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

By

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Member of the International Commission (IC),
Council for Higher Education Accreditation (CHEA), Washington, U.S.A.
The Higher Education System in Egypt
# Indicators for development in state universities

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

* Calculated per full-time students

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**Pathways Workshop**  
**January 4, 2005**  
**Dr. Mohsen Elmahdy Said**  
**PMU/MOHE**
## Indicators for development in other Higher Education Institutions

<table>
<thead>
<tr>
<th></th>
<th>Private universities</th>
<th>American University</th>
<th>Al-Azhar University</th>
<th>Private Higher Institutes</th>
<th>Gov. Higher Institutes</th>
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<td><strong>Number of Institutions</strong></td>
<td>6</td>
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<td>1</td>
<td>59</td>
<td>5</td>
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<td><strong>Total number of faculty members &amp; assistant Staff (2003/04)</strong></td>
<td>1 566</td>
<td>326</td>
<td>9 019</td>
<td>3 954</td>
<td>531</td>
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<td><strong>Enrollment in university level education (1994/95)</strong></td>
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<td>3 404</td>
<td>108 308</td>
<td>129 084</td>
<td>3 234</td>
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<td><strong>Enrollment in undergraduate level (2003/04)</strong></td>
<td>34 542</td>
<td>3 973</td>
<td>337 975</td>
<td>313 632</td>
<td>8 357</td>
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<tr>
<td><strong>Enrollment in graduate level</strong></td>
<td>-----</td>
<td>888</td>
<td>13 741</td>
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Pathways Workshop
January 4, 2005

Dr. Mohsen Elmahdy Said
PMU/MOHE
## Indicators for development in higher education system

<table>
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<th>Aspects</th>
<th>1981/82</th>
<th>1993/94</th>
<th>2003/04</th>
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<tr>
<td>Enrollment in undergraduate level</td>
<td></td>
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</tr>
<tr>
<td>Female</td>
<td>40%</td>
<td></td>
<td>51.5%</td>
</tr>
<tr>
<td>Male</td>
<td>60%</td>
<td></td>
<td>48.5%</td>
</tr>
<tr>
<td>Enrollment in faculties &amp; colleges</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied sciences</td>
<td>32.4%</td>
<td></td>
<td>35.6%</td>
</tr>
<tr>
<td>Social/human sciences</td>
<td>67.6%</td>
<td></td>
<td>64.4%</td>
</tr>
<tr>
<td>Enrollment in Graduate level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>31%</td>
<td></td>
<td>41%</td>
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<tr>
<td>Male</td>
<td>69%</td>
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<td>59%</td>
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</table>
Growth in enrollment rates for higher education according to population & age group (18-23)

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

- 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

<table>
<thead>
<tr>
<th>years</th>
<th>Population (million)</th>
<th>Total Enrollment in graduate level</th>
<th>Enrollment in graduate level per thousand citizen</th>
<th>Enrollment in graduate against undergraduate level</th>
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</thead>
<tbody>
<tr>
<td>1985/86</td>
<td>42</td>
<td>84 560</td>
<td>2.0</td>
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<tr>
<td>1995/96</td>
<td>61</td>
<td>99 216</td>
<td>1.6</td>
<td>8%</td>
</tr>
<tr>
<td>2002/03</td>
<td>67</td>
<td>157 971</td>
<td>2.3</td>
<td>8%</td>
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</tbody>
</table>
"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
  - 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 \textit{sustainable development}
- To maintain \textit{strong economic growth}
- To \textit{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

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

תרגمت الاستراتيجية إلي **٢٥** مشروع في كافة المجالات المتعلقة بجودة وكفاءة التعليم العالي.
<table>
<thead>
<tr>
<th>الكنيسة</th>
<th>المدرسة</th>
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<th>المكتب</th>
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</table>
HEEP Six Priority Projects

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
Leading the knowledge society in knowledge production, dissemination and application

Excellence and Competition
Fostering quality, efficiency and relevance in higher education and research

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

Creativity and Innovation
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 تكنولوجيات المعلومات والاتصالات لرفع القدرة التعليمية والبحثية والإدارية

4. Enhancement of the graduate studies & scientific research
   تطوير نظم الدراسات العليا والبحث العلمي في مؤسسات التعليم العالي

5. Faculty, leadership & administration staff professional development and continuous training
   تنمية قدرات اعضاء هيئة التدريس والعمليين 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

Minister of Higher Education (MOHE)

Executive Director

Board of Directors
Projects Management Unit (PMU)

Development Projects
- FOEP
  Facilities of Education Project
- MITP
  Middle Technical Institutes Project
- FLDP
  Faculty and Leadership Development
- ICTP
  Information and Communication Technology
- QAAP
  Quality Assurance & Accreditation Projects
- HEEPF
  Higher Education Enhancement Project Fund

Executive Offices
- Technical Communication & Projects Management
- Procurement and Financial Office
- Training of Academic Personnel & Media
- Information Systems
- Executive Secretariat
# FLDP Training Matrix

<table>
<thead>
<tr>
<th>Competency</th>
<th>Course Code</th>
<th>Training Courses</th>
<th>Teach. Assist.</th>
<th>Assist. Prof.</th>
<th>Assoc. Prof.</th>
<th>Full Prof.</th>
<th>Leaders</th>
<th>Admin.</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Competency</td>
<td>G1</td>
<td>The Standard for Computer Literacy</td>
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<td>*</td>
<td>*</td>
<td>*</td>
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<td>*</td>
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<td>Teaching, Learning and Researching Competency</td>
<td>T1</td>
<td>Effective Teaching Skills</td>
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<td>T2</td>
<td>New Trends in Teaching</td>
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<td>24</td>
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<td>Special Topics in Teaching</td>
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<td>Leadership Competency</td>
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<td>University &amp; Community</td>
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<td>L2</td>
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<td>D. Making &amp;P. Solving</td>
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<td>Effective Presentation Skills</td>
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<td>Skill Development of Students</td>
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<td>Time&amp; Stress Mgmt.</td>
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<td>Code of Ethics</td>
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بيان عن الدورات التدريبية التي تم تنفيذها بالجامعات في الفترة من 1/9/2004 وحتى 14/12/2004

<table>
<thead>
<tr>
<th>جامعة</th>
<th>عدد ساعات التدريب</th>
<th>عدد المتدربين</th>
<th>عدد البرامج التي تم تنفيذها</th>
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<td>جنوب الوادى</td>
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<td>المجموع</td>
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<td>433</td>
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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 والقيادة
- 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

"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
Executive Roles
Consultative Roles
Supervisory Roles
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 وتطوير الخطة الاستراتيجية.
- إنشاء قاعدة خاصة بآليات ( بنظم) التمويل لدعم الجامعات والمعاهد العليا في تطوير نظام الجودة الداخلي الخاص بهم.
- مساندة الجامعات والمعاهد العليا في تنفيذ المشاريع المقترحة الخاصة بهم (يتم حاليا تمويل ٤٤ مشروع).
- اشتراك لجان القطاعات التسعة عشر المشتركين في تطوير المعايير المرجعية الأكاديمية القومية طبقاً للمعايير الدولية
انجازات اللجنة القومية لتوكيد الجودة والاعتماد

- إصدار نماذج ودلائل للمؤسسات للاستخدام في 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 المصري الخاص بتوكيد واعتماد الجودة في مجال التعليم العالي.
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 Country

Pathways Workshop
January 4, 2005

Dr. Mohsen Elmahdy Said
PMU/MOHE
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**
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