



Quality Assurance and Accreditation Strategy as a Means to Reform Higher Education in Egypt

استراتيجية لتوكيد الجودة والاعتماد كوسيلة لتطوير التعليم العالي في مصر

By

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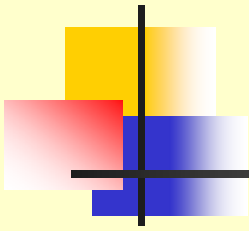
Pathways Coordinator

CAPSCU - CUFE

Former Chairman of NQAAC and QAAP

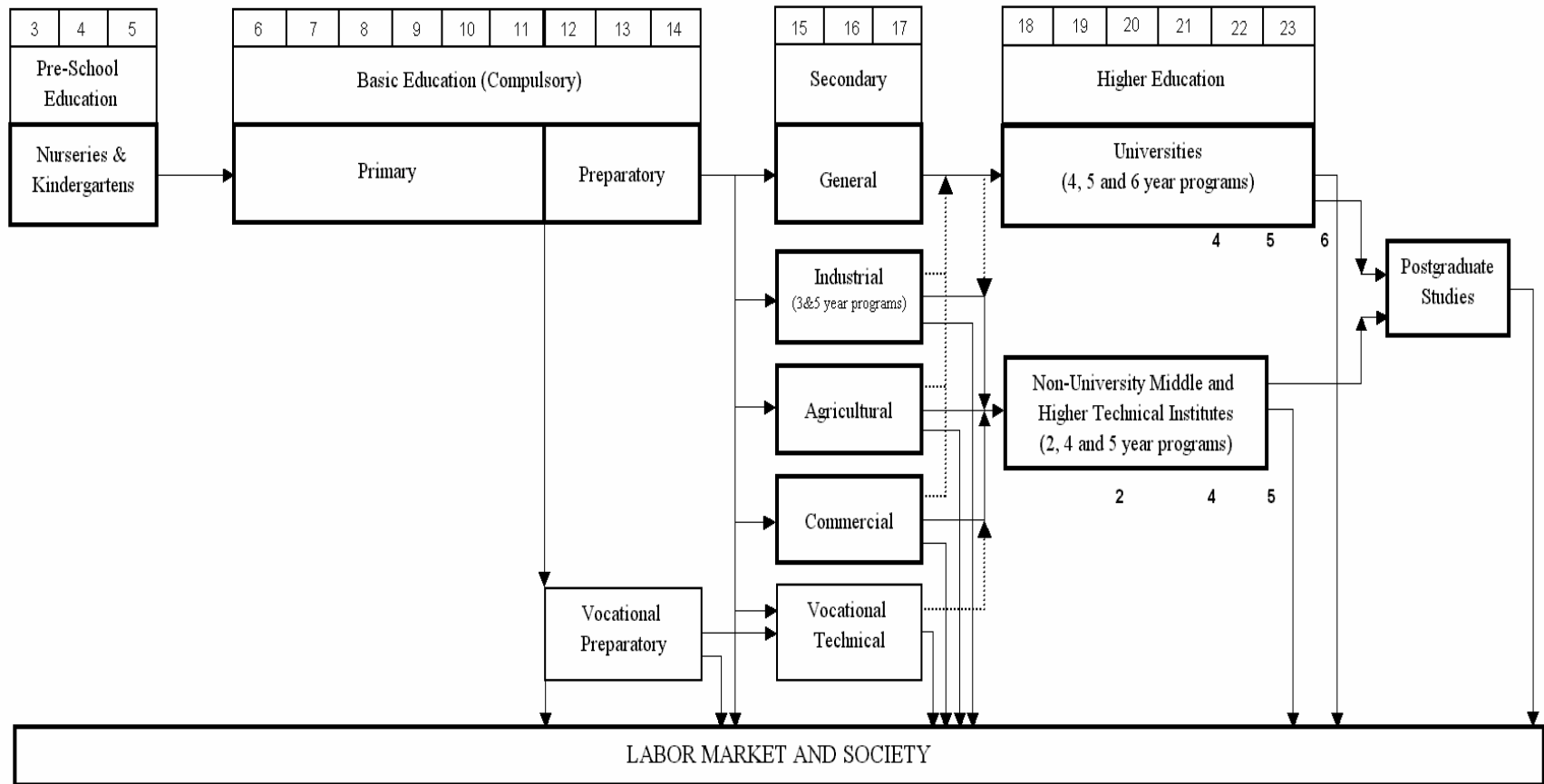
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The Higher Education System in Egypt

OVERALL EDUCATION STRUCTURE IN EGYPT BY AGE AND LEVEL

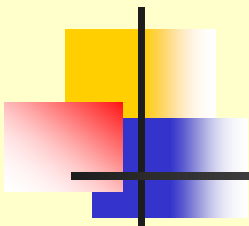


Indicators for development in state universities

Aspects	Years	1981/82	1993/94	2003/04
Number of universities (branches)		11 (3)	12 (8)	12 (8)
Number of colleges			202	278
Total number of faculty members & assistants		13 000	38 840	65 062
Enrollment in undergraduate level education			520 000	1 252 000
Enrollment in graduate level education			100 808	162 700
Universities budget (in million pounds)		480	2 180	5 984
Cost per student (in pounds) *		4300	5 026	6 333
Number of students in universities residence		30 000	62 667	121 619

*** Calculated per full-time students**

Indicators for development in other Higher Education Institutions



Type	Private universities	American University	Al-Azhar University	Private Higher Institutes	Gov. Higher Institutes
Number of Institutions	6	1	1	59	5
Total number of faculty members & assistant Staff (2003/04)	1 566	326	9 019	3 954	531
Enrollment in university level education (1994/95)	-----	3 404	108 308	129 084	3 234
Enrollment in undergraduate level (2003/04)	34 542	3 973	337 975	313 632	8 357
Enrollment in graduate level	-----	888	13 741	----	----

Indicators for development in higher education system

Aspects		1981/82	1993/94	2003/04
Enrollment in undergraduate level	Female		40%	51.5%
	Male		60%	48.5%
Enrollment in faculties & colleges	Applied sciences		32.4%	35.6%
	Social/human sciences		67.6%	64.4%
Enrollment in Graduate level	Female		31%	41%
	Male		69%	59%

Growth in enrollment rates for higher education according to population & age group (18-23)

years	Population (million)	Total Enrollment in HE	Enrollment in university education per thousand citizen	Enrollment in HE within the age group (18-23)
1985/86	42	771 000	18.3	16.9%
1995/96	61	1 233 000	20.2	21.3%
2002/03	67	2 025 000	30.2	30.5%

- There was an increase that reached 5% through 10 years (85-95)
- Increase reached 9% throughout 6 years (96-2002)



Growth in enrollment rates for graduate level education compared to population

years	Population (million)	Total Enrollment in graduate level	Enrollment in graduate level per thousand citizen	Enrollment in graduate against undergraduate level
1985/86	42	84 560	2.0	11%
1995/96	61	99 216	1.6	8%
2002/03	67	157 971	2.3	8%



HEEP

“Higher Education Enhancement Project”

Supported by the World Bank



Strategy Development Procedures

- **National Committee** was formed of 25 personalities concerned with H.E.
- **Six Sub-committees** formed of over 50 persons
- **Study Tours** were arranged to the U.K., France, Australia and New Zealand
- **International Symposium** was organized inviting experts in H.E. reform
- **National Conference** to endorse reform plans



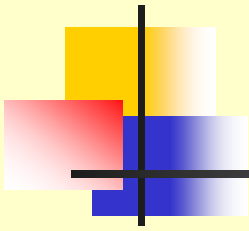
HEEP Development Procedures

- To establish a **strategic framework** and **general policy** for the development of higher education
 - Long range plan for 15 years
 - Medium range plan for 10 years
 - Short-range plan for 5 years(Plans correspond to Government five-year plans)
- To **identify priority areas** for development and funding
- To **establish mechanisms** to secure ongoing and sustainable support for the reform process



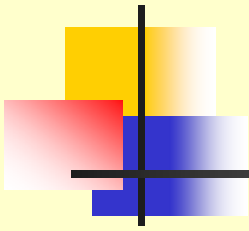
Partners for HEEP Success

- **International شركاء دوليين**
 - The World Bank (**IBRD**)
 - European Union (**EU**)
 - Agency for International Development (**USAID**)
 - **UNESCO**
 - Ford Foundation (**FF**)
 - Department for International Development (**DFID**)
 - Arab Gulf Fund (**AGFUND**)
 - Other funding Agencies (**ADB, JICA, GTZ, etc. ...**)



National Goals of Egypt

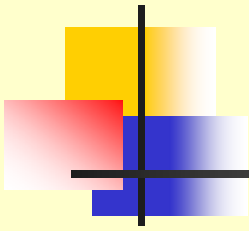
- To achieve **sustainable development**
- To maintain **strong economic growth**
- To **strengthen community** and build **cohesive society**



A Goal for Education in the 21st Century

“To establish a quality education system that provides learning experience relevant to current and future needs for Egyptian continued economic & social development”

Graduate Profile Needed for the 21st Century



- To improve **quality of graduate profile** which Egypt needs to meet the challenges of the 21st century through:
 - Improving **self** and **long life learning** capabilities
 - Developing **self confidence** through **career self-management**
 - Promoting **communication** and **collaboration** skills
 - Promoting **creative thinking** and **problem solving** skills
 - Developing **leadership** skills
 - Emphasizing **culture** and **language** literacy
 - Emphasizing Professional codes of **ethics** and **honesty**

Higher Education Reform Strategy

استراتيجية تطوير التعليم العالي

Translated into **25** distinct projects
in the diverse areas related to
**improving quality, efficiency and
relevance** of higher education

ترجمت الاستراتيجية إلى ٢٥ مشروع في كافة
المجالات المتعلقة بجودة وكفاءة التعليم العالي

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HEEP Six Priority Projects

مشروعات التطوير الستة ذات الاولوية

1. Reform of Faculties of Education Project (**FOEP**)
2. Egyptian Technical Colleges Project (**ETCP**)
3. Faculty Development and Leadership Development Project (**FLDP**)
4. Information & Communication Technology related projects (**ICTP**)
5. Higher Education Enhancement Project Fund (**HEEPF**)
(*a competitive mechanism among higher education institution to fund their reform programs*)
6. **Quality Assurance and Accreditation Project (QAAP)**

Vision & Mission

Knowledge

المعرفة

Leading the knowledge society in knowledge production, dissemination and application

Excellence and Competition

التميز والمنافسة

Fostering quality, efficiency and relevance in higher education and research

Leading Development

القاطرة للتنمية

Defining and creating new dimensions for development and improving economic and social growth

Creativity and Innovation

الابتكار والإبداع

Establishing centers of scientific and technological excellence in higher education and research institutions

Extended Action Plan

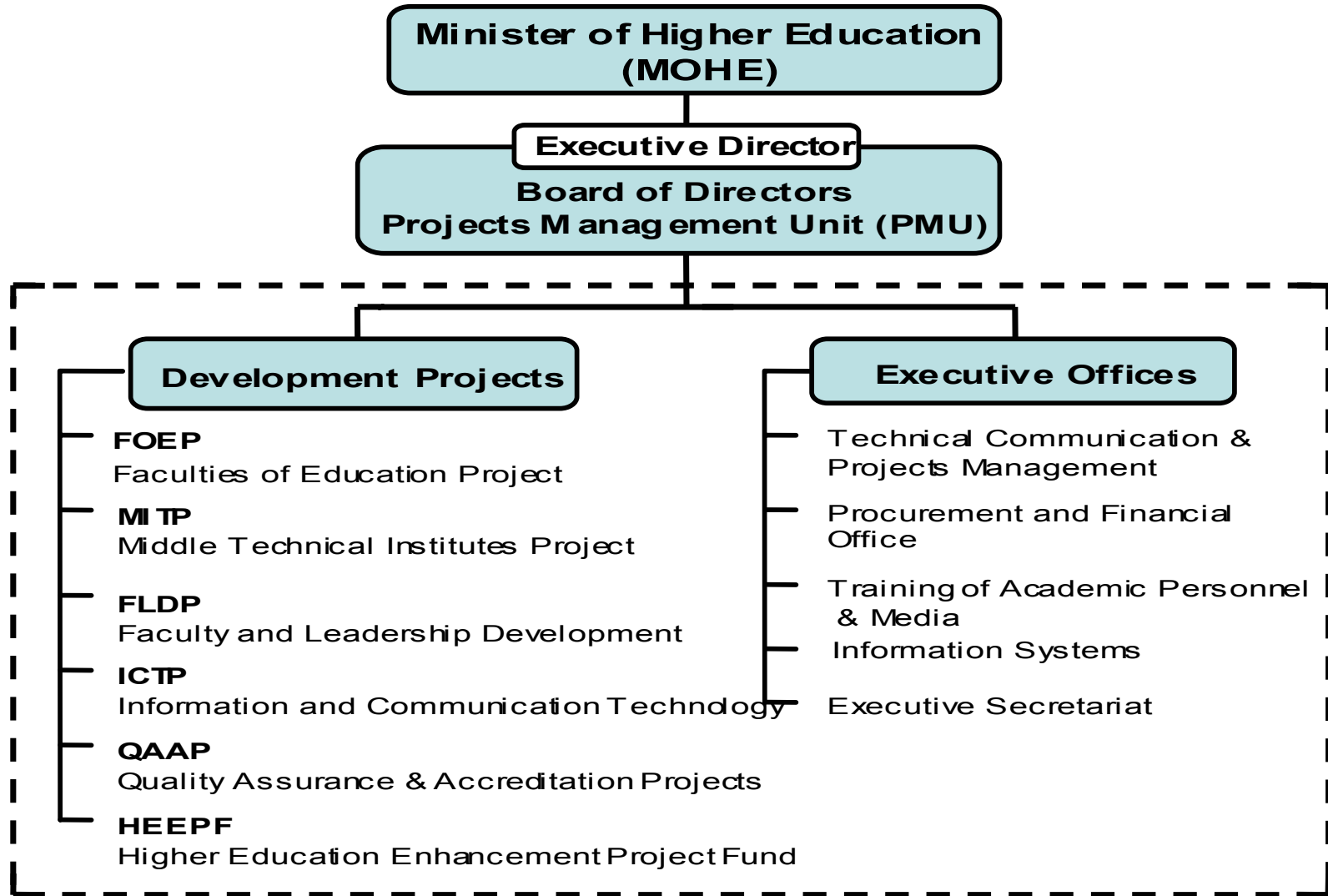
- 1. Increasing the enrollment capacity and the H.E. opportunities in the higher education system**
رفع القدرة الاستيعابية للتعليم العالي
- 2. Quality assurance & performance based governance**
تقييم الاداء وضمان الجودة
- 3. Using ICT for improving the performance of the higher education and research institutions**
استخدام تقنيات المعلومات والاتصالات لرفع القدرة التعليمية والبحثية والإدارية
- 4. Enhancement of the graduate studies & scientific research**
تطوير نظم الدراسات العليا والبحث العلمي فى مؤسسات التعليم العالي
- 5. Faculty, leadership & administration staff professional development and continuous training**
تنمية قدرات اعضاء هيئة التدريس والعاملين والقيادات الأكاديمية والإدارية
- 6. Fostering and improving student activities**
دعم الأنشطة الطلابية وتحديث اللوائح



Extended Action Plan

- The six new axes for development are extracted from the MOHE strategic plan and was further expanded and translated into **32 projects** complementing the existing ones.
- **Thirty two committees** corresponding to the abovementioned projects were established to develop the detailed implementation plan for each project and to expand on the participation in the reform activities by selected Faculty members.

Higher Education Enhancement Project (HEEP) Organizational Structure



بيان عن الدورات التدريبية التي تم تنفيذها بالجامعات فى الفترة من 2004 /9/1 وحتى 2004 /12/14

جامعة	عدد البرامج التي تم تنفيذها	عدد المتدربين	عدد ساعات التدريب
القاهرة	11	275	256
الاسكندرية	27	675	608
عين شمس	76	1900	1619
أسيوط	26	650	512
طنطا	52	1300	1128
المنصورة	58	1450	1272
الزقازيق	48	1200	1104
حلوان	26	650	624
المنيا	20	500	463
المنوفية	57	1425	1256
قناة السويس	5	125	144
جنوب الوادى	27	675	576
المجموع	433	10825	9562

Sub-Projects Considered under ICTP

1. **Enhancement of Infrastructure in Universities**
2. **Automated and Digital Libraries**
3. **E-Learning Development Centers in Universities**
4. **Management Information System (MIS)**

Legislative Support for Sustainability

التشريعات المطلوبة لضمان استمرارية التطوير

Among the key issues for sustainability of the reform programs is to **establish three centers/units** as part of the organization structure of each university:

- Quality Assurance and Performance Appraisal Center (QAPAC) مركز توكيد الجودة وتقييم الاداء
- Faculty and Leadership Development Center (FLDC) مركز تنمية قدرات أعضاء هيئة التدريس والقيادات
- Projects Management Unit (PMU) and International Cooperation وحدة إدارة المشروعات



QAAP

- QAAP is implemented across the board with the rest of the projects, quality being a common denominator. High level of coordination is necessary
- QAAP is implemented on two main fronts:
 1. Establishing a National Quality Assurance and Accreditation Agency
 2. Preparing higher education institutions for accreditation based on international good practices



The NQAAA Model

- An **Independent body** reporting directly to the President of Egypt and to the Parliament (will be issued by a new law)
(Independent from the service provider, i.e. Ministry and H.E. Institutions)
- **National Higher Education Fund** made available for H.E. Institutions that have applied accreditation procedures by the NQAAA, and reported to be eligible to draw from the national funds *(Incentive Scheme)*
- **Top management/administration** of H.E. Institutions will be obliged to demonstrate their ability to use the National Funds to implement their reform plans
(an indirect way to encourage leaders of universities to apply for accreditation)

رسالة الهيئة

NQAAA Mission Statement

اكتساب ثقة المجتمع في كفاءة الأداء وضمان الجودة والتطوير المستمر لمؤسسات ونظم وبرامج التعليم العالي في ج. م. ع. طبقا لرسالتها وأهدافها المعلنة والتي تتوافق مع المعايير والمواصفات المحلية والإقليمية والدولية، اعتمادا على كفاءات متميزة ونظم وآليات قياس معترف بها عالميا تضمن لها قدرات تنافسية عالية، وذلك في إطار من الاستقلالية والحيادية والشفافية

"To ensure quality, continuous development and efficient performance of Egyptian education institutions, of their systems and of their programs, in accordance with their mission statements and declared goals, and to gain the confidence of the community in their products, depending on distinguished and competent human resources, and based on internationally recognized evaluation mechanisms through an independent, neutral and transparent framework"

المهام

Planning Roles

■ المهام التخطيطية

Executive Roles

■ المهام التنفيذية

Consultative Roles

■ المهام الاستشارية

Supervisory Roles

■ المهام الرقابية



NQAAA Operating Principles

- **Institutions are responsible** for the academic standards and quality of learning opportunities
- **Mission sensitive:** the outcomes respect the mission statement of the institution and the stated strategic aims
- **Integrated, sustainable process** combining the institution's systems for quality assurance with external processes for accreditation
- Supporting **continuing quality improvements**
- Including **academic standards** benchmarked nationally and internationally
- The NQAAA will use **peer reviewer** based process to visit the institutions and prepare reports



NQAAA Operating Principles

- **Evidence-based annual faculty self-evaluation report form the basis of the accreditation site visit**
- Including **strategic reviews** and plans **every five years**
- Keeping the academic standards of **graduates' achievements and quality of learning** central to the institutions quality systems and the accreditation process
- Accreditation based on site visits leading to **review reports published** by the NQAAA
- Addressing **Governance and Administration, staff members** and other activities that are in the mission, including **education programs, community involvement and research**



NQAAA Operating Principles

- Expressing the **level of confidence** in the institutions' systems to assure quality and academic standards of the education program
- Supporting institutions and peer reviewers by **providing published guidelines and training**
- Rewarding **good practice** and applying **sanctions** to failures
- The NQAAA will conduct its affairs informed by the **principles of good governance**, notably **openness, transparency, fairness and equity**
- NQAAA is also **accountable** and should be a **model of good governance**



**Arab Republic of Egypt (ARE)
Ministry of Higher Education (MOHE)
Projects Management Unit (PMU)
Higher Education Enhancement Project (HEEP)
Quality Assurance & Accreditation Project (QAAP)**

THE QUALITY ASSURANCE AND ACCREDITATION HANDBOOK FOR HIGHER EDUCATION IN EGYPT

**Prepared by
The National Quality Assurance and Accreditation Committee
in collaboration with British Consultants in Higher Education**

Projects Considered Under QAAP

المشروعات المدرجة ضمن مشروع الجودة

- 1. Development of a Strategic Plan for Quality Assurance**
إعداد استراتيجية للجودة
- 2. Establish sustainable QAA Centers in Egyptian Universities**
إنشاء مراكز لضمان الجودة والاعتماد في الجامعات المصرية
- 3. Establish an Internal Quality Assurance System**
إنشاء نظام داخلي لضمان الجودة
- 4. Development of Academic Reference Standards**
إعداد المعايير الأكاديمية المرجعية
- 5. Developmental Engagement Projects** المشروعات التطويرية

انجازات اللجنة القومية لتوكيد الجودة والاعتماد

- تنظيم حملات توعية في جميع الجامعات المصرية الحكومية عن نظام توكيد الجودة والاعتماد.
- تنظيم ورش عمل عن الإجراءات التي يجب أن تتبع في نظام توكيد الجودة والاعتماد و تطوير الخطة الإستراتيجية.
- إنشاء قاعدة خاصة بآليات (بنظم) التمويل لدعم الجامعات والمعاهد العليا في تطوير نظام الجودة الداخلي الخاص بهم.
- مساندة الجامعات والمعاهد العليا في تنفيذ المشروعات المقترحة الخاصة بهم (يتم حالياً تمويل ١٤٤ مشروع).
- اشتراك لجان القطاع التسعة عشر المشتركين في تطوير المعايير المرجعية الأكاديمية القومية طبقاً للمعايير الدولية

إنجازات اللجنة القومية لتوكيد الجودة والاعتماد

- إصدار نماذج و دلائل للمؤسسات للاستخدام فى تطوير أنظمة الجودة الداخلية بها.
- الانتهاء من دراسة الجدوى التفصيلية والتصريحات (القرارات) الرئاسية لإنشاء الهيئة القومية لتوكيد الجودة والاعتماد.
- إصدار المواد الخاصة بورش العمل وتدريب المدربين
- إصدار المسودة الأولى من الدليل المصرى الخاص بتوكيد واعتماد الجودة فى مجال التعليم العالى.



Arab Regional Initiatives

- **Saudi Arabia & Kuwait**
 - Focusing on program evaluation initiatives implemented by US accrediting bodies
- **Iraq, Syria and Morocco**
 - Quality Assurance and Accreditation issues are monitored and implemented through their Ministries of Higher Education
- **Tunis and Lebanon**
 - Efforts are made towards the establishment of independent NGOs to carry out program and institutional evaluation



Arab Regional Initiatives

- **United Arab Emirates (UAE)**

- Implemented several program accreditations with ABET, QAA and US accrediting bodies
- Adopted standards developed by QAA to start with
- Working on the establishment of a Quality Assurance Agency among the Gulf Arab States

- **Jordan**

- Worked closely with QAA focusing on program evaluation
- Several programs are currently being evaluated on a pilot basis
- Procedures and manuals are being developed

- **Yemen and Sudan**

- Started awareness campaign and formed a committee to look into the establishment of a Quality Assurance System



Arab Regional Initiatives

- Initiatives by **individual universities/H.E. institutions** to accredit specific programs by foreign accrediting bodies
- **WHO** Initiative for Quality Assurance and Accreditation Among all Medical Schools in Arab Countries
- **USAID** Health Workforce Development Project to upgrade some curriculum in Egyptian Medical and Nursing schools implementing international standards and best practices

Collaboration Among Arab Countries

UNESCO-Supported Networking project funded by the European Commission under the **Tempus - MEDA** framework.

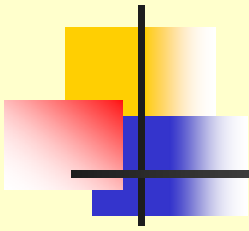
- This project proposes a pilot activity in **fourteen Member States** of the Mediterranean Convention (*Algeria, Bosnia and Herzegovina, Croatia, Egypt, France, Italy, the Former Yugoslav Republic of Macedonia, Malta, Morocco, Spain, Slovenia, Tunisia, Turkey, Serbia and Montenegro*).
- This outline project proposal aims to foster the establishment of **Information Centers** which address the **Recognition of Qualifications** and **Quality Assurance** in the target countries.

Collaboration Among Arab Countries



- **Arab Ministers Recommendations** (Cairo December 2001)
 - Establish a Performance Evaluation and Quality Assurance **Center in each university** (within two years)
 - Establish a **National Quality Assurance and Accreditation body** in each Arab Country (within four years)
- **Arab Ministers Agreements** (Syria December 2003)
 - Establish Framework for the **Equivalency of Degrees** Among Arab Countries
 - Agreement on the **establishment of NQAAA** in each Arab Countries

Collaboration Among Arab Countries

- 
- **UNESCO** is taking the initiative to play an active role in coordination with:
 - **Federation of Arab Universities**
 - **ALECSO**
 - **ARADO** and other Arab organizations concerned with the quality of education
 - A committee of **High Official representatives** nominated by each Arab country

The purpose is to **establish a regional body** to look into **coordination activities, quality assurance issues and equivalency & recognition of degrees** among Arab countries

Collaboration Among Arab Countries

- **UNDP Initiative**
 - Project to apply an **External Peer Review Process** to evaluate the quality of Computer Science and Business Administration programs offered in Arab universities
- **UNESCO Initiative**
 - 11th Meeting of the Regional Committee responsible for the application of the Convention on **Recognition of Studies, Diplomas and Degrees** in Higher Education in the Arab States (Damascus, 13 - 14 December 2003)
- **Lebanese Initiative**
 - Conference on Access to Knowledge in the 21st Century Focusing on **Quality Assurance** - 28 February 2004, United Nations House, Lebanon



Concluding Remarks

- *Quality measures cannot be implemented in isolation of a comprehensive H.E. reform program.*
- *To establish an effective accreditation mechanism quality requirements have to be fulfilled first.*
- *Creating the environment and promoting awareness within H.E. Institutions, and the community at large, is mandatory.*
- *Funding mechanisms must be in place to support developmental activities within H.E. Institutions.*
- *Quality has a cost and somebody has to pay the bill.*
- *Egyptian efforts to meet the abovementioned challenges follow.*



Thank you