

"QUALITY ASSURANCE: FOUNDATION FOR THE FUTURE"



Quality Assurance Processes in Egyptian Higher Education Institutions at Both Institutional and National level: Their Development and Sustainability

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Quality Assurance in Egypt

- HE act number 49 in year 1972.
- In year 2000, HE national conference resulted in strategic reform plan for HE.
- 2002 -2007 included 12 reform projects under six major fields one of which was QAAP financed by the “World Bank.



QAAP (2002-2007)

- **Internal system for QA in 157 institutions.**
- **10 projects were devoted to formulate National Academic Reference Standards**
- **17 other projects for development of university strategic plan for QA .**
- **16 projects for establishment of QA centers**

(2007-2012) : internal QA system in 124 institutions

Since 2002

- **The HE system witnessed a drastic change in the QA processes**
- **Clear, specific, measurable and documented QA practices and procedures were applied.**
- **Internal QA mechanisms that are documented, systematic, comprehensive & detailed.**
- **Clear action plans with clearly defined actions, responsibilities and timescales.**

In Egyptian HE system,

The following QA systems are adopted:

Internal QA System

External QA and Accreditation System

1. Internal QA System

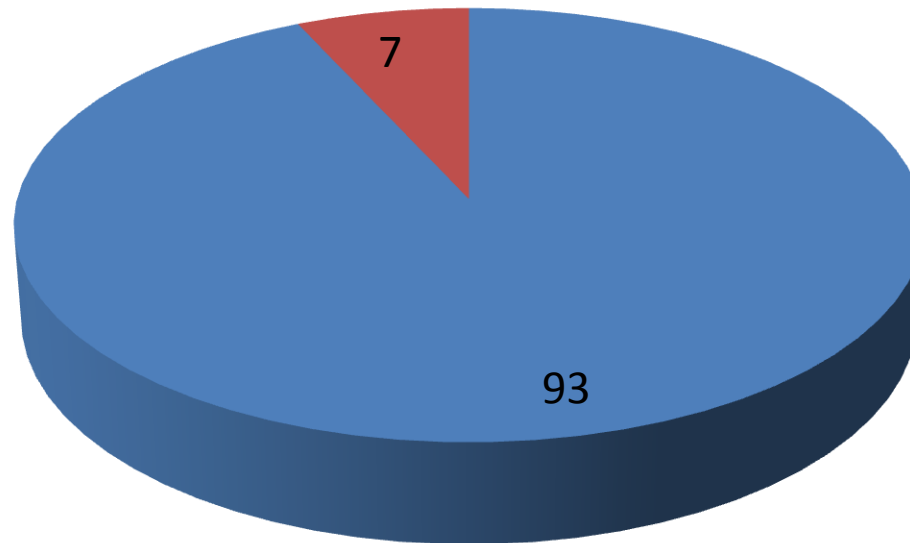
1.a QA Units

- **QA system is applied in form of an annual self study assessing all Q components applied to academic programs as well as the institution itself.**
- **Assessment includes:**
 - **Academic Standards**
 - **Learning Resources**
 - **Governance & Administration**
 - **Research**
 - **Community Service**
 - **Quality Management**

During 1st & 2nd Phases of HE Enhancement

■ Institutions applying QA measures

■ Institutions not applying QA measures



Role of QA Units

- **disseminate Q culture among faculty staff & employees.**
- **use student feedback to improve the educational process.**
- **effectively implement the policy & procedures to engage stakeholders in the educational, research and community service activities.**
- **complete the self-assessment of the institution.**
- **ensure the completion of course & program specifications and reports by academic departments.**

Role of QA Units cont'd

A system to monitor student employments through an alumni office was added within the QA unit organizational structure in many HE institutions to follow up and support student employment.

QA units assure continuous participation of students in evaluating their programs, courses & instructors which might have had an effect on their personalities and attitudes & may have been one of the factors leading to the “25th January Youth Revolution in Egypt”.

1.b QA Centers

- **Promote and support QA activities**
- **Help QA units to qualify their institutions for accreditation**
- **Spread the quality culture**
- **Offer training programs for development of HR**
- **Organize external evaluation visits to the faculties**



The QA center of Ain Shams University provides a case study that could exemplify internal QA system

Setting a specific month for each QA practice throughout the academic year and monitoring its implementation by QA units.

Practices:

- coordinator for each course,
- office hours, advisory system,
- program/course specification
- course file,
- student evaluation of courses/instructors,
- self-study,
- student complaints,
- announcing the grades of periodic exams,
- academic support of students at risk of failure,
- conducting external evaluation of programs/courses,
- appraisal of administrative departments,
- curriculum development committee,
- implementation of improvement plans,
- consideration of stakeholders views .



1.c Program of Continuous Improvement and Qualifying for Accreditation (PCIQA)

- **Managed by a Steering Committee; established by MOHE in 2008.**
- **Competitive funding for projects targeting faculties' sustainable development & accreditation.**
- **MOHE allocated one billion EGP for PCIQA projects over years 2007-2012.**
- **PCIQA projects reached 282 in 242 HE institutions in Dec, 2010 .**

PCIQA Projects



- Quality Assurance and Accreditation Project—second phase (QAAP2).
- Continuous Improvement and Qualification for Accreditation Project (CIQAP).
- Development of Academic Programs Project (DAPAP).
- Higher Education Institutions' Laboratories Accreditation Project (HLAP).
- Development of Student Assessment Systems Project (DSASP).
- Infrastructural Quality Related Projects (IQRP).
- Monitoring and Evaluation of New Programs Project (MENPP).
- Quality Assurance Students' Projects (QASP).

PCIQA Cont'd



Main Objectives:

Attaining effectiveness and **sustainability of QAAPs** which started at the first phase of development.

Establishment and implementation of **internal QA system** in each and every public HE college/institute in Egypt.

Adopting the **academic standards** of educational programs in colleges/sectors and supporting their application.

Qualifying public HE institutions for **accreditation** with the concept of continuous improvement in mind.

PCIQA Cont'd



Improving the effectiveness and international accreditation of a number of **laboratories** and scientific and research centers in public universities.

Developing the **institutional capacity** in some sectors of high priority like colleges of nursing, science, and arts.

Comprehensive development of **academic programs** in field of high priority and qualifying them for accreditation.

Advancement of **student assessment** methods and improving the educational effectiveness in some HE institutions.

Number of submitted PCIQA projects and the finally approved by its steering committee

Project Name	QAAP2	CIQAP	DAPAP	HLAP	DSASP	QASP	Total
No. of submitted projects	163	272	87	112	55	162	851
No. of approved projects	124	103	13	22	20	87	369

Since the time PCIQA is effective and till the end of year 2010, the number of submitted projects' proposals is 851 out of which 282 projects were finally approved by its steering committee to be financed.

Numbers of CIQAP projects during the second phase of development

Cycle	First	Second	Third	Fourth	Total
No. of submitted projects	37	46	42	80	272
No. of approved projects	22	25	23	33	103

Numbers of competitive projects during the second phase of development

Cycle	DAPAP	HLAP	DSASP	All Projects
No. of submitted projects	88	83	57	228
No. of approved projects	13	22	20	55

Identification and dissemination of good practices by PCIQA

- **technical support visits and periodic reports .**
- **external evaluation of HE institutions.**
- **forums for intellectual exchange and sharing experiences among projects at the institutional/national level.**
- **regular meetings of program management with the monitoring and evaluation committees and with the procurement and finance personnel.**
- **spreading the information related to program activities through a periodic newsletter, handbooks and Arabic and English website.**

2- External QA and Accreditation System



NAQAAE

aims at QA of HE and its continuous improvement through:

1. Raising awareness of Q culture.
2. Supporting HE institutions to carry out self-evaluation.
3. Ensuring trust at the local, regional and international levels regarding the outputs of the educational process.
4. Carrying out overall evaluation of HE institutions and their programs in accordance with the standards adopted.



The Good Practices of NAQAAE

Management & Independence

- independent entity, which assures impartiality of its decisions.
- policies are documented and publicized for transparency & accountability

Relationship with Educational Institutions

- provides advisory expertise through a department separate from the management of evaluation & accreditation

Evaluation & Decision-Making Process

- Institutions are being evaluated against their mission & objectives as long as they are appropriate to their level

External Activities & Cooperation with Other Institutions

- mutual relationships with the relevant agencies and organizations with the aim of mutual acknowledgement of the accreditation certificates

QA processes had a role in policy making at both institutional and national level

1- At the institutional level:

For continuous improvement, faculties are required to adopt certain policies

- to have a formal system to deal with student complaints,
- to handle resistance to change among faculty staff and administrative personnel,
- to think of strategies for dealing with the bureaucracy,
- to realize the importance of suggesting new leadership recruitment policy that permits selection/promotion according to achievements rather than seniority.

2- At the national level:

QA processes pointed out to the importance of

- measuring their effect on learning outcomes for different educational programs.
- reducing the number of academic programs in faculties of Agriculture.

Requirements for a sustainable QA system



- Adequate capacity development
- Decentralizing QA mechanisms and moving towards a stakeholder-based QA culture.
- More involvement of students in the QA process.

Requirements for a sustainable QA system

Cont'd

- **Continuous internal evaluation of robustness of QA systems.**
- **Innovative approaches to handle bureaucracy & resistance to change.**
- **Sustainability of a performance appraisal system.**



Requirements for a sustainable QA system

Cont'd

- **Strong awareness of Q culture.**
- **Making the system of external evaluation more effective.**
- **Sharing experiences & intellectual exchange.**
- **Focusing on feedback systems and their role in improvement.**



Requirements for a sustainable QA system

Cont'd

- **Stressing the importance of improving graduates' learning outcomes.**
- **Sustainability of the external evaluation provided by QA agencies independent of the provider of the educational service; MOHE.**



A photograph of a bougainvillea plant with vibrant pink flowers and green leaves, set against a clear blue sky. The plant branches are visible, with clusters of flowers and individual leaves scattered across the frame. The text 'Thank You' is centered in a pink, cursive font.

Thank You