Quality Assurance of Higher Education in the Arab Region

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QA Islamic SRTM Bahrain, 2013
Overview

- Higher Education in the Arab Region
- Historical Background of ANQAHE
- Sample of ANQAHE Activities
- Scoping Study for QA in the Arab Region 2012
- QA Challenges in the Arab Region
Higher Education in the Arab Region

- Several systems of higher education and QA
- Newly established and non-existence of QAAs
- Differential level of HE and QA development in different countries

ANQAHE as a regional network to coordinate and boost higher education QA efforts
Historical Background of ANQAHE

- Established in June 2007, registered internationally
- Independent, non-governmental and not-for-profit organization
Background of ANQAHE

- Includes 11 QAA as full members and 5 QA Entities as Associate members from 16 countries out of the 22 Arab Countries up from 50% four years ago
- Higher Education Institution members
- Individual Members
SAMPLE of ANQAHE ACTIVITIES
(2008-2012)
Conducted a workshop on the status of QA framework in the Arab States, Egypt 2008
SAMPLE ANQAHE ACTIVITIES (2008-2012)

- Developed 11 core institutional standards used by many Arab countries (2009)
- Collaborated in a roundtable discussion with the Minister and HE authority to support the establishment of their new EQAA (Yemen 2010)
- Facilitated distance education courses for QAAs offered by UNESCO/IIEP/ANQAHE in English in 2009 for 14 Arab Countries and in FRENCH for 60 participants (2011)
Organized ANQAHE First International Conference in Abu Dhabi UAE (2011)
SAMPLE OF ANQAHE ACTIVITIES (2008-2012)

- Developed a database for QA consultants and reviewers in the Arab States to be used by different agencies such as APQN and INQAAHE in (2010)
- Conducted a workshop on “Improving management of EQAAs, agencies and universities working together”, in collaboration with DAAD (Egypt 2009)
  - Involvement of stakeholders in developing and assessing expected learning outcomes, ANQAHE and DAAD (Egypt 2010)
  - International relationships as: DAAD, BC, UNESCO, World Bank, INQAAHE, APQN ENQA, EU ......<br><br>ANQAHE
Arab Network for Quality Assurance in Higher Education
Spain at INQAAHE conference
DAAD ANQAHE activities
DAAD/ANQAHE activities
SAMPLE OF ANQAHE ACTIVITIES (2008-2012)

- Organized a FORUM discussion on student Involvement in QA (2012) using www.anaqhe.org
- Developed HE/QF Glossary in Arabic/French/English (2011)
- Conducted policy dialogues among organizations working on various QA initiatives in the region (Cairo 2008 – Jordan 2010 – Abu Dhabi 2009 & 2011)
- Conducted workshops on the establishment of a new EQAA (Syria 2009, Lebanon 2011, Tunisia 2012)
- Developed an Arab Generic Qualifications Framework. Workshop held in Bahrain (May 2012)
ANQAHE Scoping 2012

ANQAHE started a scoping study in December 2011 and completed it in June 2012. This study as many of the above mentioned activities was sponsored by the Global Initiative for Quality Assurance Capacity Building (GIQAC) which was financed by the World Bank and managed by the UNESCO.
Countries Involved in the Study

1. Republic of Tunisia
2. Libya
3. Arab Republic of Egypt
4. Republic of the Sudan (North Sudan)
5. State of Palestine
6. Lebanese Republic
7. Syrian Arab Republic
8. Hashemite Kingdom of Jordan
9. Kingdom of Saudi Arabia
10. State of Kuwait
11. Kingdom of Bahrain
12. State of Qatar
13. United Arab Emirates
14. Sultanate of Oman
15. Republic of Yemen
16. State of Eritrea
17. Republic of Iraq
Seventeen countries participated in the scoping study.
Section I. Information about Quality Assurance Agencies

Descriptive about the Quality Assurance Agency, like denomination, scope or remit of work, year of establishment, mission, etc.
Organizational Denomination of the Agency:

- Commission: 41.67%
- Authority: 25%
- Center: 16.67%
- Other: 16.67%
- Agency: 0%
- Unit: 0.00%
- Department: 0.00%
Private VS Public:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Private Higher Education Institutions (HEI)</th>
<th>Public Higher Education Institutions</th>
<th>Both Private and Public</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>16.67</td>
<td>0.00</td>
<td>83.33</td>
</tr>
</tbody>
</table>
Agency Governance/Regulatory Framework trying to outline the governance framework within which the QAA exists, its mode of inception, decision-making, reporting structure, stakeholder involvement, communication, QAA accountability, staffing, funding, etc.
Sources of QAA Budgets

![Bar chart showing sources of QAA budgets: Government budget 71.42%, HEIs (membership or levy) 30%, Fees for QA services delivered 35%, Grants 6%]
Section III. Internal Quality Assurance for QA organizations

Agency's Internal Quality Assurance. This part investigates the procedures and processes that Arab QAOs use to assess the quality and integrity of their own work. This includes questions on conflict-of-interest provisions, due process and appeals, self-assessment, external review of the QAA, etc.
Mandatory cyclical external review of the agency's activities at least once every five years:

- Established and very effective: 16.67%
- Established and effective: 0.00%
- Established and moderately effective: 0.00%
- Partly established: 33.33%
- Not established/ Not applicable: 50.00%
Planning for External review for the Agencies

![Bar chart showing percentage for Ministry, International Agency body (ex. ENQA, ANQAHE, INQAAHE), and Other.]

- Ministry: 16.67%
- International Agency body (ex. ENQA, ANQAHE, INQAAHE): 66.67%
- Other: 16.67%
Section IV. Framework for External Quality Assurance

○ Framework for External Quality Assurance. This core component of the questionnaire examines the various procedures, processes, references, consequences and outcomes that Arab QAAs had adopted to pursue their external quality assurance mandate.
Compulsory Vs Voluntary

Percentage of Compulsory vs Voluntary

- Compulsory: 76.47%
- Voluntary: 23.53%
Expected developments in the QA sector in the next three years (i.e. by December 2014):

- Establishment of National Qualifications Framework: 83.33%
- New higher education legislation (including about QA): 91.67%
- Introduction of different methodologies for external quality procedures: 58.33%
- Revision of external quality procedures: 58.33%
- Reorganisation of quality assurance agency: 50.00%
- Creation of a QA agency if currently inexistent: 16.67%

(Percentage)

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Section V. Standards & Methodology for EQA

Standards & Methodology for External Quality Assurance. This part of the survey explores the standards and methodologies used by Arab QAAs in their external quality procedures; who contributes to their definition and how they are implemented.
Processes used/required within its external quality procedures

- A self-assessment report with proper evidence by the institution that is the subject of the external quality procedure: 73.33%
- An external assessment by a group of experts with or without a site visit: 86.67%
- A site visit: 100.00%
- A published report: 53.33%
- A follow-up procedure undertaken by the institution that is the subject of the external quality procedure in the light of any recommendations contained...: 80.00%
Section VI. Site Visit

Site Visit. A cornerstone of the external review procedure, the site visit is examined from various standpoints of who participates, format and duration, program and activities, etc.
Role of the Member of QAA in the site visit

- Facilitator/Coordinator: 53%
- Full member of the panel but not Chair: 27%
- Full member of the panel including as Chair: 20%
- Passive observer/monitor: 0%
- Secretary/report writer: 0%
Section VII. Outcome of Quality Assurance Procedures

This section of the survey deals with the outcome of the external QA review procedures and their consequences and follow-ups. There are also questions about the general impact and evolution of QA in the country.
Most problematic areas in the internal quality assurance systems of HEIs

- Governance and strategic plans: 57.14%
- Periodic self-evaluation: 42.86%
- Program and course Intended Learning Outcomes: 42.86%
- Assessment strategy: 35.71%
- Connection between teaching and research: 28.57%
- Research strategy: 28.57%
- QA management systems and structures: 28.57%
- Operational/financial planning: 21.43%
- Student experience: 14.29%
- Internationalization/international partnerships: 7.14%
- Admission standards: 7.14%
Section VIII: Capacity Building in QA for Higher Education.

- This section tries to depict the current practices and perceived needs of QA capacity building;
### QA capacity building most needed by HEIs

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing a research strategy</td>
<td>73.33</td>
</tr>
<tr>
<td>Program and curriculum benchmarking</td>
<td>66.67</td>
</tr>
<tr>
<td>Developing governance and strategic plans</td>
<td>66.67</td>
</tr>
<tr>
<td>Developing and reviewing program and course ILOs</td>
<td>60.00</td>
</tr>
<tr>
<td>Measuring and improving the academic standards of</td>
<td>53.33</td>
</tr>
<tr>
<td>Planning and developing QA management systems</td>
<td>53.33</td>
</tr>
<tr>
<td>Developing teaching and learning strategies and</td>
<td>46.67</td>
</tr>
<tr>
<td>Assessing the employability of graduates</td>
<td>46.67</td>
</tr>
<tr>
<td>Developing program and institutional improvement</td>
<td>46.67</td>
</tr>
<tr>
<td>Self-evaluation report writing</td>
<td>46.67</td>
</tr>
<tr>
<td>Developing an assessment strategy</td>
<td>46.67</td>
</tr>
<tr>
<td>Planning and Management of university facilities</td>
<td>40.00</td>
</tr>
<tr>
<td>Enhancing the student experience</td>
<td>33.33</td>
</tr>
<tr>
<td>Operational/financial planning</td>
<td>20.00</td>
</tr>
<tr>
<td>Development of community engagement strategies</td>
<td>13.33</td>
</tr>
<tr>
<td>Professional development of Staff</td>
<td>6.67</td>
</tr>
</tbody>
</table>

*Percentage values are approximate and may vary based on the specific context.*
Section IX: Arab dimension of Quality Assurance.

This final section investigates the relation that Arab QAAs hold with their counterparts and with QA networks in the region and beyond. It also seeks to position the mandate of ANQAHE within the priorities of the different QAAs.
Relevancy/Importance of ANQAHE Objectives

- Develop standards and guidelines for QA across the region: 53.33%
- Promote and lobby for an Arab Higher Education Area: 60.00%
- Lobby for an increased integration and standardization across the Arab region: 60.00%
- Constitute a resource pool for QA external procedures across the whole region: 53.33%
- Provide capacity building resources (people and material) for QA agencies and HEIs in the region: 73.33%
- Develop a tool for external QA use by QA bodies: 53.33%
QA Challenges in the Arab region

- Total reliance on Governments for HE and QA funding -- Limited financial resources
- Developing sustainable QA systems that are appropriate for different types of HE modes and development
- QAA Governance
- Inconsistent regional framework for QA -- Networking between QAAs
- Supporting the emergence of new QAAs and strengthening less developed ones
Challenges for ANQAHE in the Arab region

- Capacity building for EQAAs
- Facilitating exchange of resources and best practices in the region
- Facing cross border accreditation mills
  - Networking and partnership with interfacing regions (Islamic Associations, LMD Sphere; AFRIQAN, CAMES, etc.)
  - Transfer the information about the new forms of higher education such as distance and hybrid programs, and establish a benchmarks within the region.
Challenges for ANQAHE in the Arab region

- Developing a fitness-for-purpose assessment for the research activities, and facilitate establishment of research centers within the remit of QAAs.
- Activate the Arab qualification framework and validate it against national frameworks to ensure convergence of HE systems and the emergence of an Arab higher education area.
Thank you on behalf of ANQAHE

Increasing Trust in the Arab Higher Education

www.anqahe.org