

PRINCIPLE 4:  
**GOVERNMENTS HAVE A ROLE IN ENCOURAGING AND SUPPORTING  
QUALITY HIGHER EDUCATION**

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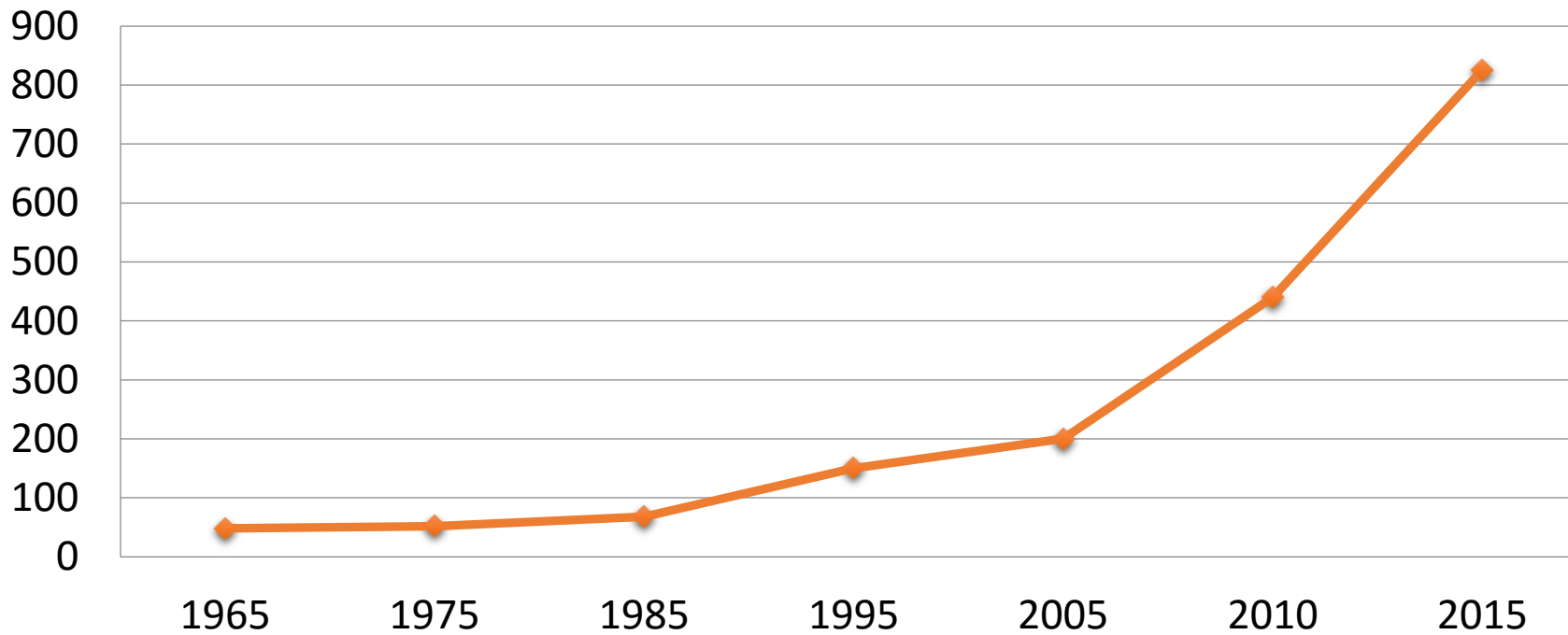
Globally, No. of HEIs increased exponentially, mostly for-profit private  
& Quality becomes an issue

(In the Arab region , increase of >250% over 2 decades)

In many cases with lack of national regulatory body or rigorous standards

Still some countries in Africa are yet to establish national QAA

## No. of HEIs in the Arab World



# 1. Governments should facilitate the establishing of quality assurance agency

GOVs should develop the necessary *legislation* for the establishing and support of national QA authority

GOVs should ensure an acceptable degree of *autonomy* for the QAA  
(*INQAAHE & ENQA GP*)

GOVs should not interfere with the decision making process of QAA,  
even when under the umbrella of MOHE

## **2. Governments should avoid creating system that hinder the efficiency of national QAAs or conflict with their standards**

Examples:

India: Denial of 4-year degrees

Bahrain: Guidelines of Higher Education Council conflict with  
QAAET Standards

USA: Recent pressures from DoE and “possibly” Senate

### **3. Governments should maintain updated regulation to cope with changing modes of education systems**

- In some countries (Gulf), recognition of on-line qualifications (while national QAA has standards for e-L)
- RPL
- National QF
- CBE



## **4. Governments should support international collaboration for insuring quality for higher education**

- Increased level of internationalization in HE & TNE necessitate collaboration
  - Branch campuses
  - Joint degree programs
  - Open on-line courses
  - Study abroad programs
- Many regional, inter-regional, and international QA Networks have been created
  - Some are subsets of others (GNQA>> ANQAHE >> INQAAHE)
- Benefits of sharing experiences & GPs

## **5. Governments should support the establishing of national higher education information system**

- Increased transparency , Public awareness & Consumer Protection
- Bases for planning of enrollment in various fields (responding to labor market)
- Basis for Benchmarking / ranking



Increased Competitiveness



Enhancing Quality

OIC urges member states to establish NIS for HE



## 6. Governments have a role in monitoring the effectiveness of national quality assurance agencies

- GOV should **BALANCE** between supporting QAA & monitoring their performance
- In many countries, **No Monitoring** of QAA by government
- Some Countries are **OVERDOING** it
  - Australia : AQUA / TEQSA
  - USA : Recent moves

Others: trying to **balance** !

UAE: External Evaluation of CAA

Development of KPIs to monitor CAA, to report to Federal Cabinet

# 7. Role of government in outcome-based assessment

Governments have been the driving force behind implementing Education Outcome Assessment at a national level

## A. Exams

Internationally : AHELO

Nationally: Jordan (National Exit Exams)

UAE (Int'l Comprehensive Exams for Medical Students)

## B. Surveys (Students , Labor Market)

**Regional** (European Union Employment Observatory)

**National** (Many countries in Europe, UAE (AD), USA); Recent US Proposal

**Institutional** (In many)

In Germany, it is part of the National information system

# CHALLENGES -1

## Political

Mostly internal

Developing legislations for / against QAAs

Cases of Lebanon & USA

## Financial

- Reduced support to Public HEIs (eg. UK)  
Coupled with Massification of Public HEIs (eg. Egypt)
- Cost of External Review Visits , led many countries to concentrate on Institutional Review / Other Approaches to QA

In many countries , there is still a need for Programmatic reviews, until IQA system matures

# CHALLENGES-2

## Demographic

- In heavily populated countries, **massification** of enrolment in Public HEIs, particularly in Humanities & Social Studies programs  
Became a “societal “ obligation on some governments but when coupled with inadequate funding it may hinder quality
- Provision of HE for **remote areas** coupled with lack of technological infrastructure are real challenge for some developing countries

# CHALLENGES-3

- **Challenges resulting from Advanced Technology**

Developing Legislations & Systems for QA of new modes of delivery

- **Increased number of Fake HEIs & Fake QAAs**

The need for International Cooperation to increase awareness

# CHALLENGES - 4

## Challenges caused by inadequate expertise in quality assurance

### **A. At QAAs : External Reviewers**

International/regional cooperation in establishing databases

Capacity building within country for reviewers  
(debatable issue of conflict of interest!)

In developing countries, need to BALANCE between national & International reviewers

(Oman, Bahrain, KSA)

### **B. Within HEIs: Developing of IQA is an on-going essential activity**

# PEVOTAL ROLE OF GOVERNMENT LINKED TO OTHER PRINCIPLES

## Governments set policies & take decisions that affect all other principles

- Set policies & directives affecting **QAAs** and their scope & monitoring them
- Influence **HEIs** through funding or even establishment of new HEIs
- Influence plans of **student** enrollment
- Have a say in establishing and utilizing HE Information systems, informing society , enforcing **accountability** of both QAAs and HEIs
- Making sure all **stakeholders** react & adapt to changes

***Thank You***