

An Overview of the HEEPF Experience

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1.1 Introduction

Nations take pride in the variety of resources and capacities bestowed by the creator. The Egyptian community is distinguished by its enormous human resources. History bear witness to the excellence and uniqueness of the Egyptian mind; for Egypt is the cradle of civilizations, the place of revelation of many religions, and the pioneer in the development of various fields.

The aspirations of developing and activating these latent capabilities form one of the most important goals of the government. Higher education represented by the Egyptian universities had always are the locomotive that tows the whole society to the status it deserves. Creative minds are waiting for a chance to prove their high capabilities and use their inventive powers to reach the status their nations seek.

The government has therefore drawn an ambitious plan to enhance the role of higher education in community the idea started in the National Conference for Higher Education Enhancement that was held in 2000 in Egypt. During that conference, the priorities of enhancing universities and scientific research in Egypt were identified as a set of ambitious educational, research, and administrative projects in the various vital fields within the higher education system.

The role of Higher Education Enhancement Project Fund (HEEPF) represents one of the most important roads through which the ambitions and hopes of the community can be achieved. During the first phase of HEEPF work, there was a variety of activities on the academic level. In addition, there were some activities related to the development of industry and administration sciences.

These achievements were classified in order to set up a perfect system that manifests the concept and strategy of higher education enhancement in Egypt which starts with academic development on the undergraduate level matched with an equal development on the graduate level through creating new programs and curricula or amending and modernizing the existing regulations. Such Enhancement cannot be achieved without the provision of laboratories and the creation of an advanced educational environment. The completion of the previous steps can give effect to the thoughts of modernizing the higher education system to reach the stage of E-learning and establish virtual laboratories. In addition, efforts would be directed to information and communication technology as well as data resources to activate the role of specialized and interdisciplinary centers. This system can sustain through the works of restructuring, management, and quality assurance which aim at the development of human resources. Finally, integration and coordination between enhancement projects is the highest aim of HEEPF to ensure the sustainability of the success of this ambitious vision.

1.2 Establishment of the Higher Education Enhancement Project Fund (HEEPF)

The Higher Education Enhancement Project is one of the most important elements of higher education enhancement plan certified in the National Conference for Higher Education Enhancement that was held in February 2000 in Egypt. In 2002, a amount of \$13 million was allocated to HEEPF. The founding team startled to formulate the general idea of higher education enhancement into more specific and tangible steps and goals for HEEPF.

Vision

Effective participation in the implementation of the strategic plans for sustainable higher education enhancement, through competitive mechanisms, to achieve distinction in the Egyptian Educational Institutes and promote them to international levels the scope of development was identified into several HEEPf projects covering different of higher education (Fig. 1-1).

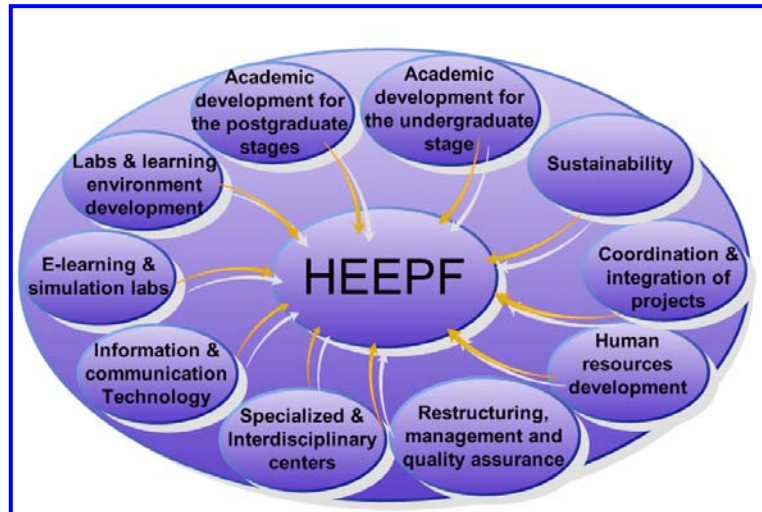


Fig. (1-1) Scope of development through HEEPf Projects

Mission

Establishing effective and transparent management tools to fund, support, follow-up, monitor, evaluate, as well as insure sustainability of competitive projects to enhance higher education. HEEPf mechanism is based on bottom-up approach to enhance quality, relevance and efficiency of higher education in public universities and technical colleges, through academic and management development, restructuring and community interaction, aiming to qualify graduates to fulfill market demands for competence on national and international levels Main windows for HEEPf projects are shows in (Fig 1-2) .

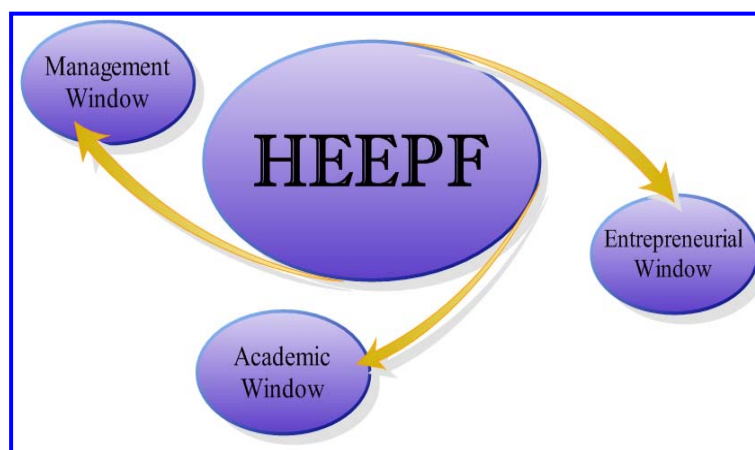


Fig. (1-2) Main windows of HEEPf projects

Objectives

Support improvements in the quality, relevance and efficiency in higher education through establishing a sustainable competitive mechanism among Egyptian universities and technical colleges. It also aims at upgrading the capacities of higher education institutions and the academic community to encompass the new scientific specialties, interdisciplinary and creative fields, and spread the culture of including quality mechanisms in academic enhancement as well as the concepts of total quality management.

1.3 Selection for granting

HEEPF finances projects in the fields of promoting and upgrading quality, developing programs and curricula, purchasing the equipment and instruments necessary for developing academic programs, using the latest technologies and learning media in Egyptian universities, and using total quality management systems.

HEEPF finances the projects whose goals and activities are included under the academic window, the entrepreneurial window cooperating with non-academic organizations such as the business sector, and the management window. Projects are classified into: small projects that last for up to 12 months with a budget of less than \$ 50,000, medium-size projects that last for up to 18 months with a budget of \$ 50,000 - \$ 100,000, and large projects that last for up to 24 months with a budget of \$ 100,000 – 150,000.

The elements of the standard rules of projects' appraisal and arbitration are: academic excellence, technical quality, relation with the community, efficiency, sustainability, innovation, cooperation, and national demand. these elements are shown in (Fig 1-3).



Fig. (1-3) Components for technical evaluation of submitted proposals

1.4 Procedures of selecting the funded projects

A committee formed by HEEPF classifies projects into sets according to the fields and windows related to its goals. The arbitrators' committee is selected from a list that comprises more than 200 experts in the field of higher education enhancement. Each project is evaluated by three members of this committee for large projects, a foreign academic expert or an expert from outside national universities participates in arbitration. As for entrepreneurial projects,

they are evaluated by a sub-committee consisting of two members who represent the private sector and a third member who represents the academic side.

A workshop is held for the members of the arbitration committee in other to unify the method of appraisal before arbitration. During the two weeks that follow evaluation, the committee submits its recommendations based on the indicators of priority, needs and outcome. The projects are, then, approved by HEEPF National Committee. Finally, grant contracts for the successful proposals are approved by the board of the Projects Management Unit (PMU) within four weeks of selection approval the procedure is outlined in (Fig 1-4).

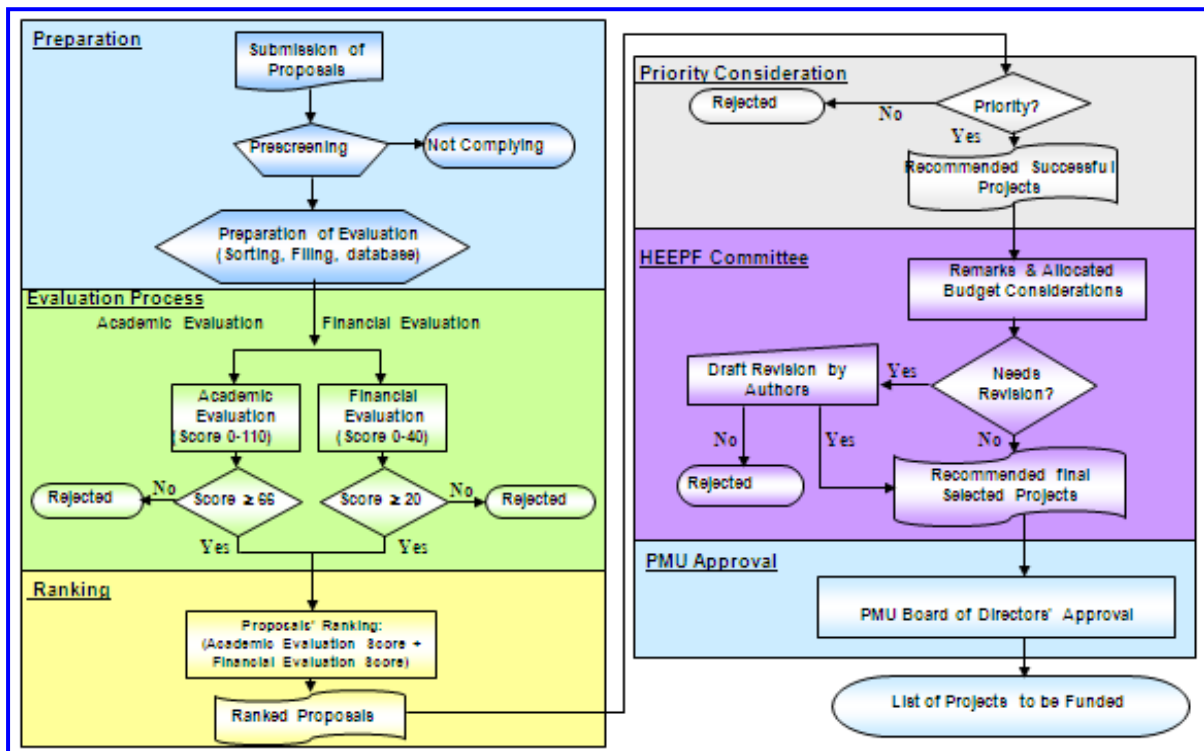


Fig. (1-4) The evaluation process of submitted competitive projects

1.5 HEEPF management

The overall HEEPF management system is illustrated in the lunar cycle shown in (Fig.1-5). There are three main stages of management that include:

1. preparation stage: formation of the steering committee, needs assessment and planning.
2. implementation stage: awareness, request for proposal, granting and contracting, implementation of projects in university including monitoring and evaluation, quality control, dissemination along with capacity building and performance appraisal.
3. post sub-projects implementation stage: handing-over, sustainability plans and impact assessment.

HEEPF organizational structure of four teams: dissemination, information, technology, administrative, and monitoring & evaluation different teams with their specific tasks are shown in (Fig 1-6).

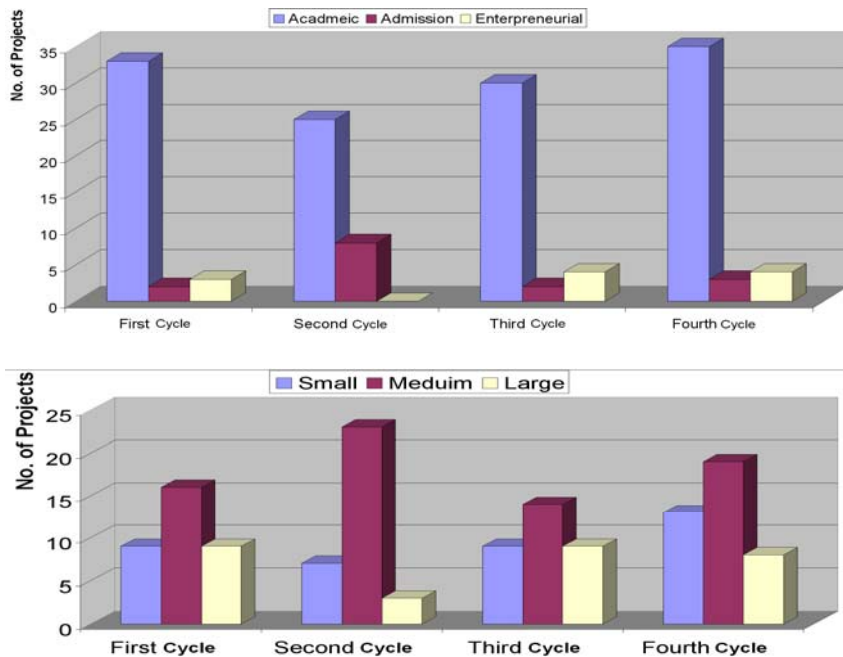


Fig.(1-9) Distribution of projects with their different types and sizes on the different phases

1.7 Monitoring of projects and performance indicators

The monitoring and evaluation team—formed by HEEPF—represents legal mechanism for the monitoring and follow up of the funded projects in order to assure the quality of the activities and achievements this is done team outcome according to the specified rules and principles of references. HEEPF management continually reviews the monitoring system according to the work needs, the progress of the funded projects' performance, and the follow up of the World Bank. Information about the monitoring system is published on HEEPF website and is available for the beneficiary parties Figure 1-10 displays and paragraph for the HEEPF monitoring & Evaluation team.

In addition, the Impact Assessment and Tracing studies are considered part of the overall appraisal, and the Project Management Unit (PMU) is responsible to for conducting these assignments.



Fig. (1-10) HEEPF website



Fig. (1-11) HEEPF Monitoring & Evaluation Team

1.8 HEEPF website

A website has been designed for the Higher Education Enhancement Project Fund, www.heepf.org.eg, in order to reflect the continuous work of HEEPF and the projects it

finances, and to be a main source of information and documents for the managers of the projects and the UPMUs. Various levels of secrecy have been designed so that browsing the site rises gradually from general browsing to special browsing that is related to projects, monitoring committees, and management. The website contains general information about HEEPF, its goals, various activities, and contacts with the management of HEEPF. In addition, it comprises information about the monitoring and performance appraisal system. The latest report on the work progress inside HEEPF-including the finished activities and outcome-is displayed and the action plan for the next stage available. HEEPF site is continuously updated in order to reflect the efforts and activities of HEEPF for the visitors interested in the strategy of higher education enhancement in Egypt Figure 1-11 displays as screen capture for the website.

1.9 Implementation of projects in universities

The technical aspects of the projects funded by HEEPF (158 projects in the first four cycles) represent one of the most important pillars of HEEPF. They include new programs, new curricula, regulations' and programs' development, E-learning, simulating laboratories, laboratories' establishment and development, information and communication technology, data resources, specialized centers, quality and accreditation insurance, building capacities, skills and training, scientific publications, as well as administration and restructuring. These technical aspects are classified as in Fig.1-12 thru 1-14 and table 1-1.

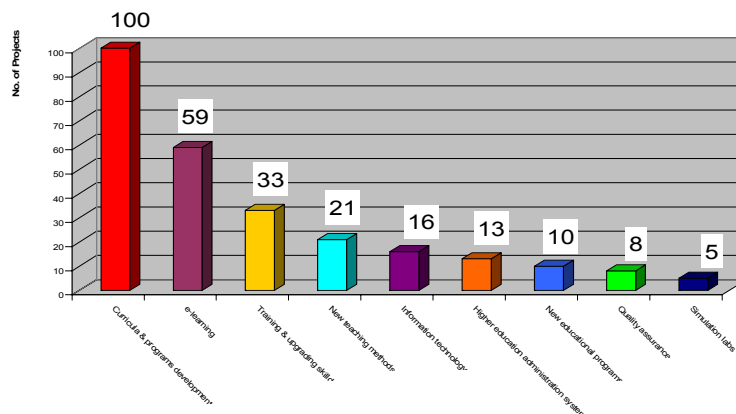


Fig. (1-12) Classification of all funded projects according to theme

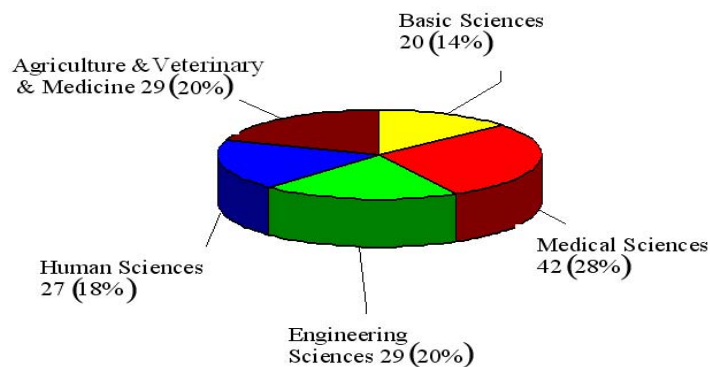


Fig. (1-13) Classification of projects according to the specialization

Table 1-1 logical framework matrix for HEEPf project

HEEPf Objectives	Deliverables (Output/Outcome)	Indicators		
1. Create a competitive environment to improve and enhance Higher Education Institutes	563 proposals have been submitted over 4 Cycles where 158 sub-projects were selected for fund in Egyptian universities (41, 36, 36 and 45 in the 4 cycles).	Institutions participated in HEEPf sub-projects	17 universities, 5 T/C & MOHE	
		Faculties participated in HEEPf sub-projects	90	
		Direct beneficiaries	undergraduate students	121722
			other categories	100915
		Indirect beneficiaries	undergraduate students	89899
other categories	209747			
2. Increase collaboration with the community	Establishment of relations with the community	Specialized/interdisciplinary centers have been incorporated with HEEPf sub-projects.	59	
		Cooperation protocols with community organizations have been signed and activated.	39	
		Specialized units for sustainability purposes	64	
3. Improve capabilities of academic communities	Trained staff members on preparing proposals.	<ul style="list-style-type: none"> • 563 proposals have been already submitted for evaluation. 		
	Trained teams to direct and manage HEEPf sub-projects in the most efficient manner.	<ul style="list-style-type: none"> • Conducting 10 PM workshops. 789 Staff members trained on how to manage HEEPf sub-projects. • Conducting 6 Financial workshops. 260 Staff members and accountants trained on the preparation of HEEPf financial report. • All sub-projects have overcome their problems in implementation. 		
	Trained teams with good capacity in new learning and management methodologies.	<ul style="list-style-type: none"> • 2 specialized & On-line workshops. 64 attended 2 specialized & On-line workshops. • 519 courses have been electronically prepared. • 71 virtual experiments have been constructed. • 2 MIS have been effectuated. • 2 HMS have been developed. • 3 digital libraries have been developed and automated. • 1 database for human recourses planning. • 2 database for educational resources. 		
Academic deliverables up to the technical standards		New under-graduate programs	5	
		New postgraduate programs	35	
		Upgraded under-graduate curricula	10	
		Upgraded post-graduate curricula	44	
		Upgraded and developed courses	509	
		Laboratories upgrading	122	
		Simulation/Virtual labs	155 experiments	
		e-learning and on-line courses	453 courses	
		Knowledge resources	7	
		IT sub-projects	16	
		MIS, HMS & Database	9	
Quality assurance systems	15			
Management and reform of higher education institutes.	9			

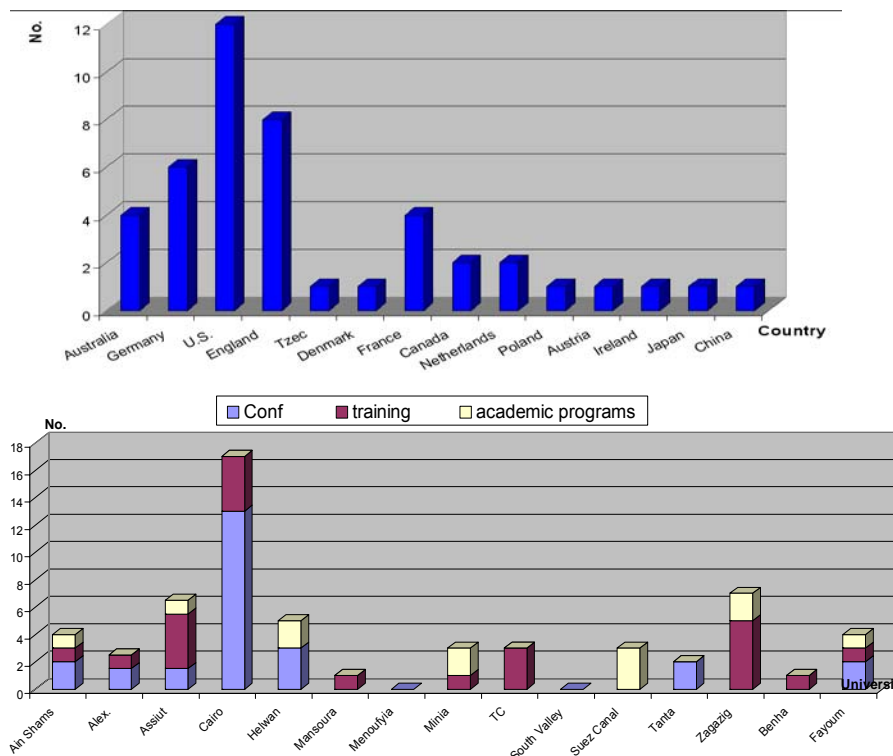


Fig. (1-14) Distribution of experts who participated in the projects outcome appraisal

HEEPF has also given the faculty staff members participating in enhancement projects a chance to travel abroad to upgrade their qualifications and learn about the latest developments in higher education enhancement processes. In addition, it has given projects' managers the opportunity to host distinguished foreign experts in Egypt to evaluate the performance, activities, and outcome of the projects.

1.10 Monitoring and evaluation of projects

HEEPF gives selection of the projects in this important stage due care. There are objective criteria for the evaluation of the projects' performance. These criteria are connected with the indicators of performance, success, and impact. However, the most important criteria is the project's orientation towards its specified goals within the time and with the required quality. During the stages of HEEPF's work and monitoring of the funded projects till 2006, projects were evaluated according to five levels: excellent – very good – intermediate – needs substantial changes – unsatisfactory. Figure 1-15 displays the classifies of projects according to their level of performance.

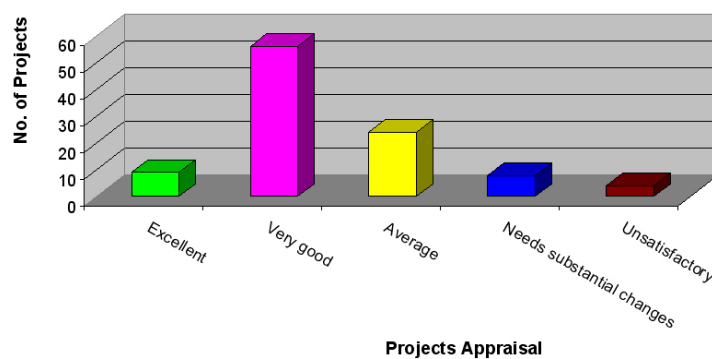


Fig. (1-15) Evaluation of projects according to performs

1.11 projects hand-over

In the framework of handing over the funded projects to universities after their completion in accordance with the concluded contracts, the project's satisfaction of the requirements of its delivery is checked in accordance with the certified project plan and within the limits of the allocated budget.

A set of committees comprising representatives of HEEPf and the university, in addition to technical experts and the project's management team, is formed to perform the job of receiving and delivering the outcome and components of the project. This is done in light of the contract and the final report which includes the total technical activities and outcome of the project as well as the total budget and its adjustment to the fiscal plan of the project and specification of the sustainability plan of the project's activity.

1.12 Integration and coordination among HEEPf projects

In the framework of the comprehensive vision of the higher education enhancement system, HEEPf has activated the idea of integrating the projects that have the same specialization. HEEPf has also enriched the principle of cooperation between the projects within the same university to widen the scope of their benefits and magnify their enhancement effect within higher education institutions. Figure 1-16 and 1-17 show some of the coordination event.



Fig. (1-16) HEEPf activities to activate integration between various education sectors



Fig. (1-7) Integration activities both on the strategic level (University leaderships, Sector committees, supreme Council of universities) and the scientific and academic community in universities and technology faculties.

1.13 Projects outcomes

According to general goals of HEEPF, the outcome of various projects has been classified into different categories: Figure 1-18 shown the number of projects awarded to each university.

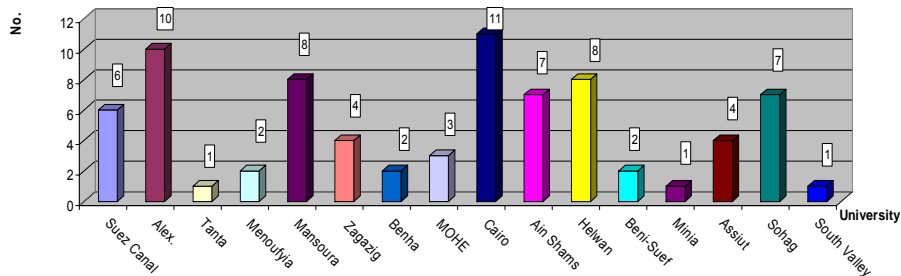


Fig. (1-18) Courses developed through HEEPF projects (83 projects)

HEEPF has also supported and funded 122 laboratories (71 computer laboratories and 51 specialized laboratories) which helped connect to the internet and facilitate gaining knowledge, scientific exchange, and information. To consolidate the idea of property rights, HEEPF has encouraged the idea of purchasing software for a large number of specializations. Figure 1-19 high lights the number of labs within each university figure 1-20 shows the number of software packages purchased by each university

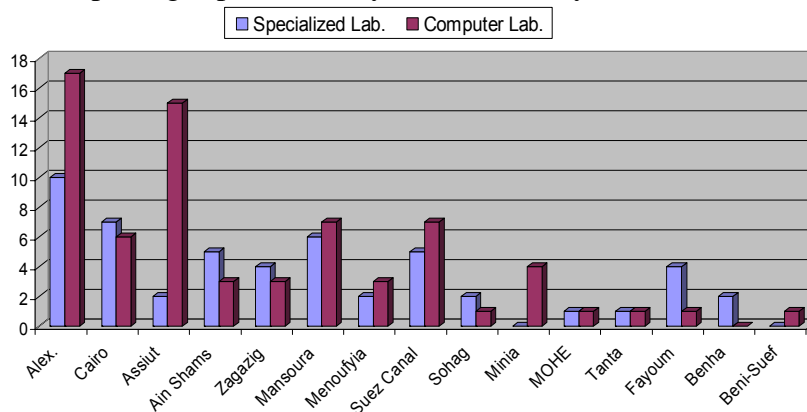


Fig. (1-19) Distribution of Labs developed by HEEPF in universities

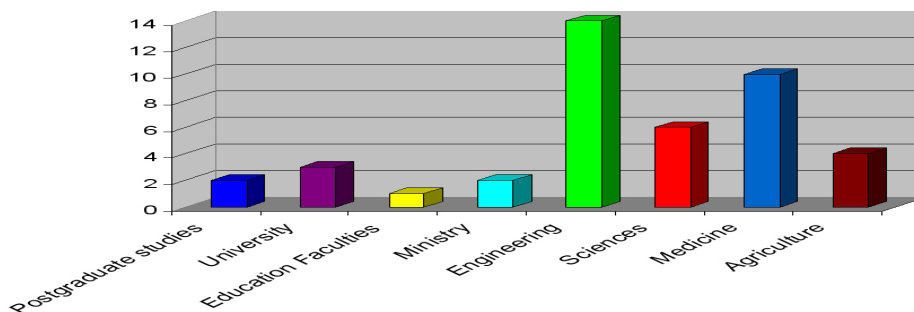


Fig. (1-20) Software packages purchased by HEEPF projects

1.14 Establishing specialized centers

The establishment of specialized centers for scientific research in most Egyptian universities represents one of the most important outcomes of the higher education enhancement projects. These specialized centers contribute to upgrading the scientific and laboratory skills of students in different specializations and crystallize the concept of enhancement and self-sustenance in a tangible way. Figure 1-12 shows the number of specialized centers in different sectors

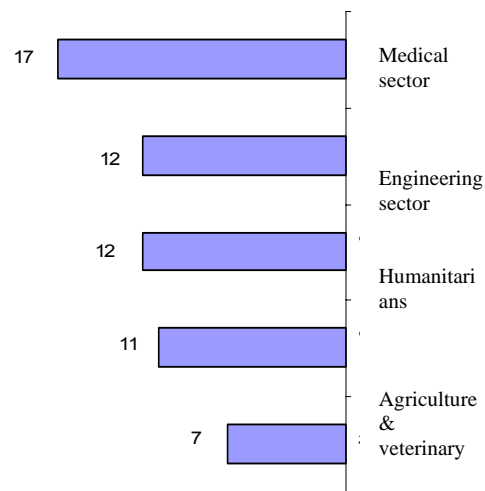


Fig. (1-21) Specialized centers according to sectors

These centers can be transformed into distinguished and excellence centers according to international number of special centers in differs sectors standards. Indicators show that any distinguished center is an institution or network that has a strong impact or in solving specific types of problems. In order to qualify as a distinguished center, high and remarkable standards of scientific production and creativity on the basis of given standards have to be modified. Moreover, the existing structures have to be advanced capacity building and activities have to be conducted. In other terms:

1. Upgrade the quality level of human resources necessary for producing excellent scientific outcomes.
2. Widen the scope of knowledge availability through connecting to the international scientific community with a network and other means.
3. Contact the finance resources that can support expansion and improvement.

HEEPF hopes that all the specialized centers that were funded by HEEPF would be distinguished centers since many of these centers have the required potentialities. Such goal helps cerate a foundation for research for Egyptian experts, in order to benefit their local communities.

1.15 Upgrading the academic, administrative, and human resources systems

Upgrading the quality level in various fields is one of the essentials of the enhancement process in the higher education system to cope with the internationally standards. The education enhancement activities included administration systems enhancement and restructuring in some universities. These projects worked on establishing an electronic infrastructure to facilitate administrative work in the faculty, purchasing software to organize work, training employees on using them, in addition to setting a new system of human resources management. Among the distinguished outcomes of the enhancement projects funded by HEEPF was the production of A number of research papers and scientific works has been also This new system combines both faculty staff members and employees and seeks to train a large number of workers.

In as aspect, HEEPF to upgraded the performance of participants and beneficiaries of enhancement projects. Through numbers workshop and training activities. Figure 1-22 summary is such training activities.

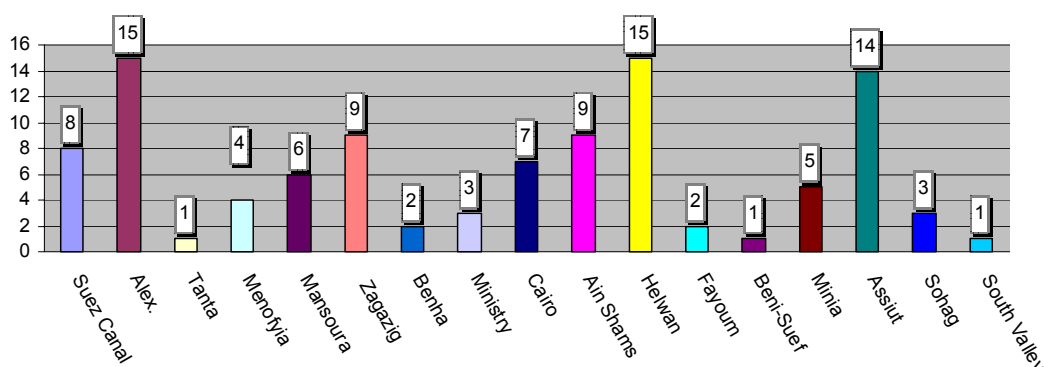


Fig (1-23) No. of projects that published scientific /technical papers

University	Engineering	Sciences	Medicine	Veterinary	Agriculture	Humanitarians	No.of projects
Alexandria		-	3	-	1	-	4
Cairo	10	1	3	-	-	-	14
Assiut	-	-	1	1	-	1	3
Helwan	4	2	-	-	-	6	12
Ain Shams	2	-	-	-	1	1	4
Zagazig	-	-	3	2	-	-	5
Mansoura	-	-	-	-	-	-	-
Menoufyia	-	-	2	1	2	-	5
Minia	Figure (1-22) HEEPF projects that developed training activities in universities						1
Institutes/ MOHE	-	-	-	-	-	2	2
Tanta	-	-	2	2	2	4	6
Beni-Suef	-	-	-	1	-	-	1
Total	17	3	14	5	4	14	57

1.16 Examples of success stories

HEEPF is distinguished by its activation of the concept of competitiveness and creativity among Egyptian minds within higher education institutions in various scientific fields to improve the role of the university in leading the train of development and progress. Despite the emphasis on the uniqueness of the idea of each project, yet a set of broad guidelines in terms of the goals and outcome of these projects have been specified. Thus, in the field of strategic planning for Alexandria University, we find a model of a new system whose principles can be generalized later on the rest of national universities in Egypt to redirect work towards goals that are related to university performance and connect the university with the needs of the society, developmental sectors, and world orientations. One of the main fields is human resources' management which is considered the backbone of any successful program since the main aim is to develop and update the personnel and faculty staff members' public administration and turn it into a strategic and modern administration.



Fig. (1-24) Human Resources Management Center, Helwan University



Fig. (1-25) Alexandria University Strategic Project

One of the factors of the success of any program is its application of the system of quality insurance according to the ISO standards, i.e. to identify the points of strength and weakness in the current system and try to put an executive plan to maintain the points of strength, overcome the points of weakness, and review all resources to make the best use of them. HEEPF has also enriched the field of upgrading post graduate studies and coping with the latest educational systems through encouraging the use of the system of credit hours, that is applied in international universities, in all Egyptian universities.



Fig. (1-26) Providing post-graduate sections in the faculties



Fig. (1-27) A Conference for the Faculty of Medicine, Zagazig Univ. gaining ISSO

The outcomes of the certified projects by HEEPF were diverse. For example, there are the new joint programs with foreign bodies, distinct examples of developing specialized courses and educational models that are considered an educational basis and reference for the identification of these courses. In the field of scientific works, there are examples of training faculty staff members on using the skills of critical thinking in their syllabi in accordance with international standards in different specializations. These new courses have also been applied as a model for the other courses.



Fig. (1-28) A sample of scientific publications of the HEEPF financed projects



Fig. (1-29) Participation of Egyptian and Arab students, and foreign teachers in medical learning in the Faculty of Medicine, Suez Canal Univ.



Fig. (1-23) Established labs for microtonics and software programs, Faculty of Engineering, Assiut Univ.

In the field of electronic administration, there are examples of projects that aim at establishing an integrated, developed, and efficient administration system for the university, in addition to the use of modern technology and multi-media in the educational process. Thus, there are programs that work on developing the educational process through upgrading and training the faculty staff members and their assistants and providing them with the technical service necessary for preparing an electronic version of courses.

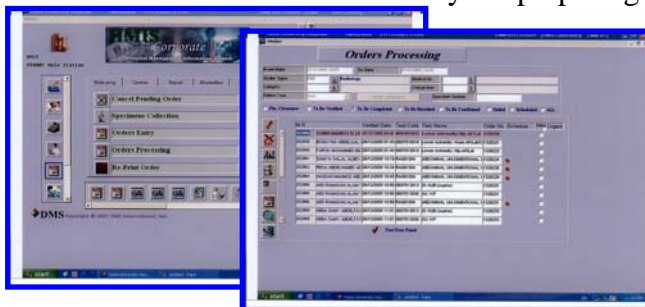


Fig. (1-31) An example of the electronic system used in hospitals administrations, Tanta Univ.



Fig. (1-32) Multimedia lab to develop the educational process in Assiut Univ.

Believing in the importance of connection with the community, HEEPF has directed and followed up the activities of the projects related to regional services to find suggestions for the solution of some vital problems that are related to the community. Besides, HEEPF has been keen to contact the other elements of the community such as cooperating with civil bodies in the developmental fields that interest the civil community.



Fig. (1-33) A workshop in the field of caring for special needs children

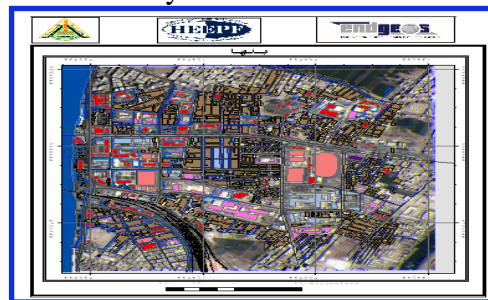


Fig. (1-34) New digital maps for Kalyobia Governorate

HEEPF has contributed in highlighting the creative capabilities of the faculty staff members in Egyptian universities. Thus, in the field of the density of activities, i.e. carrying out the largest number of activities within the least time limit, there are successful projects that yielded a variety of positive activities.

In the framework of the integration of higher education enhancement projects, there are distinct examples of projects which had joint goals and developed some of their outcomes while other projects completed these outcomes under the supervision of a special follow-up team in HEEPF. This integration was even more comprehensive. Thus, there is cooperation between similar faculties in different universities in the program of E-learning so that lectures are delivered through the internet to students at two universities in the same time. Such system allows more interaction everywhere in the world through the internet. Definite and interactive seminars have been held through this system with some foreign universities to transfer experience and technology.



Fig. (1-35) Integration of the Computer & Information Faculties in Cairo & Assiut Univ. in the field of electronic teaching



Fig. (1-36) Veterinary Medicine Faculty, Benha Univ.

1.17 Appraisal of HEEPF performance

HEEPF evaluates the projects' performance through various tools. HEEPF's management team evaluates its own performance through various mechanisms and stages starting with self-assessment of HEEPF's performance, then the projects', universities' and beneficiaries' appraisal of its performance, and finally the outlook of the Supreme Council of Universities and the World Bank of the activity and performance of HEEPF. Through the form of unified appraisal, the various aspects of management have been evaluated including input and output in addition to identifying the most important strengths, weaknesses, opportunities, risks, and SWOT analysis.

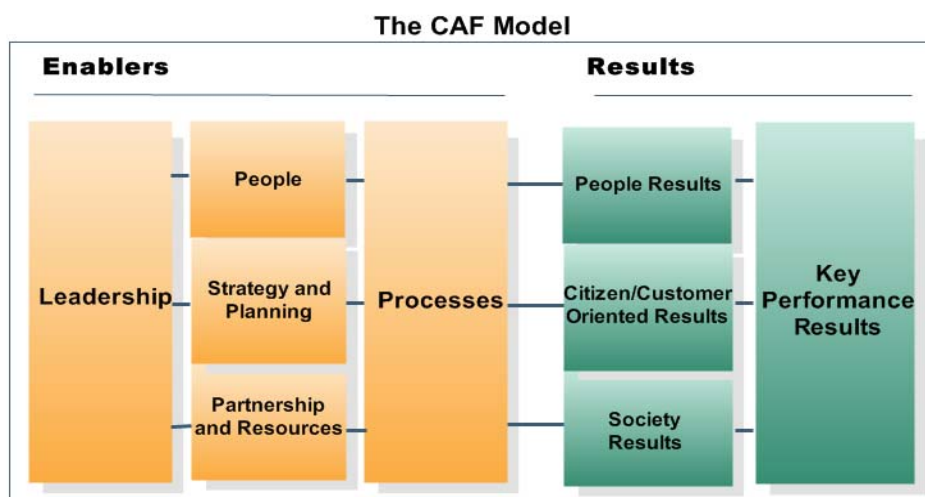


Fig. (1-37) Model used to conduct self study

HEEPF has been keen during the different stages of implementation on polling opinions to continually improve the performance of projects' management teams and projects' management units in the universities. Universities have done extensive studies to evaluate the performance of different bodies in the enhancement system through HEEPF. Confirming the role of HEEPF in the higher education enhancement system, the Supreme Council for universities is continually following up and evaluating its performance. Followers of HEEPF activity have confirmed its important role and commended its management performance which is characterized by high professionalism.

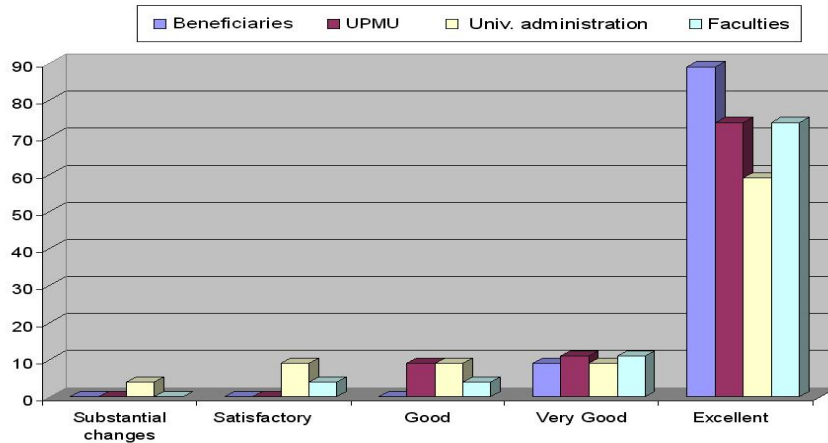


Fig. (1-38) Evaluation of UPMU for the performance of different parties



Fig. (1-39) One of the HEEPf management meetings with the delegation of the World Bank Sept/2006

Experts from the World Bank have prepared multiple reports on the progress of HEEPf management work discussing the indicators of performance and giving recommendations of the mission, *Aide Memoir*. It seems that the notes included in the recommendation reports of supervision missions accorded with the general policy of HEEPf management. This policy is characterized by dynamism for the opinions of beneficiaries are continually taken into consideration and regular changes are made to enhance cost effectiveness and projects' outcomes.

HEEPf has also been keen on polling opinions of beneficiaries of the higher education enhancement projects supported and followed by HEEPf in addition to learning about foreign experts' vision of education enhancement. The appraisal outcomes were summed up as: "what is done through the Higher Education Enhancement Project Fund is not less sophisticated than what is done in the advanced countries, especially with regards to its appraisal and follow up system." The most important recommendation was restricted to the necessity of continuing the role of HEEPf as one of the highest priorities in the next stages of enhancement projects.



Fig. (1-40) One of the foreign committees that appraised HEEPf performance in the previous phase

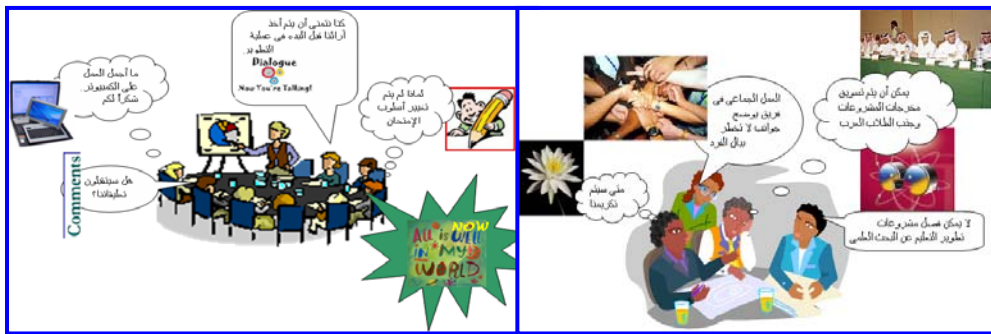


Fig. (1-41) Students' viewpoints of the higher education enhancement process

Fig. (1-42) Viewpoints of some Staff members who participated in the enhancement process

1.18 Gained experiences and learned lessons

HEEPF management has succeeded in enriching the higher education enhancement movement in Egypt on different levels. Through the various activities of HEEPF, the faculty staff members participating in projects' activities gained different wide experiences such as how to write technical proposals and executive plans for the projects. Besides, HEEPF has contributed in stabilizing and maximizing the role of the administrative body and organizing structure of projects management units in the universities. HEEPF has convinced the academic community of the concept of self-sustenance after the completion of the projects.

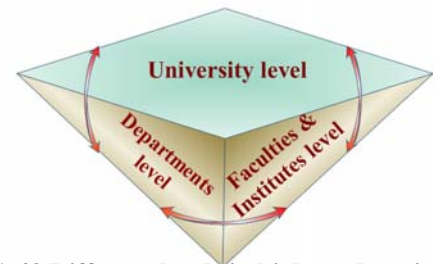


Fig. (1-43 Different levels in higher education)

On the level of universities, HEEPF contributed in their strategy enhancement and implementation of the activities of the first stage in addition to participation in the establishment of multi-specializations research centers in cooperation with industry and society, which led to the improvement of the university system. In faculties and institutes, HEEPF projects participated in the establishment of new academic programs and the improvement of the institutional structure.

On the level of scientific sections, HEEPF projects participated in improving academic programs in general through educational media and modern technology and the application of new methods of teaching and learning to provide students with better educational services. One of the most important achievements of HEEPF is the preparation of faculty staff members selected to work as consultants for HEEPF and their provision with the skills necessary for the follow up and appraisal of the projects' performance in their various stages. Through them, the concept of enhancement spreads within the framework of the university. In addition, contact channels with universities' administrations have been opened to solve all the problems that face the projects and provide the support necessary for the current and futuristic enhancement projects.

1.19 Futuristic vision for the continuation of HEEPF work in the fields of Enhancement

As a continuation of the success achieved during the last stage, HEEPF management presented an ambitious plan for the continuation of HEEPF activities in the field of higher education enhancement through:

1. Maximizing the use of the outcomes, gained experiences and prepared resources of the enhancement projects of the first stage in an integrated way to comprise as many national universities as possible.
2. Enhancing the systems and programs of Open and Distance Learning (ODL) and extending the base for the preparation of E-learning curricula.
3. Updating the systems of students' and graduates' services.
4. Enhancing the systems of electronic resources' administration in the universities in addition to the current fields of enhancement supported by HEEPF.

1.20 Conclusion

The facts that have been mentioned are certified and supported with numbers and unbiased scientific analysis. We confirm that the achievements of the Higher Education Enhancement Project Fund represent an unprecedented leap in the thinking of higher education system enhancement in particular and our scientific community development in general. During the past four years, which represent the age of the project, HEEPF has achieved successes witnessed by the higher education sector in Egypt and the whole world.

Through accumulated experiences, HEEPF management and its working team can provide the following:

- Preparing strategic plans for the enhancement, follow up and appraisal of higher education system.
- Making institutional appraisal according to the criteria of comprehensive quality management.
- Setting follow up and appraisal systems for different institutions.
- Preparing highly trained technical personnel for the management and marketing of this kind of vital activities.
- Enhancing the concept of constructive competitiveness in the fields of scientific research to upgrade the multiple directions of the education system.
- Playing a vital role in consolidating the integration of Egyptian universities and faculties.
- Contributing in the coordination between Egyptian universities and their peers in Arab

Countries to reach the concept of a harmonious, advanced higher education within the Arab society that parallels the world level. We hope that this effort becomes the first step in building advanced and efficient generations for our dear country, Egypt.

