Semester (Spring 2025)

Faculty	Number of Struggling Students	Percentage of Struggling Students
Al-Alsun (Languages)	29	9.39%
Engineering (Architecture Dept.)	52	15.16%
Business Administration	202	14.81%
Computer Science & Information	342	26.89%
Engineering (Communications Dept.)	69	22.70%
Mass Communication	82	8.52%
Pharmacy	120	9.73%

B. Percentage of Students Benefiting from the Academic Monitoring:

The First Semester (Fall 2024)

Faculty	Number of Benefiting Students	Percentage of Benefiting Students
Al-Alsun (Languages)	6	31.58%
Engineering (Architecture Dept.)	0	0.00%
Business Administration	44	33.08%

Faculty	Number of Benefiting Students	Percentage of Benefiting Students
Computer Science & Information	22	20.95%
Engineering (Communications Dept.)	9	39.13%
Mass Communication	15	30.00%
Pharmacy	10	16.67%

The Second Semester (Spring 2025)

Faculty	Number of Benefiting Students	Percentage of Benefiting Students
Al-Alsun (Languages)	9	31.03%
Engineering (Architecture Dept.)	8	15.38%
Business Administration	63	31.19%
Computer Science & Information	86	25.15%
Engineering (Communications Dept.)	26	37.68%
Mass Communication	31	37.80%
Pharmacy	36	30.00%

C. Percentage of High-Achieving (Outstanding) Students Benefiting from the Academic Monitoring System During The First Semester (Fall 2024)–

Faculty	Total Number of Students	Number of High-Achieving Students	Percentage of High-Achieving Students
Al-Alsun (Languages)	322	88	27.33%
Engineering (Architecture Dept.)	348	136	39.08%

Faculty	Total Number of Students	Number of High-Achieving Students	Percentage of High-Achieving Students
Business Administration	1,391	498	35.80%
Computer Science & Information	1,311	248	18.92%
Engineering (Communications Dept.)	319	91	28.53%
Mass Communication	957	383	40.02%
Pharmacy	1,495	794	53.11%
Oral & Dental Medicine	1,474	900	61.06%

The Second Semester (Spring 2025)–

Faculty	Total Number of Students	Number of High-Achieving Students	Percentage of High-Achieving Students
Al-Alsun (Languages)	309	86	27.83%
Engineering (Architecture Dept.)	343	135	39.36%
Business Administration	1,364	488	35.78%
Computer Science & Information	1,272	247	19.42%
Engineering (Communications Dept.)	304	91	29.93%
Mass Communication	963	383	39.77%
Pharmacy	1,233	789	63.99%

Faculty	Total Number of Students	Number of High-Achieving Students	Percentage of High-Achieving Students
Oral & Dental Medicine	1,471	899	61.11%

1.3 University Council for Community Service and Environmental Development

The Council has implemented the University's policies on **equality and non-discrimination** through the following actions:

- Supporting low-income students.
- Supporting students and employees with disabilities.
- Supporting female students and female employees.
- Supporting expatriate and refugee students and employees.
- Supporting small projects by organizing exhibitions to promote their products, for example (links provided in the original document):
    - https://miuegypt.edu.eg/empowering-local-producers-faculty-of-pharmacy-celebrates-ramadan-mothers-day/
    - https://www.miuegypt.edu.eg/miu-supports-the-dunyatna-society-for-the-visually-impaired/
    - https://www.miuegypt.edu.eg/miu-students-celebrate-international-day-of-persons-with-special-needs/
- Raising internal university community awareness about diversity, equality, and human rights, for example (link provided in the original document):
    - https://miuegypt.edu.eg/youth-and-human-rights-a-seminar-for-al-alsun-and-mass-communication-students/

2. Employees

2.1 Employee Complaints Office

The Employee Complaints Office (Room 304 in the Main Building) is dedicated to **receiving and following up on complaints** from all university employees and ensuring that appropriate action is taken to provide consultation and implement policies and programs related to diversity, equality, and human rights.

- https://miuegypt.edu.eg/employee-complaints-office/

2.2 University Employee Affairs Committee

The Employee Affairs Committee is formed with members selected from all university faculties to consider requests submitted by faculty members, assistant staff, and administrative staff related to the daily attendance and departure system.

Committee Tasks:

- Considering exceptional requests regarding attendance and departure rules (late arrival, early departure, or additional leave).
- **Extending the early departure period for childcare.**
- **Extending maternity leave.**
- Exceptional sick leaves are submitted to the Medical Sector.
- Considering requests for leave for one semester or one academic year.
- Considering appeals against salary deductions.

Statement of the Number of Exceptions to Employee Attendance Rules Approved by the Committee

Number of employees	Number of Exceptions	Reason	Actions Taken
165	577	Childcare	Early arrival or early departure daily
		Health/Sickness Condition	One day off per week
		Family Circumstances	Extended maternity leave
		Childcare for persons with disabilities	Leave for one academic semester

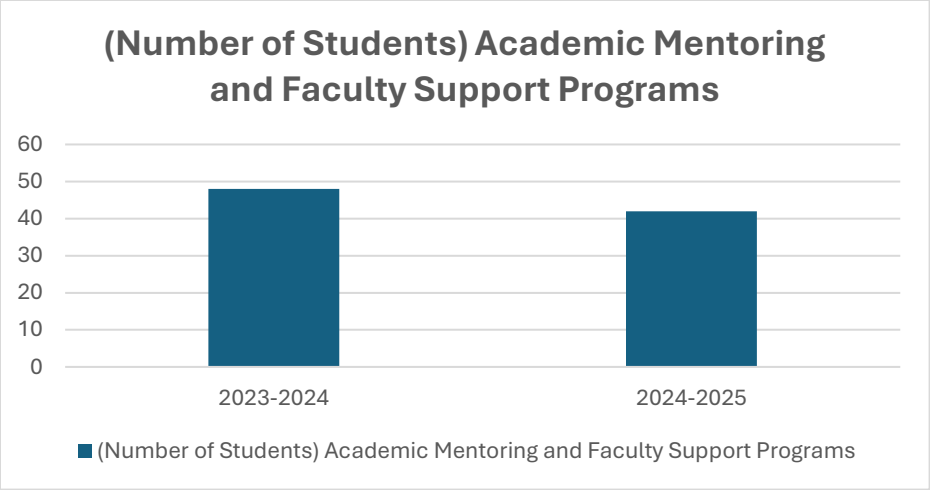
10.6.6

Through the Student Support Office and the Medical Sector, MIU actively maintains a supportive environment. By integrating academic follow-ups (mentoring), psychiatric referrals (counseling), and human assistants (peer/scribe support), the university ensures that students and staff from underrepresented groups—including those with disabilities, mental health struggles, and chronic illnesses—are fully integrated into the academic community.

1. **Academic Mentoring and Faculty Support Programs**

The university has established specific mechanisms to ensure students with learning difficulties and chronic conditions receive direct mentoring and monitoring from faculty.

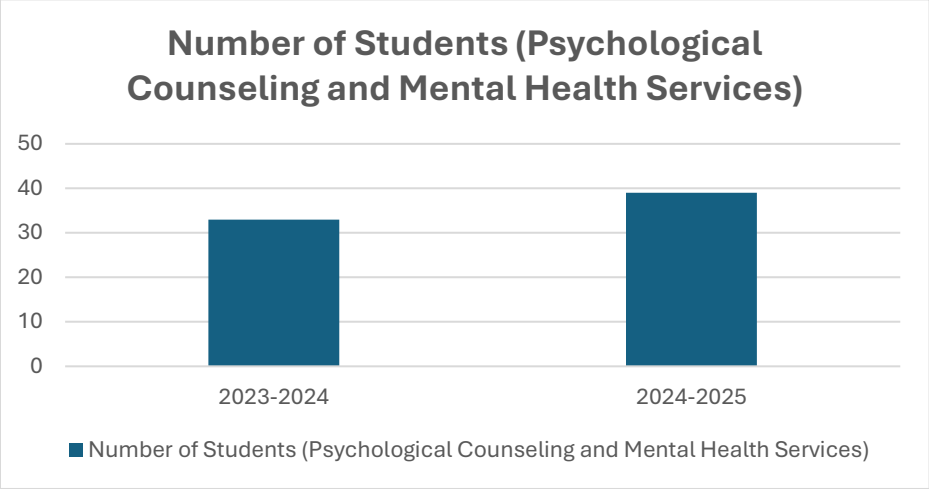
- **Academic Staff Follow-up:** For students with diagnoses such as ADHD, learning difficulties (dyslexia, slow learning), and serious medical conditions, the university implements "Academic Monitoring". This involves direct "Student Follow-up" by academic staff and "College Follow-up" to ensure the students' progress is maintained despite their challenges.
- **Targeted Beneficiaries:** This mentoring support was utilized by approximately 42 students in the academic year 2024-2025, specifically those with tumors/cancer, learning/cognitive difficulties, and behavioral issues.



The university operates a program supporting the mental and psychological health of both students and employees, moving beyond physical health to address holistic well-being.

- **Counseling and Intervention:** Support measures for mental health cases include "Meetings" and "Psychological/Medical Support".

- **Professional Referral System:** The program includes "Referral to a Psychiatric Consultant" for cases requiring specialized intervention.
- **Performance Coordination:** The support extends to "coordination for academic job performance consideration," acting as an institutional advocacy program for those struggling with anxiety, panic, or depression.
- **Impact:** In the year 2024-2025, 39 cases (students and employees) were supported through these counseling and mental health protocols.



3. Institutional Support for Employees with Chronic Conditions

The university provides structured support for employees facing significant health challenges, ensuring job security and accommodation.

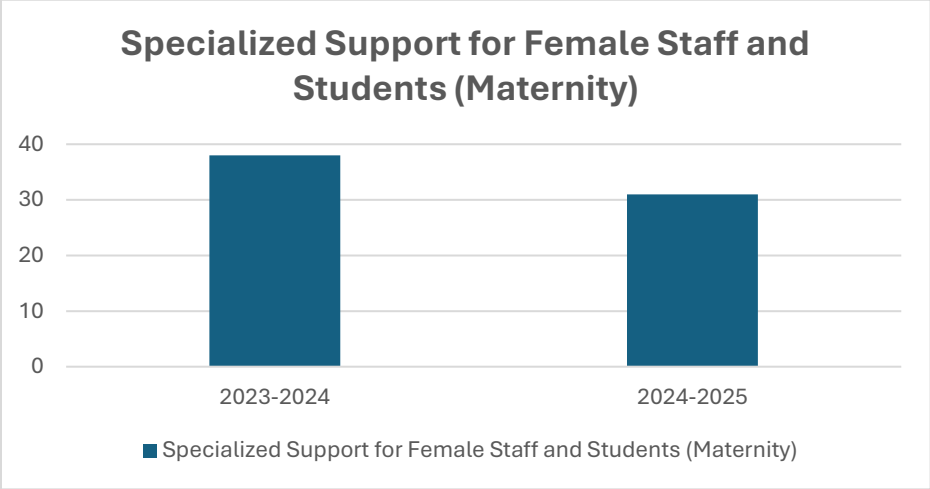
- **Cancer and Chronic Illness Support:** Employees with chronic illnesses (e.g., cancer, heart failure) receive "modified daily attendance hours" or allowances for "irregular attendance" to facilitate treatment.
- **Case Management:** The medical sector actively manages these cases, as evidenced by the support provided to a security guard with cancer, facilitating his referral to specialists, surgery, and ongoing chemotherapy while maintaining his employment status.

4. Specialized Support for Female Staff and Students (Maternity)

A specific support framework is in place for pregnant women, ensuring their academic and professional continuity.

- **Employee Mentoring/Support:** A total of 31 pregnant employees were granted "exceptional leave" and "exemption from attendance starting from the ninth month".

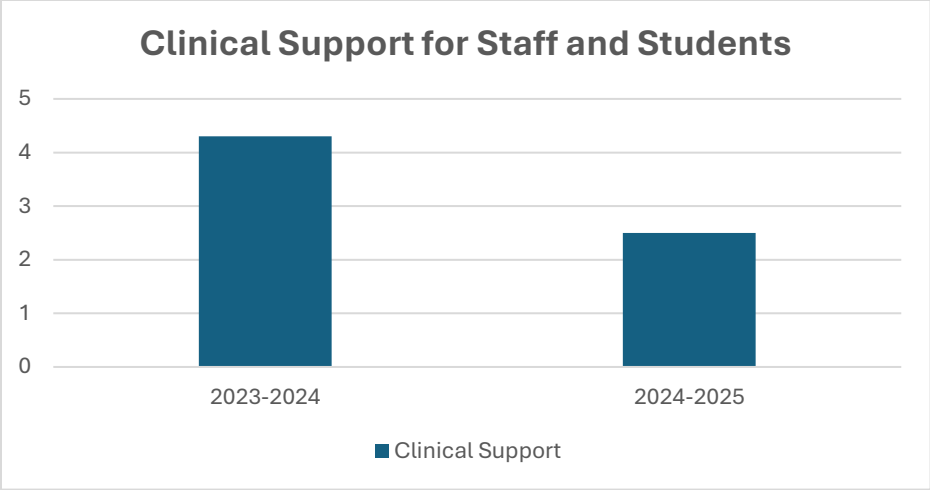
- **Student Support:** Pregnant students receive health monitoring at university clinics, including blood pressure and blood sugar assessments. If a student requires prolonged leave, they are advised on withdrawal procedures that ensure "full retention of grades" and "transfer of fees," thereby protecting their academic standing upon return.



5. Physical and Educational Peer/Assistant Support

For students with physical or cognitive barriers, the university provides human resources to act as educational aids.

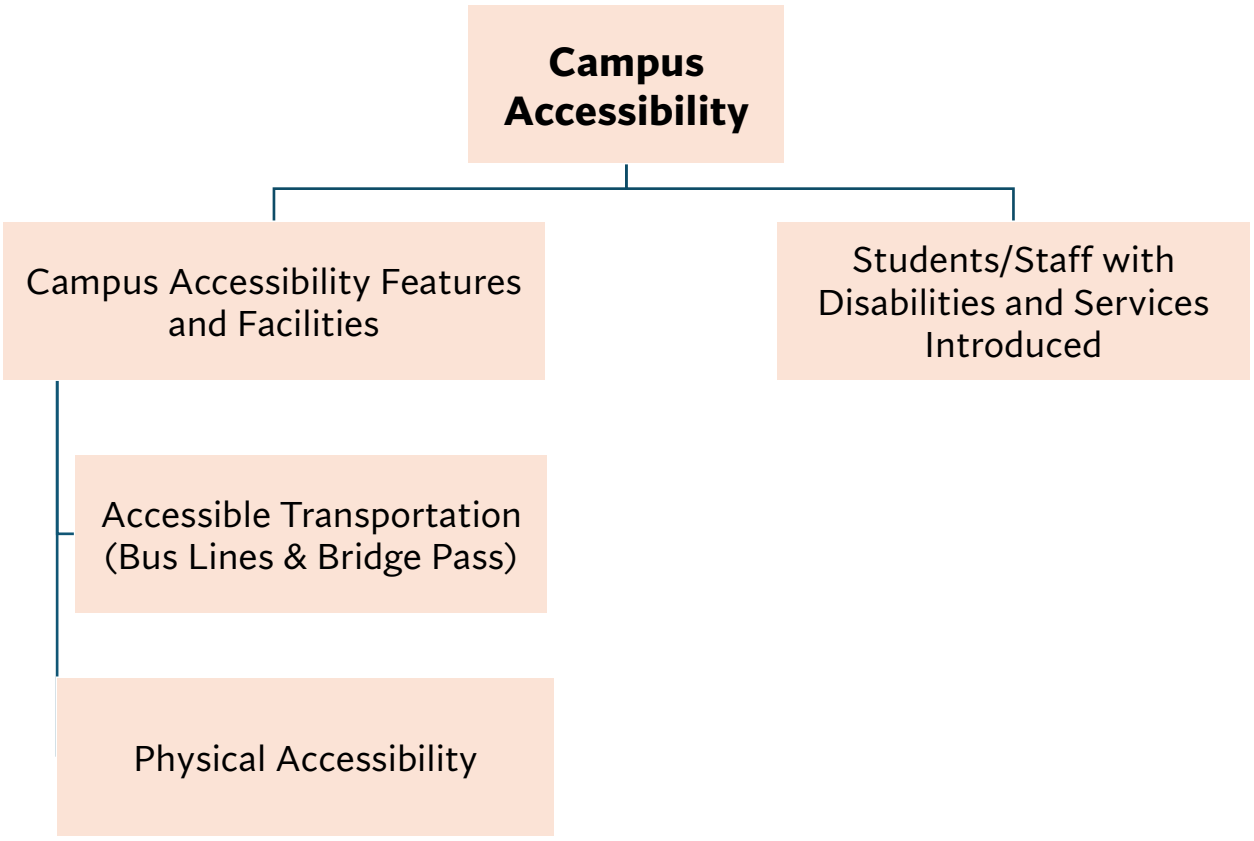
- **Scribes and Companions:** The university provides a "scribe or writing assistant " or a "companion" during exams for students who cannot write independently, particularly for those with muscle weakness or learning difficulties.
- **Clinical Support Staff:** The university clinics are staffed by doctors and nurses trained in "Basic Life Support (BLS)" to provide immediate care and safety for high-risk individuals on campus.


Clinical Support for Staff and Students
5
4
3
2
1
0
2023-2024
2024-2025
Clinical Support

10.6.7

Misr International University (MIU) Campus Accessibility Report 2024/2025

Misr International University (MIU) is committed to providing a **barrier-free and inclusive physical environment** for all students and staff. The University's efforts include continuous auditing and upgrading of facilities, with all new construction and major renovations designed to meet or exceed national accessibility standards.



I. Campus Accessibility Features and Facilities

MIU's commitment to a physically accessible campus is demonstrated by the key features integrated across the university grounds and buildings:

Accessible Feature	Description/Location	Picture/ numbers
Ramp Access	Strategically placed **ramps** are provided at main building entrances and to navigate elevation changes across the campus, ensuring **wheelchair access** to all areas.	
Accessible Restrooms	**Designated accessible restrooms** are available in all major buildings on campus, designed to accommodate users with mobility impairments.	
Designated Parking	**Accessible, marked, and reserved parking spaces** are provided in all parking lots, located close to building entrances.	

Accessible Feature	Description/Location	Picture/ numbers
Accessible Signage	Signage, including large-print that guides students and staff to accessible routes and facilities.	
New Construction Standards	All major projects adhere to, or surpass, national accessibility standards to create a consistently barrier-free environment.	

II. Accessible Transportation (Bus Lines & Bridge Pass)

MIU addresses transportation accessibility, particularly for the high road bridge pass and internal bus lines:

- **Bus Lines:** The university's transportation service, which includes bus lines, would be required to feature **wheelchair-accessible vehicles** to ensure all community members can utilize campus transit, depending on the specific service provided.

  https://www.miuegypt.edu.eg/services-facilities/transportation-services/

- **Bridge Pass:** pedestrian **bridge passes over the high road** near the campus allows safe and independent crossings for individuals.



III. Campus Map: Accessible Routes, Entrances, and Facilities

The campus map illustrates the commitment to physical inclusion:

- **Accessible Routes (Green Lines):** Indicate pathways with smooth pavement and appropriate slope gradients connecting key areas like academic buildings, cafeterias, and green spaces.

- **Accessible Entrances (♿ Symbol):** Mark all main and side entrances that feature zero-step access, ramps, or automated doors.



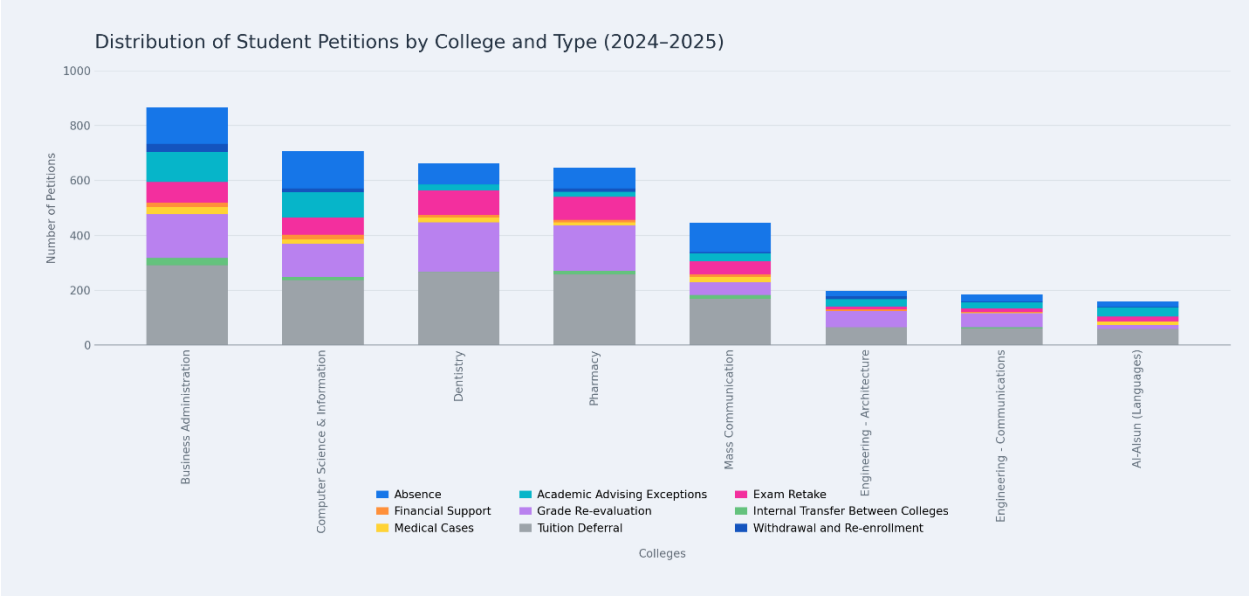
IV. Students/Staff with Disabilities and Services Introduced

While MIU does not publicly release specific, detailed numbers of students and staff with disabilities, official university documents indicate an existing population and a commitment to their inclusion:

A. Number of Individuals Supported (Estimated Based on Context)

Due to privacy policies and the general context of higher education institutions in Egypt, specific raw numbers are often internal. However, based on national averages and the confirmed existence of services:

- **Estimated Number of Supported Individuals:** The University actively supports a number of students and staff who have registered with the Student Support Office (SSO) to receive accommodations. This figure is tracked internally and is considered a **growing percentage** of the total campus population, reflecting successful inclusion efforts.



- **Contextual Evidence:** MIU has demonstrated a focus on inclusion, and its performance in social responsibility metrics (like the SDG 10: Reduced Inequalities) is tracked, which directly relates to supporting students and staff with disabilities.
- **Services Introduced/Expanded**

In response to the needs of this population, the following services and roles have been implemented or expanded:

1. **Specialist Advisor:** The Student Support Office employs a specialist advisor dedicated to conducting **needs assessments** and coordinating accommodations.
2. **Personal Assistance:** The university funds and coordinates **Personal Assistants or Disability Buddies** for students who require aid with mobility, navigating the campus, or general non-academic support.

10.6.8

Services for Special Cases in Students/Employees Report 2024/2025

Brief report: Special Cases and Type of Support in Academic Year 2024/2025

1. Students

This report from the **Student Support Office (SSO)** details the **special cases** among students at Misr International University (MIU) for the academic year 2024/2025. It lists **103 students** across various faculties, their diagnoses, and the specific academic support measures put in place for each case.

Case Summaries and Support Types

The special cases primarily involve students with serious medical conditions, physical disabilities, and learning/cognitive difficulties. The most frequent diagnoses are related to **pediatric cancer (57357 Children's Cancer Hospital)**, **tumors**, **learning difficulties (such as Dyslexia or slow learning)**, and **Attention Deficit Hyperactivity Disorder (ADHD)**.

The support measures introduced are tailored to the students' needs, mainly focusing on adjustments to attendance and examination procedures.

Summary of Support Measures:

1. **Attendance Adjustments:**
    - **Consideration for Absence:** The most common form of support, allowing leniency with attendance requirements.
2. **Examination Adjustments:**
    - **Extra Time:** Granting **double time** or **half extra time** for all exams.
    - **Special Setting:** Allowing the student to sit for exams in a **special committee /room.**
    - **Physical/Technical Aids:** Providing a **scribe or writing assistant** (especially for Arabic language) or a **companion** during exams.

- **Format Adjustments: Enlarging font size** for exams (e.g., font size 32 or more).
- **Online Exams / Assignments:** Allowing **online exams from home** or substituting exams with **academic assignments**.

3. **Academic Monitoring:**
   - **College Follow-up** and **"Student Follow-up"** by the academic staff.
   - **Classroom Adjustments:** Requesting the student to **sit in the front rows** .

Summary Table of Cases and Support

Category	Diagnosis	Examples of Support Introduced	No. of Cases
Severe Illness	(**Children's Cancer Hospital 57357**) / (**Tumor**) / Open Heart / Lymphoma	**Consideration for Absence**; Student Follow-up; Online Exams/Assignments	**103 cases**
Learning/Cognitive	(**Learning Difficulty**) / (**Slow Learning**) / (**Dyslexia**)	**Extra Time (Half/Double)**; Special Exam Committee; Scribe for Writing; Enlarged Text; College Follow-up	
Behavioral/Focus	(**ADHD**) / (**Social Communication Issues**)	**Extra Time**; College Follow-up; Special Exam Committee; Companion during Exams	
Physical/Chronic	(**Hearing Impairment**) / (**Muscle Weakness**) / (**MS**) / Rheumatoid	**Consideration for Absence**; Scribe; Front Row Seating; Assignments; Companion	

2. Employees

This report from the Medical Sector Head, outlines the medical services provided to **students and employees** at Misr International University (MIU) during the academic year 2024/2025.

A. Medical Services and Facilities

The university provides various medical services, including:

- **Clinics:** Three clinics staffed by **doctors** in various specialties.
- **Emergency Equipment:** Clinics are equipped with **5 oxygen cylinders**, **3 defibrillators** (electric shock devices for cardiac resuscitation), and **1 Nebulizer** for asthma cases.
- **Emergency Pharmacy:** Attached to the university clinic to handle emergency cases until transfer to a hospital if necessary.
- **Support Equipment: Five wheelchairs** are available for cases requiring mobility assistance.
- **First Aid:** First aid kits are available in clinics.
- **Training:** Medical and dental staff have received the **Basic Life Support (BLS)** course, and preparations are underway for an Advanced Life Support course.
- **Health Insurance:**
    - **Students:** Provided through **Medi Care**, offering distinguished 24-hour service via a network of investment hospitals for various specialties, including emergency access, referrals, and necessary examinations.
    - **Employees:** Covered by **health insurance** (including faculty, assistants, and administrators). A contract with the private company **EgyCare** ensures all specialties, necessary medical examinations (X-rays, analyses), surgeries, and medication dispensing through a network of investment hospitals and specialized centers.

B. Support for Specific Cases

The report details support measures for chronic diseases, pregnant employees/students, and mental health cases.

1. Chronic Illnesses (Employees)

The report includes a disclosure of chronic illness cases (like various cancers, heart clot/failure, and Sarcoidosis) and the actions taken to accommodate employees, such as **irregular attendance**, **non-attendance**, or **modified daily attendance hours**. One specific case mentioned is that of a security guard diagnosed with cancer, who underwent early detection, referral to a specialist, necessary examinations, surgery, and started radiation and chemotherapy, and remains under treatment.

2. Pregnancy Cases (Employees & Students)

- **Employees:** A total of **31 pregnant female employees** were granted **exceptional leave** during the academic year 2024/2025. The note specifies **exemption from attendance starting from the ninth month** in addition to intermittent sick leaves during the pregnancy.
- **Students:** Pregnant students receive **health monitoring** (like measuring blood pressure and sugar) at the university clinic. **Sick excuses** are accepted throughout the pregnancy (within allowed absence limits). If illness occurs during exams, re-exams are offered when health permits. If the treating physician recommends prolonged sick leave, the student is advised to **withdraw from the semester** until after childbirth, with **full retention of grades** and **transfer of fees** to the next semester.

3. Mental and Psychological Health Support

The university implements procedures to support the mental and psychological health of both students and employees.

Summary of Cases and Support

Case Type	Target Group	Number of Cases (2024/2025)	Type of Support Introduced
Chronic Illnesses (e.g., Cancer, Heart conditions, Sarcoidosis)	Employees	7	Modified attendance/work schedules (irregular/non-attendance, reduced hours), Specialist referral, Examinations, Surgery, Radiation/Chemotherapy
Pregnancy	Employees	31	Exceptional leave, Exemption from attendance starting from the ninth month, Intermittent sick leave
Mental/Psychological Issues (e.g., Anxiety, Panic, Depression)	Students Employees	39	Meetings, Referral to Psychiatric Consultant, Psychological/Medical Support, Coordination for academic/job performance consideration, Consideration of absence

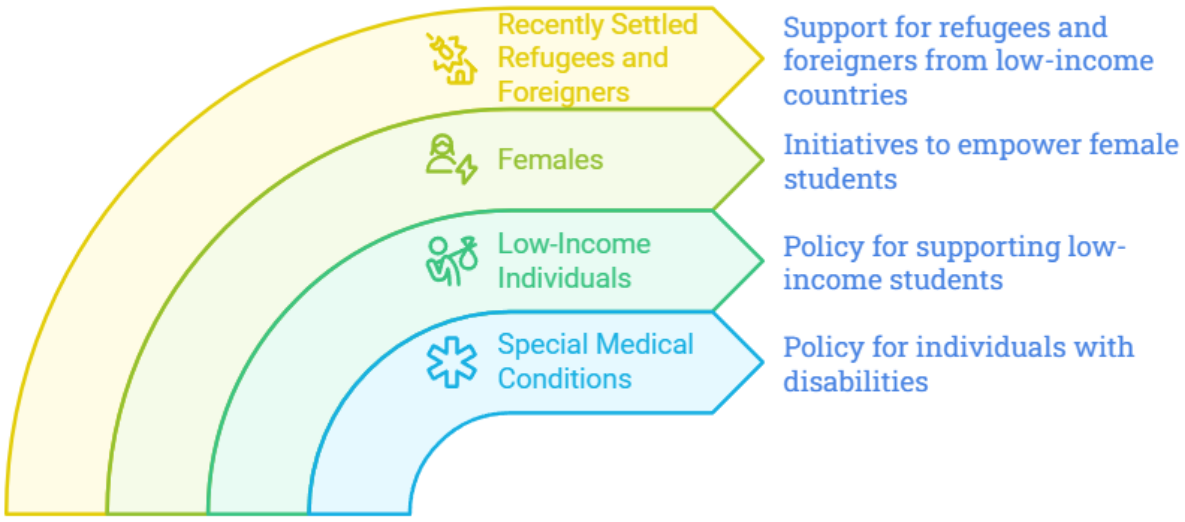
10.6.9

Comprehensive Program for Underrepresented University Groups

Academic Year 2024/2025

Misr International University offers a comprehensive program to support underrepresented groups with approved policies. It supports staff and students equally, ensuring fairness without any form of discrimination.

The figure below illustrates the key components of this program.

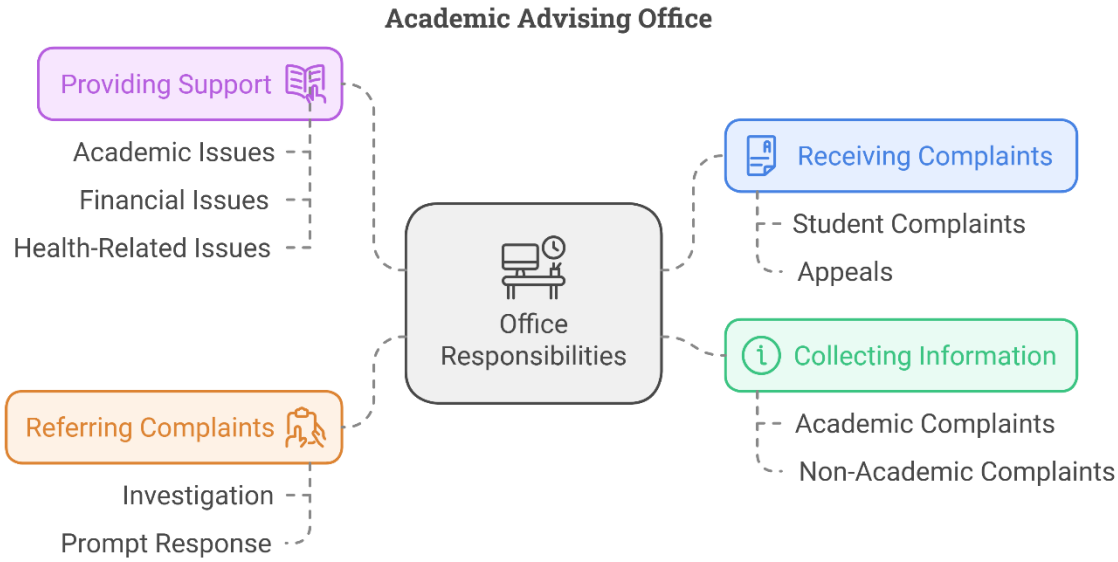


A. Supporting Schemes for Students

Student support is categorized into academic advising services and medical and financial assistance.

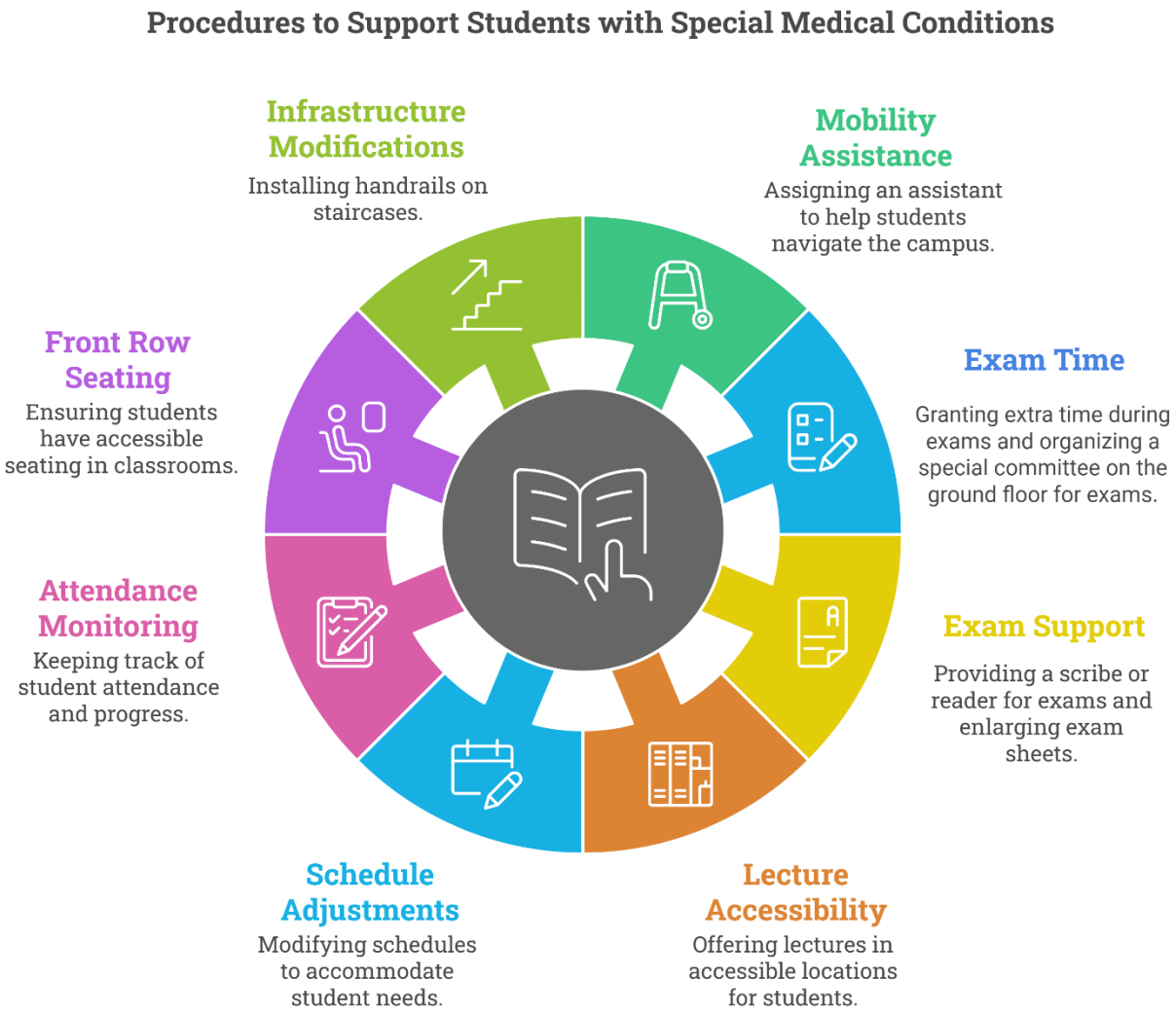
1. Academic Advising Services

The university has an Academic Advising Center dedicated to supporting and assisting students facing academic challenges. The center is responsible for preparing students' schedules, monitoring their grades and attendance in lectures and practical sessions, and guiding them in resolving academic issues. Students are informed about the services of the **Academic Advising Office** through the university's electronic student guide.



2. University Support for Students with Medical Conditions

A range of student support services is offered through various administrative offices, each specializing in addressing specific needs.



3. Medical Services Provided to Students

- **Pre-Admission Medical Examination:** A medical check-up is conducted before students are accepted into the university.
- **Follow-up for Medical Conditions:** Ongoing monitoring of students with conditions requiring treatment and regular medical checkups.
- **Emergency Care:** Handling various emergency situations and providing necessary treatment.
- **Health Insurance Service (Medicare):** A distinguished 24-hour medical service through a network of private hospitals across all specialties. Students can visit the hospital of their choice in case of an emergency or be referred to an appropriate specialist by the university doctor. This service also allows for all necessary medical tests for different health conditions.
- **Sick Leave Approval:** Determining the appropriateness of granting sick leave for students, whether during regular class days or exams, based on the evaluation of cases by the medical committee.

4. Procedures for Mental and Psychological Support for Students

- If a student submits a complaint to the medical sector regarding their psychological condition, a meeting is held with the student to discuss the issue.
- The medical sector schedules a meeting with the students' guardian and arranges for the student to be referred to the university's psychiatric consultant for the necessary support and treatment.
- Psychological and medical support is provided to the student, with coordination between the Student Support Committee and the Academic Advising Office to ensure that their health condition is accommodated without impacting their academic performance.
- The students' absences are considered and excused upon the approval of the medical reports.



5. University Support for Low-Income Students

Annual Free Scholarships:

A total of **36 scholarships** were awarded in the Academic **Year 2023/2024**.

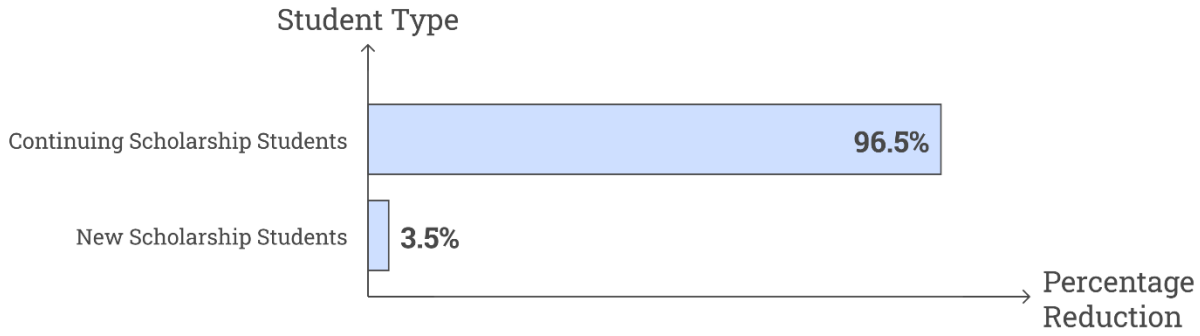
A total of **38 scholarships** were awarded in the Academic **Year 2024/2025**.

https://www.miuegypt.edu.eg/scholarship2024-2025/

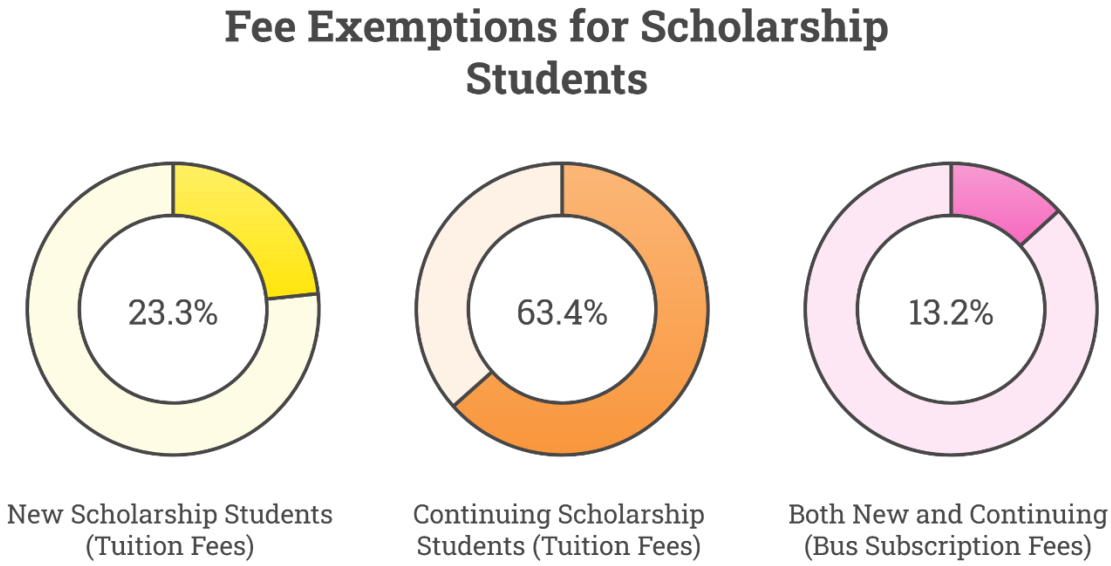
First: Exemptions for New and Continuing Scholarship Students.

1. Low-income students receiving scholarships (both new and continuing) were exempted from the following:
    a. Full tuition fees.
    b. Transportation fees (buses) for the entire duration of their studies until graduation.

Second: Reductions for Students in Cases of Family Death or Emergency Social Situations.

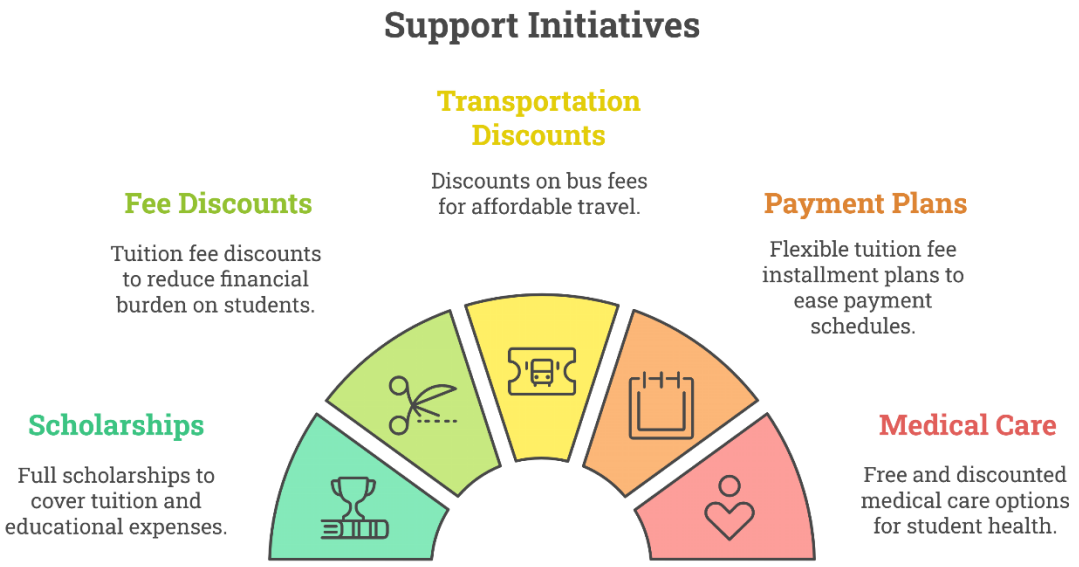


Percentage Reduction from the Total Fees for Cases of Family Death or Emergency Social Situations

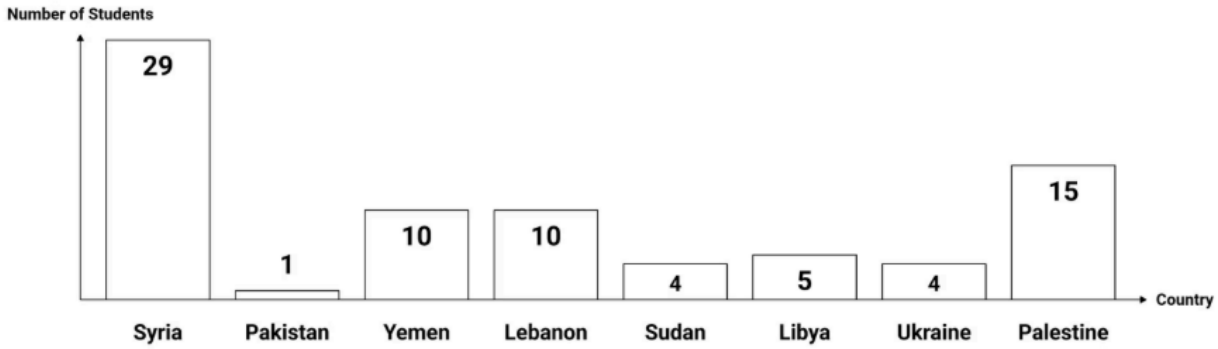


6. International Students

The procedures aim to support international students from countries with political issues (refugees), and students facing urgent social or health circumstances such as the death of a parent, chronic illnesses, or accidents, as determined by the Student Support Office.



The bar chart depicts the number of refugee students from politically troubled countries who received financial support



7. Female Students

A. Student Support Office

The Student Support Office ensures the well-being of female students through the following measures:

- Consideration of absences during pregnancy or childbirth, in coordination with the medical sector, and in accordance with applicable regulations.
- Rescheduling exams or required academic assignments during pregnancy or childbirth in coordination with the medical sector as per relevant laws.
- Acceptance of excuses for withdrawal from a semester or academic year due to pregnancy, childbirth, or accompanying a spouse on travel.

B. Medical Administration

The Medical Administration provides the necessary support for female students through the following actions:

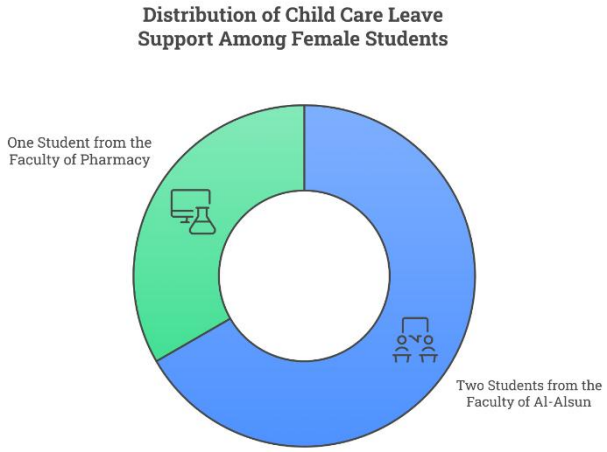
- Health monitoring of pregnant students at the university clinic with available resources, such as blood pressure and glucose level checks.
- Acceptance of medical excuses throughout pregnancy with submission of medical reports from the treating doctor (according to regulations governing such cases, while ensuring that the allowed absence limit is not exceeded).
- In cases of illness-related absence during exams, exams are rescheduled once the student's health improves and they are able to attend.
- If the treating doctor recommends a long medical leave, the student may withdraw from the semester until childbirth and return when able to resume studies, retain all grades, and defer fees to the next semester to avoid any financial burden on the student.

B. Supporting Schemes for Employees

1. Employee Affairs Committee

The Employee Affairs Committee was formed with selected members from all university faculties to review requests submitted by faculty members, assistant staff, and administrative personnel related to daily attendance and departure.

The committee granted a total of **1155 exceptions**.



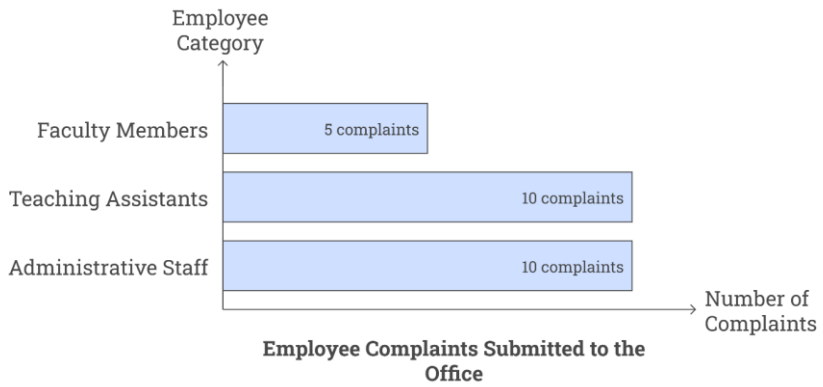
2. Employee Complaints Office

The Employee Complaints Office has been designated to receive and follow up on complaints from all university staff, ensuring that appropriate actions are taken to provide guidance and implement policies and programs related to diversity, equality, and human rights.





The bar chart displays the number of complaints submitted by staff members, teaching assistants, and administrative staff to the Employee Complaints Office and subsequently addressed.



3. Support for Employees with Special Needs and Chronic Diseases

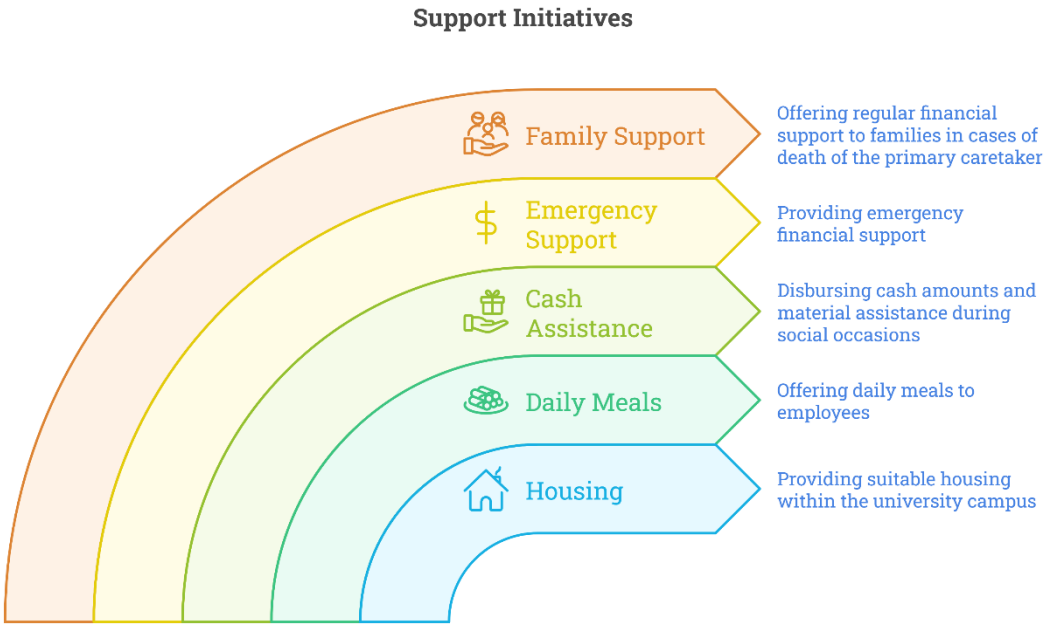
A total of **66 employees** received support according to their condition as illustrated in the figure below.



4. Support Initiatives for Low-Income Employees

The procedures aim to support appointed employees who come from provinces outside the university's geographic area as well as those facing emergency social or health circumstances, such as the death of relatives, chronic illnesses, or accidents, as determined by the Employee Affairs Department.

The procedures are illustrated in the figure below.



University Facilities

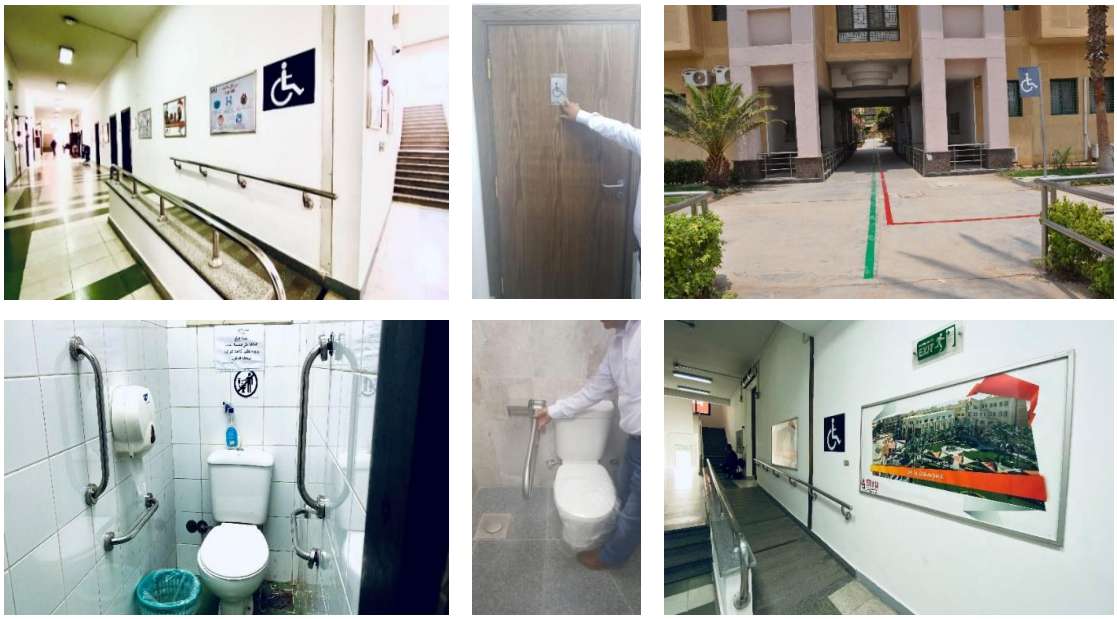
1. Building Facilities

All internal pedestrian pathways within the university campus as well as internal street intersections are equipped for use by individuals with special needs.

- Entrances to all buildings (ground floors) are equipped with ramps for accessibility to individuals with special needs.
- Some restrooms on the ground floors of all buildings are equipped for use by individuals with special needs, and during restroom renovations, adjustments are made to ensure they are suitable for such uses.
- The patient waiting area in the Dental Clinics Complex is equipped with special pathways and ramps for individuals with special needs. In addition, the complex has been equipped with two elevators of different sizes and capacities to accommodate the complex's needs. The executing company maintains these elevators under an annually renewed contract.
- In its commitment to community engagement and care for individuals with special needs, MIU has equipped a group of special-needs schools in the Ismailia Governorate with the specialized tools and equipment necessary for their educational process.

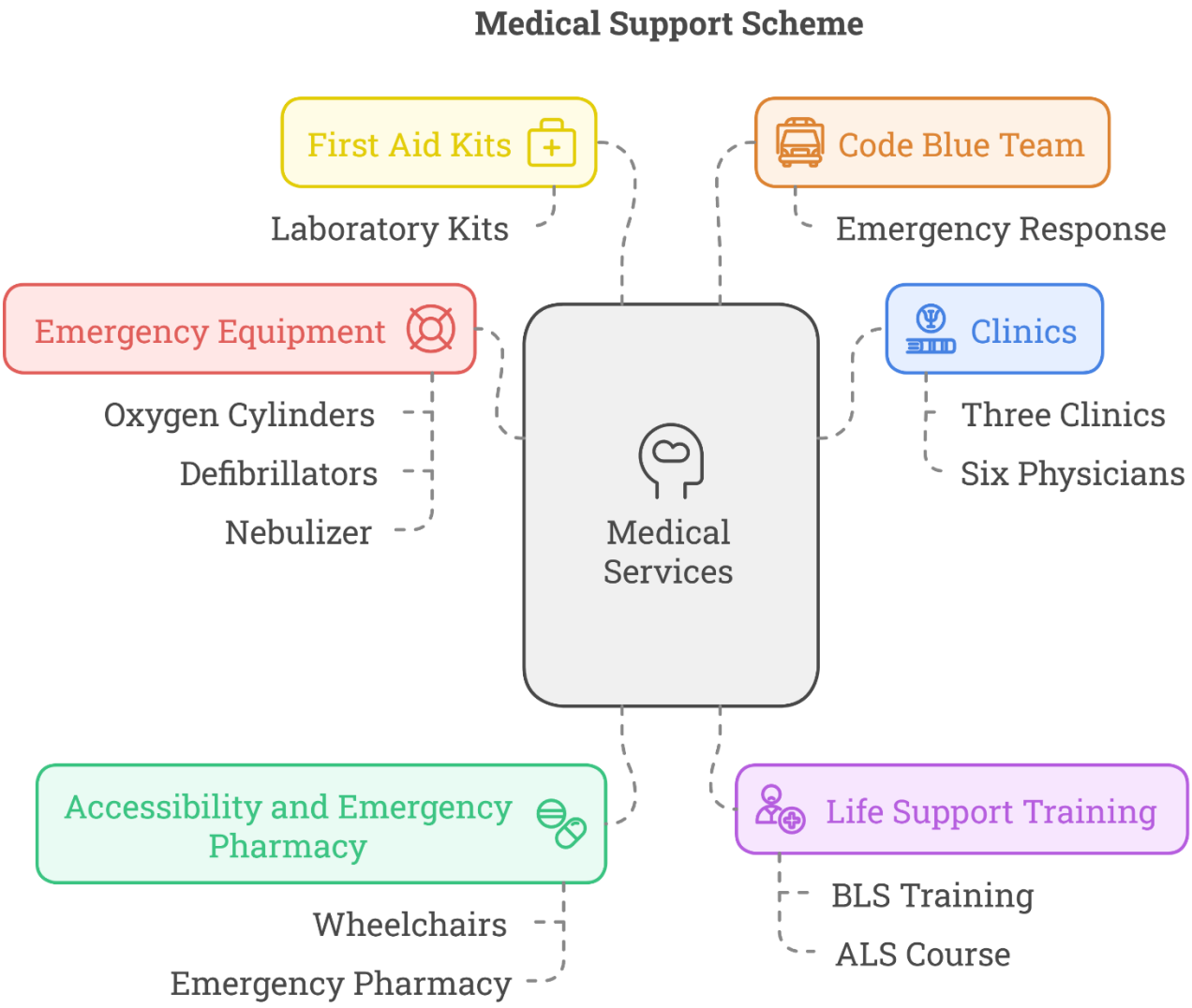
2. Medical Facilities

The following figure provides an overview of the available medical facilities, highlighting their types, distribution, and accessibility within the institution.



10.6.10

Adequately Funded Mechanisms for Inclusive Support at Misr International University (MIU)

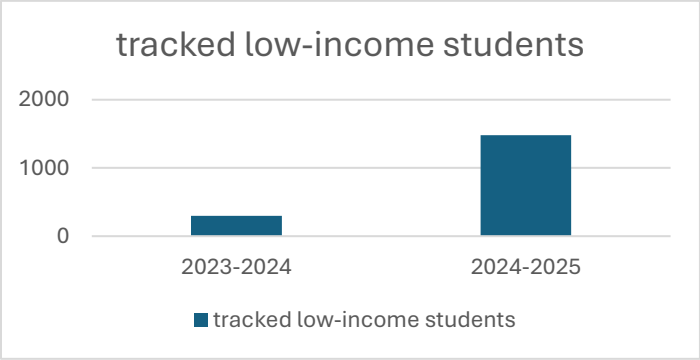


the institutional policies and operational data from the 2024-2025 academic year to verify the existence of adequately funded mechanisms for supporting underrepresented groups at MIU. The "Student Support Office" acts as the central tracking body, implementing a strategy that explicitly categorizes students to provide **"tailored financial, academic, and logistical support."**

1. Direct Financial Aid Mechanisms

The report provides clear evidence of revenue-reduction strategies and direct financial assistance, primarily targeting socio-economic barriers.

- **Tuition Fee Waivers:** The university implements a "Full / Partial exception from tuition fees" for low-income students. This represents a significant financial commitment by the university.
- **Emergency Funds:** A specific mechanism exists for "Emergency financial reductions," utilized for students who face sudden loss of a guardian or unexpected social hardships. This indicates the existence of a contingency fund or a flexible budget line item for crisis response.
- **Scale of Impact:** These financial mechanisms currently support **1481 tracked low-income students**, demonstrating that the funding is scaled to a large cohort. Tracking low income students include financial aid or postpone tuition fees



2. Funded Mechanisms for Disability Accommodations

Support for the **50 tracked students** with disabilities and chronic diseases relies on specific funded interventions rather than just policy adjustments.

A. Personnel and Operational Costs

- **Exam Support Staff:** The "Appointment of scribes/readers for exams" requires the allocation of human resources, implying a budget for proctoring staff or specialized assistants during examination periods.
- **Material Adaptation:** The "enlargement of exam papers" requires specific printing resources and administrative processing time, representing a recurrent operational cost.

3. Logistical and Auxiliary Funding

The university extends funding beyond academic fees to cover daily living and access costs.

- **Transportation Subsidies:** The report explicitly lists the "Coverage of transportation costs (bus services)." This is a funded mechanism that absorbs the daily commuting costs for eligible students throughout their entire study period until graduation, ensuring that physical access to the campus does not become a financial burden.

10.6.11

Institutional Anti-Discrimination and Anti-Harassment Policy and Measures

Misr International University (MIU) has established and maintains a comprehensive, mandatory **Anti-Discrimination and Harassment Policy**. This policy serves as the foundation for ensuring a safe, equitable, and respectful working and learning environment for the entire university body, including students, staff, faculty, and visitors.

https://www.miuegypt.edu.eg/policies/policies-summary/#policy04

The following table outlines the scope and mandate of the university's official policy:

Policy Aspect	Description and Scope
Policy Mandate	The university strictly prohibits discrimination, **harassment**, victimization, and bullying based on any protected characteristic (e.g., race, gender, religion, disability).
Prohibited Conduct	The policy explicitly defines **harassment** as "unwanted conduct." It also defines direct discrimination, indirect discrimination, and victimization (treating someone unfairly for making a complaint).
Application	This policy governs all university functions, including recruitment, admissions, and conduct on and off-campus where the university's reputation is involved.

1. Enforcement and Reporting: The Student Services Office (SSO)

To prove the policy is actionable rather than just theoretical, MIU has designated a specific administrative body responsible for receiving and processing reports of harassment and discrimination. This ensures that complaints are handled confidentially, justly and in accordance with institutional procedures.

Function	Designated Mechanism	Procedure and Role
Initial Reporting	**SSO Office** (Student Services Office)	Serves as the confidential intake point for student complaints and liaises with HR for staff/faculty complaints. Provides guidance on formal reporting.
Formal Investigation	**Internal Investigations Committee**	A multi-disciplinary committee led by a neutral HR or Legal representative conducts impartial investigations to ensure due process.
Consequences	**Policy Enforcement**	The policy outlines disciplinary actions for substantiated harassment violations, ranging from mandatory training to **expulsion (students) or termination (staff)**.

2. Proactive Awareness and Education Initiatives

MIU is committed to preventing harassment before it occurs through continuous education. The university ensures all community members are aware of their rights and responsibilities under the anti-harassment policy.

Event/Program	Target Group	Purpose and Public Evidence
Youth and Human Rights Seminar	Al-Alsun & Mass Comm Students	Educates students on fundamental human rights, specifically discussing the prohibition of discrimination and the promotion of dignity. https://www.miuegypt.edu.eg/youth-and-human-rights-a-seminar-for-al-alsun-and-mass-communication-students/
Mandatory Staff Training	All Staff/Faculty	Annual sessions covering the details of the **Anti-Discrimination and Harassment Policy**, emphasizing bias recognition and reporting procedures.

Event/Program	Target Group	Purpose and Public Evidence
SSO Office Orientation	New Students	Integrates policy awareness into Student Orientation, highlighting the SSO as a resource for confidential reporting and support. https://www.miuegypt.edu.eg/services-facilities/Student-Support-Office/

SDG 11



Indicator 11.2.1

Public Access to Buildings

Misr International University (MIU) provides public access to culturally significant buildings and landscaped areas. The university regularly opens specific facilities and outdoor heritage spaces for educational, cultural, academic, and community-oriented purposes.

University Facilitation of Access to Cultural Heritage

Misr International University (MIU) actively demonstrates a commitment to Sustainable Development Goal 11 (Sustainable Cities and Communities). Through strategic academic projects and field activities conducted by students, the university provides its academic community with direct physical access to significant national monuments and museums. Furthermore, through student-led documentation, the university extends this access conceptually to the wider public by preserving and disseminating the "intangible cultural heritage" associated with these sites.

1. Direct Access to Religious and Historical Monuments

The university ensures that students are provided with physical access to buildings of immense historical value to study and document their significance.

- **Access to Coptic and Islamic Heritage:** The Faculty of Mass Communication organized strategic field trips to two of Egypt's most significant cultural repositories: the **Museum of Islamic Art** and the **Coptic Museum**.
- **Purpose of Access:** This access is not passive; it is designed to "bridge the gap between theory and practice". By engaging directly with these sites, the university enables students to document the diverse religious history of Egypt.

https://www.miuegypt.edu.eg/mcm-students-embark-on-cultural-trip-to-islamic-coptic-museums/

MIU's permanent campus art exhibition welcomes external visitors and school groups. The university also hosted a community group at its Dental Clinics Complex in February 2025. These examples describe two ways people outside MIU use its buildings: visiting a cultural collection and attending an arranged clinical visit.

Public visits to the campus art exhibition

The permanent exhibition displays paintings, sculptures and artifacts, including works donated by Egyptian artists. MIU identifies external visitors among the people who may visit and welcomes school visits. Access to the collection gives community members an opportunity to encounter Egyptian art on campus and provides the clearest evidence here for indicator 11.2.1. The facility description gives no annual visitor total.

https://miuegypt.edu.eg/services-facilities/arts-facilities/campus-art-exhibition/

Community visit to the Dental Clinics Complex

On 23 February 2025, the Faculty of Oral and Dental Medicine hosted the Light and Hope Association for the Visually Impaired. Seven dental interns examined and treated 11 residents and three supervisors. The 14 people receiving care illustrate how an organized visit enabled an outside community group to use a university clinical building. The activity register records this event under indicators 1.4.3 and 10.6.7.

https://www.miuegypt.edu.eg/residents-of-the-light-and-hope-association-for-the-visually-impaired-visit-miu-dental-clinics-complex/

Student access to Egyptian cultural heritage

The following 2024–2025 visits extend the cultural heritage work described in the original report. They document what MIU students could study at external sites. Admission to those sites is managed by their hosts.

25 November 2024 | Giza Pyramids

At the Forever Is Now exhibition, Al-Alsun students interviewed participants and documented contemporary art at the Giza Pyramids to develop a bilingual digital guide. Their fieldwork linked translation practice to the interpretation of a heritage site.

https://www.miuegypt.edu.eg/al-alsun-students-visit-forever-is-now-art-exhibition-at-giza-pyramids/

12 December 2024 | Grand Egyptian Museum

Thirty-two graduating Al-Alsun students visited the museum as part of their graduation projects. They drew on ancient Egyptian history and mythology for creative writing, using the collection as source material for contemporary storytelling.

MIU event evidence · Grand Egyptian Museum

11 May 2025 | National Museum of Egyptian Civilization

Al-Alsun students collected historical terminology and evaluated bilingual exhibit labels for their Conference Interpretation coursework. Working with the labels gave students practice explaining Egyptian heritage across languages.

MIU event evidence · National Museum of Egyptian Civilization

MIU account of the Coptic and Islamic museum visits

3. Extending Access through Documentation and Preservation

Beyond physical visits, the university contributes to public access by converting physical heritage into accessible media content.

- **Digital and Archival Access:** The university's approach involves "Student-Led Documentation". Mass Communication students are tasked with creating media—such as reports, photos, and social media content—that act as a "modern archive" of this heritage.
- **Preserving Intangible Heritage:** While the buildings (museums) house tangible artifacts, the university's mandate is to record the "intangible heritage"—the stories, history, and traditions behind the artifacts. This ensures that the narratives and historical contexts of these monuments are recorded for a "digital audience," effectively expanding access to this information beyond those who can physically visit the sites.

SDG 11



Indicator 11.2.2

Public Access to Libraries

Three Libraries	**Misr International University (MIU)** provides library services and access to its collections for users from outside the university, including **graduates and faculty members**. The university has **three libraries** to serve the educational and research processes. These libraries offer a variety of collections to meet the research needs of students and faculty members across different specialties, utilizing the latest technology to access both **printed** and **electronic materials**. In 2024–2025, the three libraries held 19,117 copies across 14,605 titles, up from 18,953 copies in 2023–2024 (+0.9%). The digital repository held about 203 student theses.
Library Online Access	Submit the Book Reservation Request Form through the library website at **https://library.miuegypt.edu.eg/** The portal recorded 33,723 page views and 3,529 visits in 2024–2025. Of 9,224 electronic-resource sessions, 7,479 (81%) were off campus. The reports do not identify which users were members of the public.
Annual Book Fair	MIU organizes an annual book fair to make books available at discounted prices. **MIU announcement of the 12th Book Fair** MIU hosted its 12th book fair on campus from 6 to 10 April 2025. Six publishing houses took part. Publishers reported selling 1,438 books to students, up from 1,178 at the 2024 fair (+22%).



Photos show the 11th MIU Book Fair in February 2024.

Library Services for Non-University Users (Graduates and Visiting Faculty Members)

Library Services
2024–2025

19,117
Collection copies

33,723
Library portal page views

7,479
Off-campus electronic-resource sessions

1,438
Books sold to students at the 2025 book fair

The library services available to graduates and visiting/seconded faculty members include:

- **In-house Reading Service (Internal Access):** Users can access and review the library's holdings inside the libraries.
- **Access to Electronic Materials and Databases:** Access to available electronic materials and subscribed databases is provided both **inside and outside** the university. This is done by the user logging into their personal account on the Library Web Portal.
- **External Borrowing Service:** Available according to the library's regulations on the library portal.
    - A signed loan request must be submitted by the **Dean of the College** or the **Head of the Department.**
    - Users can borrow **two (2) books** from the library's holdings for a period of **one week.**

The loan request must be **renewed every academic semester**, with a new request submitted at the beginning of each semester.

- **Borrowing Renewal Service:** The borrowing period for a single book can be renewed for an additional **one week only.**
    - Renewal is done by the user logging into their personal account on the Library Web Portal and requesting the renewal.

SDG 11

Indicator 11.2.3

Public Access to Museums

Misr International University (MIU) supports the SDG 11 by maintaining a permanent gallery of **art and artifacts** open to **visitors** and by using its facilities to host periodic **exhibitions** that are specifically intended to **engage the community**.

Permanent Art Exhibition and Campus Gallery

The university hosts a **MIU Permanent Art Exhibition** as part of its Campus Art Exhibition facilities. This serves as a dedicated gallery space containing **works of art and artifacts** (paintings, sculptures, and artifacts donated by prominent Egyptian artists).

- **Public Access:** The facility is explicitly open to the "MIU community members and external **visitors**." Furthermore, the exhibition promotes **"hosting visits for school students,"** which is a specific form of public and community engagement.

https://miuegypt.edu.eg/services-facilities/arts-facilities/campus-art-exhibition/

Annual Architecture Exhibition

MIU hosts an **Annual Architecture Exhibition** to display student projects and achievements. This functions as an exhibition space that engages the external community. https://miuegypt.edu.eg/services-facilities/arts-facilities/campus-art-exhibition/

- **Evidence of Public Access:** The exhibition's goal is to **"engage the community and stakeholders"** and has historically been attended by **"a diverse audience"** including **"community representatives,"** in addition to

architects, designers, and faculty. This demonstrates an intentional effort to provide access to the public.

https://miuegypt.edu.eg/annual-architecture-exhibition/

The exhibitions are often coupled with events that invite public participation.

- **Evidence of Public Access:** An event related to the assessment of graduation projects mentioned a **"well-attended public lecture"** given by a distinguished juror, which took place alongside the exhibition, further indicating the university's commitment to inviting the wider community onto campus for cultural and artistic events.
- The University's Community Service and Environmental Development Council organized an exhibition to market the products of the Dounyatna Association for the Blind on Monday, November 18, 2024, on the university campus. The exhibition featured distinctive handicrafts made by the visually impaired and blind members of the association, both male and female. The University provided the necessary support by arranging round-trip transportation from Alexandria and supplying the required display materials. The university community actively participated by purchasing the products, demonstrating their commitment to social responsibility and inclusivity.

Associated Public Engagement



https://www.miuegypt.edu.eg/miu-supports-the-dunyatna-society-for-the-visually-imp
https://miuegypt.edu.eg/academics/faculty-of-architecture/intensive-summer-course-2024-for-high-schoolers/
https://miuegypt.edu.eg/miu-hosts-guest-lecturer-on-mamluk-architecture-in-egypt/

- **National Museum of Egyptian Civilization**

- **11 May 2025** · Conference Interpretation students collected historical terminology and evaluated bilingual exhibit labels. The register assigns the visit to **National Museum of Egyptian Civilization.**

Students examined the words used to explain exhibits in two languages and collected specialist terms for their Conference Interpretation coursework. Translating those terms accurately helps interpreters explain Egyptian history to audiences who use different languages. This supports SDG 4 through practical training and SDG 11 through the communication of heritage. The source documents student work and gives no indication that the museum changed its labels.

https://www.miuegypt.edu.eg/al-alsun-students-visit-the-national-museum-of-egyptian-civilization/

SDG 11



Indicator 11.2.4

Public Access to Green Spaces

Misr International University (MIU) demonstrates a commitment to utilizing open and green spaces for the public. The university provides **free access** for the **public** to its open and green spaces as a general, ongoing community service for the **public at large**. The recorded activities include a sports day for the orphans of Al-Sondos Association, involving football and running races, which implies a free use of a green/open sports space, and an exhibition to market the products of the Dounyatna Association for the Blind, held on the university campus in an open area. These were specific, organized events benefiting the public outside the university.

Sports Day

The Community Service and Environmental Development Committee at the Faculty of Al-Alsun and Mass Communication at Misr International University organized a sports day for the orphans of Al-Sondos Association in celebration of the International Day of Persons with Disabilities. This event was held on December 9, 2024, and aimed to enhance social inclusion. Fifteen orphans, accompanied by their supervisors, participated in various sports activities, including football and running races. The day concluded with a gift distribution ceremony that brought smiles to the faces of the participants. By organizing this event, the faculty contributed to achieving Goal 10 of the United Nations Sustainable Development Goals, which relates to promoting the reduction of inequality.

https://www.miuegypt.edu.eg/miu-students-celebrate-international-day-of-persons-with-special-needs/

https://miuegypt.edu.eg/use-of-sports-facilities-by-outside-community-parties/






University Support for Dounyatna Association for the Blind

Exhibition AND BAZARS

The University's Community Service and Environmental Development Council organized an exhibition to market the products of the Dounyatna Association for the Blind on Monday, November 18, 2024, on the university campus.

The exhibition featured distinctive handicrafts made by the visually impaired and blind members of the association, both male and female.

The University provided the necessary support by arranging round-trip transportation from Alexandria and supplying the required display materials. The university community actively participated by purchasing the products, demonstrating its commitment to social responsibility and inclusivity.

https://www.miuegypt.edu.eg/miu-supports-the-dunyatna-society-for-the-visually-impaired/





Christmas Bazaar

18–19 and 22–23 December 2024 · Across four days, 40 local and family businesses and 40 student entrepreneurs showcased their products.

The bazaar ran in two sessions over four days, bringing family businesses and student entrepreneurs into the same campus marketplace. Local vendors gained access to university customers, while students could present products alongside established sellers.

https://www.miuegypt.edu.eg/miu-hosts-successful-christmas-bazaar-supporting-local-businesses-and-student-entrepreneurs/

Bazaar for local producers

19 February 2025 · The Faculty of Pharmacy, the Directorate of Social Affairs and the Egyptian Red Crescent helped local producers exhibit and sell handmade products and food.

Local producers offered food and handmade goods directly to campus customers. The Faculty of Pharmacy worked with the Directorate of Social Affairs and the Egyptian Red Crescent to bring productive families into the event.

https://www.miuegypt.edu.eg/community-service-committee-at-the-faculty-of-pharmacy-hosts-special-bazaar-to-empower-local-producers/

SDG 11



Indicator 11.2.5

Arts and Heritage Contribution

Misr International University serves as an active contributor to local arts. It sustains a **theater group** capable of producing **fully booked public performances** at external venues (such as the Grand Taiba Theater) and maintains the artistic standards necessary to **compete at the National Theater Festival**, thereby integrating the university into the fabric of the national cultural sector.

Public Performances and Audience Engagement

The university's contribution to local arts is most visibly demonstrated through the production of major theatrical plays that are open to the public.

- **Creative writing at the Grand Egyptian Museum**
- **12 December 2024** · The Al-Alsun Department took 32 graduating students to the museum. Students drew on ancient Egyptian history and mythology to develop stories for their graduation projects. The figure of 32 counts participating students. The Al-Alsun Department linked the museum visit to graduation coursework. Ancient Egyptian narratives provided material that students could reinterpret through creative writing, connecting heritage with contemporary literary practice. The activity contributes to SDG 11 by involving a new generation in interpreting Egyptian cultural https://www.miuegypt.edu.eg/gem-sparks-creativity-in-al-alsuns-graduating-students/

Engagement with the National Arts Scene

Beyond standalone performances, the university functions as a recognized body within the broader Egyptian arts ecosystem.

- **National Theater Festival Participation:** The MIU Theater group actively competes in the **National Theater Festival,** the premier state-sponsored festival in Egypt (organized by the Ministry of Culture), involving competition against other major public and private universities, as well as independent and national troupes.

SDG 11



Indicator 11.2.6

Record and Preserve Cultural Heritage

Misr International University (MIU) works to preserve and record intangible cultural heritage. "Intangible cultural heritage" includes oral traditions, social practices, and, crucially, the **knowledge and skills** concerning a nation's history and culture. Based on specific field activities and academic projects conducted by the Faculty of Mass Communication (MCM) and the Faculty of Al-Alsun (Languages), this report demonstrates that MIU actively engages in the transmission of cultural knowledge to the younger generation, ensuring the preservation of Egypt's historical narratives and artistic traditions.

Preservation of Religious and Historical Knowledge

The Faculty of Mass Communication organized a strategic project involving a field trip to two of Egypt's most significant cultural repositories: the Museum of Islamic Art and the Coptic Museum.

- **Recording Heritage:** While museums house tangible artifacts, the role of Mass Communication students is to interpret, record, and disseminate the *stories* and *history* (intangible heritage) behind these artifacts. By engaging with these sites, students were tasked with documenting the diverse religious history of Egypt.
- **Preserving Knowledge:** The university explained that the objective was "bridging the gap between theory and practice." In the context of media studies, this implies transforming historical data into communicative

content. This facilitates the preservation of the **knowledge** of the Coptic and Islamic eras, ensuring that the narratives, traditions, and historical context of these periods are recorded and understood by contemporary students.

https://www.miuegypt.edu.eg/mcm-students-embark-on-cultural-trip-to-islamic-coptic-museums/

Bilingual guide to the Giza exhibition

25 November 2024 · At the “Forever is Now” contemporary art exhibition at the Giza Pyramids, Al-Alsun students conducted interviews and documented exhibits to develop a bilingual digital guide.

The exhibition placed contemporary art at the Giza Pyramids. Students interviewed people at the exhibition and gathered material for a digital guide in two languages, applying translation and copywriting to a cultural site. Recording explanations alongside the works helps retain context that a photograph alone may miss. The project supports SDG 11 through heritage documentation and SDG 4 through field-based language training.

https://www.miuegypt.edu.eg/al-alsun-students-visit-forever-is-now-art-exhibition-at-giza-pyramids/

Preservation of Artistic Tradition and Cultural Appreciation

English and Arabic language workshop

5 May 2025 · At MIU’s sustainability conference, the Al-Alsun Department demonstrated how artificial intelligence can support English and Arabic language learning and cultural heritage preservation.

The Al-Alsun session used practical demonstrations of AI-supported English and Arabic language learning. Its contribution to SDG 4 was to show learners how language tools can be used in practice. Its connection to SDG 11 is educational: the workshop explored how language skills can help people explain and pass on cultural knowledge. The documented outcome was a workshop, with no heritage collection or archive identified as an output.

https://www.miuegypt.edu.eg/al-alsun-hosts-ai-language-learning-workshop-at-miu-conference/

Historical terminology in museum interpretation

11 May 2025 · At the National Museum of Egyptian Civilization, Conference Interpretation students collected specialized historical terms and evaluated bilingual exhibit labels as part of their coursework.
Students worked with historical vocabulary in the setting where museum visitors encounter it. They collected specialist terms and assessed how bilingual labels conveyed the meaning of exhibits. This helps future interpreters retain historical meaning when moving between languages, a practical contribution to communicating Egypt's heritage under SDG 11.
https://www.miuegypt.edu.eg/al-alsun-students-visit-the-national-museum-of-egyptian-civilization/

Intangible Cultural Heritage is defined by UNESCO not just as folklore, but as "knowledge and practices concerning nature and the universe" and the transmission of such knowledge. MIU achieves this through:
https://www.miuegypt.edu.eg/faculty-of-pharmacy-participates-in-the-unitwin-emrpharm-preparatory-meeting-in-cairo/

Analysis

1. **Educational Transmission:** By physically taking students to these locations, the university ensures the oral and intellectual transmission of historical traditions (Islamic, Coptic, and Modern Era) from experts/curators to students.
2. **Contextualization:** The projects encourage students to contextualize their studies (whether Media or Language) within the framework of Egyptian heritage. This preserves the *identity* and *cultural memory* of the nation, which are core components of intangible heritage.
3. **Student-Led Documentation:** Particularly in the case of Mass Communication, the "practice" component involves creating media (reports, photos, social media content) that serve as a modern archive of this heritage, effectively recording it for a digital audience.

SDG 11



Indicator 11.4.1

Sustainable Practices Targets

Extensive Shared Transport Scheme

Provision of Extensive Shared Transportation Scheme (Buses)

The university actively promotes sustainable commuting through the provision of a comprehensive and well-structured **shared transport scheme (bus service)** for its community. This action directly supports the reduction of individual private car usage, traffic congestion, and associated emissions.

Metric / Year	2023-2024	2024-2025
Total Buses	59	78
Total Bus Lines	29	32
Stops Covered	315	315
Geographical Scope	3 different cities	3 different cities
Beneficiaries	713 Students All staff	1082 Students All staff (630)

Subsidization	• **Employees:** The bus service is **free of charge** for all university employees. • **Students:** The service is **free of charge** for students with low income and requires a subscription fee for the remaining students, confirming the provision of a subsidized transit option.

Enhanced Service Coverage And Flexible Scheduling	The university's bus system is designed to maximize utility and accessibility across various time slots and locations:
	• **Extensive Network:** The **78 buses** operate across **32 dedicated lines**, providing service to **315 stops** spanning **3 different cities (Cairo, Giza, Al-Sharqua)**. This broad coverage ensures the service is accessible to a wide geographical distribution of the university community.
	• **Flexible Scheduling:** The schedule is structured to cover key time slots for both arrivals and departures, allowing students and staff to reliably plan their commute around their academic and work commitments:
	  ○ **Arrival Times:** 8:30 AM and 10:00 AM.
	  ○ **Departure Times:** 1:30 PM, 3:00 PM, 4:30 PM, and 6:00 PM.
	This extensive and scheduled shared transport program constitutes a significant, tangible action by the university to promote sustainable commuting.

Transportation services office	All transportation services are managed by the transportation office, which facilitate convenient and reliable daily commutes for students and staff. **https://www.miuegypt.edu.eg/services-facilities/transportation-services/**

SDG 11



Indicator 11.4.2

Promote Sustainable Commuting

Extensive Shared Transport Scheme

Provision of Extensive Shared Transport Scheme (Buses)

The university actively promotes sustainable commuting through the provision of a comprehensive and well-structured **shared transport scheme (bus service)** for its community. This action directly supports the reduction of individual private car usage, traffic congestion, and associated emissions.

Metric	Year (2024)	Year (2025)
Total Buses	59	58
Total Bus Lines	29	32
Stops Covered	315	350
Geographical Scope	3 different cities	3 different cities
Beneficiaries (2023/2024)	713 (Students and staff)	1712 (Students and staff)

Enhanced Service Coverage And Flexible Scheduling

The university's bus system is designed to maximize utility and accessibility across various time slots and locations:

- **Extensive Network:** The **58 buses** operate across **32 dedicated lines**, providing service to **350 stops** spanning **3 different cities (Cairo, Giza, Al-Sharqua)**. This broad coverage ensures the service is accessible to a wide geographical distribution of the university community.
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  - **Arrival Times:** 8:30 AM and 10:00 AM.
  - **Departure Times:** 1:30 PM, 3:00 PM, 4:30 PM, and 6:00 PM.

This extensive and scheduled shared transport program constitutes a significant, tangible action by the university to promote sustainable commuting.

Parking Facilities

The university provides **three (3) free parking lots** for students, employees, and guardians adjacent to the university campus.

Parking Lot	Capacity (Private Cars)	Location
Parking Lot 1	1,000	Opposite side of the university on the Cairo-Ismailia Desert Road
Parking Lot 2	300	Land beside the university
Parking Lot 3	300	In front of the university's main gate

SDG 11



Indicator 11.4.3

Allow Remote Working

Misr International University has adopted and successfully implemented a technology-driven strategy to support and encourage telecommuting and flexible work for its staff. This is demonstrated by the high adoption rate of its VDI solution and the explicit support for **hybrid work models**.

Promotion and Allowance of Telecommuting/Remote Working

The university, through its Information Technology Department, explicitly supports and enables remote work:

	Aspect	Action
Telecommuting/Remote Working	**Operational Goal**	The IT Department's technical support section aims to: **"Allow staff and academic members to work remotely from anywhere and access MIU information technology on premises resources..."**
	Enabling Technology	The **Virtual Desktop Infrastructure (VDI)** is the core platform, described as **"a vital component in supporting secure remote access, digital workflow, and hybrid work models"**.

Policy/Standard Practice	The VDI platform is credited with supporting **"flexible work models"** and ensuring **"continuity of work and secure access to university data from any location."**
Employee Adoption	Usage of the VDI platform increased by **74%** during the 2024/2025 academic year **(*from 86 to 150 users*),** reflecting **"the growing reliance on remote-access technology within academic and administrative departments."**

Benefits Supporting Flexible Work

The VDI solution provides specific benefits that underscore the university's commitment to staff mobility and remote work enablement:

- **Accessibility:** Users can access the system from a wide range of personal devices, including Windows, macOS, Linux, Android, and iOS, ensuring full mobility.
- **BYOD (Bring Your Own Device):** Employees are "not limited by personal device specifications" and can log in from home PCs, laptops, tablets, or phones with the same performance level as an office computer.
- **Unified User Experience:** Regardless of location (campus, home, or abroad), users receive "the same desktop, same applications, same data, and same performance."

SDG 11



Indicator 11.4.4

Affordable Housing for Employees

Misr International university (MIU) provides **free** housing for its expatriate workers, which exceeds the standard definition of "affordable housing" by offering accommodation at no cost.

Based on the Academic Year 2024/2025 report, the university provides comprehensive support for its employees, particularly its expatriate workforce:

Free Housing for 262 employees

1. **Free Accommodation:** The university provides **free, dedicated housing** for all expatriate university workers (non-local staff). This accommodation is fully equipped with necessary facilities, services, and furniture to ensure appropriate living standards.
2. **Total Users:** During the 2023/2024 academic year, a total of ***262 employees*** utilized the university's housing:
    - Security Staff: 115
    - Workers (General): 95
    - Drivers: 10
    - External Labor: 42

Other Services

3. **Food Provision:** The university provides diverse daily food rations to all employees without exception or discrimination.

4. **Financial Support:** The university offers aid and **soft loans** to workers during special circumstances (e.g., marriage, illness, death), also without discrimination.

External Labor (Contractors)

The university ensures equitable treatment for workers brought in through specialized contractors or companies:

- **Parity in Benefits:** External labor is treated **equally** (in kind) to directly hired university employees regarding salaries, accommodation, and other privileges.
- **Contractual Obligation:** The university requires contractors and companies to commit fully to providing all labor rights stipulated by labor law for the workers they supply. This commitment is explicitly stated in the mutual agreements, and the contractor/company is held accountable accordingly.

Health and Safety Commitment

The university is also committed to ensuring a safe working environment:

- **Safety Equipment:** Necessary safety and security equipment is provided in work areas (e.g., head/eye protectors, safety harnesses, and safety shoes).
- **Medical Care:** In the event of any work-related injuries or accidents, the university covers **all treatment expenses** for all employees, both internal and external.

SDG 11



Indicator 11.4.5

Affordable Housing for Students

The International Office (IO) assists students who joins Misr International University (MIU) through the exchange programs with partner universities, from the application process through their stay until their departure from Egypt. Among these services is the provision of affordable housing as follows:

- Helping to find the most appropriate apartments for international students, in terms of cost, safety, and accessibility to all services and facilities that they may need.
- In case the students decide to find their own accommodation, we guide and follow up with them to make sure they choose a convenient option.

Free Housing for
13
Students

The university provided housing for ***13 international students*** in the academic year 2024/2025.

SDG 11



Indicator **11.4.6**

Pedestrian Priority on Campus

The University undertook significant measures to ensure the safety of students and visitors on the Cairo-Ismailia Desert Road (a major highway). The university's commitment is demonstrated through several key initiatives categorized by location:

Off Campus

- The university covered the costs for the construction of a **pedestrian bridge** on the Cairo-Ismailia Desert Road in front of the university. This was done in cooperation with the Armed Forces Engineering Authority to secure the movement of students, visitors, and those attending neighboring schools.
- The bridge connects the waiting area on the opposite side with the slow lane in front of the university.
- The Security administration secures the routes for students and visitors starting from the bridge staircase until the entry gates.
- The university also covered the costs for the construction of a **medium-height concrete wall** on both sides of the road in front of the university area in both directions, to preserve the safety and security of university students, visitors, and neighboring facilities.

- The university arranged with neighboring schools to install **special speed bumps** along the slow lane.

- This was done to prevent cars from driving against the flow of traffic.
- They also installed **directional signs** to regulate traffic movement in the slow lane.
- The university covered the costs of **preparing and leveling the right-of-way** adjacent to the university. This facilitates the parking of neighboring school buses to ease the burden on traffic movement in the slow lane, thereby securing the movement of university students, visitors, and those attending neighboring schools





On Campus

- The campus design relies on the **complete separation** of movement and routes between pedestrian routes and vehicular traffic.
- The paths for pedestrians (students or employees) **do not overlap or intersect** with vehicular movement.
- Vehicular traffic movement inside the campus is regulated by the Security Administration and supervisors.



SDG 11



Indicator 11.4.7

Local Authority Collaboration Regarding Planning and Development

The Faculty of Engineering Sciences and Arts at Misr International University enhances the scientific and practical role of its two academic departments, Architecture and Communications, and maximizes the university's role in serving the community and its surrounding area as well as communities outside the university's geographical scope.

Communication and Interaction

Ismailia City Field Trip:

On February 5th, 2024, fifth-year Architecture students went on a site visit to Ismailia city for their graduation project. They are working on creating a specialized museum & media center.

Students visited the Suez Canal and immersed themselves in the rich tapestry of Ismailia's landscape, history, and culture. They also visited the Ismailia Monuments Museum where they gained a deeper understanding of the city's architectural heritage and cultural significance. The faculty would like to express its sincere gratitude to the graduation staff for their unwavering support and guidance.

https://www.miuegypt.edu.eg/architecture-students-visit-ismailia-monuments-museum/

Local producers gain access to campus customers

On 19 February 2025, MIU's Faculty of Pharmacy worked with the Directorate of Social Affairs and the Egyptian Red Crescent to organize a bazaar for local producers. Families and small producers displayed handmade goods and food and could sell directly to campus customers. The register identifies the partners and the sales opportunity, but gives no figures for attendance, sales or household income.

The event supported local economic participation by giving producers access to a market. MIU records it under indicator 1.4.1. For 11.4.7, it demonstrates a working relationship with a public directorate; the documented joint activity was organizing the bazaar.

https://www.miuegypt.edu.eg/community-service-committee-at-the-faculty-of-pharmacy-hosts-special-bazaar-to-empower-local-producers/

Student Activities

The student club "ASCC For Help" held several events inside and outside the university during the semester, under the supervision of Dr. Mohamed El Sawy, Vice Dean of the Faculty of Engineering for Community Service and Environmental Affairs.

1. Case Study and Winter Exhibition:

- More than 150 houses in Yousef El Seddeek village, Fayoum, were studied on 24/11/2023.
- The study revealed that the most in-need categories require assistance in:
    - **Housing:** Building roofs, wall restoration, providing winter blankets.
    - **Clothing:** Clothes for children's schools, winter exhibition, summer exhibition.
    - **Health:** The group most affected by asthma and disc problems.

- **Awareness:** Campaigns on the harms of child marriage, teeth cleaning, and wearing shoes.
- **Food:** Distribution of Ramadan bags, daily meals, and meat.

- A plan was implemented starting with a winter clothes exhibition, where more than 100 pieces of clothing were distributed at the beginning of the academic year, on 24/11/2023.

2. Blanket Distribution:

- 250 blankets were distributed in Salem Gad village, Fayoum, on 22-12-2023, based on the case study and donations.

3. Distribution of External Textbooks for Children in a Shelter:

- Donations were collected to purchase external textbooks for the children of Dar Al-Huda Al-Islami (shelter) at the beginning of the academic year on 22-11-2023.

SDG 11



Indicator 11.4.8

Planning Development - New Build Standards

The university's approach to new construction and modifications is based on adherence to the Egyptian Code for Building (الكود المصري في البناء).

National Certifying Body: The code is issued by the Housing and Building National Research Center **(HBRC)**, which is the official governmental body responsible for setting standard specifications and acceptance criteria for the design and execution of facilities in Egypt. While the Egyptian Code is the foundational standard, the HBRC is also involved in preparing and updating more specific codes, including the **Environmentally Friendly Green Building Code** and the **Code for Rationalizing Energy Use in Residential and Commercial Buildings**, indicating an icreasing national focus on sustainability in construction.

Operational Sustainability and Energy Efficiency Initiatives	While the primary standard is the Egyptian Code, the university demonstrates a proactive commitment to key sustainability goals, particularly in the area of **energy generation and consumption management**. This goes beyond passive building design and focuses on active sustainable operations.

Initiative	Implementation Detail	Sustainability Impact
Solar Power Plant	Contracted with a specialized company to establish a **solar photovoltaic (PV) power station** on university rooftops, covering an area of **3,000 m²** (expandable).	**Reduction in Carbon Footprint:** Shifts energy reliance from less-sustainable sources (likely generators) to a **clean energy source**. This is a direct contribution to climate action
Annual Energy Production Goal	The solar station is anticipated to generate **336,000 kWh annually**	**Energy Security & Financial Savings:** Provides a reliable, predictable source of power, decreasing dependence on external utility grids and reducing overall operating costs.
Lighting Replacement	**Continuous replacement** of traditional lighting fixtures with **lower electricity consumption alternatives** (e.g., LED or other energy-efficient lighting).	**Energy Demand Reduction:** A core strategy for reducing overall electricity consumption across the campus infrastructure.
Automated Lighting Controls	**Expansion in the use of presence and motion detectors** (sensors) in spaces.	**Energy Waste Minimization:** Ensures lights are only used when spaces are occupied, directly combating energy waste in unoccupied areas, which is a common issue in large academic facilities.
Power Infrastructure	The university primarily relies on **private power stations** (generators) for energy, indicating a high demand for uninterrupted power. This high operational reliance on generators makes the transition to solar energy critical for environmental improvement.	**Operational Resilience:** The private power stations provide essential reliability for continuous academic, research, and administrative services, but the solar project provides the necessary path toward **decarbonization** of this critical energy supply.

Maintenance and Safety Compliance

The university also ensures a high degree of operational and structural compliance that aligns with best practices for infrastructure longevity and asset protection, a key element of long-term sustainability.

- **Routine Maintenance:** All electrical systems, equipment, and panels undergo **periodic maintenance and inspection**.
- **Asset Protection:** A **central FM200 fire suppression system** is installed to protect all main power distribution boards and electrical panels. This is an important detail as **FM-200** (Heptafluoropropane) is a **clean agent** fire suppressant that is safe for equipment and leaves no residue, minimizes asset damage and downtime, and has **zero Ozone Depletion Potential (ODP)**, making it a more environmentally responsible choice compared to older halocarbon agents.

Ensure Sustainable Consumption and Production Patterns

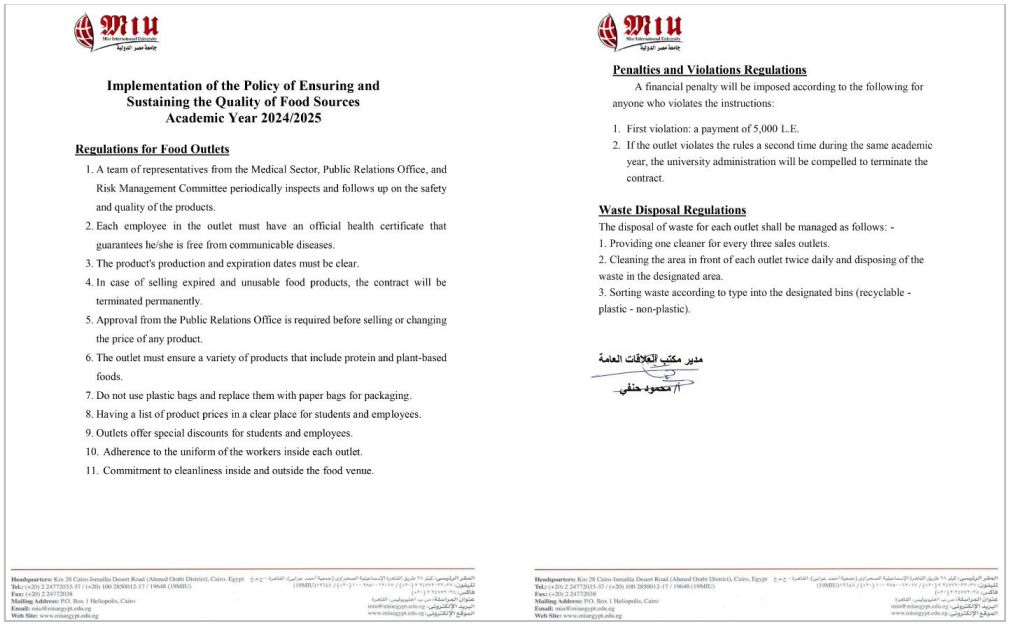
Our commitment to SDG 12 (Responsible Consumption and Production) is demonstrated by embedding sustainable consumption and production principles across our institution. We stand up for the practical application of resource efficiency, moving beyond research to transform our campus operations through advanced waste recycling and sustainable procurement. This report details our systematic efforts in waste management and fostering sustainable supply chains, initiatives that solidify our leadership in sustainability and enhance our performance in global rankings.

Operational Measures

Ethical sourcing policy

The university's ethical sourcing policy for food and supplies remains in place and unchanged after its review in 2024. The policy requires all on-campus food providers to procure supplies from responsible and sustainable sources. This requirement is enforced through contractual agreements that oblige vendors to demonstrate adherence to fair labor practices, animal welfare standards, and environmentally sound production methods.

Under the policy, food facilities on campus operate within established rules and regulations. Compliance is monitored through monthly inspection visits carried out jointly by the university's medical sector, safety office, and public relations office. Violations are subject to penalties ranging from monetary fines to termination of the contract.



Implementation of the Policy of Ensuring and Sustaining the Quality of Food Sources
Academic Year 2024/2025

Regulations for Food Outlets

1. A team of representatives from the Medical Sector, Public Relations Office, and Risk Management Committee periodically inspects and follows up on the safety and quality of the products.
2. Each employee in the outlet must have an official health certificate that guarantees he/she is free from communicable diseases.
3. The product's production and expiration dates must be clear.
4. In case of selling expired and unusable food products, the contract will be terminated permanently.
5. Approval from the Public Relations Office is required before selling or changing the price of any product.
6. The outlet must ensure a variety of products that include protein and plant-based foods.
7. Do not use plastic bags and replace them with paper bags for packaging.
8. Having a list of product prices in a clear place for students and employees.
9. Outlets offer special discounts for students and employees.
10. Adherence to the uniform of the workers inside each outlet.
11. Commitment to cleanliness inside and outside the food venue.

Penalties and Violations Regulations

A financial penalty will be imposed according to the following for anyone who violates the instructions:

1. First violation: a payment of 5,000 L.E.
2. If the outlet violates the rules a second time during the same academic year, the university administration will be compelled to terminate the contract.

Waste Disposal Regulations

The disposal of waste for each outlet shall be managed as follows: -
1. Providing one cleaner for every three sales outlets.
2. Cleaning the area in front of each outlet twice daily and disposing of the waste in the designated area.
3. Sorting waste according to type into the designated bins (recyclable - plastic - non-plastic).

مدير مكتب العلاقات العامة
أ/ محمود حنفي

Regulations for food outlets and penalties for violations, academic year 2024/2025

Waste management

The university maintains a comprehensive Waste Management Policy that governs the safe handling and disposal of all waste streams, including hazardous materials. The policy is publicly accessible, has been active since 2007 and was updated in 2024. It sets out a systematic framework for measuring the total amount of waste generated campus-wide and for recording separately the proportion that is recycled and the proportion sent to landfill, and it mandates the systematic tracking and reporting of both.

2007	2024	Present
Initial implementation of the comprehensive waste management policy.	Policy review and update to enhance effectiveness.	Continuous tracking and reduction of waste sent to landfill.

Proportion of recycled waste

In 2024/2025, the total amount of waste was **244.7 metric tons**, of which **56 metric tons** were recycled and **188.7 metric tons** were sent to landfill. This means roughly 22.9% of the university's waste was diverted to recycling.

The university contracts with a paper factory that receives its paper waste for recycling, and the campus is equipped with color-coded bins to facilitate the segregation of recyclable waste.



Waste management performance, 2024/2025 (tons)

Hazardous waste

The university manages hazardous waste through a strict protocol of segregation, secure storage, and certified disposal, ensuring environmental and human safety. Hazardous waste is transported under strict infection control measures to the Health Affairs Directorate 3, Al-Qalyubia Governorate, in accordance with the university's annual contract. In addition, the university's Risk Management Committee organizes an annual workshop on waste management and the handling of hazardous waste.



Color-coded recycling bins and infectious waste containers

Use minimization of plastic and disposable items

The university applies policies for environmental sustainability, including the minimization of plastic waste and disposable items and the proper disposal of recyclable waste. The disposable-items policy is formal and publicly accessible. It targets the reduction of solid waste and the university's overall material footprint by phasing out single-use products across campus operations, including dining services, administrative offices, and university events. By promoting reusable and durable alternatives, the policy is a cornerstone of the university's commitment to resource efficiency and circular economy principles.

A clear example of the policy in practice is found in the regulations governing food outlets on campus. As a standard contractual obligation, managers of all university food facilities formally approve terms annually, and Rule 7 requires outlets to use paper bags instead of plastic bags.

The university is also committed to educating students about sustainable practices through elective university courses, such as Environmental Awareness (SOC102), and through topics embedded in other courses, such as the Public Health and Preventive Dentistry course, which includes a topic on sustainability.

2. Elective University Courses:

Students also select **One course** of the following University Requirement Courses:

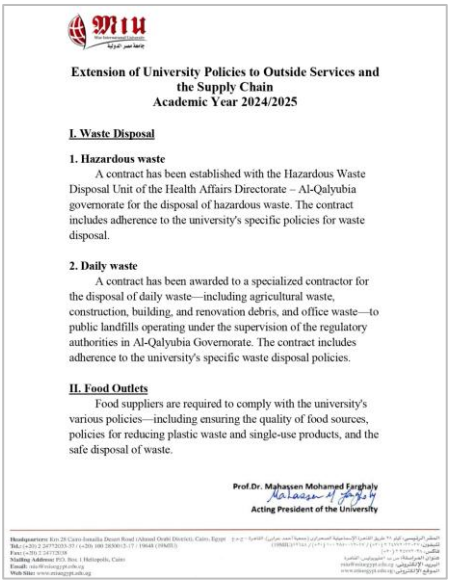
Serial No.	Course Code	Course Name	Pre-requisite	Credit Hrs.
1	SOC102	Environmental. Awareness	None	3
2	SOC103	Principle of Sociology	None	3
3	NUT101	Principles of Nutrition (ALS,ARC,BUS,CSC,ECE& MCM)	None	3

Elective university requirement courses, including Environmental Awareness (SOC102)

Extension of policies to outsourced services and suppliers

The university's policies on minimizing disposable items and plastics are explicitly extended to all outsourced services operating on campus. This requirement is formally mandated within service agreements and procurement contracts, holding external partners such as food caterers to the same operational standards as internal departments.

The university also extends these policies across its supply chain, embedding sustainable procurement principles into contracts with its key suppliers of goods, including equipment, stationery, and building contractors. Through tender documents and supplier agreements, vendors are required to demonstrate reduced and sustainable packaging, to prioritize reusable or recyclable materials, and to offer products aligned with the university's circular economy goals. In this way, the commitment to reducing material footprint and solid waste is upheld both internally and across the university's external operations.



Extension of University Policies to Outside Services and the Supply Chain
Academic Year 2024/2025

I. Waste Disposal

1. Hazardous waste

A contract has been established with the Hazardous Waste Disposal Unit of the Health Affairs Directorate – Al-Qalyubia governorate for the disposal of hazardous waste. The contract includes adherence to the university's specific policies for waste disposal.

2. Daily waste

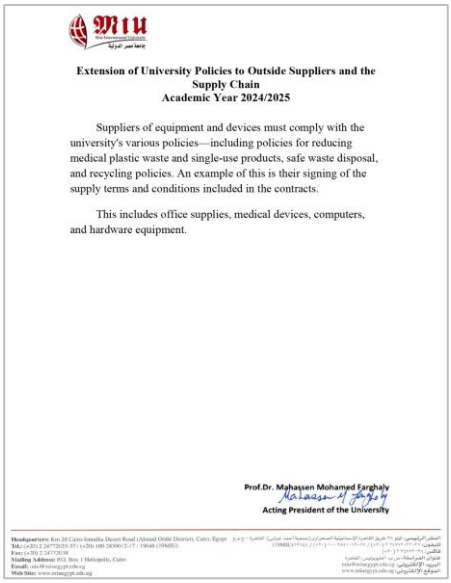
A contract has been awarded to a specialized contractor for the disposal of daily waste—including agricultural waste, construction, building, and renovation debris, and office waste—to public landfills operating under the supervision of the regulatory authorities in Al-Qalyubia Governorate. The contract includes adherence to the university's specific waste disposal policies.

II. Food Outlets

Food suppliers are required to comply with the university's various policies—including ensuring the quality of food sources, policies for reducing plastic waste and single-use products, and the safe disposal of waste.

Prof.Dr. Mahassen Mohamed Farghaly
Acting President of the University

Extension of University Policies to Outside Services and the Supply Chain, 2024/2025 (page 1)



Extension of University Policies to Outside Suppliers and the Supply Chain
Academic Year 2024/2025

Suppliers of equipment and devices must comply with the university's various policies—including policies for reducing medical plastic waste and single-use products, safe waste disposal, and recycling policies. An example of this is their signing of the supply terms and conditions included in the contracts.

This includes office supplies, medical devices, computers, and hardware equipment.

Prof.Dr. Mahassen Mohamed Farghaly
Acting President of the University

Extension of University Policies to Outside Services and the Supply Chain, 2024/2025 (page 2)

Applications of SDG 12 university policies

The Training Committee at the Faculty of Oral and Dental Medicine organized a workshop titled “Principles of General Laboratory Safety / Biosafety”, delivered by Dr. Hanan Al-Mohammadi to 22 laboratory technicians. It covered basic lab safety, blood-borne diseases, and laboratory-acquired infections, and achieved a 100% satisfaction rate. The workshop directly supports SDG 12 by promoting the environmentally sound management of chemicals, the safe segregation and reduction of hazardous laboratory waste, and responsible resource use in daily lab operations.



Laboratory Safety / Biosafety workshop, Faculty of Oral and Dental Medicine

Take Urgent Action To Combat Climate Change and Its Impacts

At Misr International University, confronting the climate crisis is a core operational and educational priority. Our efforts are guided by a clear commitment to reducing our environmental footprint and empowering our community with the knowledge to act. The following report details our practical implementation of this policy through educational programs, international collaboration, and a clear commitment to a low-carbon future.

Education for SDG 13

At the Faculty of Mass Communication, the educational program includes a “Climate Change” course.

Course Code	Course Name	Pre-requisite	Credit Hrs.
ART101	Introduction to Applied Arts	None	3
ETH101	Professional Ethics	None	3
GEO101	Principles of Political Geography	None	3
HIS101	History of Ancient Egypt	None	3
HIS102	History of Islamic Egypt	None	3
HIS106	Modern History of Egypt	None	3
MUS103	Introduction to Music	None	3
NUT101	Principles of Nutrition	None	3
PSY104	Social Psychology	None	3
SOC102	Environmental Awareness	None	3
SOC103	Principles of Sociology	None	3
THT101	Introduction to Theatre	None	3
URC100	Communication Skills	None	3
URC102	Cinema and Fiction	None	3
URC104	Media Literacy	None	3
URC105	The Character of Egypt	None	3
ART201	History of Arts	None	3
COM200	Desktop Publishing	None	3
HIS201	History of the Modern World	None	3
POL200	Introduction to Political Sciences & International Relations	None	3
URC200	Financial Literacy	None	3
URC201	Climate Change	None	3
URC202	Writing in the Disciplines	None	3

Sustainability conference

In February 2024, the university launched its inaugural sustainability conference, "Creating a Sustainable Future: Innovations, Challenges and Opportunities." The conference agenda included **4 lectures** addressing the university’s commitment to achieve SDG 13.

The **first** lecture was “Envisioning a Sustainable Future through Climate Fiction Lens: An Ecocritical Approach”. The study employs an ecocritical framework to analyze climate fiction ("Cli-Fi") and its exploration of the societal and environmental impacts of climate change. Through a qualitative analysis of novels like *The Water Knife* and *The Ministry for the Future*,

the research examines how these narratives address specific Sustainable Development Goals (SDGs), including SDG 6 (Clean Water), SDG 13 (Climate Action), and SDG 15 (Life on Land). The ultimate aim is to demonstrate how fiction can raise awareness, deepen understanding, and inspire action on urgent sustainability challenges.

The **second** lecture entitled "Education for Sustainability (EfS): Incorporating Experiential Learning Models in the Classroom" aims at exploring experiential learning models—such as project-based, case-based, and inquiry-based learning—as strategies for engaging students in sustainability education and confronting environmental problems such as climate change. The lecture focused on moving beyond traditional teaching methods by examining how hands-on, experiential learning can break down the barriers between the classroom and the real world. It will demonstrate how these active pedagogical approaches empower students to solve problems, make informed decisions, and adopt more sustainable lifestyles by connecting learning to personally relevant contexts.

The **third** lecture was "Home in Times of Ecological Crisis: An Ecocritical Reading of Christy Lefteri's the Book of Fire" offered an ecocritical reading of Christy Lefteri's 2023 novel, *The Book of Fire*, examining its portrayal of home and planetary crisis in an era of ecological disaster. The analysis positions the novel as an expansion of Lefteri's ongoing ecological concerns, previously explored in *The Beekeeper of Aleppo* through the lens of war and its impact on both humans and the environment. In her latest work, Lefteri shifts focus to the trauma inflicted by a forest fire in a Greek village, using this ecological catastrophe to explore urgent questions about belonging and the destruction of home.

The **fourth** lecture entitled "Wastewater treating using biomass as neutral-carbon options within the framework of COP 27 recommendations" faced a severe global challenge of water pollution from heavy metals, this review highlights the urgent need for eco-friendly and low-cost water treatment solutions to align with Sustainable Development goals. It criticizes current methods for their environmental damage and high carbon footprint. The review then proposes a sustainable alternative: using water hyacinth, an aquatic plant that itself poses a threat to ecosystems by clogging waterways. By repurposing this problematic plant as a natural adsorbent to remove harmful metal ions from wastewater, the method addresses two issues at once—mitigating water pollution while managing an invasive species, thereby offering a path toward a lower-carbon treatment process.

Conserve and Sustainably Use Oceans, Seas and Marine Resources for Sustainable Development

Misr International University (MIU) demonstrates a commitment to SDG 14 through a multi-faceted approach that integrates academic research, student-led initiatives, and community engagement. While a dedicated "Marine Biology" department is not explicitly mentioned, the university's activities in environmental science, sustainable practices, and public awareness campaigns directly contribute to the targets of Life Below Water. Key highlights include research on water pollution and bioremediation, community clean-up events, and institutional policies aimed at reducing environmental impact. This report synthesizes these activities into evidence suitable for the THE Impact Rating.

This report is structured according to the common evidence categories used in THE Impact Rankings.

Internal Policies and Water-Sensitive Waste Management

The university is committed to preserving water resources and supporting **SDG 14: Life Below Water** by promoting efficient consumption and maximizing the use of all available water sources on campus. The policy includes upgrading water infrastructure, replacing traditional fixtures with water-saving technologies, and landscaping with low-water-demand plants to reduce pressure on freshwater ecosystems. Desalination units are installed in key facilities, while wastewater is treated and reused for irrigation, alongside water collected from air-conditioning systems and rainfall. To further protect aquatic environments, the university prioritizes awareness through clear signage and educational seminars held both on and off campus, encouraging responsible water use and the conservation of marine and freshwater ecosystems.

Read the University policy here.

Life on Land

Misr International University (MIU) demonstrates a strong commitment to environmental stewardship and the protection of terrestrial ecosystems. During the academic year 2023–2024, the university advanced SDG 15 through integrated teaching, research, campus operations, and community outreach initiatives that contribute to biodiversity conservation, environmental sustainability, and public awareness. MIU's work aligns with Egypt's Vision 2030, addressing national priorities in ecosystem preservation, sustainable resource management, and environmental education.

Policies and governance

- **Environmental Sustainability & Biodiversity Policy**

  The university maintains institutional policies that protect the environment and regulate responsible use of natural resources. The university's primary commitments ensure environmentally responsible landscaping and campus greenery management, reducing harmful chemical use in laboratories and campus operations as well as encouraging ecological awareness among students and staff.

- **Hazardous Waste Management Policy**

  MIU maintains a strict hazardous-waste protocol covering segregation, safe storage, documentation, and certified disposal. This protects soil, groundwater, and surrounding land ecosystems from contamination. The main areas of commitment are annual training for lab technicians, contract for safe disposal under strict infection-control measures.

Programs, Activities, and Outreach

Tree-Planting & Campus Greening Initiative

The university expanded green areas across campus through:

- Planting new native trees and shrubs.
- Maintaining pollution-absorbing green belts around major pedestrian zones.
- Creating shaded green courtyards supporting biodiversity (native birds and insects).

These actions support carbon reduction, micro-habitat preservation, and dust mitigation.

Environmental Awareness Campaigns

Throughout 2023–2024, MIU organized several student-led and faculty-supervised campaigns focused on land conservation, sustainable resource use and combating desertification.






A visit VeryNile Initiative to raise environmental awareness

Celebrating a Green Revolution in Pharmacy Practice

On October 2, 2023, Faculty of Pharmacy demonstrated its commitment to sustainable healthcare through a key collaboration. Dr. Manal Abouelkheir served as a judge for the first "Egyptian Green Awards in Pharmacy Practice," an initiative involving 48 hospitals that promoted safe, green, and sustainable pharmaceutical care. During the ceremony, which recognized 12 outstanding hospitals, Dr. Abouelkheir actively contributed to a panel discussion on "Green and Zero Harm Pharmacy," providing expert recommendations. The event, hailed as a successful model for green healthcare, highlighted principles of environmentally friendly practices across the pharmaceutical lifecycle, from manufacturing to waste disposal, with ambitions to expand the initiative across Arab nations.





Education about SDG 15

SDG 15 concepts are embedded within courses in faculties of:

- **Pharmacy** (Public and Environmental Health)
- **Engineering** (Environmental Awareness, Environmental Impact of Engineering Projects)
- **Oral and Dental Medicine:** (Dental Public Health)
- **Mass Communication** (Health and Environmental Awareness Campaigns)
- **Al-Alsun** (Environmental Awareness)

Sustainable Land Use & Campus Management

Green Campus Operations:

The university reduces land degradation risks by using environmentally friendly landscaping practices, implementing water-efficient irrigation systems, reducing chemical fertilizers and pesticides and integrating composting of green waste.

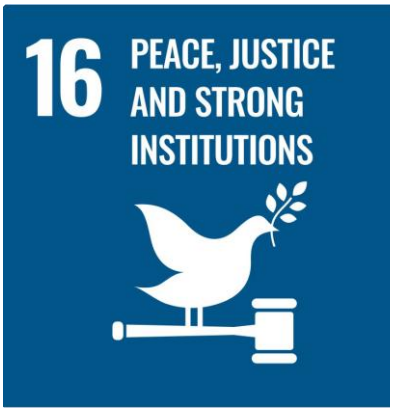
Waste Segregation and Recycling

The university maintains color-coded recycling bins across campus for paper, plastics, metals and organic waste. MIU also ensures safe, segregated handling of hazardous waste to avoid land contamination.



Misr International University Report

Sustainability Impact Ratings



SDG 16:

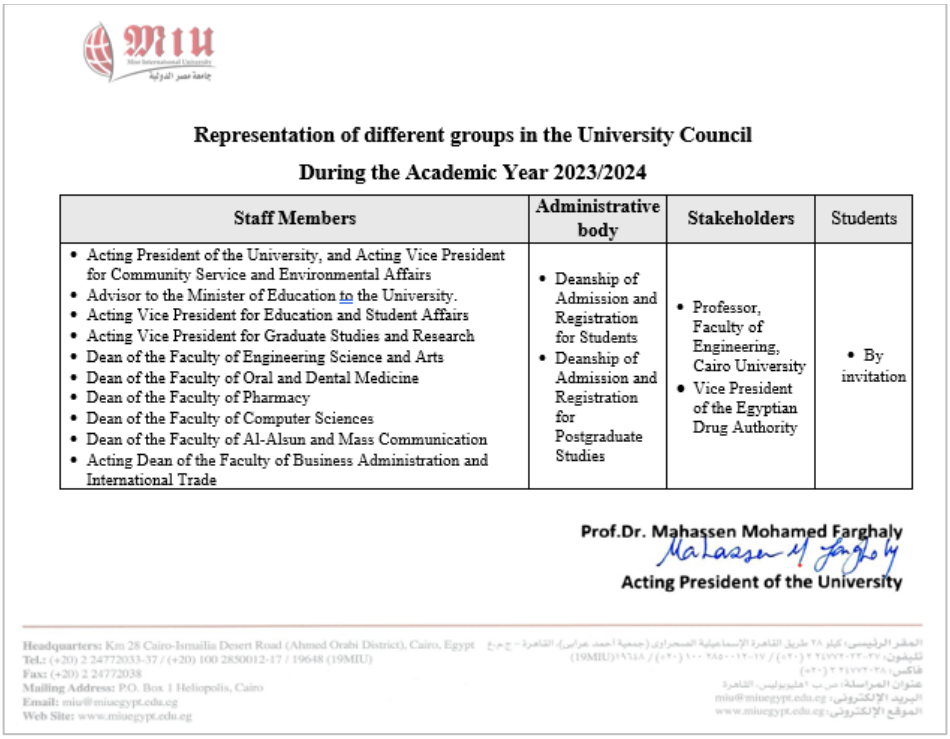
Peace, Justice and Strong Institutions

This report outlines Misr International University's commitment to Sustainable Development Goal 16. We detail our efforts in fostering transparent governance, ensuring elected representation, engaging with stakeholders, maintaining robust anti-corruption policies, and upholding academic freedom.

Through these initiatives, MIU strives to be a beacon of ethical leadership and institutional strength.

16.2.1. Elected Representation

The University's highest governing body is the University Council. Its composition, which has not changed, includes elected representatives from staff, students, and academic administration, alongside appointed external stakeholders, ensuring inclusive, participatory, and accountable institutional governance.



Representation of different groups in the University Council

During the Academic Year 2023/2024

Staff Members	Administrative body	Stakeholders	Students
• Acting President of the University, and Acting Vice President for Community Service and Environmental Affairs • Advisor to the Minister of Education to the University. • Acting Vice President for Education and Student Affairs • Acting Vice President for Graduate Studies and Research • Dean of the Faculty of Engineering Science and Arts • Dean of the Faculty of Oral and Dental Medicine • Dean of the Faculty of Pharmacy • Dean of the Faculty of Computer Sciences • Dean of the Faculty of Al-Alsun and Mass Communication • Acting Dean of the Faculty of Business Administration and International Trade	• Deanship of Admission and Registration for Students • Deanship of Admission and Registration for Postgraduate Studies	• Professor, Faculty of Engineering, Cairo University • Vice President of the Egyptian Drug Authority	• By invitation

Prof.Dr. Mahassen Mohamed Farghaly

Acting President of the University

Representation of different groups in the University Council (academic year 2023/2024)

16.2.2. Students' Union

The university continues to formally recognize an independent students' union, which maintains the same operational structure as the previous year. This union plays a vital role in our governance by providing elected student representation, offering comprehensive support services for student welfare, and organizing a diverse range of social activities.

Elected student representation	Student welfare support services	Diverse social activities

16.2.3. Identify and Engage With Local Stakeholders

The university's governance is based on a structured framework that prioritizes inclusive stakeholder engagement in councils and committees, as outlined in our policy on stakeholder engagement. The policy aims at integrating external stakeholders into the core development of the university's education, research, and community service missions. This is realized through seats on university councils, direct contributions to strategic planning, and systematic feedback collection, ensuring a strong, mutually beneficial connection with the community.

Stakeholders are involved in the following **University Councils**:

- Educational Affairs Council
- Community Service and Environmental Affairs Council
- Post-Graduate Council
- Crisis Management Council

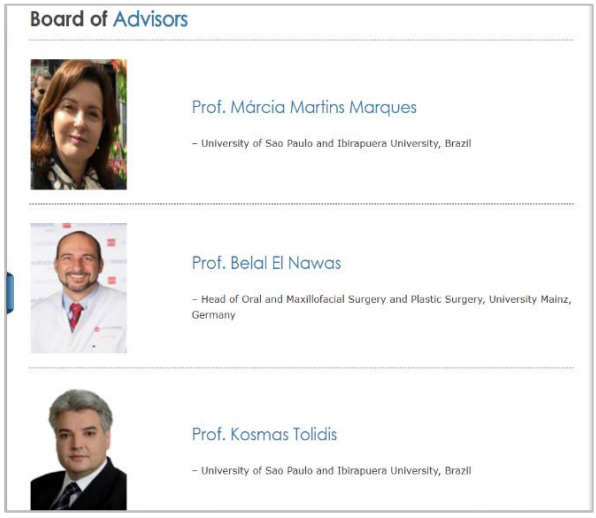
At the faculty level, all **Faculty Councils** include local stakeholders.

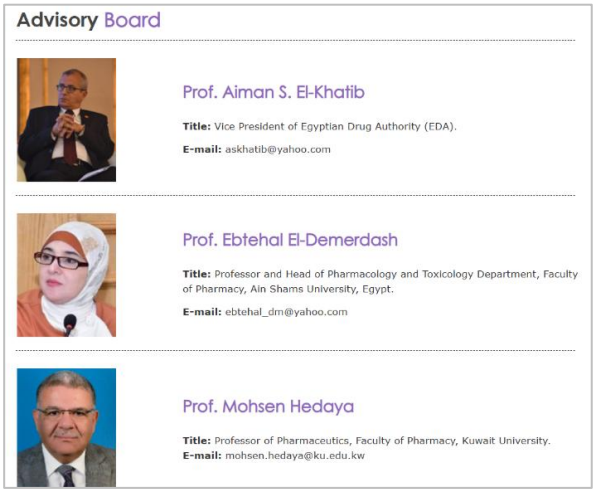


Distribution of stakeholders' representation in University Councils

16.2.4. Participatory Bodies for Stakeholder Engagement

The university ensures diverse external stakeholder participation through structured governance bodies such as Faculty Advisory Boards. These boards are explicitly designed to be **inclusive and global in composition**, incorporating leading international experts and industry representatives alongside local and national stakeholders. This strategic approach enriches our academic governance with worldwide perspectives, ensuring our programs remain at the forefront of global standards and practices. The Faculty of Oral and Dental Medicine Board of Advisors and the Faculty of Pharmacy Board of Advisors are examples of diverse external stakeholder participation.





Some Advisory Board members of the Faculty of Pharmacy and the Faculty of Oral and Dental Medicine

16.2.5. University Policies on Corruption and Bribery

The university maintains a zero-tolerance policy on corruption and bribery. This policy clearly defines the principles, expectations, and procedures for all members. The university's code of ethics and code of conduct are publicly available on the university's website.

The University's Ethics Committee is responsible for overseeing institutional ethics, judging complaints under the code of conduct, and ensuring that fairness, transparency, and integrity govern all university operations. Directly supporting SDG 16, our university embeds the principles of justice and strong institutions into the undergraduate experience through law and ethics courses. These courses challenge students to examine the role of effective rule of law and accountable institutions, preparing them to combat corruption, uphold ethical standards, and become architects of transparent and just organizational practices.

In addition, the Faculty of Al-Alsun and Mass Communication's Community Service Committee organized a seminar titled "How to Combat Corruption in the Light of Social Transformations and Moral Values". The seminar was presented by Mr. Yasser Mustafa, a researcher and consultant in the field of capacity development of civil society organizations.



"How to Combat Corruption" seminar



Promote Peaceful and Inclusive Societies for Sustainable Development, Provide Access to Justice for All, and Build Effective, Accountable, and Inclusive Institutions at All Levels

Examples of courses that address law and ethics

Faculty of Business Administration and International Trade

Serial No.	Course Code	Course Name	Pre-requisite	Credit Hrs.
1	ACT101	Principles of Accounting	–	4
2	ACT102	Accounting for Partnership and Corporation	ACT101	4
3	ECN101	Economics I	–	4
4	MAT101	Principles of Mathematics for Business and Economics	–	4
5	MGT101	Principles of Management	–	3
6	MRK101	Principles of Marketing	–	3
7	BIM201	Business Analytics	SOC204	4
8	MGT202	Management Information System	BIM201	3
9	ECN202	Economics II	ECN101	4
10	ENT301	Entrepreneurship & Innovation	MGT101	3
11	FIN201	Financial Management	ACT102	4
12	HRM201	Human Resource Management	MGT101	3
13	BUS201	Business Law	MGT101	3
14	MGT203	Production and Operation Management	MGT101 – STA201	3
15	STA201	Principles of Statistics for Business	MAT101	4
16	BUS302	Business Ethics	MGT101	3

Faculty of Mass Communication

Serial No.	Course Code	Course Name	Pre-requisite	Credit Hrs.
1	COM110	Introduction to Communication	None	3
2	COM111	Introduction to Reporting	None	4
3	COM210	Communication Theories	COM110	4
4	COM212	Translation for Media Use	None	3
5	COM214	Persuasion & Public Opinion	None	4
6	COM216	Principles of Integrated Marketing Communication	None	4
7	COM218	Introduction to Audio-Visual Communication	None	4
8	COM221	Mass Media Research	None	4
9	COM281	Multimedia for Mass Communication	None	4
10	COM310	Media Laws & Ethics	None	3

Faculty of Pharmacy

Course code	Course Title	Total credit hours	Teaching Hours/ week		Prerequisite
			Lecture	Lab	
PHP442	Pharmacotherapy 2	4	3	2	PHP321
MIC413	Medical Microbiology	3	2	2	MIC211
PHT423	Biopharmaceutics and Pharmacokinetics	4	3	2	PHT422
PHP432	Healthcare and Pharmacoeconomics	2	2	–	PHP441
PHC434	Computer-Aided Drug Design	3	2	2	PHC433
PHT402	Pharmacy Laws and Ethics	1	1	–	–

Faculty of Oral and Dental Medicine

Serial No.	Course Code	Course Name	Pre-requisite	Credit Hrs.
1	OMP301	Oral Diagnosis & Oral Medicine	–	6
2	OMP302	Maxillofacial Radiology	–	4
3	RES312	Operative Dentistry (2)	–	4
4	RES332	Fixed Prosthodontics (2)	–	4
5	PRS312	Removable Prosthodontics(2)	–	4
6	RES321	Endodontics (1)	–	4
7	GDN302	Pharmacology	–	4
8	ETD301	Dental Ethics	–	2
9	OSA301	Anesthesia	–	2
10	GDN304	Biostatistics & Research Methodology	–	1

16.2.6. Academic Freedom Policy

The university upholds and actively promotes academic freedom as a foundational principle, as codified in our publicly accessible research independence policy. This policy explicitly guarantees both research and teaching freedom for all academic staff, irrespective of seniority, protecting the right to pursue inquiry and disseminate knowledge without undue restriction. The policy ensures a supportive environment for intellectual exploration and public discourse, solidifying our commitment to a robust and dynamic academic culture.

The university's code of ethics also elaborates on research independence and research ethics.

To highlight its strong institutional commitment to scientific research, the university publishes this regular update (Research Hub). It serves as a central hub for tracking research developments, outcomes, and collaborative opportunities within our academic community.



MIU Research Hub newsletter

Promote Peaceful and Inclusive Societies for Sustainable Development, Provide Access to Justice for All, and Build Effective, Accountable, and Inclusive Institutions at All Levels

16.3.1. Provide Expert Advice to Government

Our university actively fulfills its role as a key partner in governance by providing robust, evidence-based support to government bodies at all levels. This commitment is realized through the direct provision of expert advice to policymakers, the delivery of specialized capacity-building programs for lawmakers, and active participation in government-commissioned research.

On the national level, university staff members serve as expert advisors to governmental and non-governmental organizations, providing strategic counsel on critical areas including education, research, health promotion, quality assurance, and community development.

Misr International University provides specific expert advice to the national government on pharmacy education policy. In May 2025, the Faculty of Pharmacy served as a Strategic Partner in the 9th Arab International Pharmacy Conference (AIPC 2025) and organized a policy-focused panel discussion entitled "Towards Competency-Based Pharmacy Education and Assessment: Year 6 Internship and Licensure Exam Frameworks." The panel brought together Prof. Dr. Abdel Nasser Singab, Head of the Pharmacy Sector at the Supreme Council of Universities, and Deans of Pharmacy Faculties. MIU faculty contributed expert analysis and recommendations on the implementation of Year 6 experiential training and the National Licensure Exam, directly informing national regulatory stakeholders.



Policy-focused panel discussion at the 9th Arab International Pharmacy Conference (AIPC 2025)

16.3.2. Policy- and Lawmakers' Outreach and Education

Our university actively engages in upskilling and educating policy- and lawmakers through targeted outreach initiatives designed to build capacity in areas like public policy.

16.3.3. Participation in Government Research

To highlight its strong institutional commitment to scientific research, the university publishes this regular update (Research Hub). It serves as a central hub for tracking research developments, outcomes, and collaborative opportunities within our academic community.



MIU Research Hub newsletter

16.3.4. Neutral Platform to Discuss Issues

The university provides a "safe" space and neutral platform for diverse political stakeholders to engage in free-spoken dialogue on political decision-making, aiming to bridge democratic deficits and strengthen democratic institutions.

Misr International University's
Strategic Report on Sustainable
Development Partnerships

SDG 17: Partnerships for the Goals

17
PARTNERSHIPS
FOR THE GOALS

Academic Year: 2024–2025

Times Higher Education Sustainability Impact Ratings

INTRODUCTION

Partnerships that turn commitment into action

Misr International University (MIU) is committed to advancing the United Nations Sustainable Development Goals. Its work on SDG 17 strengthens national and global cooperation through sustained partnerships with government, civil society, professional bodies, industry and universities around the world.

This report presents MIU's SDG 17 activities for the academic year 2024–2025 against the indicators of the Times Higher Education Sustainability Impact Ratings. Every activity cited is supported by publicly accessible evidence on MIU's website.

1

Policy & Dialogue

Shaping national pharmacy-education policy and convening academia, government and professional bodies around the SDGs.

2

Global Best Practice

Benchmarking MIU's education with partner universities and international bodies in Europe, North America and the Gulf.

3

Community & NGOs

Student volunteering, clinical training and educational outreach with NGOs, schools and local communities.



2nd Annual Conference on Sustainable Development · 5 May 2025



Cleft lip and palate awareness with Operation Smile Egypt · February 2025

> *"Partnerships amplify impact. Through collaboration with government, civil society, industry and international universities, MIU turns institutional resources into practical contributions to Egypt Vision 2030 and the global 2030 Agenda."*

2024–2025 AT A GLANCE

The year in numbers

All figures below are drawn from activities documented on MIU's website for the academic year 2024–2025.

58
Evidenced activities
supporting SDG 17 indicators 17.2 and 17.4

16
NGO partners
through volunteering, training and educational resources

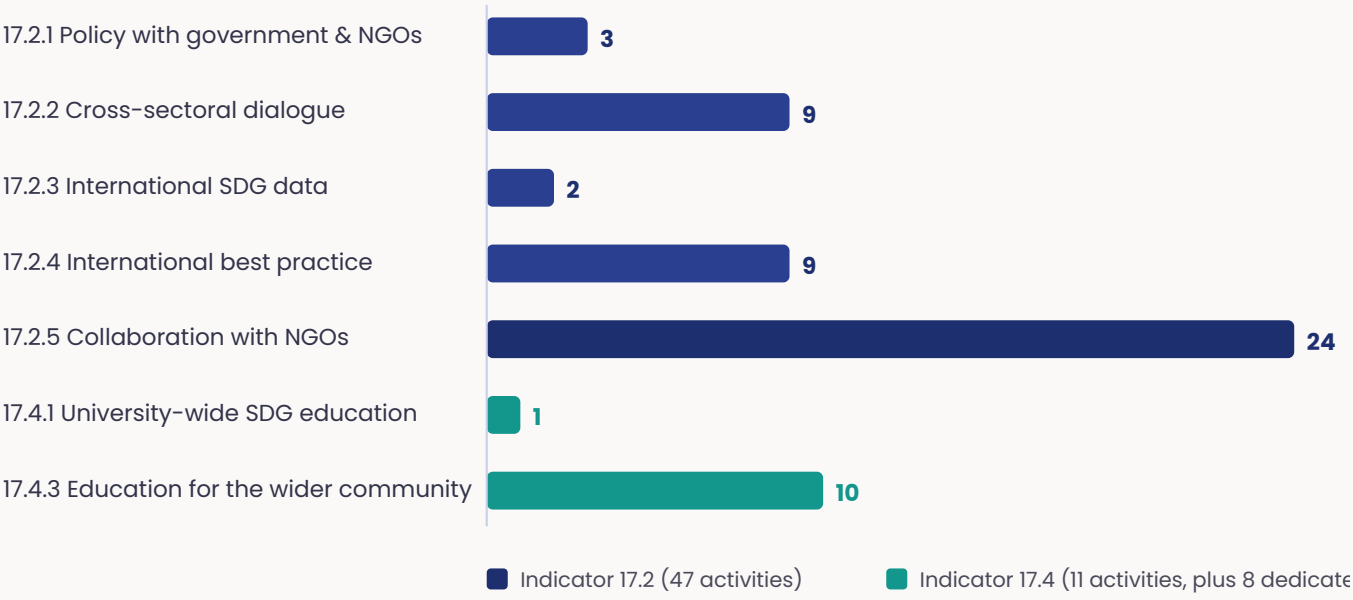
12
Partner universities abroad
in a network spanning 8 countries and 3 continents

128
Patients treated
in MIU–Operation Smile Egypt community missions, July–August 2025

235
Pupils reached
by oral-health education in three schools

281
Graduates
awarded certificates with St John's University and Aristotle University

Evidenced activities by indicator



Shaping policy and convening dialogue on the SDGs

MIU carried out **47 evidenced activities** under indicator 17.2, spanning input into national policy, cross-sectoral dialogue, international data initiatives, international best practice and collaboration with NGOs.

17.2.1 · NATIONAL POLICY

AIPC 2025: the national licensure exam and sixth-year internship

As strategic partner of the Arab Association for Pharmacy Progress, MIU's Faculty of Pharmacy organised the panel "Towards Competency-Based Pharmacy Education and Assessment: The Sixth-Year Internship and the National Licensure Exam Framework" (10 May 2025). It brought academic leaders and regulators together to shape two national initiatives that are redefining pharmacy education in Egypt.

MIU also signed an agreement with the **Education First Foundation** (12 November 2024) to improve the scientific curricula of the Bank Misr School of Applied Technology, and its Faculty of Oral and Dental Medicine agreed cooperation with the New Administrative Capital Hospital (29 April 2025).



MIU-led panel at AIPC 2025 · Cairo, 10 May 2025



MIU and Education First Foundation agreement · 12 Nov 2024



MIU as academic partner, Cairo University's 12th International Scientific Conference · 6–7 May 2025

17.2.2 · CROSS-SECTORAL DIALOGUE

2nd Annual Conference on Sustainable Development

"AI for a Sustainable Future: Advancing the UNSDGs" (5 May 2025) brought universities, government bodies and professional organisations together, with papers from every MIU faculty on topics from AI for rural social marketing to sustainability in pharmacy education.

- Knowledge Partner, AfriSummit 2024
- Egyptian-French Forum for Higher Education (19 May 2025)
- CAISEC 2025 & Red Hat Summit Connect; Supply Chain Summit; MIUCC24
- CAD/CAM & Digital Dentistry Conference with CAPP (23–24 Jan 2025)
- AI Language Learning Workshop at the SDG conference

INDICATORS 17.2.3 & 17.2.4

International data and best practice

17.2.3 · SDG DATA

Measuring SDG progress internationally

MIU submitted institutional data on SDGs 3, 6, 16 and 17 to the THE Impact Rankings, recording its sixth consecutive appearance (June 2025). It also joined World Oral Health Day 2025, coordinated globally by WHO and the FDI World Dental Federation, for the fourth year running.

17.2.4 · BEST PRACTICE

Benchmarking health-professions education

At the 8th Regional Pharmacy Faculty Development Workshop (UAE, 10–11 January 2025), MIU joined pharmacy education leaders from several countries to compare teaching, competency-based assessment and the use of AI.



AI in Higher Education workshop with DAAD Kairo Akademie · 9 Dec 2024

International benchmarking and recognition, 2024–2025

Partner	Collaboration
Aristotle University of Thessaloniki	Curriculum-equivalence certificate for 10 dental graduates
St John's University, USA	Academic cooperation certificate for 271 pharmacy graduates
Sigmund Freud University Vienna	MoU renewed; Summer Laser Camp for 15 students
American Dental Association	Four-year recognition of MIU's Continuing Dental Education Center
Pharmacy Examining Board of Canada	MIU graduates eligible to sit Canada's qualifying exam
Lebanese American University	Visiting dean: lectures and faculty development

Research presented internationally

At DUPHAT 2025 in Dubai, 14 MIU pharmacy students presented three posters, including research on the environmental sustainability of analytical methods, and won awards for Fourth Best Creative and Fifth Best Structured Pharmacy Poster.

INDICATOR 17.2 · HIGHLIGHTS

A year of partnership

Policy, dialogue & best practice · Collaboration with NGOs · Education in the community

11 Oct 2024 — **Hospice Egypt Annual Marathon**
Pharmacy students raise awareness of palliative care.

Nov 2024 — **AfriSummit 2024 Knowledge Partner**
Pharmaceutical regulation and healthcare innovation across Africa.

12 Nov 2024 — **Education First Foundation agreement**
Curriculum development for a national applied-technology school.

14 Nov 2024 — **Handwashing and oral-health education, El-Mashhadi Village**
Pharmacy and dental teams in a rural Sharqia community.

24 Nov 2024 — **Operation Smile Egypt partnership launched**
Community service, clinical training and cleft care.

9 Dec 2024 — **AI in Higher Education with DAAD**
29 academic staff trained in good practice for AI in teaching and research.

10–11 Jan 2025 — **8th Regional Pharmacy Faculty Development Workshop**
Comparative practice in pharmacy education across the region.

26 Feb 2025 — **Cleft awareness with Operation Smile and FDI**
52 dental interns lead campus awareness.

5 May 2025 — **2nd Annual Conference on Sustainable Development**
"AI for a Sustainable Future: Advancing the UNSDGs".

10–11 May 2025 — **AIPC 2025 national dialogue**
MIU-led panel on the national licensure exam and sixth-year internship.

19 May 2025 — **Egyptian-French Forum for Higher Education**
New avenues for academic exchange and joint research.

20–23 Jul 2025 — **Operation Smile community dental mission**
75 children and 10 adults treated by supervised dental interns.

24 Jul 2025 — **Industry training at Banque Misr School**
20 applied-technology students trained by MIU pharmacy staff.

17–20 Aug 2025 — **Children's oral-health initiative with Operation Smile**
43 children aged 3–14 receive care and education.

INDICATOR 17.2.5

Collaboration with NGOs for the SDGs

In 2024–2025 MIU documented **24 collaboration activities with 16 NGOs**, through student volunteering, joint research activity and the joint development of educational resources and training.



15 ACTIVITIES

Student volunteering

Operation Smile Egypt missions; Hospice Egypt marathon; Egyptian Red Crescent bazaar; visits with associations for visually impaired people, orphans and the elderly; Dunyatna Society exhibition; Al-Nas charity hospital; the AIESEC student chapter.

8 ACTIVITIES

Educational resources & training

Curricula with Education First Foundation; the Ebhar Misr camp with Crédit Agricole Egypt Foundation; FDI oral-health campaigns; clinical training with Operation Smile; job-skills training for Friends of Bright Tomorrow.

1 ACTIVITY

Research with NGOs

Scientific day "Challenges and Management of Cleft Lip and Palate" with Operation Smile Egypt (21 January 2025).



Hospice Egypt Annual Marathon · 11 Oct 2024



Sports day for Al-Sondos Association orphans · 9 Dec 2024



Visit to Al-Nas charity children's hospital · 25 Nov 2024



Oral-health visit to Dar Al-Yaqeen for the Elderly · 23 Feb 2025



Job-skills training for Friends of Bright Tomorrow trainees · 2 Oct 2024



Dental interns with Operation Smile Egypt · 2024–2025

PARTNERSHIP SPOTLIGHT

Operation Smile Egypt: specialised care for children who need it most

Since November 2024, MIU's Faculty of Oral and Dental Medicine has worked with Operation Smile Egypt to improve access to care for children with cleft lip and palate, while building the skills of MIU students and staff.

128
patients treated in MIU-led community missions (Jul–Aug 2025)

148
surgeries in Operation Smile's Aswan convoy joined by MIU faculty (Dec 2024)

131
dental interns registered for future outreach (Jan 2025)

52
interns leading cleft-awareness campaigns with FDI (Feb 2025)







Left: cleft lip and palate awareness with Operation Smile Egypt and FDI, February 2025. **Right:** Operation Smile's international free dental convoy in Aswan, December 2024.

Volunteering

Supervised treatment and oral-health education for children and adults from neighbouring communities.

Clinical training

Teaching assistants trained in cleft diagnosis, surgery observation and naso-alveolar molding with local and international specialists.

Education

Introductory lectures and awareness campaigns for interns, students and university staff.

INDICATOR 17.4 · EDUCATION FOR THE SDGS

Teaching sustainability on campus and beyond

MIU teaches the next generation, and the wider community, to adopt sustainability: through a university-wide SDG conference, dedicated courses and educational outreach to schools, villages and graduates.

17.4.1

University-wide commitment

The annual Conference on Sustainable Development (5 May 2025) is open to all students and staff, with contributions from every faculty.

17.4.2

Dedicated courses

Sustainable Development, Environmental Economics, Entrepreneurship and Innovation, Human Rights and International Law, Media Ethics and more.

17.4.3

The wider community

Health and technology education for schools and villages, and continuing professional education for graduates.



Handwashing education for children, El-Mashhadi Village, Sharqia · 14 Nov 2024



Oral-health education at Al-Orouba Schools · January 2025

Local community

- Handwashing education in El-Mashhadi Village with the Sharqia Governorate Population Unit
- Oral-health education at El-Mashhadi, Al-Orouba and Al-Tabary schools (235 pupils)
- Ebhar Misr AI and embedded-systems camp for gifted public-school students
- AI Training Camp "Explore, Learn, Create!" with NVIDIA for high-school students
- Industry training at Banque Misr School for Applied Technology

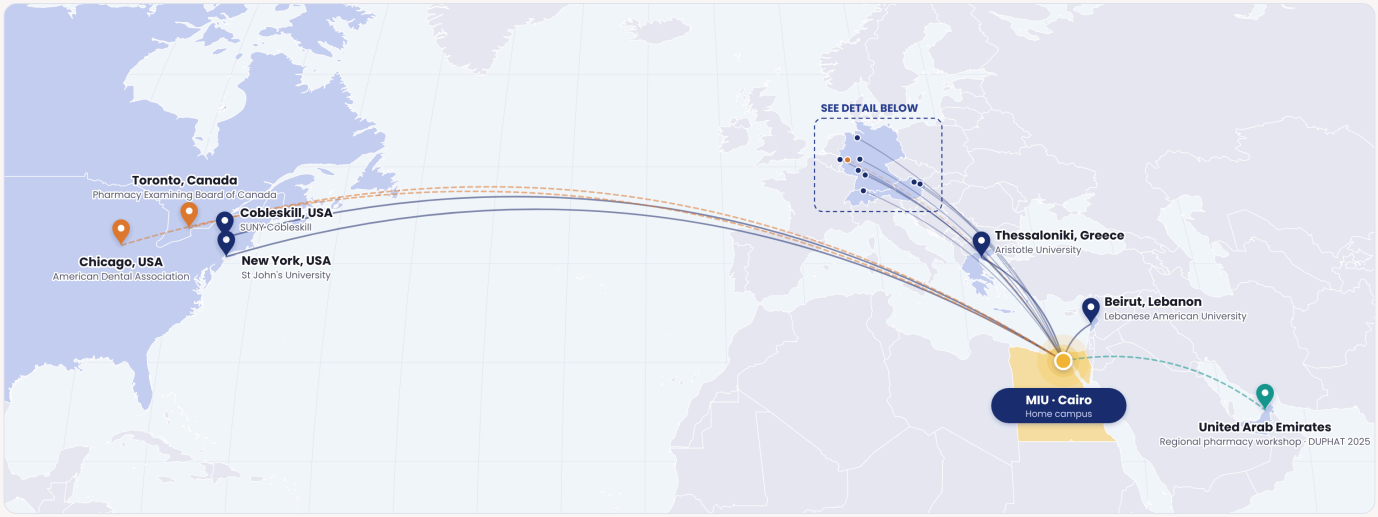
Graduates and lifelong learners

- MIU–RWTH Aachen Laser Mastership Program for dentists (Feb–Dec 2025)
- Continuing Dental Education Center programmes for MIU alumni and other graduates
- Continuing Education Center courses in AI, cybersecurity, networking and software testing for graduates and professionals

GLOBAL CONNECTIONS

MIU's Global Partnership Network

MIU's international partnerships support student mobility, faculty exchange, curriculum benchmarking, joint certification and professional recognition across North America, Europe and the Middle East.





12 partner universities

8 countries

16 cities

3 continents

- Partner universities
- International professional & accreditation bodies
- Regional engagement

Lines connect each partner to MIU's campus in Cairo

Partner university	Country	Collaboration in 2024–2025
Aristotle University of Thessaloniki	Greece	Curriculum benchmarking; certificate for 10 dental graduates
Sigmund Freud University Vienna	Austria	MoU renewed; Summer Laser Camp for 15 students
St John's University	USA	Academic cooperation certificate for 271 graduates
RWTH Aachen University	Germany	MIU–Aachen Laser Mastership Program
Bremen, Heilbronn, Worms, ZHAW, SUNY Cobleskill, IMC Krems	DE · CH · US · AT	Student exchange partners
Lebanese American University	Lebanon	Visiting dean; faculty development in pharmacy
Philipps-Universität Marburg	Germany	Visiting professor: neuroimmunology lectures for pharmacy students (March 2025)

STRATEGY

Strategic alignment with SDG 17

1

Vision and mission

MIU's strategy links the development of its academic programmes to sustainable development and effective community partnership.

2

Curriculum integration

Sustainability is addressed through dedicated courses, graduation projects that serve community needs and faculty research presented at the annual SDG conference.

3

Multi-sectoral engagement

MIU works with government, civil society, industry and international universities to deliver community health services, education and joint initiatives.

4

Capacity building

International faculty development, student mobility and benchmarking strengthen MIU's expertise while supporting partners and the wider community.

Future directions

Looking toward 2030, MIU will expand and deepen its partnerships to amplify its contribution to sustainable development.

Strategic expansion

Grow international and regional partnerships, including African networks and joint research.

Research with NGOs

Develop joint research programmes with NGO partners on health, technology and sustainability.

Inclusive outreach

Extend community education to new groups, including displaced people and refugees.

Continued SDG reporting

Build on MIU's annual per-SDG reports with measurable targets and year-on-year comparison.

17.3

Publication of SDG reports

MIU publishes an annual report on its progress against each SDG on the Sustainability section of its website, and has done so since 2024 (2023–2024 reports for all 17 Goals). The 2024–2025 reports: SDG 3 · SDG 6 · SDG 16 · SDG 17.



MIU faculty and partners at the 9th Arab International Pharmacy Conference · Cairo, May 2025

CONCLUSION

A catalyst for sustainable development partnerships

Institutional leadership

Through education, research and community engagement, MIU advances SDG 17 by connecting sectors and scales to address complex sustainable development challenges.

Stakeholder mobilisation

MIU calls on government, enterprise, civil society and academia to deepen collaboration, share resources and co-invest in sustainable development, built on trust, shared vision and reciprocal benefit.

Future vision

The university remains committed to transformative partnerships nationally and globally, advancing Egypt Vision 2030 while contributing to the 2030 Agenda's universal aspirations for prosperity, peace and planetary wellbeing.

Misr International University affirms its dedication to SDG 17: Partnerships for the Goals as a cornerstone of its institutional identity, strategic planning and contribution to society.







APPENDIX

Evidence index

Every activity in this report, listed in the same order, with the same names and dates as MIU's SDG 17 Categorized Activities Report 2024–2025, and a link to its public evidence.

Activity	Date	Evidence
Indicator 17.2.1: Relationships with regional NGOs and government		
9th AIPC 2025: national dialogue on competency-based pharmacy education	10–11/5/2025	https://www.miuegypt.edu.eg/miu-pharmacy-leads-national-dialogue-on-competency-based-education-at-the-9th-aipc-2025/
Agreement with Education First Foundation to advance technical education	12/11/2024	https://www.miuegypt.edu.eg/miu-phr-partners-with-education-first-foundation-to-advance-technical-education/
Visit to the New Administrative Capital Hospital	29/4/2025	https://www.miuegypt.edu.eg/visit-to-the-new-administrative-capital-hospital/
Indicator 17.2.2: Cross-sectoral dialogue about the SDGs		
MIU 2nd Annual Conference on Sustainable Development: "AI for a Sustainable Future: Advancing the UNSDGs"	5/5/2025	https://www.miuegypt.edu.eg/miu-holds-its-2nd-annual-conference-on-sustainable-development/
Egyptian-French Forum for Higher Education and Scientific Research	19/5/2025	https://www.miuegypt.edu.eg/miu-participates-in-the-egyptian-french-forum-for-higher-education-and-scientific-research/
MIU Knowledge Partner at AfriSummit 2024	7/11/2024	https://www.miuegypt.edu.eg/miu-partners-with-afrisummit-2024/
CAISEC 2025 and Red Hat Summit Connect – Egypt	24–25/5/2025	https://www.miuegypt.edu.eg/csc-participates-in-caisec-2025-cybersecurity-conference-and-red-hat-summit-connect-egypt/
Supply Chain Summit	10/5/2025	https://www.miuegypt.edu.eg/bus-hosts-supply-chain-summit/
MIUCC24 – Fourth International Computing Conference	13–14/11/2024	https://www.miuegypt.edu.eg/miucc24-csc-fourth-international-conference/
AI Language Learning Workshop at the MIU SDG Conference	5/5/2025	https://www.miuegypt.edu.eg/al-alsun-hosts-ai-language-learning-workshop-at-miu-conference/
Academic partner, 12th International Scientific Conference of the Faculty of Pharmacy, Cairo University (FoPCU12ISC)	6–7/5/2025	https://www.miuegypt.edu.eg/miu-pharmacy-a-partner-at-cairo-universitys-12th-international-scientific-conference/
CAD/CAM & Digital Dentistry Conference with CAPP	23–24/1/2025	https://www.miuegypt.edu.eg/cooperation-agreement-between-miu-dnt-and-capp/
Indicator 17.2.3: International collaboration on data gathering		
World Oral Health Day 2025, coordinated with WHO and FDI	24/2/2025	https://www.miuegypt.edu.eg/mius-participation-for-the-fourth-consecutive-year-in-the-activities-of-the-world-oral-health-day-2025/
Sixth consecutive appearance in THE Impact Rankings	22/6/2025	https://www.miuegypt.edu.eg/miu-secures-sixth-consecutive-appearance-in-times-higher-education-rankings/

Activity	Date	Evidence
Indicator 17.2.4: Collaboration on best practice for the SDGs		
8th Regional Pharmacy Faculty Development Workshop	10–11/1/2025	https://www.miuegypt.edu.eg/miu-at-the-8th-regional-pharmacy-faculty-development-workshop/
Sigmund Freud University Vienna: MoU renewed; Summer Laser Camp	2024–2025; camp 14–24/8/2025	https://www.miuegypt.edu.eg/international-collaboration-between-faculty-of-oral-dental-medicine-and-sigmund-freud-university-vienna-in-m-sc-implantology-program/
Curriculum equivalence with Aristotle University of Thessaloniki	2024–2025	https://www.miuegypt.edu.eg/miu-aristotle-university-of-thessaloniki-greece-partnership-agreement/
St John's University (USA) academic cooperation certificate	2024–2025	https://www.miuegypt.edu.eg/international-partners/usa/st-johns-university-college-of-pharmacy-and-health-sciences/
AI in Higher Education Workshop with DAAD Kairo Akademie	9/12/2024	https://www.miuegypt.edu.eg/miu-and-daad-organize-a-workshop-entitled-ai-in-higher-education/
Visit of international expert Prof. Naser Z. Alsharif	17–28/11/2024	https://www.miuegypt.edu.eg/miu-phr-welcomes-international-expert-prof-naser-z-alsharif/
DUPHAT 2025 – environmental sustainability of analytical methods	January 2025	https://www.miuegypt.edu.eg/twelve-years-of-success-miu-pharmacy-students-win-awards-at-dubai-international-pharmaceutical-conference-duphat25/
ADA CCEPR four-year continued recognition of the Continuing Dental Education Center	24/4/2025	https://www.miuegypt.edu.eg/miu-cdec-earns-4-year-continued-recognition-from-the-ada/
International recognition of MIU Pharmacy graduates (Canada PEBC)	13/5/2025	https://www.miuegypt.edu.eg/a-landmark-achievement-for-miu-pharmacy-graduates/
Indicator 17.2.5: Collaboration with NGOs to tackle the SDGs		
Student volunteering programmes		
Dental and oral health awareness mission with Operation Smile Egypt	20, 22, 23/7/2025	https://www.miuegypt.edu.eg/dental-and-oral-health-awareness-mission-in-collaboration-with-operation-smile-egypt/
Operation Smile Egypt children's oral health initiative	17, 18, 20/8/2025	https://www.miuegypt.edu.eg/dnt-collaborates-with-operation-smile-egypt-to-support-childrens-oral-health/
MIU Faculty of Oral and Dental Medicine partners with Operation Smile Egypt	24/11/2024	https://www.miuegypt.edu.eg/miu-dnt-partners-with-operation-smile-a-new-collaboration-for-community-service-and-environmental-development/
Visit to Operation Smile convoy at Aswan University Hospital	7–10/12/2024	https://www.miuegypt.edu.eg/visit-to-aswan-university-hospital/
Hospice Egypt Annual Marathon	11/10/2024	https://www.miuegypt.edu.eg/miu-pharmacy-students-join-hospice-annual-marathon-day/
Exhibition supporting the Dunyatna Society for the Visually Impaired	18/11/2024	https://www.miuegypt.edu.eg/miu-supports-the-dunyatna-society-for-the-visually-impaired/
Sports day for orphans of Al-Sondos Association	9/12/2024	https://www.miuegypt.edu.eg/miu-students-celebrate-international-day-of-persons-with-special-needs/
Visit to Al-Nour and Al-Amal Association for Visually Impaired Women	15/12/2024	https://www.miuegypt.edu.eg/a-visit-to-al-nour-and-al-amal-association-for-visually-impaired-women/
Visit to Dar El Maryam for Orphans	19/12/2024	https://www.miuegypt.edu.eg/a-visit-to-dar-al-maryam-for-orphans/
Visit to Dar Misr for Environment Protection	16/1/2025	https://www.miuegypt.edu.eg/a-visit-to-dar-misr-for-environment-protection/

Activity	Date	Evidence
Special bazaar with the Egyptian Red Crescent and Directorate of Social Affairs	19/2/2025	https://www.miuegypt.edu.eg/community-service-committee-at-the-faculty-of-pharmacy-hosts-special-bazaar-to-empower-local-producers/
Light and Hope Association for the Visually Impaired visits the MIU Dental Clinics	23/2/2025 and 26/8/2025	https://www.miuegypt.edu.eg/residents-of-the-light-and-hope-association-for-the-visually-impaired-visit-miu-dental-clinics-complex/
Visit to Dar Al-Yaqeen for the Elderly	23/2/2025	https://www.miuegypt.edu.eg/a-field-visit-to-dar-al-yaqeen-for-elderly-2025/
Community-service visit to Al-Nas charity children's hospital	25/11/2024	https://www.miuegypt.edu.eg/students-of-al-alsun-mass-communication-participate-in-a-community-service-visit-to-al-nas-hospital/
AIESEC in MIU student chapter	28/9/2024 – 2/10/2024 (recruitment)	https://www.miuegypt.edu.eg/student-life/activities/
Research programmes with NGOs		
Scientific day "Challenges and Management of Cleft Lip and Palate" with Operation Smile Egypt	21/1/2025	https://www.miuegypt.edu.eg/introduction-lecture-to-operation-smile-egypt/
Development of educational resources with NGOs		
Agreement with Education First Foundation on technical-education curricula	12/11/2024	https://www.miuegypt.edu.eg/miu-phr-partners-with-education-first-foundation-to-advance-technical-education/
Ebhar Misr scholarship with Crédit Agricole Egypt Foundation and Education First Foundation	2024	https://www.miuegypt.edu.eg/?p=30026
Work-day training for trainees of Friends of Bright Tomorrow Association	2/10/2024	https://www.miuegypt.edu.eg/miu-empowers-individuals-with-special-needs-through-photocopying-skills-training/
Oral health awareness campaigns with the FDI World Dental Federation	14/11/2024 and 20/2/2025	https://www.miuegypt.edu.eg/awareness-campaign-at-miu-dental-clinic-complex/
Cleft lip and palate awareness with FDI and Operation Smile Egypt	26/2/2025	https://www.miuegypt.edu.eg/dental-health-awareness-at-miu-feb2025/
Introductory lecture by Operation Smile Egypt	21/1/2025	https://www.miuegypt.edu.eg/introduction-lecture-to-operation-smile-egypt/
Clinical training for oral surgery teaching assistants with Operation Smile Egypt	21/2/2025; 22–24/2/2025	https://www.miuegypt.edu.eg/training-through-observing-surgical-operations-for-cleft-lip-and-palate-patients/
Naso-Alveolar Molding (NAM) workshop with Operation Smile Egypt	3–4/6/2025	https://www.miuegypt.edu.eg/workshop-on-nam-naso-alveolar-molding/
Indicator 17.3: Publication of SDG reports		
SDG 3: Good Health and Well-being report 2024–2025	2024–2025	https://www.miuegypt.edu.eg/wp-content/uploads/2025-indicator-SDG3-Report.pdf
SDG 6: Clean Water and Sanitation report 2024–2025	2024–2025	https://www.miuegypt.edu.eg/wp-content/uploads/2025-indicator-SDG6-Report.pdf
SDG 16: Peace, Justice and Strong Institutions report 2024–2025	2024–2025	https://www.miuegypt.edu.eg/wp-content/uploads/2025-indicator-SDG16-Report.pdf
SDG 17: Partnerships for the Goals report 2024–2025	2024–2025	https://www.miuegypt.edu.eg/wp-content/uploads/2025-indicator-SDG17-Report.pdf
Previous per-SDG reports (all 17 Goals, 2023–2024)	2024	https://www.miuegypt.edu.eg/sustainability/sustainable-development-goals/

Activity	Date	Evidence
Indicator 17.4.1: University-wide commitment to SDG education		
MIU 2nd Annual Conference on Sustainable Development	5/5/2025	https://www.miuegypt.edu.eg/miu-holds-its-2nd-annual-conference-on-sustainable-development/
Indicator 17.4.2: Specific courses on sustainability		
Sustainable Development (التنمية المستدامة)	Business / General	Directly addresses the SDGs and sustainability in global and local contexts.
Environmental Economics	Business	Economic tools for environmental sustainability and international cooperation.
Entrepreneurship and Innovation	Business	Problem-solving for sustainable development through cross-sector collaboration.
Strategic Management	Business	Tools to build and manage strategic partnerships across sectors.
Human Rights and International Law	Al-Alsun	Ethics and global governance partnerships.
Media Ethics	Mass Communication	Responsible communication aligned with sustainable goals.
Public Relations	Mass Communication	Stakeholder engagement in cross-sector partnerships.
Research Methodology	Al-Alsun & Mass Communication	Ethical research practices for responsible partnerships.
Indicator 17.4.3: Education for the wider community		
Local community		
MIU Pharmacy students promote handwashing in El-Mashhadi Village, Sharqia	14/11/2024	https://www.miuegypt.edu.eg/miu-pharmacy-students-promote-handwashing-in-el-mashadey-village-2/
Visit to El-Mashhadi School, Sharqia Governorate	14/11/2024	https://www.miuegypt.edu.eg/a-visit-to-al-mashhadi-school-sharqia-governate/
Visit to Al-Tabary School	11/5/2025	https://www.miuegypt.edu.eg/a-visit-to-al-tabary-school-2025/
Field visits to Al-Orouba Schools	2/1/2025 and 9/1/2025	https://www.miuegypt.edu.eg/field-visit-to-al-orouba-schools/
Pharmacy in Action: industry insight at Banque Misr School	24/7/2025	https://www.miuegypt.edu.eg/pharmacy-in-action-miu-brings-industry-insight-to-banque-misr-school/
AI Training Camp "Explore, Learn, Create!" with NVIDIA	July–August 2025 (6 batches)	https://www.miuegypt.edu.eg/graduate-studies/continuing-education-center/miu-ai-camp-2/
Ebhar Misr summer camp for gifted public-school students	2024	https://www.miuegypt.edu.eg/?p=30026
Alumni and lifelong learners		
Continuing Education Center: second round of technical courses	15/6/2025	https://www.miuegypt.edu.eg/the-continuing-education-center-officially-launched-its-second-round/
Continuing Dental Education Center programmes for MIU alumni	2024–2025	https://www.miuegypt.edu.eg/miu-cdec-earns-4-year-continued-recognition-from-the-ada/
MIU–RWTH Aachen Laser Mastership Program	22/2/2025 – 5/12/2025	https://www.miuegypt.edu.eg/academics/faculty-of-oral/laser-fellowship-program-dnt/

Partner	Type	Evidence
Strategic partnerships and collaborations, 2024–2025		
L'Oréal Egypt	Industry	https://www.miuegypt.edu.eg/faculty-of-business-administration-partners-with-loreal-egypt/
NVIDIA	Industry	https://www.miuegypt.edu.eg/fundamentals-of-deep-learning-workshop-a-collaboration-between-nvidia-and-miu/
Cisco Networking Academy	Industry	https://www.miuegypt.edu.eg/faculty-of-computer-science-offers-network-security-certification-to-students-in-collaboration-with-cisco/
Parkville Pharmaceuticals	Industry	https://www.miuegypt.edu.eg/miu-celebrates-the-opening-of-its-educational-pharmacy-in-partnership-with-parkville-pharmaceuticals/
Utopia Pharmaceutical Factory	Industry	https://www.miuegypt.edu.eg/faculty-of-pharmacy-signs-a-memorandum-of-understanding-with-utopia-pharmaceutical-factory/
CAPP	Industry	https://www.miuegypt.edu.eg/cooperation-agreement-between-miu-dnt-and-capp/
Abbott Pharmaceuticals	Industry	https://www.miuegypt.edu.eg/successful-influenza-awareness-and-vaccination-campaign-at-the-faculty-of-pharmacy/
Cleopatra Hospitals Group	Industry (healthcare)	https://www.miuegypt.edu.eg/miu-faculty-of-pharmacy-hosts-cleopatra-group-health-awareness-day-on-campus/
Ahl Masr Hospital	Healthcare	https://www.miuegypt.edu.eg/faculty-of-pharmacy-organizes-workshop-on-burn-risks-and-emergency-response-in-collaboration-with-ahl-masr-hospital/
iTranslate	Industry	https://www.miuegypt.edu.eg/miu-als-and-itranslate-organize-a-special-workshop-on-using-technology-for-translating-legal-documents/
VOIS (Smart Village)	Industry	https://www.miuegypt.edu.eg/computer-science-visit-to-vois/
MUP Pharmaceuticals	Industry	https://www.miuegypt.edu.eg/miu-pharmacy-students-visit-mup-factory/
AXA Egypt	Industry	https://www.miuegypt.edu.eg/accounting-department-hosts-axa-egypt-experts/
BM Souhoola	Industry	https://www.miuegypt.edu.eg/faculty-of-business-administration-hosts-consumer-finance-seminar-with-bm-souhoola/
New Generation Schools	Education sector	https://www.miuegypt.edu.eg/tefl-students-embark-on-internship-at-new-generation-schools/
Egyptian Drug Authority	Government	https://www.miuegypt.edu.eg/miu-faculty-of-pharmacy-hosts-dr-rania-el-hossarys-lecture-on-drugs-registry/
Ministry of Health and Population	Government	https://www.miuegypt.edu.eg/miu-pharmacy-and-dimas-unite-for-a-successful-blood-donation-campaign/
DAAD Kairo Akademie (Germany)	International academic	https://www.miuegypt.edu.eg/miu-and-daad-organize-a-workshop-entitled-ai-in-higher-education/
Operation Smile Egypt	NGO	https://www.miuegypt.edu.eg/miu-dnt-partners-with-operation-smile-a-new-collaboration-for-community-service-and-environmental-development/
Education First Foundation	NGO	https://www.miuegypt.edu.eg/miu-phr-partners-with-education-first-foundation-to-advance-technical-education/

Partner	Type	Evidence
FDI World Dental Federation	International NGO	https://www.miuegypt.edu.eg/awareness-campaign-at-miu-dental-clinic-complex/
Egyptian Red Crescent	NGO	https://www.miuegypt.edu.eg/community-service-committee-at-the-faculty-of-pharmacy-hosts-special-bazaar-to-empower-local-producers/
Aristotle University of Thessaloniki (Greece)	International academic	https://www.miuegypt.edu.eg/miu-aristotle-university-of-thessaloniki-greece-partnership-agreement/
Sigmund Freud University Vienna (Austria)	International academic	https://www.miuegypt.edu.eg/academics/faculty-of-oral/sigmund-freud-university/
St John's University (USA)	International academic	https://www.miuegypt.edu.eg/international-partners/usa/st-johns-university-college-of-pharmacy-and-health-sciences/
Bremen, Heilbronn, Worms, Zurich (ZHAW), SUNY Cobleskill, IMC Krems	International academic	https://www.miuegypt.edu.eg/international-partners/international-partners/
Lebanese American University; Philipps-Universität Marburg	International academic	https://www.miuegypt.edu.eg/miu-phr-welcomes-international-expert-prof-naser-z-alsharif/ https://www.miuegypt.edu.eg/prof-michael-bacher-explores-neuroimmunology-with-miu-pharmacy-students/
RWTH Aachen University (Germany)	International academic	https://www.miuegypt.edu.eg/academics/faculty-of-oral/laser-fellowship-program-dnt/
Arab Association for Pharmacy Progress (AAPP)	NGO (professional)	https://www.miuegypt.edu.eg/miu-pharmacy-leads-national-dialogue-on-competency-based-education-at-the-9th-aipc-2025/
Crédit Agricole Egypt Foundation for Development	NGO / foundation	https://www.miuegypt.edu.eg/?p=30026
AIESEC	International NGO	https://www.miuegypt.edu.eg/student-life/activities/
Cairo University FEPS Business Incubator	Academic	https://www.miuegypt.edu.eg/the-faculty-of-business-administration-supports-entrepreneurship-at-cairo-university-incubator/
Sumitomo Electric Egypt (SEWS-E)	Industry	https://www.miuegypt.edu.eg/mou-signing-between-miu-and-sumitomo-electric-egypt-sews-e/