

Investigating the Relationship Between Architecture Education Curricula in Egypt and Graduates' Readiness for Professional Practice

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Abstract

While higher education is often seen as a stepping stone to a good job, the education methodology leads to a different path. The profession of architecture is always changing, while the architecture education has been slow to respond to this change, especially in the Middle East. This research aims to investigate the level of readiness of graduates of architecture schools in Egypt to the market competencies of the 21st century, with special reference to ASU and AASTM, then proposing suggestions to improve graduates' readiness for professional practice. A literature review was done to investigate the philosophies followed by different Architecture schools in Egypt for their curricula, and to present the ILOS and methods used in two specific universities in Egypt. Then a questionnaire survey targeting architecture employees graduated from Egyptian universities was done to identify the points of weaknesses graduates encountered during their work practice and how did they managed to proceed. Then interviews targeting founders and CEOs of multi-national firms in Egypt were done to identify the market demanded employability skills and the missing knowledge and skills of Egyptian universities' graduates. Finally, a set of actions is proposed to narrowing the gap found between architecture education in Egypt and market demanded employability skills.

Keywords

Architecture Curriculum, Employability Skills, Intended Learning Outcomes (ILOS), Graduates' Competencies, Research and Development (R&D).