

United Nations Development Programme / Regional
Bureau for Arab States (UNDP / RBAS)

UNDP HIGHER EDUCATION PROJECT

“Enhancement of Quality Assurance and Institutional Planning in Arab Universities”

Phase I

1/1/2002 (30 months) 30/6/2004

Independent Evaluation
(December 2004)

Phase II

Started June 2005 (42 months) December 31, 2008

UNDP / RBAS acknowledges with appreciation significant funding support for
phase II from BMZ (Germany) and GoF (Finland)

PROJECT'S AIMS AND COMPONENTS

To introduce:

- *on a regional level,*
- *through voluntary partnership with leading Arab universities,*
- *through the efforts of the academic representatives of participating universities*
- *backed by intensive training and advisory support from project*

Three independent instruments of quality assurance and enhancement:

A. EVALUATION OF ACADEMIC PROGRAMS

Through internal and external (peer) evaluation

B. ADMINISTRATION OF INTERNATIONAL TESTS

*For assessing the performance of students of reviewed programs
(Major Field Test – ETS)*

C. DEVELOPMENT OF STATISTICAL DATABASES

For participating universities in accordance with commonly agreed data definitions and specifications

MAIN ACHIEVEMENTS - 1

A. Evaluation of Academic Programs

(Cycle duration = 15 months)

- **Cycle 1 (2002-2003):** review of Computer Science programs in 15 universities
- **Cycle 2 (2003–2004):** review of Business Administration programs in 16 universities
- **Cycle 3 (2005-2006):** review of Education programs in 23 universities
- **Cycle 4 (2007-2008):** review of Engineering programmes in 19 universities

MAIN ACHIEVEMENTS - 2

B. TESTING PERFORMANCE OF STUDENTS OF REVIEWED PROGRAMS

(using Major Field Test, ETS)

- ❑ **Cycle 1** (2002-2003) English-based CS + BA tests (788 senior students).
- ❑ **Cycle 2** (2003-2004) Arabic / French-based CS + BA tests (921 senior students). Translation: UNESCO Beirut Office
- ❑ **Cycle 3** (2006-2007) Administration of a **jointly developed ETS-Project** test in Education to 1500 senior students in Education in 24 universities (May-June 2007). Joint ownership
- ❑ **Cycle 4: Administration of Global Test in Major Studies (GTMS) to 1500 senior students in Engineering, in 20 Arab universities.**

C. STATISTICAL DATABASE DEVELOPMENT

- ❑ **One cycle** (2002-2004) Statistical database development in 15 universities in accordance with common data definitions and specifications (about 500, 000 students). Regional report this year.

EVALUATION OF PROGRAMMES

OUTCOMES – 1

INTRODUCING METHODOLOGIES OF PROGRAMME REVIEW

- ❑ **An adaptation of QAA (UK) Academic Subject Review (ASR). Our own Handbook**
- ❑ **Three stages:**
 - **Self Evaluation:** by the program providers
 - **External evaluation:** By peer reviewers (on-site visits) with active participation of university representatives
 - **Final reporting:** by peer reviewers
- ❑ **Introduced to /implemented by 36 leading universities. With very few exceptions, as their first experience in professional programme review (self-evaluation followed by peer review and reporting)**
- ❑ **Generic: discipline-independent, system independent, supportive of other methods (e.g. accreditation)**
- ❑ **Underpinned by outcome-based approach to learning: an instrument of quality assurance and programme reform**
- ❑ **First step towards institutional evaluation**

OUTCOMES - 2

GENERATING AGENDAS FOR SELF-IMPROVEMENT AND REFORM

For each university: An individual review report (54) :

- Evidence-based analysis and assessment
- Identification of weaknesses and strengths
- Graded judgements (comparisons)
- Graded sub aspects (Special indicators)
- Recommended improvements
- Awareness / internal action in most. Follow up action taken by about 1/3 . Depends on resources. Need for development support (e.g. national / regional fund, Tempus).

For the region: An overview regional report for each subject (3) :

- Patterns of strength and weakness
- Comparative charts of graded judgements and special indicators
- Recommended areas for reform through regional collaboration and consultation
- Enables development by academics / associations in the field of subject – based benchmark statements, guidelines. Much needed.

Fig. 4a Table of Special Indicator (Learning Resources)

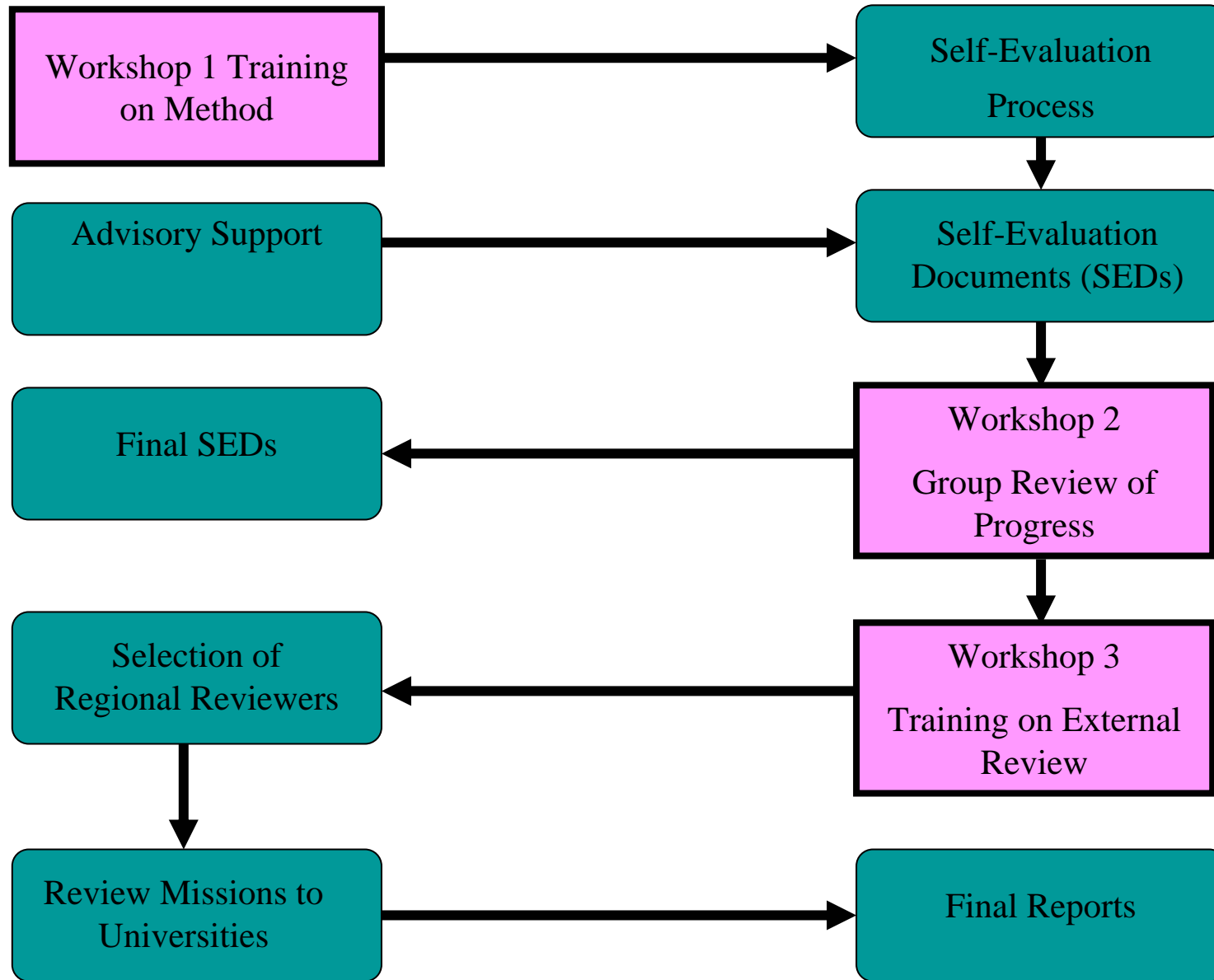
University	Level	Sufficiency of academic staff numbers	Adequacy of academic qualifications	Appropriate staff structure to underpin academic standards	Sufficiency and standards of support staff	Appropriate library holdings in the language of teaching	Library organisation and space	Adequate facilities and arrangements for internet	Number and organisation of PCs
U - 1	UG	S	S	S	S	U	U	U	U
U - 2	PG	G	G	G	G	G	G	G	G
U - 3	PG	G	G	G	G	G	G	G	G
U - 4	PG	S	S	S	S	U	U	U	U
U - 5	PG	G	G	G	G	S	S	G	G
U - 6	PG	S	S	S	G	S	G	U	S
U - 7	UG	S	G	S	S	S	G	S	S
U - 8	PG	S	G	G	G	S	S	G	S
U - 9	UG	S	G	S	S	S	G	S	S
U - 10	UG	S	S	S	S	G	G	G	G
U - 11	UG	S	S	U	U	U	U	U	U
U - 12	PG	U	G	U	S	U	U	U	U
U - 13	UG	S	G	G	G	G	G	G	G
U - 14	UG	G	G	G	S	S	S	G	S
U - 15	PG	G	G	G	S	G	G	G	G
U - 16	PG	G	G	G	G	G	S	S	G
U - 17	PG	S	G	S	G	G	G	G	S
U - 18	UG	G	G	S	S	S	S	S	S
U - 19	UG	S	S	S	S	U	U	U	U
U - 20	PG	S	S	S	S	U	U	U	U
U - 21	PG	S	G	S	G	S	U	G	S
U - 22	UG	G	G	S	S	G	G	G	G
U - 23	UG	G	G	S	S	U	U	U	U
Total	UG = 11 PG = 12	G = 10 S = 12 U = 1	G = 17 S = 6 U = 0	G = 7 S = 15 U = 1	G = 9 S = 13 U = 1	G = 8 S = 8 U = 7	G = 10 S = 6 U = 7	G = 11 S = 4 U = 8	G = 8 S = 8 U = 7

OUTCOME 3

CAPACITY BUILDING

- Capacity Building is integrated into the structure of the Project's review cycle. A means and an outcome
 - Three training workshops on internal / external evaluation. Technical advisory support provided throughout cycle .
 - Trained representatives take lead in self evaluation, preparation of self evaluation documents , hosting of peer review missions.
 - Selected group from trained train ed representatives (about 2/3) take part in review missions in other Arab countries.(2 out of four reviewers)
- About 110 trained representatives. Cohort of 71 fully experienced (i.e. including peer reviewing) first three cycles to exceed 100 after engineering cycle. First regional cohort.
- Most playing a leading role in developing quality systems in faculties and universities / countries . Leadership network

Structure of Review Cycle (15-18 months)



EXAMPLE OF REGIONAL AGENDAS EDUCATION (1/7 of students)

Quality / Resources gaps:

- Quality gap: none of 12 teacher's training programmes graded good.
- Resources gap: > 50% of universities need improved resources.
- Regional message (as in previous cycles) : more investment in HE. At least doubling expenditure / student (using QA considerations as a guide)

Regional consultation / collaboration, benchmark statements / guidelines needed on:

- Curricula:
 - weak theoretical foundations of teacher's training.
 - Weak application of theory to context of Education
- Assessment of students is weakest link: (need wider range of methods: cognitive skills vs memory recall,, moderation, item writing).
- State of Arabic text books and journals: minimum regional specifications needed

Follow-ups:

- Association of Arab Universities + UNESCO + ALECSO.
- Jordan: Conference to be convened by M of HE

REGIONAL PARTICIPATION

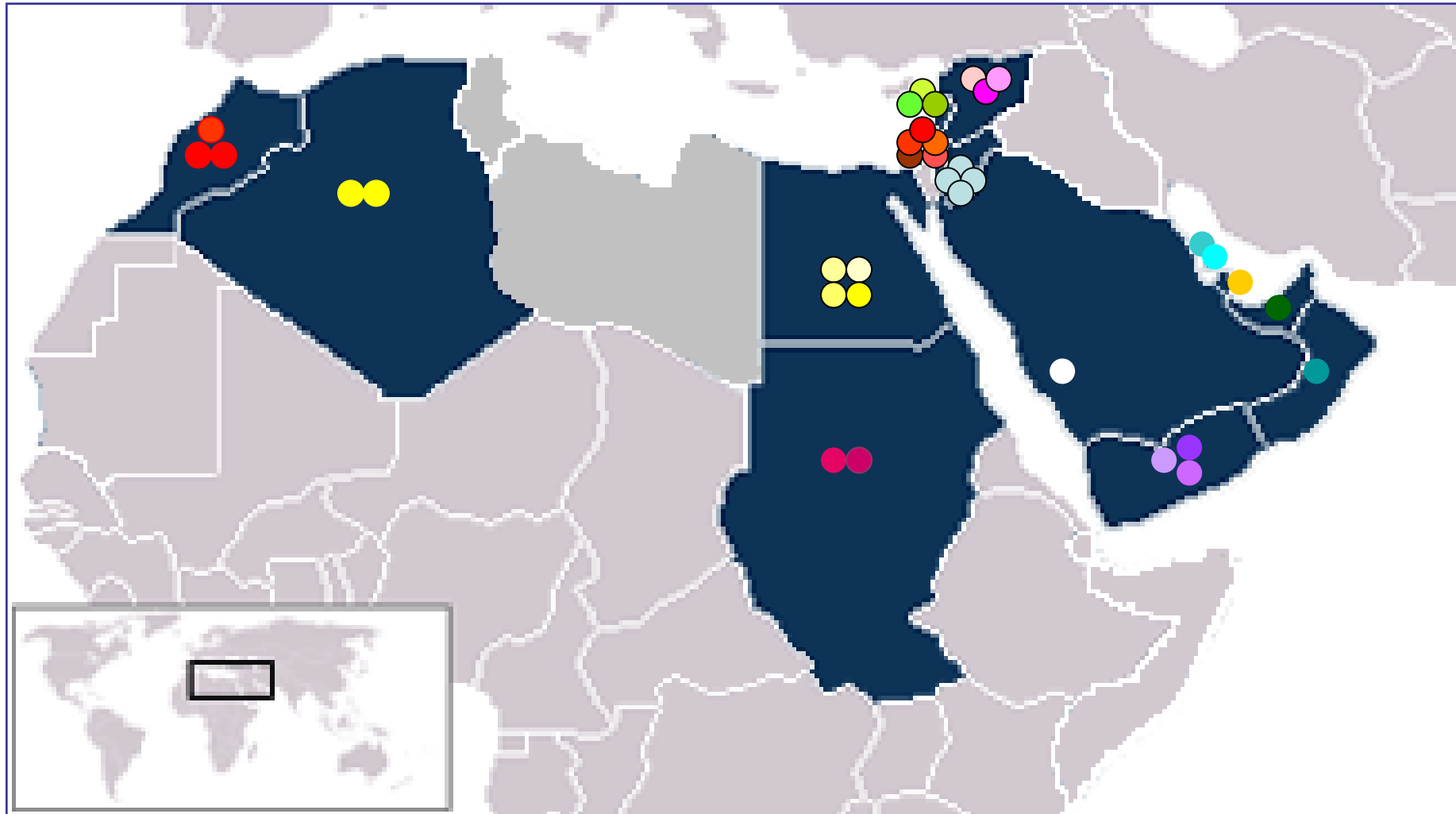
- 36 leading universities in 14 Arab countries (36 university coordinators).
- 108 participating academics, of whom, 71 are fully trained QA reviewers.

[Table: Regional Participation](#)

Table 1: Participation of universities by completed cycles of activities as of December 31, 2006

Country	University Name	PHASE I				PHASE II		
		Computer Science Review	Computer Science Testing	Business Admin. Review	Business Admin. Testing	Univ. Database	Education Review	Education Pilot Test
Algeria	Universite' d'Oran Es-Senia, Oran			X	X		X	X
	University of Science and Technology Houari Boumediene (USTHB)	X	X					
Bahrain	Bahrain University	X	X	X	X	X	X	
	Arabian Gulf University						X	
Egypt	Ain Shams University						X	
	Cairo University			X	X		X	X
	Helwan University	X	X			X	X	
	Arab Academy for Science & Technology and Maritime Transport			X	X			
Jordan	Jordan University	X	X	X	X	X	X	X
	Yarmouk University			X	X		X	
	Jordan University of Science & Technology					X		
	Zarka Private University	X	X			X	X	
Lebanon	Balamand University			X	X		X	
	Jinan University			X	X			
	The Lebanese University	X	X	X	X	X	X	X
Morocco	Al- Akhawayn University in Ifrane	X	X	X	X	X		
	Abdel Malek Al-Saadi University			X	X			
	Universite' Mohammed V (SuiSSI)					X	X	X
	Universite' Mohammed V (Agdal)	X	X					
Oman	Sultan Qaboos University			X	X		X	X
Palestine	Al- Azhar University				X			
	An-Najah National University			X	X		X	
	Birzeit University						X	X
	Islamic University of Gaza (IUG)	X	X			X		
	Palestine Polytechnic University	X	X			X		
Qatar	Qatar University						X	X
Sudan	Sudan University of Science & Technology	X	X			X	X	
	University of Khartoum			X	X		X	
Saudi Arabia	King Abdul Aziz University						X	X
Syria	Aleppo University			X	X			
	Baath University						X	
	Damascus University	X	X			X	X	X
UAE	Zayed University							X
	Ajman University of Science & Technology	X	X			X		
Yemen	Aden University			X	X		X	
	Sana'a University	X	X			X	X	
	The University of Science and Technology	X	X			X		

NUMBER OF UNIVERSITIES IN EACH COUNTRY



TESTING OF STUDENTS

CS + BA

Business Administration. Total average

	Average	Grade	Value
Grade	U-Average	A1	0,5%
Grade	U-Average	A2	3,1%
Grade	U-Average	B	4,1%
Grade	U-Average	C	17,5%
Grade	U-Average	D	25,2%
Grade	U-Average	F	49,6%

Computer Science Total average

	Average	Grade	Value
Grade	U-average	A1	0,30%
Grade	U-average	A2	5,30%
Grade	U-average	B	17,40%
Grade	U-average	C	34,90%
Grade	U-average	D	23,70%
Grade	U-average	F	18,50%

THANK YOU