

# QUALITY ASSURANCE IN ACADEMIC MANAGEMENT IN EGYPT

**Asser KHAMIS**

*The Bucharest University of Economic Studies, Bucharest, Romania*  
*asserkhamis@yahoo.com*

## **Abstract**

An institutional system timetable for performance evaluation and quality control within higher education institutions is done for higher education institutions to carry out a periodical self-assessment study for development engagements for maximizing points of strength and improving points of weaknesses based on the self-assessment reports recommendations and feedback.

**Key words:** Academic management, Quality assurance, Higher education system.

## **1. INTRODUCTION**

Society evolution is influenced by global market (include intensive relations, exchanges between nations) that increase competitiveness driven by technology. All this factors determine the society to move faster and change day by day. In this context the knowledge became the power source of the society.

The ministry of higher education started to took the initiative to develop an overall strategic plan for quality assurance and accreditation to assist Egyptian higher education institutions to improve the quality of their academics.

Ministry of higher education in R.A. Egypt has been working over the past two decades on improving higher education through developing and implementing a comprehensive strategic plan for reform in a passed stage "manner".

The first phase started in 1989 with the implementation of the engineering and technical education project, which ran until 1998.

The second phase reformed higher education as a whole, which ran from 1998 to 2002.

The third phase, which ran from 2002 until 2009 was called The Higher Education Enhancement Project that aimed to improve efficiency through the reform of governance and management, the quality and relevance of university and mid-level education.

This project consists of six major projects including information and communication technology project. These projects included improving the IT infrastructure in universities to support teaching, research and management through monitoring their traffic and explore the behavior of various applications to determine the actual usage of variable bandwidth and then optimize its utilization.

The fourth phase included three projects that aimed to form a quality assurance system, establishment of internal quality assurance system in 250 faculties out of 320, preparation of faculties for quality improvement and qualification for accreditation.

## 2. QUALITY ASSURANCE ROLE IN SOCIETY

To ensure quality, continuous development and efficient performance of Egyptian higher education institutions of their systems and programs in a concordance with their mission statements and declared goals and to gain the confidence of community in their graduates.

Ministry education system reform is concentrated on:

- problems,
- objectives,
- directions,
- resources,
- quality assurance,
- terms.

In order to drive Egypt's education more toward the sustainable development got to implement the quality education that is oriented at the value and skills of sustainability into the various kinds and levels of education by an allocated budget for the preparation for accreditation of one billion EGP from 2007 till 2012.

To implement the higher education strategy in an efficient way, each public university should create and implement a specific strategy in accordance with the general plan, goal, mission and vision of the Ministry of Higher Education.

As for a public university their mission should be pounding accessible, adaptable and challenging environment to develop graduates and research to meet the needs of the society by creation, presentation, transformation and application of knowledge through teaching, researching, working creative to contribute in society through of education learning and research with the highest levels of excellence.

While its vision is to continue to lead advances in educational and technological innovation, scientific discovery and creative expression by strengthen into actual innovation. An important part of the Egyptian education reform is connected with social and economic system. It is necessary to develop the education system to be able to create the base for a modern nation.

The reform in education system depend by economic competitiveness and advanced human capital formation and smart innovation and refer to expand and raise the quality while catering more effectively and equitably to a more diverse student population.

The most important problem in education reform is determined by relation between graduates and labor market needs. Other problems refer to:

- chronic over supply of universities graduates (especially in the humanities and social sciences).
- Shortages of below university qualified, skilled personnel.
- Employers claim to seek graduates who have more than technical subject knowledge but also soft skills.
- University students are dissatisfied that they do not develop practical skills.
- Instructional pedagogy in over-crowded classes with poor facilities.
- High wastage rates.

The goal of Egyptian education system reform is to align outputs of the higher education system (graduates and research) with the innovation and labor market needs. The system should concentrate on globalization and open market (labor and education). In next 10 years, Egypt should accommodate more than 1 million students per year that mean 3%.

Research should be increase to internal competitive level and integrate with academic education. Structural reform concentrate on modernization, of technical and vocational education and online mode learning. Improve quality and labor market relevance of academic education rather than over-expanding quantitatively.

In higher educational institutions as universities, human resources have various categories of employees who contribute their value of capabilities, knowledge, skills, life experiences and motivation for the growth of the university, as human resources management ensures the human talent is used effectively and efficiently to accomplish organisational goals. Human resources management are affected by two major forces; changing workforce demographics and globalisation, and higher education institutions are not being excluded. In order to contribute directly to organisational strategies, an effective human resource management of any institution should use: new recruitment/hiring techniques, talent management strategies, compensation and benefits practices, equal employment opportunity policies, health, safety and security programs.

A review of factors that ensure the competitiveness and viability of organizations emphasize the most important role of promoting organizational change. For this reason, the strategic approaches related to the development and evolution of the medium and long term organization activity, a special place must return collaboration of measures to ensure the premises of a coherent process of technological and organizational research and development.

In the context of knowledge society, innovation processes have a particularly important economic activity. Experiences show that, with the development and strengthening its market economy tends to lead not only to create a "consumer society", where private consumption is defined more as one of the essential stimulus for the economy overall dynamics and hence the increase of welfare for relatively large groups of citizens, but as a technological society. Braun in the year 1984 has shown that technological society is defined as the parallel existence of three elements, namely:

- a) a large-scale manufacturing of a variety of goods and services,
- b) a complex infrastructure of transportation, communication, distribution and other services that support economic expansion,
- c) a highly developed scientific and technical activities which constantly refreshes the technologies used in the productive line, leading to expanding the number of goods and services likely to be offered to consumers, as well as combinations of these.

The intermingling of high levels of demand for final goods and services a system of research and development work continuously to improve the efficiency of the technologies used by organizations and other stakeholders have the effect of a process of steady growth in the level and **quality of knowledge**, on the one hand, and requirements for the operation of the production machine, on the other hand. Consequently, we can talk about the systemic nature of the productive apparatus functioning and changes induced in it.

In other words, methods of production are inter-organization in terms of consumption of raw materials, quality standards between the various stages of production, but also the professional qualification requirements must be met by force employment. As time passes, productive apparatus tends to increase the complexity and adaptability to changes in the social and economic environment. It is also important to note the fact that the vastness of the technologies available at any given time, so there is a certain hierarchy, as well as the core of the legitimate further development of the technology.

Content technologies and the actual organization of economic activity are subject to the **scientific knowledge** apparatus used in the business. Historical experience shows that between **science** (research and learning) and technological development are mutual conditioning relationships in that science offers new technology development areas while advances in technology paves the existence of more efficient means of investigating the mysteries of nature and the universe.

In conclusion, we can say that science provides through its progress a steady stream of inventions, which creates the potential realization of innovations in the productive apparatus and the enhancement of the benefit of humanity by new structures of matter.

In terms of appearances research and teaching modelers factors and incentives for the development of technology innovations in content and organization of production and marketing of products and services, from an economic perspective, the most important appear to be:

- a) pressures on the demand side (demand pull) to fix the problems caused by a series of adjustments in consumer behavior;
- b) pressures on the supply side (supply push) to improve access to resources and to ensure the expansion of manufactured production levels;
- c) the skills of operators, namely the degree of development of entrepreneurship, the creativity and flexibility of response to environmental challenges exercised;

d) the social environment, in particular the organization of factor markets, products and services where the organization operates, and other institutions that regulate social and economic activity, such as: quality of the preparation and training links of economic and **higher education** and the organization of patenting inventions and **intellectual property protection**.

The intensity of the impact of the four factors mentioned above on the possibilities of research and developing new inventions and processes supporting innovation is perceived in different **theoretical orientations** that have examined the issue of technological change. The new classical economists work attaches great importance to the role of the social environment, in particular the functioning of markets in fostering innovative processes. It emphasizes the fact that, as market forces, in fact fluctuations in demand, there is a natural selection process of firms and innovation is one of the methods that enable firms to ensure its sustainability in the medium and long term. It also concludes that the inventions and innovations that save labor is mainly prevalent in the total cost of production as employment costs are the largest share.

### 3. CONCLUSIONS

For the welfare of nation and citizens, Egyptian higher education system aims through the efforts of modernization and development to lead to achieve qualitative upgrade of system components, enhance of scientific research capabilities and train a sustainable development and progress by characterizing all field of educational research progress in universities and higher institutes.

Egyptian higher education is facing challenges due to convergent impact of globalization, increasing knowledge importance for growth and the resolution of information and communications.

Higher education aims through strategic planning to set a series of comprehensive plans based on continuous studies of strengths, weaknesses, opportunities, threats, resources and constrains for reaching effectively its goals. And that through assessment activities, adapted strategies, politics and different action plans to achieve development and fulfill excellence of education.

**REFERENCES**

- Campbell, C., and Rozsnyai, C. (2002). *Quality Assurance and the Development of Course Programmers*. Bucharest, UNESCO, CEPES Papers on Higher Education.
- Central Agency for Public Mobilization and Statistics (2016). *Egypt in numbers*, Central Agency for Public Mobilization and Statistics Press, the Arab Republic of Egypt, in March 2016.
- David, B., and Harold, T. (2000). *Quality in Higher Education* (Vol. 6), Routledge, part of the Taylor & Francis Group.
- Davis, D. J., and Ringsted, C. (2006). *Accreditation of undergraduate and graduate medical education: how do the standards contribute to quality?* *Adv Health Sci Educ Theory Pract*, 11(3): 305-313.
- El Hilali ElSherbini ElHilali (2003). *Recent Trends in the financing of higher education, a study submitted to the tenth National Conference "Future University in the Arab world,"* University Education Development Center, Ain Shams University, part (1), held from December 27 to 28.
- Elsayed Elsayed Mahmoud El Behairy (2004). *The financing of higher education in Egypt in light of the changes of contemporary global trends "prospective study"*, PhD, Faculty of Education, Al-Azhar University. The Ministry of Finance, the final account of the general budget of the state, different numbers.
- Hamid Ammar (2006). *Towards the vision of the University of the future*. Paper presented at the Conference on the future of the Arab university education "development vision", Alexandria.
- IDSC, the Council of Ministers of Egypt (2015). *The reality of public spending in Egypt*, Cairo.
- Law of regulating universities in Egypt and its Executive Regulation No. (49) of 1972, as amended. Cairo, governmental presses.
- Mahia Zaiton (2005). *Education in the Arab world in light of globalization and the culture of the market, the Center for Arab Unity Studies*, Beirut.
- Mohamed Nasr (2006). *The future vision to develop the performance of the Arab university education to achieve total quality*. Paper presented at the Conference on the future of the Arab university education "developmental vision", Alexandria.
- National Quality Assurance and Accreditation (2004). *The Quality Assurance and Accreditation Handbook*. National Quality Assurance and Accreditation.