

QUALITY ASSURANCE INITIATIVES FOR HIGHER EDUCATION IN THE GULF STATES

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The Six Gulf States

Bahrain ➤

Kuwait ➤

Oman ➤

Qatar ➤

Saudi Arabia ➤

United Arab Emirates ➤

Key Questions

Why have the Gulf States adopted Quality Assurance (QA) procedures? ➤

Where are these QA procedures developed? ➤

What happens when QA arrives in the Gulf? ➤

FRAMEWORK OF PRESENTATION

HE in the Gulf States ➤

- IMPACT of globalisation ➤
- EMERGENCE of Centre and Periphery ➤
- ENTRY of Quality Assurance ➤
- CASE STUDY of QA in a Gulf State ➤
- CONCLUDING comments ➤

Globalisation and Education (1)

Recently, Education Policy in Gulf States ➤
has been driven by

global economic and political pressures – ➤
especially by ‘the market’: skills and
competencies needed for employment
taught through education



Globalisation and Education (2)

1. Education, historically, has been seen as within the realm of policy making of the nation state,
 2. Current economic and global developments reduce the capacity of individual governments to direct and control that education policy making.
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Emergence of Centre/Periphery

The Centre: ➤

Countries and Companies defining 'education', marketed and selling educational products ➤

The Periphery: ➤

Countries purchasing 'education' products ➤

Higher Education Institutions ➤

Curriculum – English Language ➤

Mathematics, Science, ICT Curricula ➤

and ➤

Quality Assurance procedures ➤

Entry of Quality Assurance (1)

Quality Assurance (QA)

Generated in one country and transported ➤
to others in the Gulf

We ask: are the 'usual' procedures for and ➤
practices of QA adhered to (or even
recognised) in the Gulf States?

Entry of Quality Assurance (2)

- Control: who should control the QA process? ➤
- Objectives: what should be the objectives and aims of this policy? ➤
- Procedures: how are the QA procedures set up? ➤
- Areas: What are the domains covered by the QA procedures? ➤
- Uses: how is the information gathered used? ➤

A CASE STUDY ➤
OF QUALITY ASSURANCE ➤
IN THE GULF STATES ➤

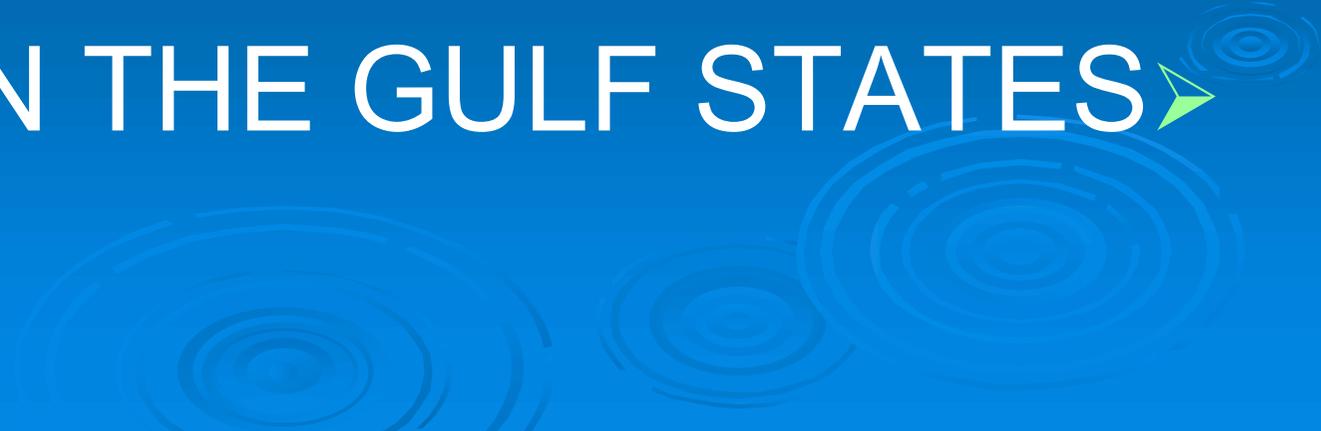


Table 1. Size of enrolment at pre-university schools at GCC states, growth ratios and female percentage

GCC State	2002/2003		2003/2004		2004/2005		2007/2008	
	<i>Total</i>	<i>FP+</i>	<i>Total</i>	<i>FP+</i>	<i>Total</i>	<i>FP+</i>	<i>Total*</i>	<i>FP+</i>
<i>Bahrain</i>	148,318	49.53%	151,810	49.40%	154,335	49.34%	164,592	49.10%
<i>Kuwait</i>	398,739	49.71%	415,836	49.42%	422,017	49.76%	780,392	48.89%
<i>Oman</i>	593,366	48.30%	592,623	48.27%	648,540	52.15%	1,080,032	51.14%
<i>Qatar</i>	117,694	49.09%	118,711	48.90%	146,585	48.62%	274,732	48.28%
<i>KSA</i>	4,291,685	47.55%	4,355,658	47.62%	4,443,699	47.75%	4,898,271	47.39%
<i>UAE</i>	517,254	49.14%	536,614	48.91%	543,724	48.96%	584,408	48.77%
<i>Total</i>	6,067,056	47.98%	6,171,252	47.98%	6,358,900	48.49%	7,782,428	48.23%
<i>Yearly growth</i>	-	-	1.7%	1.7%	3.0%	4.1%	4.4%	4.4%

Source : GCCGS (2009): +: Female percentage, *: Estimated values

Source: Abouammah,2010

Table 2: Number of universities in GCC States for four academic years

Country	2001/2002	2002/2003	2003/2004	2007/ 2008
Bahrain	8	9	10	15*
Kuwait	6	6	6	6
Oman	4	4	4	5
Qatar	3	4	5	7
Saudi Arabia	8	8	11	25
UAE	8	8	8	15
Total	37	39	44	73
Growth relative to 2002	-	5.4%	18.9%	97.3%

Source: GCC web site ; Mukerji and Jammel (2008); GCC Ministries of higher education web sites;

Major Concerns of QA Agencies in GCC Countries

Curriculum and course structure (include learning
,course file skills, professional skills informative
etc.) ➤

Academic staff qualifications and skills ➤

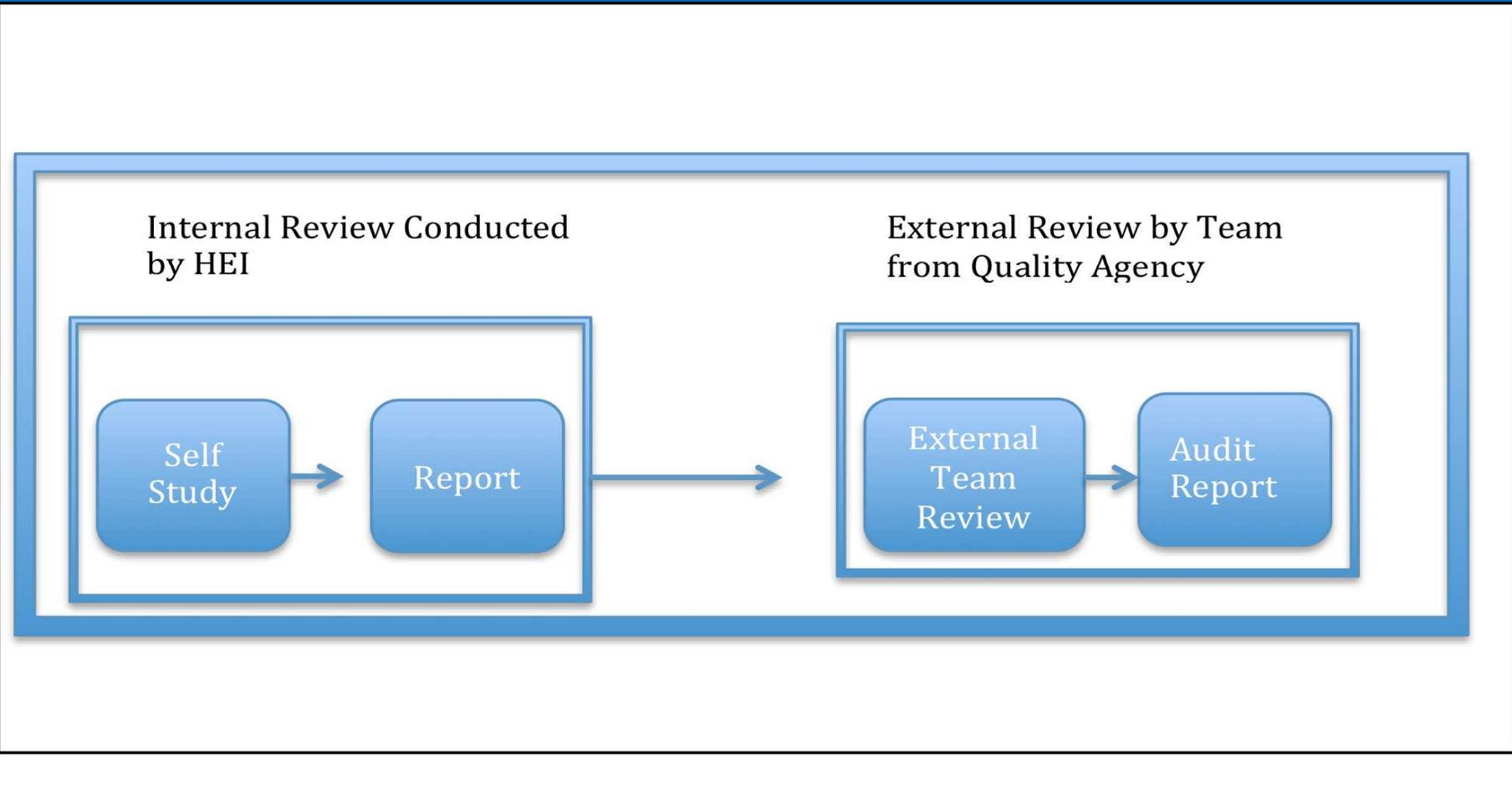
Governance, management skills and strategies ➤

Educational processes (teaching, learning,
assessment and resources for students), ➤

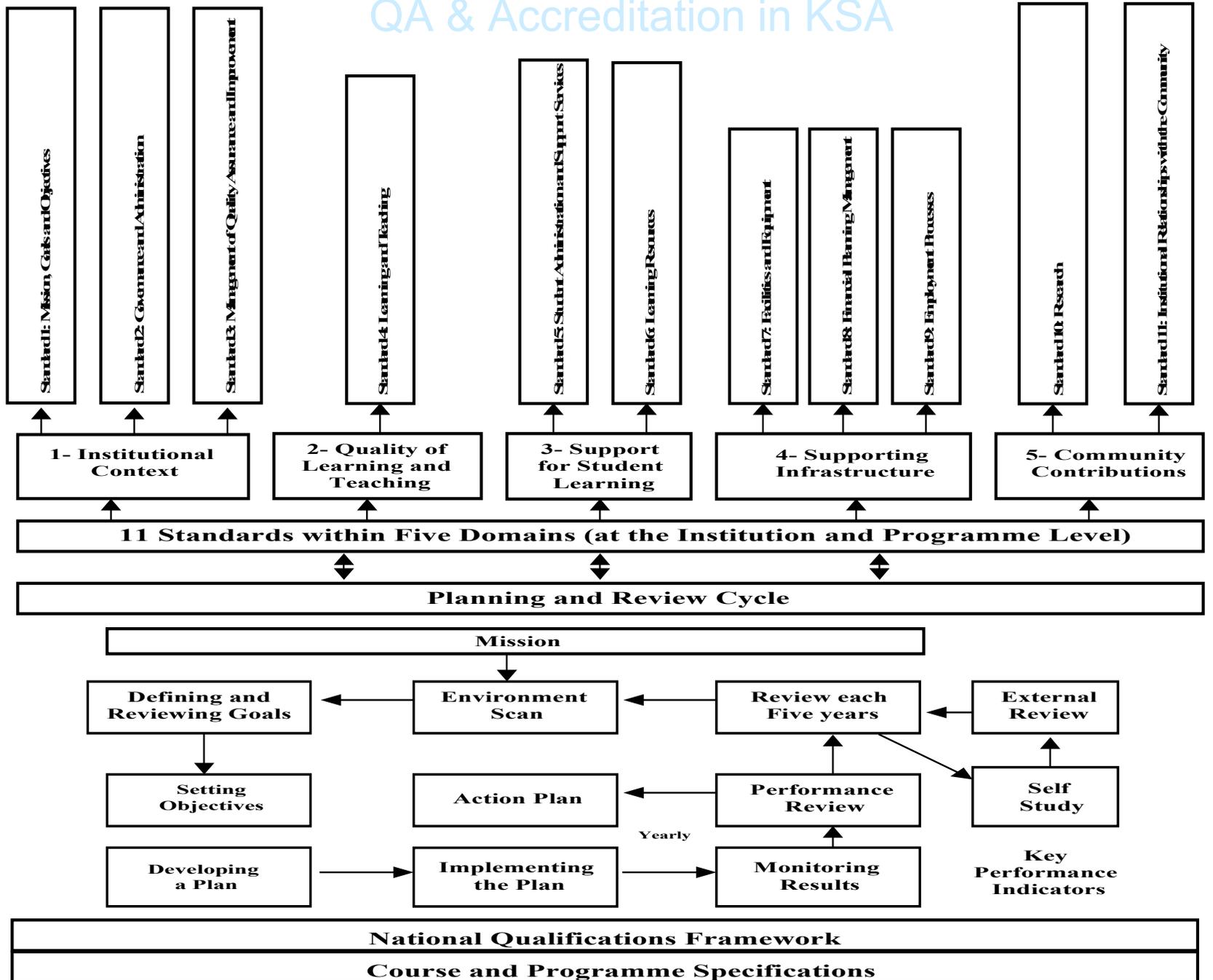
Institutional infrastructures (building, labs, efficient
IT facilities, etc.), ➤

Transparency and equity in academic and
administrative activities. ➤

Common Quality Audit Procedure Commonly Followed in the World

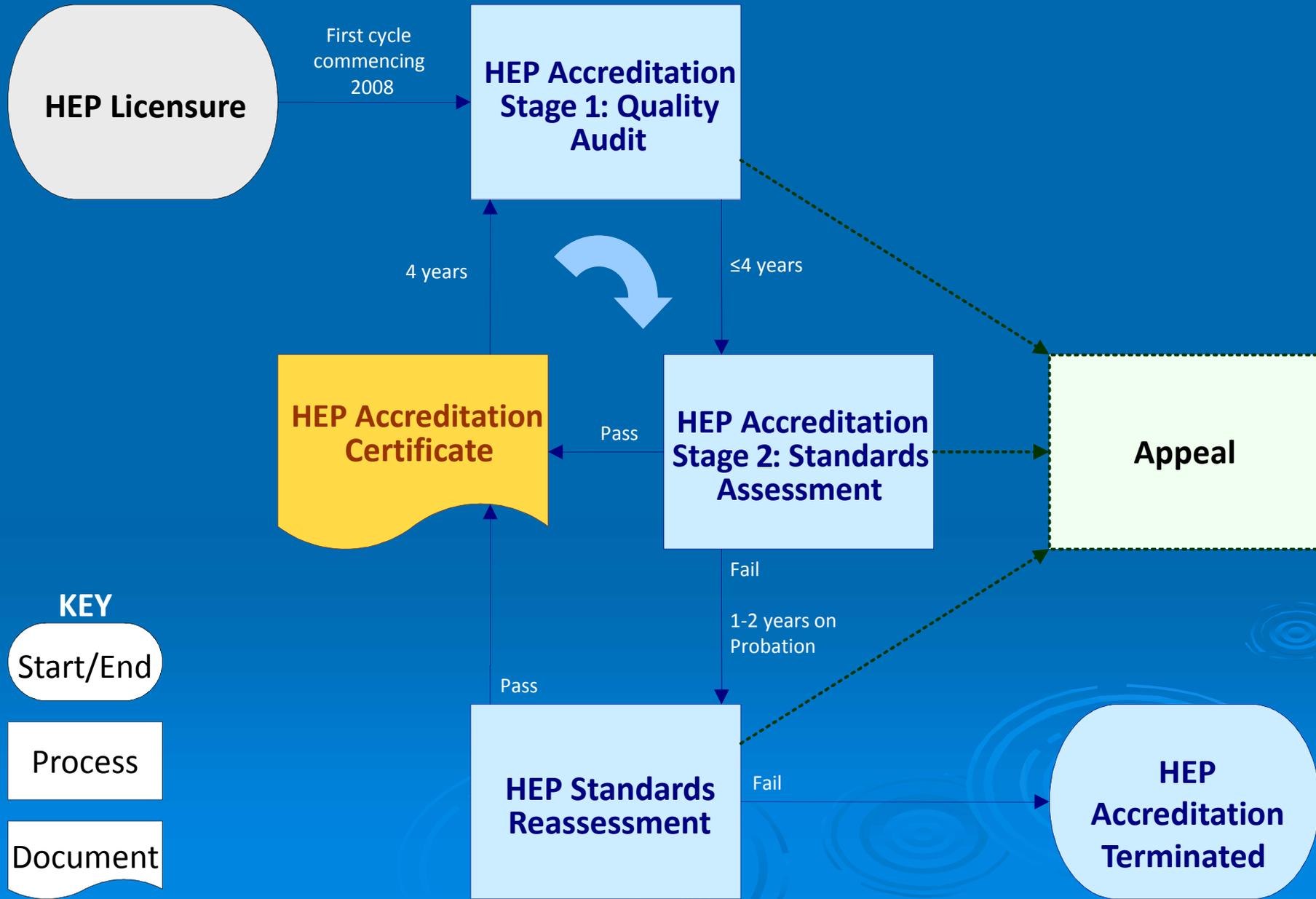


QA & Accreditation in KSA



Provider QA Processes

(Oman)
www.oac.gov



Oman as a Case Study

Distribution of HEIs in Oman

www.oac.gov

	Classification	Number of Organizations
1.	Public Health Institute	16
2.	Private College	16
3.	Public College of Technology	7
4.	Public Institute	7
5.	Public College of Applied Science	6
6.	Private University	7
7.	Private University College	4
8.	Public University	1
9.	Public College of Banking and Financial Studies	1
Total		65

International Academic Affiliations

Academic programmes and affiliations ➤
with universities from the following
countries:

- Uk
- USA
- Australia
- New Zealand
- Austria

- Holland
- Jordan
- Lebanon

Challenges

Maintaining quality and Keeping unified standards between importer and exporter. ➤

Suitable infrastructure especially for technical and professional specializations ➤

Recognition and inclusion in national quality framework ➤

Efficiency and effectiveness ➤

Institutional quality capacity building ➤

OAAA Efforts

- Oman Academic Accreditation Authority (OAAA) training workshops to the sector ➤
- Gradual development of procedures and policies after consulting with the sector ➤
- Hiring international consultation committee ➤

Concluding Comments (1)

- The selling of QA packages ➤
- a valuable economic/political cargo for ➤
exporters – to the Gulf States

Concluding Comments (2)

Although the six Gulf States are not  usually seen as 'developing countries' their relationships to the providers of QA packages, Higher Education Institutions, programmes, curricula and resources, constitute a framework within which a specific form of 'development' takes place.



Concluding Comments (3)

Gulf States buy in an outdated package of ➤
QA educational products
and reduce still further ➤
possibilities for their own Research & ➤
Development
and their own indigenous ➤
Knowledge-based development ➤



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Oman Academic Accreditation Authority (OAAA) ➤

www.oac.gov