

Classifying Higher Education Institutions in the Middle East North Africa (MENA) Region: A Pilot Project

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Overview of presentation

- I. Introduction to the study
- II. Goals of the study
- III. Diversity of Higher Education in the Arab Countries
- IV. Proposed Model
- V. Preliminary description of higher institutions in 8 countries

I. Introduction to the study

- **Need for the study in the MENA region**
- **Supported by the Carnegie Corporation, carried out in partnership with LAES**
- **Pilot study in 8 representative countries**
- **Primary and secondary data from ministries and institutions**
- **Timeframe: March 2010 – February 2011**

II. Goals of the study

- **Deeper understanding of the diverse range of institutions in the region**
- **Within region: benchmarking and comparison; increased research collaboration & exchange**
- **Outside the region: institutions able to compete globally and position themselves on the world stage; expanded international collaboration**
- **Information available to guide students**
- **Increased degree recognition and academic mobility**

III. Diversity of Higher Education in the Arab Countries

- The last decade (1998-2008) witnessed an impressive **increase of students' enrolment in higher education** in the Arab countries. The student population increased from 2.9 million in 1998/1999 to 7.6 million in the 2007/2008 academic year, a jump of 256%.

Diversity of Higher Education in the Arab Countries (cont)

- Policies and measures by Arab governments over the last decade, and the rising demand for higher education, have led to a considerable **expansion of higher education institutions** as well. The number of universities active in the Arab region in 2009 stands at 467, compared to a mere 174 a decade ago; i.e. an increase of 2.7 times.
- In 1998, the **non-public sector** stood at only 10% of universities in the Arab region, while it accounted for about 51.5% recently (2008).

Diversity of Higher Education in the Arab Countries (cont)

- However, in 2008, while 51.5% of the total universities were non-public, students in this sector constituted only 9.8% of the total enrolment, with high discrepancy among Arab Countries

% of students enrolled in non-public universities	% of non-public universities		
	20% and below	21-59%	60% and above
20% and below	Iraq, Morocco, Sudan, Libya,	Egypt, Saudi Arabia, Total Arab Countries	Mauritania, Yemen, Syria, Tunisia,
21-49%			Jordan, Kuwait
50% and above			Bahrain, Oman, UAE, Lebanon, Palestine
NA	Algeria		Qatar

- The **diversity of providers**:
 - by **sector** (public, non-public-non-profit, non-public-profit),
 - by **affiliation** (to the MOHE, to other ministries),
 - by **status** (universities, independent colleges, technical institutes, community colleges, etc.),
 - by **type** (traditional, open- virtual universities),
 - by **nationality** (national, regional, international institutions or branches of them),
 - by **model** (American, French, German, etc.) depending on curriculum organization and language of teaching,
 - by **cultural reference** (Islamic , Christian, non-religious institutions),
 - by **orientation** (profession-oriented, academic-oriented),
 - by **recognition** from respective authorities (licensed, accredited, assured institutions), etc.

Diversity of Higher Education in the Arab Countries (cont)

- The **diversity of provisions**
 - First, the degrees (BA/S- MA/S- PhD) are **differently defined** among Arab countries, as to the amounts of years or courses to be completed in each, or as to their designation.
 - Second, there is other degrees provided **out-of-the box**. Some are of preparatory nature, before starting the BA/BS, some are for one or two years, some others are delivered after the BA/BS without pertaining to MA/MS level (for professional reasons, or rehabilitation, or continuing education, etc.).
 - Third, they are given through different **languages of instruction**.

Diversity of Higher Education in the Arab Countries (cont)

- From an **international perspective**, this disparity of higher education institutions and degrees has consequences on the way international agencies and higher education institutions should deal with credentials held from Arab countries. This is a challenging issue particularly as students' mobility from Arab countries towards USA and other OECD countries has taken a new rise in recent years (in 2007/2008 there were 23,549 Arab students in the USA, out of 623,805 of world total, 3.8%).
- The same applied to **regional perspective** as far as regional mobility and diplomas recognition are concerned

IV. Proposed Model

<i>Common dimensions labels</i>	<i>Carnegie Classification equivalents</i>	<i>European Classification of Higher education Institutions equivalents</i>
<ul style="list-style-type: none"> • Teaching and Learning Profile 	<ul style="list-style-type: none"> • Undergraduate Instructional Program Classification • Graduate Instructional Program Classification 	<ul style="list-style-type: none"> • Teaching and Learning Profile
<ul style="list-style-type: none"> • Student Profile 	<ul style="list-style-type: none"> • Enrollment Profile Classification • Undergraduate Profile Classification • Size & Setting Classification 	<ul style="list-style-type: none"> • Student Profile
<ul style="list-style-type: none"> • Research Involvement 	<ul style="list-style-type: none"> • Doctorate Program 	<ul style="list-style-type: none"> • Research Involvement

IV. Proposed Model (cont.)

- From the European Classification of Higher education Institutions:
 - 1) **Regional Engagement**
 - 2) **International Engagement**
 - Incorporating the Arab perspectives:
 - 3) **Curriculum**
 - 4) **Faculty Profile**
 - 5) **Financial Profile**
 - 6) **Religious Orientation**
 - 7) **Cultural Orientation**

#	Dimension	Number of Indicators
0	ID	11
1	Teaching and Learning Profile (Co)	3
2	Curriculum	3
3	Student Profile (Co)	9
4	Faculty Profile	6
5	Financial Profile	4
6	Research Involvement (Co)	4
7	Cultural Orientation	2
8	Religious Orientation	5
9	Regional Engagement (Eu)	6
10	International Engagement (Eu)	12

Example of Indicators

1.	TEACHING AND LEARNING PROFILE	1.1	Orientation of degree
		1.2	Subject areas covered
		1.3	Degree level focus
2.	CURRICULUM	2.1	Organization
		2.2	Type of requirements
		2.3	Graduation requirements

Examples of Indicators Items

- **Ex 1**

Indicator 1.1: Orientation of degree

Graduates of:

- a) General formative programs (arts & sciences),**
- b) Programs leading to licensed/regulated professions,**
- c) Other career-oriented programs**

- **Ex2**

Indicator 1.3: Degree level focus

The percentage of degrees awarded in reference year:

- a) BA/BS**
- b) MA/MS**
- c) Doctorate**

V. Preliminary description of higher institutions in 8 countries

		Public	Non-Public	T
1.	Egypt	66	150	216
2.	Jordan	28	44	72
3.	Lebanon	1	42	43
4.	Morocco	48	105	153
5.	Saudi Arabia	24	25	49
6.	Tunisia	37	34	71
7.	Qatar	1	8	9
8.	U.A.E.	6	57	63
Total		211	465	676

%

		Public	Non-Public	T
1	Egypt	30.6	69.4	100
2	Jordan	38.9	61.1	100
3	Lebanon	2.3	97.7	100
4	Morocco	31.4	68.6	100
5	Saudi Arabia	49	51	100
6	Tunisia	52.1	47.9	100
7	Qatar	11.1	88.9	100
8	U.A.E.	9.5	90.5	100
Total		31	69	100

%

	Public	Non-Public	T
Universities	36	64	100
Other institutions	29	71	100
All Institutions	31	69	100

Universities

		Public	Non-Public	T
1.	Egypt	18	24	42
2.	Jordan	10	23	33
3.	Lebanon	1	31	32
4.	Morocco	15	1	16
5.	Saudi Arabia	24	7	31
6.	Tunisia	13	34	47
7.	Qatar	1	8	9
8.	U.A.E.	2	21	23
Total		84	149	233

Other Institutions

		Public	Non-Public	T
1.	Egypt	48	126	174
2.	Jordan	18	21	39
3.	Lebanon	-	11	11
4.	Morocco	33	104	137
5.	Saudi Arabia	-	18	18
6.	Tunisia	24	-	24
7.	Qatar	-	-	-
8.	U.A.E.	4	36	40
	Total	127	316	443

Thank You